

THE DESTINY STREAM ACADEMY FOR GIRLS

CHARTER SCHOOL

FALL 2020

“DISCENTIBUS HODIE, CRAS PRINCIPES”

“LEARNERS TODAY, LEADERS TOMORROW”

Give us girls - the time demands

Strong girls, good girls, true girls with willing hands;

Girls whom the world's gold cannot buy

Girls who possess opinions and a will;

Girls who honor and will not lie

Girls who can stand before the motley crowd

And down its treacherous flatteries without winking

Tall girls, sun-crowned Girls whose voices cry aloud

And give us a challenge to the whole world's thinking.

**Mary McLeod Bethune (1926)**

What began in 2014 as a professional learning group of “critical friends”; a group of teachers who met quarterly to discuss issues, ideas, and create new ways to improve their teaching instruction, eventually evolved into a learning community. Some of the teachers were even members of their school’s PPAC Committee, (Professional Problems and Concerns). Conversations that applauded the efforts of schools and organizations to provide leadership, mentoring and support to African-American males, evolved into the realization that very few of these same support systems and single-gender learning community options existed for African-American girls; specifically middle-school aged girls. The group of seasoned teachers realized that something needed to change, and they would be the ones to take the charge of being “change agents” thus choosing “Teachers for Change” as their new name.

After two-years of discussing what such a learning community would look like, the decision was made to circulate a survey that targeted adolescent girls in grades 6th, 7th and 8th grades to gauge their interest (or lack thereof) in attending a single gender middle school with a STEM (Science, Technology, Engineering, and Math) curriculum. With permission from the school’s principal, one design team member was able to dissipate surveys to female students in her then departmentalized English and Language Arts classes.

Armed with the promising results of student interest in a single gender STEM middle school, the design team began to research STEM schools and the effect it had on female students. Our mission was to find examples within city and state limits. Results were discouraging and alarming. Though there were models of STEM-based middle schools for girls, they were far and few between, with the majority of schools being private, tuition-based, with most of the student population being majority Caucasian and much to their surprise, almost non-existent in the state of Illinois. Could such a school be created for girls who looked our our students?- African-American and Latina from, low-socioeconomic backgrounds with very little exposure to a STEM curriculum? Undeterred, design team members began to seek out STEM-based, all girls middle schools in the region and found Hawthorn School for Girls Charter School in St. Louis, Missouri. The student population was a mirror-image of the girls we intend to serve! Arrangements were made to conduct an all-day visit and shadowing of the school’s charter creator, administrator and community liaison. The design team visited the school in April of 2017; following the school officials, speaking with students, teachers and parents, touring the facilities, and receiving much coveted promises of support, materials, resources and encouragement that we, in fact could make this happen. The Hawthorn Team extended themselves to mentor us, though they were in the infancy stages of their school. We left with a renewed sense of duty and obligation to make such a learning community a reality for our girls.

It’s common knowledge that STEM fields have historically been dominated by men. Women have suffered a gender disparity in seeing STEM careers as a viable option. The exposure for young women to choose STEM based fields first begins with exposure. Exposure has created the pathways for critical gains that are necessary to push access to STEM careers into the view of young learners. Women have made critical gains to increase their representation in recent decades—but we’re far from equitable access for all learners. There are a host of reasons: pernicious stereotypes that women aren’t good at math or science; structural impediments that make it hard for women to advance. Lack of access to global-minded career paths and language barriers also play major roles in the lack of diversity within the STEM community.

Addressing these and a plethora of social and emotional issues are key to moving forward—but it’s only part of the picture. To increase gender diversity in STEM, there’s a latent, untapped opportunity staring us in the face: girls’ strong desire to change the world, but first we must give them a lens that extends beyond their community and themselves. We must make science approachable through world studies. We just need to help girls connect the dots between changing the world, principled service, and STEM.

To get, and keep, more women in STEM, we need to show girls that STEM careers align with their interests, values, and desire to make an impact. The most efficient and scalable way to do this is by integrating real-world relevance into school, (Forbes, 2018).

**STEM 2026**

In 2016, a new vision that evolved out of workshops convened by the U.S. Department of Education’s STEM Initiatives Team in the Office of Innovation and Improvement. *STEM 2026* is “grounded in the premise that every student has the right to a foundational and authentic STEM education as part of a well-balanced set of academic experiences.” (American Institute for Research, 2016). The vision builds on work done over the past decade to advance educational equity and ensure that all students graduate prepared for college and/or careers. It also is grounded in research and data that shows that the process of learning and practicing STEM disciplines can develop such lifelong learning skills as teamwork, a passion for inquiry and discovery, persistence, and the application of gained knowledge to new situations.

Yet, the U.S. remains far from providing equal access and opportunity to unlocking these skills:

* [Compared with](http://www.nationsreportcard.gov/) 43 percent of White students and 61 percent of Asian students, just 13 percent of Black students and 19 percent of Hispanic students score at or above proficiency in eighth-grade mathematics.
* [Schools with the highest proportions of students from low-income](http://www.horizon-research.com/2012nssme/research-products/reports/technical-report/) households are more likely than others to have science and mathematics teachers with only one to two years of experience.
* [Between 10 and 25 percent of the nation’s high schools](http://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf) do not offer the core set of high school math and science courses, including algebra I and II, geometry, biology, and chemistry. Half of the nation’s high schools don’t offer calculus, and 37 percent don’t offer physics.
* [Girls represented just 22 percent of AP Computer Science](http://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf) exam takers; students of color, 13 percent.

The last aforementioned statement is why we the Design Team believe that Destiny STREAM Academy for Girls is what is **needed** and though there are options for any students to enroll in a STEM-focused schools in the city of Chicago, very little is offered as a focal point for female scholars only. At Destiny STREAM we believe that in the right environment, female students will quickly feel comfortable exploring non-traditional subjects. For girls, this is often **mathematics, advanced sciences, computers, technology,** and woodworking. Girls' schools understand the way girls learn. They create an environment in which girls are constantly exposed to positive examples of what they can be. Furthermore, they are shown the path to those goals. Nothing is left to chance. Girls' schools know that success doesn't just happen. That success occurs in a long series of small steps over time, (Singh, Vaught & Mitchell, *Journal of Negro Education,* 1998).

**STEM vs. STEAM vs. STREAM**

STEM is an educational curriculum that combines science, technology, engineering, and math. It is meant to be a comprehensive approach; instead of teaching each subject separately, educators aim to incorporate some or all elements of STEM into each project. This is where the IB Framework and rubrics will assist us in real-time communication to students, parents, and stakeholders in students progression and acquisition of the learning.

STEAM incorporates all the elements of STEM, but adds art to the mix. Examples of common STEAM projects, that are science based, but also incorporates artistic expression. This artistic expression could be oral, like a spoken word poem, or expressive like a poster to change water usage around the school. The IB will help us focus our efforts on ensuring students take action based on the concepts they learn within the units of inquiry we explore. The IB supports this holistic and whole-child learning that art brings to a growing adolescent. The IB’s framework has extensive resources, units, criterion and performance tasks that will help our young women explore not only their intellect but their gifts and talents. This infusion of the PITSCO 21st century curriculum with and Arts focus and IB will allow our young women’s imaginations to soar with inquiry.

STREAM adds one more layer to STEM and STEAM: reading and writing. Literacy is an essential part of a well-rounded curriculum, as it requires critical thinking as well as creativity. STREAM projects are similar to STEM or STEAM, but fold in the components of language and effective communication. The IB Framework ensures the students not only focuses in the mother tongue and proper use of the first language, in addition it requires student exploration of a second language. With a strong focus on effective communication and the acquisition of another language our girls will have more skills to be marketable in our global economy.

Our STREAM focus in conjunction with the IB will ensure we create well-rounded global minded young women who can and will explore many pathways through their in class and experiential learning.

The design team, recognizing that there is a need for a middle school which will focus on educating “the total adolescent girl and her role in this world” The DESTINY STREAM Academy Charter School for Girls is a single-sex public charter school for girls in grades 6 through 8. Young women at Destiny will be able to reach their highest potential, free from many of the pressures and stereotypes that prevail in today's youth culture. We will focus our program around female intelligence, identity, unity, and service.

As educators who were once young African-American girls that grew up in poor neighborhoods themselves, Destiny's design team seeks to incorporate best practices for educating urban adolescent girls, emphasizing collaborative work, project-based exploration, service as action, and the link between the classroom and the real world. Destiny 's curriculum is infused with attention to literacy and communication; our common goal is to advanced proficiency in reading, writing, and communicating in multiple languages as these elements are essential to students' success in secondary and post-secondary education. Against this backdrop, Destiny's major focus is on STREAM - science, technology, reading, arts, and mathematics, this ensures we give our girls a 21st century education so that they are marketable with in our global economy. We encourage and expect our girls to approach these and other subjects with energy, analytical skills, fortitude, creativity, a willingness to take risks, and self-agency so that they can achieve a level of mastery in subjects they encounter. In a single-sex school, the girls are encouraged to freely tackle these academic areas with gusto, inquiry, and confidence. Students will benefit from small class sizes, teachers who are specialists in their area and advocates, an innovative curriculum, daily access to, application, and training in modern technology, and opportunities for hands-on field based learning in science, engineering and math.

**Research from The National Coalition of Girls’ Schools (2015) shows that girls schools:**

* Provide a culture of academic achievement- it’s cool to be smart
* Develop self-confidence and leadership skills
* Graduate girls at a 30% higher rate than co-ed schools
* Send graduates to college at a 50% higher rate
* Produce graduates 6 times more likely to go into STEM college programs

An all-girls' school beginning at the 6th grade captures and directs the girls as they head into the tumultuous adolescent years. It is at this age that girls often begin to lose some of their earlier confidence and their self-esteem can begin to waver. Middle school girls who once saw themselves as curious and capable students, particularly in math and science, often begin to question their abilities. In a single sex environment, girls can thrive academically and socially, free from the distractions present in a coeducational school. Destiny girls have a real sense of belonging to a greater community that values them for their unique attributes and celebrates their strengths.

We also build our focus around the International Baccalaureate frameworks it will enable us to ensure that the young women are global minded. The world around us is moving into an open market for information, knowledge, and language. IB serves to ensure students have inquiry based and action oriented education. IB does not allow every school to bare its name; it requires schools to apply for candidacy and authorization. This process requires the staff to collaborate and create units of inquiry in tandem with the students To truly serve our young women we must infuse the whole child’s learning into principled action with our experiential learning model. According to the IB, Action in IB programmes may involve service learning, advocacy and educating yourself and others. Principled action, as both a strategy and an outcome, represents the IB’s commitment to teaching and learning through practical, real-world experience. IB learners act at home, as well as in classrooms, schools, communities and the broader world. Action involves learning by doing, enhancing learning about social and self and others. IB World Schools value action that encompasses a concern for integrity and honesty, as well as a strong sense of fairness that respects the dignity of individuals and groups. We believe that the IB will help us drive our scholars towards real learning in the classroom and beyond.

**Domain 1: Community Engagement and Support**

**Section 1.1: Community Overview**

**1.1.1: Targeted Community**

Though the Destiny STREAM Academy for Girls Charter School will extend its arms to welcome female scholars from the entire metropolitan Chicago area, specific attention to communicating, recruiting and establishing a partnership with residents, faith-based organizations, health care facilities, community groups, local high-schools and businesses in the South Shore area will be our primary focus. The proposed location of the school is 7851 S. Jeffery in Chicago. Currently the property of the Catholic Archdiocese sharing physical space with Our Lady of Peace Catholic Church, the space was formerly home to three charter schools and has been vacant as of February 2018. It was also a Catholic grade school and is nearly 100 years old.

**1.1.2: Community Characteristics**

We will target female scholars from the South Chicago Neighborhood, specifically the 8th Ward which includes the neighborhoods of South Shore, Chatham, Calumet Heights, Pullman, Avalon Park, Burnside and South Chicago. There are approximately 550 blocks and 51,000 residents that reside in the 8th Ward, most of which are single family residences. It has beautiful parks, quality schools, thriving business and manufacturing districts, and plenty of business opportunities.The 8th Ward is a stable community where people stay for many years to live, work, play, and raise their families.

South Shore is one of 77 defined community areas of Chicago, Illinois, United States. A predominantly African-American neighborhood on the city's South Side, the area is named for its location along the city's southern lakefront. Although South Shore has seen a greater than 40% decrease in residents since Chicago's population peaked in the 1950s, the area remains one of the most densely populated neighborhoods on the South Side.[2] The community benefits from its location along the waterfront, its accessibility to Lake Shore Drive, and its proximity to major institutions and attractions such as the University of Chicago, the Museum of Science and Industry, and Jackson Park. There are two zip codes that fall within the South Shore Community; 60649 and 60617. We created a chart to illustrate key characteristic in each zip code.

History

Community Area 46, 10 miles SE of the Loop. Situated at the mouth of the Calumet River, South Chicago first evolved as a rural settlement for fishermen and farmers. In 1833, speculators began buying up land, projecting that the area would become developed because it would connect outside shipping routes. The town was first named Ainsworth. Settlers included Irish Catholics, who established St. Patrick's parish in 1857. South Chicago's location at the intersection of river and railroad transportation routes fostered early growth.

Following the Great Fire of 1871, industry migrated south from Chicago proper. Swedes,Scots, Welsh, and Germans provided skilled labor for the flourishing steel, grain, railroad, and lumber industries. The Brown Iron and Steel Company opened its doors on the Calumet in 1875, followed by the South Works of North Chicago Rolling Mill Company in 1880. A commercial area serving the growing number of workers developed around South Works at Commercial Avenue and 92nd Street. South Works provided the steel that fortified many of the city's landmarks, such as the Sears Tower and McCormick Place, (encyclopedia.chicagohistory.org).

A part of the Township of Hyde Park, South Chicago was annexed to Chicago in 1889. At the time of annexation, half of the area's residents had been born outside the country.

In 1901, the U.S. Steel Corporation acquired South Works.Poles, Italians, African Americans, and Mexicans entered the area before and after World War I. African Americans tended to work as stevedores and, were generally segregated in small residential neighborhoods, including the oldest housing at the mouth of the river. A trend of ethnic succession developed: older, more established groups tended to migrate across the river to the better neighborhoods on the East Side, while newer groups settled in the original mill neighborhoods. One of these was known as the Bush. Bathed in the soot of the steel furnaces, the neighborhood became notorious throughout Chicago for its poor environmental and economic conditions. Workers in South Chicago established complex social bonds built on ethnic ties and work groups. The Roman Catholic Church, the Democratic Party precinct organizations, and later, the United Steelworkers International Union of America helped bridge the ethnic divisions.

In 1919 a major strike against U.S. Steel erupted, involving some 365,000 workers nationwide. Though the strike proved unsuccessful, it drew recent, unskilled immigrants into union activities. Mexicans were first hired as strikebreakers in 1919, eventually becoming one of the largest, most stable Latino communities in the Midwest.

The Great Depression era witnessed intense battles over worker efforts to unionize. At South Works, union activists led by George Patterson captured the company-sponsored employee representation plan, and in 1937 won company recognition of the Steel Workers Organizing Committee as an independent bargaining representative. SWOC became the United Steelworkers International Union of America (USWA) in 1942. USWA Local 65, with headquarters on South Commercial Ave., emerged as one of the community's key power bases and played a role in larger civic affairs.

After World War II, refugees from Serbia and Croatia came to South Chicago, and its racial and ethnic composition began to shift as the descendants of earlier European immigrants left for the south suburbs. By the 1980s, African Americans constituted almost half of the population, and Latinos, many recent immigrants from Mexico, nearly 40 percent. Concurrently, South Works endured a prolonged shutdown of its facilities. Though the union attempted to restore the mill's economic viability by agreeing to many concessions, USX, successor to U.S. Steel, closed South Works in April 1992, preferring to concentrate production at its larger, nearby Gary Works.

South Works' decline damaged local businesses. The South Chicago community reached out to city leaders to support redevelopment schemes, including a new airport, a plan to host the summer Olympics, and new enterprise zones, all without ultimate success. In 1998 urban planners began a new study of the area's potential for redevelopment. In 2002 the Solo Cup Company began construction of a new facility on the southern portion of the former South Works plant.

According to www.areavibes.com in recent years, South Chicago has seen total crime 6,816 per 100k people(148% higher than the US average), 1 in 15 chance of being a victim of a violent crime (148% higher than the US average), with year-over-year crime up 13%. Destiny STREAM Academy Charter School for Girls believes that great schools build great neighborhoods and that we can be a viable part in the growth and improvement for South Shore and its residents.

According to www.data.cityofchicago.org, there are approximately 1,494 registered businesses in zip code 60617 but did not have a listing for 60649 wwwchicagocityscape.com show approximately 419 registered licenses in zip code 60649. School information was retrieved from schoolinfo.cps.edu (School Locator). Demographics were retrieved from www.factfinder.census.us.gov.

**1.1.3 Student Population**

Destiny STREAM Academy for Girls Charter School will welcome ANY minority, adolescent girls to join our learning community. We expect that approximately 89% of our students will be African-American and 11% Latina. By year 5 we expect that 16% of our students are English Language Learners, the average students with and IEP in Chicago Public Schools (www.cps.edu) is 14% and we anticipate that percentage as well.

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

Children and youth who lack a fixed, regular and adequate nighttime residence and includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason (referred to as “doubled-up“); are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.

Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.

Migratory children who qualify as homeless because they are living in circumstances described in any of the above situations.

Taking these factors into account, we anticipate that 10%-25% to be classified as “Students in Temporary Living Situations” (STLS). We have a plan in place to care for and provide services for them as well.

To address our students’ academic and social, emotional and physical needs we will be using the MTSS Multi-Tiered System of Support Services. (See 2.5.3).

**Section 1.2: Facilities**

**1.2.1: Space Requirements**

As we grow, Destiny STREAM Academy for Girls Charter will need space to execute our vision and mission. A facility that is on a major street with ample space for our learning labs, dance studio, room for our female scholars who are experiencing menstrual discomfort, as well as our staff and PPAC offices is paramount. As mentioned earlier, we have settled on Our Lady of Peace Catholic Church school facilities with 31, 365 square feet with 16 classrooms and a basement spread over three floors. We will begin by occupying the 1st floor and utilizing the basement which is equipped with a lunchroom and full service kitchen. As our program grows we will occupy the second and third floors consecutively. As stated earlier the school was previously occupied by Bronzeville Lighthouse Academy, Winnie Mandela Charter High School and Charles Houston Alternative School and has been vacant as of February of 2018.

**Section 1.3: Community Outreach**

**1.3.1: Learning About the Community**

Destiny STREAM Academy for Girls Charter School has several members of the design team and board members who have direct ties to the South Chicago Community. The founding member and design team leader’s maternal grandmother and aunt are long-time residents, and she spent many summer vacations visiting them and continues to do so. In addition she is a 26 year member of a church located in the community. Another design team member is a current resident of the community and is very active in her neighborhood. Two design team members attend worship services in the community. Our third design team member spent her childhood in the South Shore area, having been a student at the former Our Lady of Peace Catholic School-the very facility when intend on occupying. One of our Board members is currently the owner of a thriving business in South Shore and has formed relationships with other members of the South Shore Chamber of Commerce. These ties that each of us have to the community are what lead us to seek and build partnerships and relationships as well.

We have begun attending meetings with Alderman Michelle Harris and have reached out to Alderman Greg Mitchell to begin attending meeting in his ward. We have also spoke with our prospective churches regarding support; we are each very active with community outreach in our respective churches. With our Board members having ties to the community, obtaining their input and support on our school model was not difficult, as one Board member is a former principal of a high-quality charter school in Englewood. Board members have begun making connections and gathering support from their fellow business owners in the community as well as outside of the community. We are proud to boast that we have already secured several partnerships and/or support for our girls. We have not received significant input from the community, but interest in our school model and enthusiasm for our potential students has been phenomenal. As our outreach evolves, we anticipate greater input from the community.

**1.3.2: Community Need**

Our model is not just needed in the community; it’s needed in the city. Currently there are NO options for an all-girls middle school STEM or STREAM in the entire metro Chicago area. The only option Young Women's Leadership is closing its doors permanently in June of 2019. Conversely, we do acknowledge that may present challenges to the success in the community. Adolescent girls are the “forgotten population” in Chicago. Being located in a Catholic Church also helps to keep the parish open. Once the heartbeat of the community, the Archdiocese has been given the arduous task of closing Catholic Schools, parishes and renting out former schools. Dwindling membership numbers have played a major part in this. Our Lady of Peace currently serves three major ethnic groups; Hispanic, African-American, and Haitian, having Mass conducted in English, Spanish and French. If the parish closes, where will these parishioners go? Having Destiny as a tenant will increase revenue for the church and keep a historic place of worship in the community.

1. **Location-** The school is located on a major intersection; the corner of 79th and Jeffery. 79th street has unfortunately had its share of violence on bus stops recently. Keeping our girls safe will be of utmost importance. We plan to dismiss promptly at 3:30 p.m. to ensure that our female scholars travel to their residences with the added security of daylight.
2. **Middle School Model**- Because we are only offering instruction to students in 6th-8th grades, our female scholars with younger siblings will need to be picked up and their schools may not be in close proximity to our facility. To address these challenges, upon enrollment we will be sure to ascertain whether our female scholars with younger siblings will have alternative methods for pick-up.
3. **Technology-based Instruction**- Many of our students will not have access to computers or the internet at home. To remedy this, we intend on our day-to-day instruction to be very technology-supported, but will ensure that homework assignments are given with lack of technology at home in mind. Our students will also have study time to complete any assignments that require the use of technology as well.

**According to the Annual Regional Analysis 2018-2019 reported by cps.edu:**

* “The region has a high density of elementary Fine & Performing Arts and World Language program seats. There are some elementary International Baccalaureate (IB), Science, Technology, Engineering & Math (STEM), Personalized Learning and Regional Gifted Center/Classical programs. The region does not have Dual Language nor Academic Center programs for elementary students.”

This means that there are no schools that offers STREAM and IB curriculum as a pair. Destiny STREAM Academy for Girls will offer both as part of its core curriculum.

* “There are 32 zoned elementary schools in this region. 37% of elementary students residing in this region live in the attendance boundaries of Level 1+/1 schools,” (cps.edu).

Destiny STREAM Academy will welcome any female scholar who wishes to attend, regardless of her home address’ proximity to the school.

* “The percentage of elementary students attending Level 1+/1 schools has been consistent since the 2015-16 school year and is now 42%. The percentage attending Level 2 schools has decreased from 30% to 20% in the past four years.”

This means that 48% of students in the community do not have access to a high-quality Level 1+/1 education. We are more than confident that within the first five years of operation, we will achieve Level 1+/1 status.

* “The number of students enrolled in the region has dropped by more than 3,100 students (14.2%), a steeper decline than the student population decline in the region. For the past four years, consistently, there have been fewer students enrolled in the region than live in the region. K-8 enrollment has dropped by 14.7% and 9-12 enrollment has decreased by 8.6%.”

Parents with children in this community are sending their children out of the neighborhood for instruction. Destiny plans to be a high-quality option for educating female scholars and will bring students back to the neighborhood for learning. We also intend on sending our scholars to the neighborhood high schools as well, strengthening education and improving the neighborhood simultaneously.

There is more work to do in order to gain stronger community support for Destiny. The Design Team and Board Members intend to make our presence and intentions known in the neighborhood over the upcoming months.

**Domain 2: Academic Plan**

Domain 2: Academic Plan assesses whether the applicant has the capacity, leadership skills, and experience to open and operate a high-quality school that achieves the school’s mission and prepares students for long term success.

**Section 2.1: The School Model**

Destiny STREAM Academy for girls focused on championing programs and initiatives that foster enthusiasm and empower girls to pursue a career in science, technology, reading, engineering, arts and math fields of study. Students from underserved, low-socio economic backgrounds will have access to high-quality 21st century global-minded inquiry based instruction.

**Mission Rationale**

Recognizing that an achievement and participation gap exists between female and male students in science-related disciplines; that women are underrepresented in science-related field. We need students who can do more than answer questions; today’s complex world requires that our next generation of leaders be able to raise questions. (Disruptive Thinking, Beers and Probst, p22.)

**Mission**

Destiny STREAM Academy for Girls (DSAG) will provide a highly rigorous global minded, inquiry based STREAM- focused education in an all-girls inclusive environment that fosters principled action, academic excellence, ethical leadership, and intellectual curiosity.

**Vision**

Through a highly rigorous curriculum, the Destiny STREAM Academy for Girls Charter School (DSAG) will provide middle-school aged girls with a clear pathway to high school Honors and Advanced Placement classes of science, technology, reading, engineering, arts and math. Girls will graduate from Destiny STREAM (DSAG) and enter high school as principled risk-takers with a strong, confident, and independent voice, which fosters collaborative communication that balances their compassionate leadership and thinking skills, that inquire about the world with a sense of self agency and community action.

**Our approach**

Our school’s approach to learning will incorporate best practices and the (International Baccalaureate) IB framework requirements for educating adolescent girls; we will emphasize collaborative work, project-based exploration and the link between the classroom and the real world. Destiny ’s Daily Advisory structure provides time to address the holistic needs of the developing adolescent. Our “Girl Power” attitude celebrates each student’s attributes by helping the girls to gain and maintain a strong sense of self-respect, personal worth, feminine strength, and inner strength. We encourage our students to take pride in their own achievements, while supporting their peers and engage enthusiastically in the life of Destiny and the wider community. Strong female role models will be a constant presence at Destiny. School uniforms are required; uniforms remove concerns and competition about fashion, create a sense of unity and belonging within Destiny, and identify girls as Destiny students as they move through the greater Chicago community. From the moment they enter Destiny, Destiny girls understand that attending and graduating from high school and ultimately college is an expectation and that it will be a reality for them.

Keeping with the “total adolescent girl” in mind, Destiny STREAM has totally revamped the landscape of the middle-school environment. Recent research by Always® Confidence & Puberty Survey (2018) reveals that nearly one in five American girls have either left school early or missed school entirely because they did not have access to period products. Missed school equals missed opportunities and a drop in confidence. It’s a simple equation. The lack of access due to economic factors is often referred to as “period poverty” and it impacts girls and women around the world. It can be especially damaging at puberty, when school interactions are crucial to a girl's development.

Paying attention to and acknowledging our female scholar’s personal and emotional needs, in-house facilities that cater to the menstruating girl will be created. A well-stocked, dimly lit room will be created to provide sanitary napkins, a change of clothes, heat packs, and comfortable furniture for students to rest during cramping. This will eliminate the need for students to miss school due to poor access to sanitary items, pain and discomfort.

**Re-Thinking Physical Education**

A study by Flintoff and Scraton (2013) cited evidence showing the fact that PE was turning off girls was not really new, in fact, differed little from evidence that was gathered in the 1980’s. Furthermore girls were still being viewed as ‘the problem’ rather than PE itself, where issues of the past remained issues in the present: wearing PE uniform; no-jewelry rules; compulsory showers, having to play games out in the cold, poor body image, low self-esteem etc. Destiny STREAM intends to reinvent Physical Education. Instead of the traditional model, (running around the gym, sports fundamentals, etc.) our female scholars will be offered a program that will infuse different genres of dance (to be studied each quarter), yoga, and (step) aerobics. Students will display what they’ve learned throughout the year via an end-of-the school year healthy living exhibition/fundraiser.

**Philosophy**

The educational philosophy of Destiny STREAM Academy for Girls is that of a learning laboratory incorporating inquiry-based, place-based, and project-based learning experiences with a strong emphasis on the processes of science, technology, reading, engineering, arts and math. Our female scholars will be active learners, working on their projects in an all-girls learning environment. They will be guided and nurtured by a staff that shares the vision and mission of our school as well as parent and community stakeholders.

**2.1.2: Key Design Elements**

Through researching and discovering a plethora of key design elements for BOTH STREAM schools AND all girls school individually, we found little key elements that spoke to educating “total girl” with STREAM/21st Century learning models in mind. Through lots of discussion and examination, we identified three (3) key design elements to guide our model; **a nurturing environment focused on social and emotional well-being of our female scholars; that focuses on the importance of service while ensuring the teaching and learning is focused on developing strong female scholars in a High-quality STREAM program with a High-quality 21st Century Learning Approach.**

**Key Design Element #1**

1. **Nurturing environment focused on social and emotional needs**
2. **Safe school climate**- The Destiny STREAM Academy for Girls’ design team members all agree that the most important factor in meeting the needs of young adolescents in school is a safe school climate. As Abraham Maslow (1987) wisely observed, if people are struggling to meet their basic physiological and safety needs, there is no energy left for meeting their higher needs of love, belonging, esteem, and self-actualization. Zero-tolerance policies are not the solution for making schools safe. They may work in the short run by suspending troublemakers, but they leave the underlying problems of violence untouched (The Civil Rights Project at Harvard University, 2000).
3. **Small learning communities**-A large body of research supports—and demands—the implementation of small school environments at the middle level. Small schools have fewer instances of theft, assaults, and vandalism than large schools (DeVoe et al., 2002). They experience lower dropout rates and increased levels of motivation and learning success (Cotton, 2001). They provide students with a shelter from the storm, so to speak, to enable them to focus on learning and become successful students. Destiny STREAM’s design team members are confident that keeping our student population small affords us the opportunity to “do one thing, (educate middle-school girls) extremely well”.
4. **Personal Adult relationships**-Coming of age in the 21st century is a difficult prospect for many kids who have little contact even with their own parents. Our design team’s extensive background with teaching in impoverished communities exposed us to the social ills that plague our communities and ultimately directly impacting teaching and learning. According to researcher Mihaly Csikszentmihalyi (2000): “Most of the time, adolescents are either alone (26%) or with friends (34%) and classmates (19%). Very little time is spent in the company of adults. The typical American adolescent spends only about five minutes a day alone with his or her father—not nearly enough to transmit the wisdom and values that are necessary for the continuation of a civil society” (p. 46). Middle schools and junior high schools that shuttle kids from one teacher to the next every 42 minutes are only making the problem worse. Through daily interaction our female scholars will be able to develop meaningful relationships with teachers, administration, and partnership mentors.
5. **Engaged learning**-an observation that has been consistently noted about young adolescents is their decreased motivation for learning compared to kids in the elementary school years. This has traditionally been ascribed to the physiological and emotional changes going on inside them. However, it may be more apt to suggest that it is the quality of the learning environment that in large part determines whether they will be engaged in their studies (Anderman & Midgley, 1998).
6. **Positive Role Models**-Perhaps the most critical element in the ancient rites of passage was the presence of mature individuals to help adolescents make the transition into full membership in the society. Middle schools need to be places where a student will have contact with older people who have vital lives of their own and who are themselves authentic human beings. Destiny STREAM Academy for Girls will take great care and attention to employing staff who would not only be a part of our academic learning community, but understand that adolescent girls are extremely impressionable. Professionalism and excellence in teaching and learning must be our daily goal.
7. **Metacognitive strategies implemented in all courses**-Students entering the emotional turmoil of adolescence are going through a major shift in their ability to think. They are entering the formal operational stage of cognitive development. Now, for the first time, they can think about thinking itself. They can stand above themselves and look down and reflect on what they're doing. We, the Destiny STREAM Academy for Girls design team believes that this capacity is an important resource for adolescents who have their foot on the gas pedal before their brakes have been fully installed. Instead of acting on impulse, the mind can be trained to observe what's going on and to take appropriate measures.
8. **Expressive arts activities for all students-** Design team members created this with more of a balanced approach in STEM education by adding “Arts “to our course offerings. Given all of the emotional and physical turmoil roiling inside of young adolescents, it's a wonder that more focus has not been placed on the expressive arts at the middle school level. Expressive arts should be considered *a core component* of any middle school plan. The arts provide opportunities for young our female scholars to express themselves in an atmosphere that is *without judgment* in areas such as sculpture, painting, drama, music, and dance. It's virtually impossible to fail in the expressive arts.
9. **Health and Wellness-**As our female scholars’ bodies change during puberty, someone whom they can identify with and trust needs to be around to help them understand what's happening to them. A recent poll by National Public Radio, the Kaiser Family Foundation, and Harvard's Kennedy School of Government indicates that only 7 percent of Americans say sex education should not be taught in the schools (Henry J. Kaiser Family Foundation, 2004). Sex education should be only a part of a larger effort to inform young adolescents about issues relevant to their lives. Destiny STREAM Academy for Girls will ensure that substance abuse, depression, eating disorders, and other ills that can begin at this stage of development will be infused into the curriculum as well. Our school will end at 3:30 p.m. daily to ensure our female scholars can travel home with the added safety of daylight.
10. **Emotionally Meaningful Curriculum**-Given that the limbic system or “emotional brain” is particularly active during early adolescence, it seems clear that the curriculum needs to be built around topics and themes that have emotional content and that engage students' feelings in a gripping way. Yet, as noted above, much of the curriculum in middle schools is textbook-based (read: *bo*-ring) and aligned to standards that may sound and are well-meaning, but fall far short of reaching the real worlds of passionate pre-teenagers.
11. **Student roles in decision making-** Destiny STREAM Academy for Girls wants our female scholars to have a voice. Though student-initiated learning is an important component of good middle schools, students must also have a wider role to play in the affairs of the school. They should be involved in maintaining discipline through teen court, shaping school assemblies or special events, and providing meaningful feedback about courses, the school environment, and other aspects of running the school. They should have an opportunity to express their ideas and feelings in a democratic context in the classroom.
12. **Honoring and respecting students voice**-A deeper manifestation of giving students significant roles in decision making in the school is the respect that needs to be given to their authentic voices. This may be the most important thing that educators at the middle school level can do for their students: help them find their own true voice. Female students at this age are struggling with a myriad of inner voices internalized from peers, gangs, the media, and other sources, and in the midst of all of this, they are faced with the significant challenge of trying to pick from that hodgepodge of noises their own unique identity—their own true voice.
13. **Facilitating social emotional growth**-Academic Achievement Discourse puts social and emotional growth on the back burner while it goes about its work of meeting standards and boosting test scores. Yet educators do this at great peril to society. Good middle schools help students develop their emotional intelligence and their intrapersonal and interpersonal intelligence (Gardner, 1993; Goleman, 1997). Helping our girls build positive self-images and self-efficacy is paramount to us. Teaching them to be okay with the skin they’re in, embracing black culture and other cultures that are represented will give our environment a culturally responsive focus. The IB learner profile outlines the attributes and aspirations of internationally minded students engaged in the IB programmes. In common with the student profile, the learner profile identifies educational outcomes at the academic, personal and interpersonal levels. A comparison of both profiles reveals striking similarities, for example, “communicators” within the learner profile has features in common with “acts with social and academic maturity” and “demonstrates good meeting management and involvement behaviours” within the student profile.

**Key Design Element #2**

#2 **Teaching and learning focused on developing strong female scholars**

* 1. **Holistic education-** The Destiny STREAM curriculum will allow students to learn vital skills such as problem solving, critical thinking, collaboration and innovation along with essential technology skills sets. So if only the STEM curriculum would be stressed, students would only be acquiring technical skills and come up with innovative ideas without evaluating the human aspects. A programme of holistic education aims to encompass all aspects of personal learning and growth and emphasizes the development of active relationships at all levels, whether these are between the subject domains, between individuals and their peer groups and communities or between the individual and the world around them. Miller (1991: 3) has proposed that education may be described as holistic when it exemplifies the following characteristics.
     + 1. • Holistic education nurtures the broad development of the students and focuses on their intellectual, emotional, social, physical, creative or intuitive, aesthetic and spiritual potentials.
       2. • It promotes the importance of relationships at all levels within a learning community in which the educator and student work together in an open and collaborative relationship.
       3. • There is an emphasis on life experience and learning beyond the confines of the classroom and the formal educational environment towards education as growth, discovery and a broadening of horizons. It encourages a desire to elicit meaning and understanding and to engage with the world.
  2. **Student-centered**-Our design team knows that when a classroom operates with student-centered instruction, students and instructors *share* the focus. Instead of listening to the teacher exclusively, students and teachers interact equally. Group work is encouraged, and students learn to collaborate and communicate with one another. (Concordia University, 2017). A collaborative culture is at the core of many IB schools. It’s not just about students working together, fostering a community of experiences and learning, but also includes teachers and staff. Students learn important communicative and collaborative skills through group work; students learn to direct their own learning, ask questions, and complete tasks independently; students are more interested in learning activities when they can interact with one another and participate actively. Through an understanding of their subject areas, their interdependencies and interrelationships, they can appreciate the interconnections in human knowledge; they can appreciate and debate global issues and the impact of human activity on the environment. They develop a sound knowledge and understanding of the subjects that they study and can identify the features that draw the subjects and information together as a coherent whole. They are able to transfer skills between disciplines. From their interaction with others, their experiences and learning, they take a considered global perspective on international concerns and bring an informed appreciation of the issues relevant to these concerns.
  3. **Learning styles and modalities-***Experiential Learning:*

Research shows that girls are more engaged in learning the “how,” if they also learn the “why.” When trying new things and applying it to what they already know, girls can more clearly see how a particular subject area is relevant to their world and interests.,(Murphy, 2016). Parents and employers are clamoring for an education that teaches students the competencies needed for success in the real world. While real world scenarios can be simulated in a classroom, experiential learning helps girls bridge the gap between theory and practice. Experiential learning also provides the conditions that are optimal for girls to learn by engaging them in the learning process. The skills gained through experiential learning – having to problem solve in unfamiliar situations – help girls to develop into self-directed, life-long learners.

**d). Developing a Growth Mindset:** The terms “fixed” and “growth mindset” relate to one’s belief in their abilities. [According to Carol Dweck, PhD](https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/) (2013) students with a fixed mindset “believe their basic qualities, like their intelligence or talent, are simply fixed traits.” Alternatively, in a growth mindset, students “believe their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point.” It comes as no surprise that students with a growth mindset tend to academically outperform their peers with a fixed mindset. Girls are more likely to have a fixed mindset, especially when it comes to math, which contributes to the persistent gender gap in girls’ interest in the subject. This gap emerges in the middle school years, but [studies have shown](http://www.ncgs.org/Pdfs/Resources/Raising%20girls%20participation%20in%20a%20level%20math.pdf) girls’ schools mitigate the declining interest. This is due in part to classroom collaboration, but also because an all girls’ school helps students develop a “can do” attitude. Female scholars are more likely to take healthy academic risks, learn through their mistakes, and build resilience. We at Destiny STREAM Academy for Girls will teach girls to think “even though I’m not able to do it *yet*, I’ll tackle the challenge.” We will use the learner profiles and approaches to learning skills embedded into the IB (International Baccalaureate) framework to help our girls begin to apply the foundations that build the curiosity, courage and mindset to be open-minded in all that they do. The IB focuses around 9 characteristics that act as the IB mission in action. These characteristics are the basis for a more peaceful world, they are: Thinker, Risk-Takers, Reflective, Balanced, Communicators, Inquirers, Knowledgeable, Principled, and caring we use IB to empower our girls to see multiple perspectives and ideas are needed to accomplish any goal. The result will be a Destiny STREAM Academy for Girls alumnae who will emerge and enter into the world with greater confidence in their academic and leadership skills knowing their goals are attainable with planning and direction.

e). **Quantitative and Qualitative Assessment:**-In addition to receiving standard written assessments (grades), girls also need to receive qualitative feedback and communication in order to reduce their anxiety. The IB requires teachers to work in teams with all stakeholders to create utilize rubric feedback on a continuum that helps students and parents to better understand where they are as learners and how they can improve. Rubrics have many benefits which include facilitating self-evaluation, promoting deep learning, and helping student learn more effectively (Coil, 2014, p. 52). Girls are [prone to perfectionism and have a fear of failure](http://www.ncbi.nlm.nih.gov/pubmed/14567164). Even when performing strongly in class, on homework, and tests, girls have a tendency to feel more [threatened when being evaluated](http://psycnet.apa.org/index.cfm?fa=search.displayRecord&UID=1987-97379-009), (Bonomo, 2010). Teachers in schools with an all female population are acutely aware of these specific anxieties and the need to support girls with one-on-one conversations related to their grades. This type of interaction is also vital to developing the student-teacher relationship and can often shine a light on how a student is relating to the subject matter. When too much emphasis is placed on just the quantitative grade, girls are inclined to equate that with their self-worth, which can diminish the love of learning. To be successful, girls need more than just a feeling of support. That support must translate into actions geared toward student success. Nearly 96% of girls’ school students report receiving more frequent feedback on their assignments and other course work than girls at coed schools (Nassar, 2014). By focusing on how girls learn best, girls’ schools are centered around girls’ unique learning styles. In so doing, girls’ schools successfully prepare young women for lives of commitment, confidence, contribution, and fulfillment.

**Key Design Element #3**

**High-quality STREAM program / High-quality 21st Century/Next Generation Learning Approach**

**PITSCO curriculum/program**- Our female scholars will be given the opportunity to grow their STREAM knowledge and experience with cloud-delivered multimedia curriculum and hands-on projects built on NGSS and CCSS standards. The classroom environment is designed with collaboration in mind, placing students at team tables to facilitate joint problem solving and exchange of ideas.

According to the “Innovation Team” at St. Thomas Episcopal Parish School in Coral Gables, Florida, (www.stepsmia.org ),the STREAM approach reflects the thinking of educators that certain skills are critical for the 21st century. They have been designated the “Seven Cs” of innovation, and note that the PITSCO curriculum provides for all seven:

* Collaboration
* Critical Thinking
* Creativity
* Communication
* Culture
* Capability
* Commitment

Developing these seven skills in an educational environment where academic disciplines are integrated is considered the best preparation for further education and for professional life.

Destiny STREAM Academy for Girls Charter School will implement our curriculum through PITSCO to guide our instructional delivery and curricular approach. During the summer prior to our opening school year (2019), our entire instructional team (design team members, faculty and staff) will receive hands-on professional development and training provided in person by PITSCO staff.

The true building blocks of our products and curricula aren’t balsa wood or robotics parts or multimedia presentations or even robust [standards correlations](https://www.pitsco.com/Experience-Pitsco/Resources/Program-Resources), though all of these play a part. The true building blocks are shared experiences that engage hands and minds. These are what impart the next-generation skills that will serve students in life.

Grades 6-8 STREAM and Career Expeditions programs create learning opportunities that build the collaboration and problem-solving skills needed for a lifetime of learning and working. With Expeditions, students are immersed in a collaborative experience, seeking to answer an Essential Question through hands on discovery and experimentation.

Expeditions are flexible and hands on, blending teacher-led instruction with student-directed activities through a cloud-based learning content management system. Students from all walks of life [experience success](https://www.pitsco.com/Experience-Pitsco/Success-Stories/Articles) through our unique open-ended multimodal instructional design.

**PITSCO’S Scientific Results: MAP Success**

To demonstrate our capacity and due diligence in selecting a core curriculum, the Destiny STREAM Academy for Girls Charter School design team requested that PITSCO provide us with data-driven evidence that supports improved test scores on the NWEA. Student academic progress was measured using the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments for Science, Mathematics, and Reading. Specifically, these assessments use each student’s assessment scores at multiple time points to yield a single Conditional Growth Percentile (CGP) metric for that student. This metric indicates how much the student’s score improved over time compared to their peers of similar grade and age across the country. In other words, it provides a percentile of their learning progress compared to the national median (or 50th percentile).

Table 1 summarizes the MAP assessment data analyses and comparisons completed in this study. This section of the report will use the labels in that table when referring to each analysis. Within each of these analyses, data were also analyzed by gender (male/female) in order to detect any differences in academic progress between male and female students.

Table 1: *Descriptions of each analysis cluster used to examine student academic progress*

|  |  |  |
| --- | --- | --- |
| **Analysis Name** | **Pitsco Education Curriculum Piloted** | **Analysis Description** |
| Craven County MAP | STEM Expeditions | Student MAP assessment data from a STEM elective class at Tucker Creek Middle School (Pilot Group) were analyzed and compared to student data from a STEM class at Havelock Middle School (Comparison Group). |
| PCMS MAP | STEM Expeditions | MAP assessment results from a STEM class at Pittsburg Community Middle School (PCMS) were analyzed and compared to a virtual comparison group (VCG) of students across the country who shared similar characteristics with the PCMS sample. These analyses were broken down into three different subject areas of academic progress (mathematics, science, and reading). |

1 www.nwea.org

Craven County MAP – STEM Expeditions

After careful review of this data, Destiny’s design team members concluded results from the Craven County MAP Comparison analysis suggests that the STEM Expeditions materials may have had a positive effect on students’ science learning at Tucker Creek Middle School. Furthermore, the results show that female students who experienced the STEM Expeditions curriculum might have experienced a larger increase in their science learning compared to male students. Table 2 displays the results of the comparison between the Pilot participant group (Tucker Creek Middle School) and the Comparison participant group (Havelock Middle School).

Table 2: *Craven County MAP pilot and comparison – science academic progress*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Participant Group** | **N** | **MAP Science CGP Mean** | **Standard Deviation** | **Difference in Means** |
| Pilot (Tucker Creek Middle School) | 51 | 46.5 | 31.9 | 20.1 (p<.001) |
| Comparison (Havelock Middle School) | 61 | 26.4 | 29.1 |

As seen in Table 2, students in the pilot group made far more academic progress than did students in the comparison group. Specifically, students at Tucker Creek Middle School had a mean CGP that was 20.1 percentile points higher than students at Havelock Middle School had. Independent t‐test results show that this was a statistically significant difference.

Germain to the success of our school, The Destiny STREAM Academy for Girls Charter School design team used Tables 3 and 4 to display these data, broken down further by gender, separated by pilot and comparison groups.Table 3: *Craven County MAP pilot – science academic progress by gender*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Students in the Pilot Group (Tucker Creek Middle School)** | **N** | **MAP Science CGP Mean** | **Standard Deviation** | **Difference in Means** |
| Male | 32 | 39.0 | 30.7 | ‐18.0 (*p*=.06) |
| Female | 18 | 57.0 | 30.9 |

6

Table 4: *Craven County MAP comparison – science academic progress by gender*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Students in the Comparison Group (Havelock Middle School)** | **N** | **MAP Science CGP Mean** | **Standard Deviation** | **Difference in Means** |
| Male | 24 | 28.2 | 30.2 | .58 (*p*=.95) |
| Female | 24 | 27.6 | 29.4 |

The Destiny STREAM Academy for Girls Charter School design team was extremely pleased to discover results in Table 3 show that females in the pilot participant group tended to make more academic progress than males in the pilot participant group (by 18 percentile points).

PCMS MAP – STEM Expeditions

The second analysis cluster investigated the MAP Science, Mathematics, and Reading assessment data from a STEM course at Pittsburg Community Middle School (PCMS). The students in this course experienced the Pitsco Education STEM Expeditions curriculum, and the results indicate that they tended to experience more learning growth in science and reading, but less in mathematics, when compared to the virtual comparison group (VCG) provided to The FIRE Team by NWEA. This VCG is made up of students throughout the nation who have taken the MAP assessments and who have demographic and socioeconomic characteristics that match those of the students in the PCMS sample and those of whom Destiny STREAM Academy for Girls Charter School’s targeted population. In addition to demographic and socioeconomic status variables, this VCG contains students who matched the PCMS students based on initial MAP scores. The VCG is a reasonably strong comparison group, because it accounts for many extraneous variables that may affect student performance. However, the VCG does not account for local differences in educational programming, (Chicago vs. other districts). Exercising due diligence is curricular research Destiny design team members concluded that an ideal comparison group would contain all the demographic, socioeconomic, and academic performance characteristics of the VCG and the students in this group would be from the same school, district, or region as the PCMS students. Thus one of the limitations of this study, when comparing genders across groups, findings indicate that larger group differences tended to exist among males in science and mathematics, whereas there were no significant differences among the females. In contrast, both males and females in the PCMS group tended to show significantly more growth in reading than the VCG.

Table 5: *PCMS MAP pilot ‐ mathematics, science, and reading academic progress*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MAP Assessment** | **N** | **PCMS Average Raw Growth (RIT Score)** | **VCG Average Growth (RIT Score)** | **Growth Difference** |
| Mathematics | 200 | 4.4 | 5.9 | ‐1.5\* |
| Science | 181 | 5.2 | 3.9 | 1.3\* |
| Reading | 193 | 5.9 | 3.4 | 2.5\* |

*Note:* The RIT Score is a measure of student performance on the MAP tests created by the NWEA. For an explanation of the RIT Score, see Appendix A.

\* *p <*.05

Table 5 displays the average growth in mathematics, science, and reading of students who were exposed to the STEM Expeditions curriculum, and the average growth of students in a virtual comparison group (VCG). The growth scores listed in Table 5 are on the NWEA Rasch Unit (RIT) scale. For more information about the RIT scale and its development see Appendix A.

The final column of Table 5 shows the difference in growth between students at PCMS who experienced the STEM Expeditions curriculum, and students who were in the VCG. For mathematics, the students at PCMS demonstrated less growth than the students in the VCG did. Although this difference was statistically significant, the effect size was small (*d =* ‐.20). In contrast, students who experienced the STEM Expeditions curriculum showed larger growth in science and reading than the virtual comparison group. However, although these differences were also statistically significant, the effect sizes for science (*d* = .23), and reading (*d* = .33) were also small.

These results indicate that for science and reading, the STEM Expeditions curriculum may have had a significantly greater positive effect on student achievement than that of a typical curriculum that students in the VCG may have experienced. In contrast, these results also suggest that the STEM Expeditions curriculum had less of a positive effect on growth mathematics compared to students in the VCG. Although it is possible that the effect of the STEM Expeditions curriculum is stronger for science and reading than it is for mathematics, there is also the possibility that the nature of the subject content has a longer implementation dip. In other words, perhaps both students and teachers required more time with the new implementation strategies of the STEM Expeditions curriculum in order for them to reach their full potential, and in adjusting to this new form of instruction, students growth was slightly hindered. To minimize the likelihood of this happening, Destiny STREAM Academy for Girls Charter School design team members have negotiated a three-year contract with PITSCO that includes intensive professional development (discussed in depth later in the proposal and in the budget narrative). Longer duration of study could help to show this implementation dip. Additionally, variation in the classroom, school, or district settings and/or educational programming between PCMS and the environments of the VCG students could be driving some of the differences in student performance. A comparison group with the matching demographic, socioeconomic, and academic performance characteristics who are also from a similar location would be an even better test.

Table 6: *PCMS MAP pilot – mathematics academic progress by gender*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Students in pilot group (PCMS)** | **N** | **PCMS Average Raw Growth** | **Average VCG Growth** | **Growth Difference** |
| Male | 109 | 3.8 | 6.0 | ‐2.2\* |
| Female | 91 | 5.0 | 5.7 | ‐.7 |

*Note:* \* *p <*.05

Table 7: *PCMS MAP pilot – science academic progress by gender*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Students in pilot group (PCMS)** | **N** | **PCMS Average Raw Growth** | **Average VCG Growth** | **Growth Difference** |
| Male | 94 | 5.7 | 4.2 | 1.6\* |
| Female | 87 | 4.7 | 3.7 | 1.0 |

*Note:* \* *p <*.05

9

Table 8: *PCMS MAP pilot – reading academic progress by gender*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Students in pilot group (PCMS)** | **N** | **PCMS Average Raw Growth** | **Average VCG Growth** | **Growth Difference** |
| Male | 103 | 5.8 | 3.4 | 2.4\* |
| Female | 90 | 5.9 | 3.4 | 2.5\* |

*Note:* \* *p <*.05

As Tables 6 shows, although both male and female students at PCMS tended to show less growth in mathematics than their VCG counterparts, only males showed a statistically significant difference. In other words, it appears that although the STEM Expeditions curriculum was less effective than the curricula that VCG students experienced, this was more so the case for males than for females. Table 7 shows a similar, but opposite pattern for scientific progress. Specifically, although male and female students at PCMS both demonstrated more science growth than students in the VCG did, this difference was only statistically significant for males. Finally, table 8 shows that both male and females students at PCMS demonstrated a statistically significant difference in reading growth compared to students in the VCG. It should be noted that like the aggregated findings above, all of these statistically significant findings had small effect sizes.

**Additional Success Stories with PTISCO**

Destiny STREAM Academy design team members sought to find other schools with similar demographics, socio-economic background and ethnicity as our targeted student body, who are showing growth with using the PITSCO curriculum.

Honeysuckle Middle School, Dothan, AL. ([www.schooldigger.com](http://www.schooldigger.com)) retrieved, November 22, 2018).

**Rank** 419th of 432 Alabama Middle Schools

**Student/teacher ratio:**  16.6

**Number of students**: 601

**Racial breakdown:**

**African American**: 72.4%

**White: 21.8%**

**Hispanic:4.0%**

**Free/discounted lunch recipients:** 91.0

Pitsco STEM labs with Flex furniture (part of our budget) were set up prior to the start of the 2016-17 school year at Honeysuckle and Girard, the two lowest performing middle schools in the Dothan City Schools district. As part of their science classes, all students at both schools rotate through the labs completing Pitsco STEM Units such as Air Rockets and Green Future, Expeditions such as *Bio Research* and *Electric Tech*, TETRIX® Robotics, building kits, and 3-D printing with curriculum. “Project-based learning, hands-on material, that is how we teach – experiences, how does it connect to the real world.” - Jeff Torrance an African American Principal at Honeysuckle Middle School wanted to know. According to state test scores, 13% of students are at least proficient in math and 16% in reading.The STEM labs are utilized by science teachers at both schools. Accordingly, and much to the delight of administrators and teachers, scores on the science portion of interim ACT Aspire testing jumped 9 percentage points over a three-month period (November 2016 to February 2017) at Girard. The percentage of students in all three grades, 6-8, scoring proficient and above in science went from 42 to 51. For sixth graders, the increase was 14 percentage points (jumping from 42 to 56).

**Destiny STREAM Academy for Girls Charter School**

**Curriculum Sequence, PITSCO**

**CCSS, NGLS and PITCO’s alignment to ALL core subjects are attached to proposal**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level** | **6th Grade** | **7th Grade** | **8th Grade** |
| **STREAM MISSIONS/Expeditions** | **Adaptations & Survival** | **A Closer Look** | **Communications** |
|  | **Crime Lab** | **Ahead of the Game** | **Electric Tech** |
|  | **Energy** | **Animals, Plants, & Populations** | **Everyday Electricity** |
|  | **Limited Resources** | **Artificial Ecosystems** | **Flight Dynamics** |
|  | **Motion & Force** | **Bio Research** | **Get A Grip** |
|  | **Rocketry** | **Body Blueprint** | **Optical Solutions** |
|  | **Scientific Discovery** | **Cultivating Our Future** | **Projecting Light** |
|  | **Solar System** | **Growing Up** | **Safe Food** |
|  | **Technology & Design** | **Transportation Station** | **Theme Park** |
|  | **Under the Microscope** | **Urban Wind Farm** | **Physics** |
|  | **Weather & Water** |  | **Thermal Physics** |
|  | **Engineering Structures** |  |  |

**A Well Balanced Framework: Ensuring and Supporting Reading, Writing, Social Studies, and the Arts**

The design team of Destiny STREAM Academy for Girls Charter boasts of the wealth of instructional strategies in Reading/Writing instruction, with one of its members being a Reading Specialist. Understanding that there is no panacea for teaching and learning, careful thought and research has been conducted to ensure that all of our female scholars will received a well-balanced education. Though this school is being designed with the aspirations of closing the gender gap in math and science between girls and boys, we also want to maintain excellence in growth and achievement of our female scholars in reading and writing. Girls have historically outperformed boys in reading and writing. A recent study published by *American Psychologist, (2018)* gives a report of one researcher and featured author, David Reilly and his colleagues’ analyzed information from the National Assessment of Educational Progress, a nationally representative data sample of standardized test scores from more than 3.4 million students in the fourth, eighth and 12th grades in the United States over a span of 27 years. While the tests showed that girls, in general, scored significantly higher than boys in both reading and writing in the fourth grade, that gap widened further in eighth and 12th grades, and the difference was far more substantial for writing than it was for reading.

**Guided Reading with Leveled/Informational Text-NEWSELA**

The Destiny STREAM Academy for Girls Charter will use “News ELA” to provide support to our core program. Newsela is a data base of current events stories tailor-made for classroom use. Indexed by broad themes (e.g. War and Peace, Arts, Science, Health, Law, Money), stories are both student-friendly and can be accessed in different formats by reading level. Newspaper writers rewrite a story four times for a total of five Lexile levels per story. All articles have embedded, Common Core aligned quizzes that conform to the reading levels for checking comprehension and writing prompts to accompany each article. Teachers can create classes and assign reading-level specific articles to individual students, or download printable PDF copies of the article in any of its reading-level versions.

This curriculum will help us achieve two goals here: help students improve their reading comprehension and keep them current with what is happening in our nation and the world (Social Studies). Since Newsela is cloud based, even absent students can complete the missed work easily. We can even assure that our gifted students can use this site to accelerate or enrich their reading skills.

News Ela’s [new text sets](https://newsela.com/search/#/?needle=NGSS), which address disciplinary core ideas from the Next Generation Science Standards (NGSS), show that literacy and science instruction do not have to be at odds.

We choose Newsela because we believe it is a powerful tool for ALL teachers. Our female scholars can choose which articles they want to read from a list of articles covering each of the CCSS. Every article on Newsela also comes with five different reading levels, so struggling and advanced readers can use texts written just for them. To make literacy instruction easy, every article includes a CCLS aligned quiz, which helps teachers track their students' reading progress and understanding.

The Destiny STREAM Academy for Girls Charter School design team is confident in the implementation of guided reading/writing approach to reading with leveled text. A member of our team is well-versed with guided reading and News ELA, having over 15 years in instructing and coaching in Chicago Public Schools. In addition to writing her dissertation on the success of guided reading in urban schools, she received training and assistance from both Irene Fountas and Gay Su Pinnell personally. Ensuring that the reading program will operate with fidelity, she will serve as professional development provider for our teachers, providing intensive coaching, modeling and support as needed.

**Classroom Library**

Our design team firmly believes in the value of the tangible, printed text. Girls LOVE to read, especially independently. We will ensure that our female scholars have access to text that is informational, high-interest/low level, and challenging. Recommended novels from the lists of the John Newberry Award, American Library Association, Coretta Scott King Award, and Caldecott Award are several resources we will use in our book selection classroom/ELA library. Encyclopedias both text-based and digital will be available

**2.2.3: Promotion and Graduation Policy**

Promotion decisions are based on several criteria, including teacher-made assessments, homework, portfolios, teacher observation of student performance, and attendance. Students will be promoted if the established grade-level criteria are met or exceeded, as evidenced by the student receiving a passing grade (C or above) in a minimum of three core subjects (reading/writing, math, science and social studies) and no failing grades. 8th grade students 7th grade NWEA scores and attendance records are a major part in their GoCPS high school application process. In order to be promoted to the next grade, students must pass classes in all core content areas (C or above in a minimum of three core subjects and no failing grades). In addition, every 8th grader will be required to conduct a portfolio defense. Because problem-based, space-based, and project-based approach to teaching and learning will be our instructional model, we will be employing a Standards-based grading system.

**Research**

A study published online in APA’s Journal of Experimental Psychology: General, showed that in groups where difficulty and failure were explained as “normal,” students’ short-term memory performed better. When such accommodations for difficulty were replaced with pressure to perform, memory and reading comprehension–and thus academic performance–decreased.

Achievements have the ability to communicate the nuanced complexity of assignments in a way that a rubric or a letter grade cannot, while at the same time offering mechanics of encouragement during critical stages of an assignment or project.

**Project-Based Learning & Grading**

In a typical project, a rubric will be offered early on. Teachers will communicate the details of the rubric and help students understand (or even set) goals. Necessary resources will be identified, a timeline will be sketched out, and project management will essentially begin.

There will usually be checkpoints between the project’s inception and completion, where feedback can be offered and grades can be collected. When the project is complete, grades for supporting assignments will be compiled, the project will be graded against the rubric, and a new project will begin.

While a well-planned project may continue to resonate, the letter grade ends the academic portion of the project. The grade is given, communicated to students and parents, internalized by the students, and then–that’s it. With traditional grading, at this point it’s all over beyond a single letter as a matter of the student’s permanent record.

Achievements, however, permanently extend academic performance by connecting all assignments, and making all success (and failure) transparent to a variety of critical stakeholders.

But perhaps most importantly, by clarifying the incredible complexity a well-conceived project really has, the rigor of learning–and the cognitive progress learners are asked to make–are now visible. By offering achievements as extremely high-hanging fruit, not only are high standards being communicated, but so is the relative challenge of earning that achievement.

When a whole system of achievements are designed, it can have the total effect of genuine academic inclusion. Achievements are available for a variety of tasks–turning in a pre-project plan on time, sharing a revision with a certain collaborative group, redesigning a sketch in the face of crowdsourced feedback, and so on. Achievements have an inherent differentiation about them that letters and numbers can’t hope to duplicate.

**2.3 Instructional Methods**

**Next Generation at Destiny**

The design team debated and researched what we wanted OUR school’s model of Next Generation learning to look like (adapted from NGLS, 2018). Since our female scholars are our main concern, and this school belongs to them, we decide to phrase our commitment to them in providing them with student-centered language in mind. According to the IB,Teaching and learning in the IB celebrates the many ways people work together to construct meaning and make sense of the world. An IB education empowers young people for a lifetime of learning, independently and in collaboration with others. We feel that female scholars at Destiny STREAM Academy for Girls Charter School should be able to know and sense that they are learning in a substantially powerful way. Here’s our list that describes next gen learning from the learner’s perspective:

* **Personalized** to the ways I learn best
* **Flexible** so that I can try different ways to learn
* **Interactive and engaging** so that I could participate in the learning
* **Relevant** to the life I’d like to lead
* **Organized around my own progress** against goals I understand
* **Constantly informed** by different ways of demonstrating and measuring my progress
* **Collaborative** with teachers and peers, unlimited by proximity
* **Agile and supportive** when I need extra help
* **Challenging but achievable**, with opportunities to become an expert in an area of interest
* **Available to me** as much as it is to every other student
* **Inquiry-based** because I learn through questioning the world
* **Authentic** as my synthesis of information should reflect my choice.

These strategies make this kind of learning possible: **competency-based learning**, **project-based learning,** **personalized learning,** **inquiry-based learning,** **blended and online learning,** **collaborative learning,** **experiential learning**, and authentic **assessment for learning.**

**PITSCO and NEXT GENERATION**

Pitsco Education understands the commitment Destiny STREAM Academy for Girls Charter School has made in preparing the next generation of leaders for the challenges and opportunities of the future. Our investment in Pitsco Education STREAM Modules will lead the city in transforming education for middle school students. PITSCO, progressive inquiry-based curriculum that enables students to gain valuable experience with a variety of careers provides a platform for them to practice the collaboration and creative problem solving required in today’s global society. Included are cloud-delivered multimedia curriculum, use of the existing collaboration- ready environment at each school, and supporting professional development to ensure teacher and student success.

Curriculum for Investigating Careers - Technology

This solution engages students with Pitsco Education Career Expeditions. Guided by ACT WorkKeys and then career practices outlined in the Common Career Technical Core and the Partnership for 21st Century Learning, Career Expeditions are designed around national career clusters. Career pathways are addressed through the content and by incorporating STEM concepts into real-world, relevant activities. Each Expedition begins with an essential question, which sets the focus and shapes students’ thinking. The overall goal is to create critical thinkers and problem solvers by presenting real-world challenges to engage learners in a career context. Students collaborate in pairs and in teams as they seek to answer their essential question while recording data in logbooks to authenticate their learning.

|  |  |  |
| --- | --- | --- |
| **Investigating Careers – Technology Course with Career Expeditions** | | |
| **Career Expedition** | **Careers Explored** | **Career Clusters** |
| **Now Hiring**  Students complete skills evaluations and interest inventories to identify careers that might be suited to their particular interests and abilities. They then develop a four-year educational plan for high school related to career pathway choices. | ✓ Benefits Specialists  ✓ Human Resources Managers✓ Labor Relations Managers | All 16 career clusters and related occupations are explored in this introductory Career Expedition. |
| **Vital Signs**  Students learn to properly take and record vital signs using digital medical equipment. They learn to fill out medical forms related to patient care as well as explore careers in the Health Science cluster such as radiological technicians, certified nursing assistants, MRI technologists, registered nurses, | ✓ Radiology Technicians✓ MRI Technicians  ✓ Physical Therapists  ✓ Nurses  ✓ Hospitalists | Health Science |

A NEW WAY TO LEARN AND TRAIN

The Destiny design team recognizes that the concept and methodologies of Next Generation Classrooms (NGC) are not new, but the design of the application for learning is unique to ensure both synchronous and asynchronous training complement the learning experience. NGC, when properly adopted, allows instructors greater opportunities to successfully transfer knowledge to learners through both live lecture and hands-on breakout sessions for increased interaction with content. Furthermore, NGC provides a richer and more constructive dialogue between students.

The quest for a better way to learn will always return to the most fundamental element of success — the learner experience. **The essential ingredients to an effective learning experience are founded on the successful integration of:**

* **Physical and virtual space**
* **Technology**
* **Interactive content**
* **Instructor’s skills**

**Physical and Virtual Space:** NGC harnesses and leverages all of the key learning success factors. The use of space is combined to include both virtual and physical proximity. When combined properly, this learning environment is more conducive to successful knowledge transfer and an engaged learner. The opportunity to the training organization is faster training time to market and improved efficiencies as locality and distance no longer have to be managed in separate learning modalities. NGC thrives upon the mix and use of both. PITSCO has plans and designs for an optimal learning experience for our female scholars at Destiny STREAM Academy for Girls Charter School and will work in tandem with us to create a physical space that is inviting and inspiring. Each lab will be equipped with laptops for each student learning teams. Traditional desks and chairs will be forgone for comfortable learning stations and lab tables.

With an NGC platform, instructors can use their native skill set for effective training in both the physical and virtual space simultaneously. The same proven student-trainer relationships exist in both spaces and the student to student interactions are real time and visually based. NGC eliminates the “have and have- have- have- nots” for an equal learning experience for all students, regardless of location. Learning segregation is eliminated in the NGC environment and is the basic design of a PITSCO learning lab.

**Technology:** As stated earlier, our female scholars at Destiny STREAM Academy for Girls will have adequate access to computers. PITSCO adheres and has revolutionized and is aware that the technology design of NGC is simple, but integrates powerful tools that work well for in-class and remote learners equally. The learning modules and other curricula offers two-way video conferencing technologies with robust communication and teaching tools, virtual lab environments and digital content delivery systems are components of NGC that equalize the learning environment for all students, regardless of their proximity to the instructor, promoting collaboration and providing a method for robust interaction between instructors and students cross directionally.

**Interactive Content:** Since we’re leveraging the combination of existing training delivery methods, much of the content developed for a particular mode of learning (on-demand, virtual, live instructor-led) can be easily adapted and enhanced for success in NGC. Destiny STREAM Academy for Girls realizes that all our scholars will come from schools with both STEM programs and traditional teaching and learning methods. The modification of content may involve chunking modules into smaller portions, interspersing polls and small group breakouts within lessons, and finding other creative ways to improve training materials so they are more visual and interactive. The key is to leverage available technology to enhance learner interaction with the course content.

True interactive content when harnessed in an NGC environment allows for more student control of the content experience. Oftentimes, in a non-NGC learning environment, the content is static and shown only in a present and see mode for learners. The ability to allow students to engage and interact with content, without disrupting the flow of the course, is the foundation of an NGC environment.

**Instructor’s Skills:** Our team at Destiny STREAM Academy for Girls are well aware of how teacher competency is paramount to the successful execution and instructional delivery of our PITSCO-based school. NGC provides an opportunity for instructors to improve their delivery skills. There are various certification programs and quick tip videos available to bridge the skills gap, but in reality, the leap to teaching in a hybrid learning environment often involves only a few quick pilot sessions to get acclimated to the technology, environment and mix of localized and virtual students. Though these programs are offered to all, PITSCO will provide Destiny STREAM Academy for Girls intensive training and on-going professional development in all subject areas.

For the majority of experienced instructors, they already possess the baseline teaching skills and those skills are enhanced when engaging in NGC delivery. Instructors are encouraged in NGC not to change their style of teaching, but to evolve it with greater focus on interactions with all students and awareness of the learning conversations that naturally develop between the local and remote students. It takes just a short period of time in an initial NGC session for instructors to realize there is a much greater degree of visual interaction and accountability transpiring, resulting in the requirement for a more focused approach on active participation and learning for all students.

**Instruction**

Destiny STREAM Academy for Girls Charter School’s teachers will fully understand and support Destiny’s mission and model. Our school’s approach to education will be made clear to teachers during the recruitment process to ensure complete buy-ins with the model. Destiny teachers will embrace a set of principles:

* + - Destiny’s teachers and administrators support single-sex education as a choice for low-income, urban girls that will help mitigate the effects of generational poverty as well as cultural gender and racial stereotypes by providing a personal and intellectual safe haven for every student.
    - Destiny will use whole group, small group, cooperative, blended, inquiry/project-based, individualized, and outcomes-focused approaches to teaching to best prepare students for postsecondary success and lifelong independent learning.
    - The predominant style of pedagogy is “student as worker.” Students take full responsibility in their own education and are supported in their efforts to find success.
    - Destiny teachers are collaborative and collegial, meeting regularly and frequently to share and plan. Teachers at Destiny recognize the importance of being part of a professional learning community and meet regularly to address data, advisory curriculum, grade level, departmental, and high school readiness issues.
    - Our teachers have a sense of ownership in Destiny and take responsibility for Destiny’s work and outcomes. Teachers model behavior for the students by taking on leadership positions outside of their offices and classrooms.
    - Destiny’s professionals will see themselves first as student advocates and secondly as subject area specialists. They understand and participate in the Daily Advisory program as an implementation of the “total girl” approach to education, regularly and clearly communicating high expectations and providing the support needed to meet those expectations.

.

* + - Teachers will believe that students’ families are an essential element in achieving academic success and teachers are committed to working with families as partners in the students’ education.
    - Destiny’s teachers will engage in professional development in cultural competencies, including skills in counter narratives and recognition of internal oppression.
* Teachers at Destiny will be certified in their subject area. When Destiny is fully developed, its faculty structure will include lead teachers in each content area whose expertise will support instruction in their respective subject. In order to meet the needs of all students, a special education teacher will be on staff and we will seek to hire teachers that are dual-certified in their subject area and in ESL.

Destiny STREAM Academy for Girls Charter School’s teachers will use a variety of inquiry based instructional techniques and learning opportunities rooted NGC. Teachers will differentiate instruction to meet the variety of types and levels of learners in a heterogeneous classroom. Each student brings her own background, strengths, needs and interests to the classroom. With PITSCO, NGC provides a flexible approach to teaching and learning with built-in supports and challenges. Teachers will identify their goals and the barriers that might interfere with reaching those goals and adjust their lessons accordingly.

Teachers at Destiny will use 1) multiple means of representation that presents content using multiple media and supports new vocabulary, 2) multiple means of action and expression, allowing students to express what they know in a variety of ways, and 3) multiple means of engagement providing students with choices to fuel their interest and autonomy and to help them risk mistakes and persist through challenges. Technology will be used in a variety of ways to support instruction across the curriculum.

Student learning plans will remain active documents as faculty and administration will use them to structure and inform planning at a weekly faculty meeting. While advisors will be responsible for taking the lead on development and maintenance of the plan, every faculty member will use the document to inform instruction and drive discussion and co-planning. The plan will also be used as a tool to involve and inform parents and guardians of students’ progress. All students will be held to Destiny’s high expectations, regardless of their specific needs.

**Section 2.4.1: Educational Goals and Assessment**

**Formative and Summative Assessments**

The Destiny STREAM Academy for Girls Charter School is confident that we will meet or exceed any and all measures of accountability including the Illinois state standards and Common Core State Standards. Destiny teachers will use data from both formative and summative assessments to drive instruction and judge overall student success. Assessment begins before students enter school at the beginning of 6th grade through a series of diagnostic evaluations and authentic summative assessments in reading and math. Students entering in later grades will be assessed upon school entry to ensure proper placement. Destiny will use a variety of tools to assess individual student growth over time and Destiny as a unit.

Destiny will use the formative tests or other similar tools to assess individual student growth. The assessment will align with Common Core State Standards and also be used to gauge students’ performance relative to national norms. T**he benchmark assessment NWEA MAP (Measures of Academic Progress) will be given up to three times a year (BOY, MOY, EOY) to track student’s individual growth and teachers will analyze the results and take these results into account in tailoring curriculum**. We will administer all state approved assessment tools in accordance with state policy.

**School Goals**

Destiny ’s goal is that each student will demonstrate growth toward proficiency, yearly. Destiny will use the data collected through the annual MAP assessments to measure the progress of its students over time by grade level and subject area as well as by subgroup. Each student will have a customized “Individual Learning Plan” (ILP) that is specific to the skills that student still needs to master; this ILP will be updated every six to eight weeks with strategies to use to help further student achievement. Students, parents, and teachers will all be made aware of the plan and work together to ensure each student is meeting her periodic goals. In addition to differentiated instruction time in classrooms, individualized tutorials will be available to students after school and via home computer or iPad. ILPs allow for “small wins” for each student that ultimately add up to long-term gains in academic performance.

Below is a chart that illustrates Destiny STREAM Academy for Girls Charter School’s goals the district's policy for measuring annual school performance

PERFORMANCE INDICATORS AND SCHOOL QUALITY RATING REPORT

5-YEAR GOALS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Middle School Performance Indicators** | **4 Points on SQRP**  **YEAR 1** | **4 Points on SQRP**  **YEAR 2** | **4 Points on SQRP**  **YEAR 3** | **4 Points on SQRP**  **YEAR 4** | **4 Points on SQRP**  **YEAR 5** |
| National School Growth Percentile and the NWEA Reading and Math Assessments | Between 50th and 55th Percentile | Between 55th and 60th Percentile | Between 60th and 65th Percentile | Between 65th and 75th Percentile | Between 75th and 89th Percentile |
| Priority Group National Growth Percentile on the NWEA Reading and Math Assessment | Between 50th and 55th Percentile | Between 55th and 60th Percentile | Between 60th and 65th Percentile | Between 65th and 75th Percentile | Between 75th and 89th Percentile |
| Percentage of Students Meeting or Exceeding National Average Growth Norms on NWEA Reading and Math Assessments | Between 50%-55% | Between 55%-60% | Between 60%-65% | Between 65%-69% | Between 70% OR BETTER |
| National School Attainment Percentile on the NWEA Reading and Math Assessments | Between 70th and 89th Percentile | Between 70th and 89th Percentile | Between 70th and 89th Percentile | Between 70th and 89th Percentile | Between 70th and 89th Percentile |
| Percentage of Students Being College and Career Ready on IAR | Between 50%-60% | Between 50%-60% | Between 50%-60% | Between 50%-60% | Between 50%-60% |
| Average Daily Attendance Rate (Grades K-8) | 95% and Above | 95% and Above | 95% and Above | 95% and Above | 95% and Above |
| My Voice, My School 5 Essentials Survey | Organized | Organized | Organized | Organized | Organized |
| Data Quality Index Score | Between 95%-98% | Between 95%-98% | Between 95%-98% | Between 95%-98% | Between 95%-98% |
|  |  |  |  |  |  |

**2.4.2. Assessment and Data Driven Programs and Instruction**

**School Level Measures**

**Focus on Data Driven and Individualized Instruction**

There will be a strong culture of data driven instruction at Destiny . A school-wide Leadership Team will work to establish and enhance Destiny’s strong culture of data driven instruction that aligns its benchmarks and indicators with **Chicago Public School’s SQRP.** The Leadership Team will be comprised of both teachers and administrators. The Leadership Team will conduct training for all of the teaching staff so that they can interpret a variety of data tracking student performance and use that information to adjust teaching to address academic challenges and differentiate instruction. The Destiny STREAM Academy Leadership Team will assemble quantitative data from the variety of assessments and the teachers will use it to identify areas where they need to spend more time or make adjustments to the curriculum.

In addition, grade level teams and subject area teams will form “data teams” that meet weekly. These data teams will bring student performance data including formative and summative assessment data, as well as examples of student portfolio work, to the table each week. They will analyze the data and strategize instructional methods for whole group instruction and for differentiated instruction in response to the data. Classroom teachers will be trained to do ongoing assessments and checks for understanding throughout their lessons. Teachers will quickly tailor feedback and target interventions for students who need them and differentiate for students who need to be retaught.

All formative and summative assessments, as well as curriculum, will be aligned with the Common Core Learning Standards. Using a backward design method ( IB Framework), subject area rigor will be assessed based on what students will know and be able to do when they graduate from Destiny high school and career ready. This informs the curriculum planning at every level and allows for an integrated scaffolding of knowledge and skills by grade level.

Student report cards will be issued four times per year and are used as an additional opportunity for student goal setting – academic and social. In middle school, students will be scored using the letter grades A, B, C and NY (Not Yet). Parents will attend student-led conferences to learn about student achievement and student goals for improvement. This involves the student in assessing her own progress toward her goals.

We intend on using all three types of assessment measures as stated in the Illinois State Board of Education Guidance on Creating Operating Guidelines for Student Growth Models in Teacher Evaluation Systems (2013). We are certain that our individualized learning plans will enable our female scholars to score more than 65% meeting their “My Goal” goals. Our projected academic growth measures are found below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Type** |  |  | **Description** |  |
| Type I | | | An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois *(Examples: Northwest Evaluation Association* ***(NWEA) MAP tests,*** *Scantron Performance Series)* | | |
| Type II | | | An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area *(Examples: collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers),* ***PITSCO and News ELA Quizzes and Exams.*** | | |
| Type III | | | An assessment that is rigorous, that is aligned with the course curriculum, and that the evaluator and teacher determine measures student learning *(Examples: teacher-created assessments, assessments of student performance),* ***Project, problem, inquiry-based rubrics*** | | |

**Summary of Formative and Summative Assessments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Purpose** | **Frequency** | **Month Administered** |
| **NWEA**  **(6-8)** | **\*To help drive instruction in the classroom**  **\*To assess students' individual progress including their growth rate and changes in national percentile rank over time** | **3 x a year** | **September (BOY)**  **January**  **(MOY)**  **(May)**  **(EOY)** |
| **IAR**  **(6-8)** | **\*To gauge school progress over time and relative to other schools in district and state; to assess students’proficiency with Common Core**  **State Standards** | **Yearly** | **March** |
| **PSAT**  **(8)** | **\*To establish a starting point in terms of college and career readiness as students transition to high school** | **Yearly** | **April** |

Taken altogether, our formative and summative assessments are used to guide our instruction so that it is appropriately differentiated; to set interim goals and evaluate individual teachers, grade levels, schools, and our collective network; to appraise our programs and policies; and to track our progress in positioning our students to be prepared for honors and/or Advanced Placement courses in college preparatory high schools and programs.

After each assessment is administered, teachers meet with leadership team members to analyze results. These meetings may be comprised of different team members at each campus, but they all seek to achieve the same three goals: (1) accurately and completely assess each student’s academic level, including strengths and areas for growth; (2) use the data to design a program of learning to meet all students’ needs; and (3) periodically throughout the year determine each student’s progress toward their individualized annual goals.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Benchmark** | **Measure** | **Data Review** | **Grade** | **2020-21** | **2021-22** | **2022-23** | **2023-24** | **2024-25** |
| Typical Growth  (Reading and Math) | NWEA | 3 x/year | 6,7,8 | 55% | 60% | 65% | 70% | +75% |
| “My Goal”Target  (Reading and Math) | NWEA | 3 x/year | 6,7,8 | 55% | 60% | 65% | 70% | +75% |
| Expected Gain (All Subjects) | PSAT/  PARCC | Annual | 8  6,7 | 50% | 55% | 60% | 65% | +70% |
| “My Goal” to college readiness benchmarks  (All subjects) | PSAT  IAR | Annual | 8  6,7 | 50% | 55% | 60% | 65% | 70% |

**Student Attainment Measures**

Though our immediate goal is to prepare our students for high school, our ultimate goal is to equip our students with the necessary tools to become successful in post-secondary education as well. By establishing rigorous learning and instruction to our female scholars, we will be allowing them the opportunity to build stamina, instructional independence, and self-esteem. These, in addition to other qualities will enable our scholars to achieve at least 70% of Destiny students to be on-track to high school and at least 60% being college ready by they leave for college (info will be tracked and recorded by counselor and retrieved from receiving high school). Our instructional goals will need to mirror the attainment of our grade level benchmarks. The table below provides a comprehensive snapshot of all the metrics by grade.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Benchmark** | **Measure** | **Grade** | **Data Review** | **2020-21** | **2021-22** | **2022-23** | **2023-24** | **2024-25** | **Expected**  **Achievement** |
| “On Track” for HS Readiness (Reading and Math) | NWEA | 6-8 | Annual | 45% | 50% | 55% | 60% | 70% | 70% |
| Students Eligible for Selective Enrollment exams | NWEA | 8 | Annual | 55% | 60% | 65% | 70% | 75% | 75% |
| “On Track” for college Readiness (75th Percentile or higher) | NWEA | 8 | Annual | 35% | 40% | 50% | 55% | 65% | 65%+ |
| “On Track” for college readiness (Higher than 410 in reading and writing and 450 in math) | PSAT  IAR | 8  6-7 | Annual  Annual | 35%  35% | 40%  40% | 50%  50% | 55%  55% | 65%  65% | 65%+  65%+ |

**2.5 Diverse Learners**

**Special Education**

The school will comply with all applicable State and Federal Laws in serving students with disabilities, including IDEA (including sec ons 613(a)(5) and 613(e)(1)(B)). Our model ensures that Special Education staff, and other team members continually monitor programming to confirm Destiny Academy will provide both adequate funding and services (including supplementary and related services, including referral to off‐site services whenever necessary) to our diverse learners in a manner consistent with all state and federal laws. And in concordance with IDEA, we will incorporate six major legal principles into our school plan for educating students with disabilities.

1. Enrolling all students – no rejection of students with disabilities

2. Providing an individualized education program (IEP) for students with disabilities

3. Providing a free and appropriate education (FAPE) to students with disabilities

4. Providing education in the least restrictive environment (LRE)

5. Following all due process procedures and parental involvement requirements

6. Providing non‐discriminatory evaluation of students with disabilities

In order to appropriately serve students in the Least Restrictive Environment, students with disabilities are identified during the enrollment process by obtaining information from the resident school district, parents, or guardians. Intake Individualized Education Program (IEP) meetings are held following enrollment in order to review current IEPs, revise as needed with updated informa on from parents, and ensure that the services outlined in the IEP are provided by the start of school.

It is our mission at Destiny STREAM Academy for Girls Charter School to employ adequate full‐time licensed diverse learner teacher(s) to provide special education services and coordinate special education programming as well as a part me aide to assist with our students with special needs as mandated by IEP minutes and student needs. Our case manager will assist in contracting additional licensed special education teachers/clinicians/related service providers to serve identified students as needed, including a School Psychologist, Speech Pathologist, Occupational Therapist, Physical Therapist, and diverse learner staff licensed in areas not covered by the full‐time diverse learner teacher. In addition to intake IEP meetings following enrollment, the diverse learner teacher/case manager is a member of the MTSS (Multi‐Tiered System of Support) team, and attends problem‐solving meetings to assist in developing interventions for identified students. Students that are not responding to interventions (as documented through the progress monitoring process) may be referred for evaluation. The diverse learner teacher/case manager also coordinates special education referrals for initial special education evaluations from the MTSS team or parents/guardians. Regular diverse learner team meetings to review referrals for initial evaluations and reevaluations are held to ensure the development of comprehensive evaluation plans. Parents are notified of any meetings held to develop evaluation plans, and initial evaluations are not conducted without their signed permission. Parents are routinely made aware of the process to request consideration for special education services through the student handbook and regular communica on with teachers and leaders.

The general education curriculum will be adapted to meet the needs of learners as outlined in IEPs. The IEP team will make placement decisions that allow for students with disabilities to participate in the regular classroom setting to the maximum extent appropriate or, to the extent such placement is not appropriate, in seeing with the least possible amount of segregation from the student’s non‐disabled peers and community. Weekly collaboration meetings will be held for instructional planning between diverse learners and general education teachers. For our diverse learners we will implement adaptive digital programs, Pitsco Education, as determined by student achievement needs.

**English Language Learners**

We intend to serve a diverse population including English Learners. The mission of Destiny Academy is to ensure that all students, including English Learners (EL), attain the highest level of academic success and language proficiency. The school founder recognizes that bilingualism and biliteracy are assets, and will provide opportunities es for all students to acquire it. Destiny Academy leaders and teachers will leverage ELL students’ home languages, cultural assets, and prior knowledge and will actively engage parents as participants, contributors and cultural liaisons to the school community. To ensure our learners reach their academic goals language development practices and cultural responsiveness plans will be integrated into daily instruction to ensure English Language Learners reach their growth targets.

Destiny Academy will abide by the WIDA standards that align with our Curriculum Framework to provide students, educators, and parents with a set of clear expecta ons leading to college and career readiness. Our focus is that every teacher is prepared to teach academic language and challenging content to all students, including ELL students. All teachers must be skilled in how to support ELL students as they acquire content knowledge while also progressing towards English proficiency. Students receive support from a full‐time ESL teacher according to their level of English proficiency. ESL teachers work alongside teachers in mainstream classrooms to help ELL students, students may an end ESL tutoring sessions outside the classroom or receive personalized language instruction in blended classrooms based on English language proficiency levels.

After Home Language Survey completion, parent approval and WIDA assessment, all students identified with Limited Language Proficiency will receive service in an instructional program for Language Learners. Teachers will focus on building English language skills. The language of instruction will be English but some support may be provided to students in their native language wherever possible.

Teachers will use sheltered English instruction strategies to modify instruction for English learners to facilitate student comprehension of learning area content. English Learner Teachers will be providing in class support during small group instruction and personalized learning activities to reinforce language development as part of co‐teaching practice. For students in entering /beginning level daily pullout support will be provided. As result of the instruction we will provide through our program, English and Non‐English learner students will socially integrate. Staff and students will share and create an awareness of diverse cultures expanding opportunities for new friendships across linguistic and cultural lines.

**Components**

1. **Personalizing Instruction**: All models involve Universal screening including cultural and linguistic differences of ELLs. Instructional coaches, ELL teachers and the general education and/or content area teachers will be planning together to ensure ELL instructional success in English Language Learning, Reading and Writing, Mathematics, Science, and Social Studies, including history, geography and bicultural content from/to their country of origin and the United States. ELLs of different ages or grade levels may be together in the same class due to personalized learning model, ELL teachers will rotate in classrooms to provide language support unless pull out is highly recommended.

2. **Sheltered English Instruction**: All students in the ELL program will receive sheltered instruction on their mainstream classes. All classroom teachers, instructional coaches and staff will receive ongoing training in sheltered instruction from the English Language Learner teachers and Multicultural and Language Development Director. The ELL teacher will collaborate with the mainstream teachers to ensure support for English Learners students at all levels.

3. **Push‐In**: Our female scholars will participate in the mainstream classroom for most of the day and receive ESL instruction in a small group se ng in a Push‐in. The ELL teacher will provide oral development, literacy and content area instruction based upon student assessment and classroom performance. Student contact hours will be established upon the results of the assessment, the needs and progress of the student.

4. **Pull Out**: Any student at Destiny STREAM Academy who scores at level 1.0 – 1.9 on the WIDA MODEL/ACCESS assessment will qualify for pull-out services. Students who score at level 2.0 – 4.9 may qualify for pullout services based on observations, data analysis, classroom teacher and English Learner teacher judgment, and/or parent recommendations. Pull out services will incorporate English Development intervention focused on accelerating English proficient.

5. **Blended Learning Environment**: Teachers will analyze ELL student data to provide students with accurate digital learning resources. Data will be based on English proficiency levels, literacy and comprehension analysis, WIDA Can Do Descriptors, Performance Defini ons of the English language proficiency standards, Model Performance indicators, and the Standards aligned competencies.

Destiny Academy will enhance its Bilingual Educa on via the Transitional Bilingual Education (TBE) Early Exit to promote English Learner’s (EL) academic success in all core subject areas. We will utilize an ELL Co‐Teaching model and push in for sheltered instruction as needed (based on current ACCESS Scores) as well as native instruction and Special Education, Bilingual, and General Education Teachers will have scheduled weekly collaboration me.

Students will receive instruction guided by WIDA language objectives and content objectives (write and communicate language and content objectives) with evidence of aligned strategies in ac on and observable on campus. Program is aligned with WIDA and CCSS. All instructors serving ELL Students will undertake training on the WIDA Standards, Model Performance Indicators (MPI’s), na ve language, visuals, and consistency of language and academic vocabulary to deliver differentiated and personalized instruction.

School schedule and class lists will be based around EL minutes to ensure compliance in meeting partial and full ELL minutes based on 2019 ACCESS scores. Weekly co‐planning with general education teachers and ELL teachers during common planning me to analyze data and create optimal learning groups for students.

**Advanced Learners**

Our personalized learning model and blended instructional approach is designed to advance all learners regardless of grade level. Through digital adaptive programs and personal learning paths we are able to curate instructional resources to accelerate student progress. Within our approach to competency based progression we will use formative assessment data to drive student readiness to demonstrate mastery to move onto the next concept within their learning path. Destiny Academy will also offer a robotics piece, through Pitsco Education, for those students that need a more challenging curriculum.

**2.5.3 MTSS‐ Multi-Tiered System of Support**

The goal of Destiny is to implement a Multi-Tiered System of Support(MTSS) for total school improvement by providing professional development, coaching and technical assistance, research and evaluation, and communication and visibility that result in college and career readiness for all students. Destiny believes that MTSS is the most effective and efficient approach to improving school outcomes and student performance thereby ensuring equitable access to a sound basic education.

MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.”

The tiers of MTSS include:

* **Core Instruction**- on grade level academic and/or behavioral (e.g., social-emotional, attendance, discipline) instruction that includes differentiation for struggling students as well as students working above grade level
* **Supplemental Instruction** (in addition to Core Instruction)-acceleration and/or remediation in prerequisite grade level skills for students who are at-risk academically or behaviorally, or enrichment for students working above grade level.
* **Intensive Instruction** (in addition to Core and Supplemental Instruction)**-**more intensive or more frequent instruction on prerequisite grade level skills for students who are at-risk academically and/or behaviorally, or more intensive enrichment opportunities for students performing well above grade level.

**Critical Components of an MTSS**

An MTSS is comprised of six critical components: Leadership, Building Capacity, Communication and Collaboration, Data-Based Problem Solving, Three-Tiered Instructional Model, Data Evaluation. We at Destiny know and understand that the first three of these components are the most crucial. Once the foundation is laid, schools begin to focus on the remaining three components.

**Leadership**

Leadership is key to successful implementation of any large-scale innovation. Our principal, assistant principal, and school leadership team are critical to implementing MTSS at the school level. They will engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal will also support the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving.

**Building the Capacity/Infrastructure for implementation**

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually include ongoing professional development and coaching with an emphasis on data-based problem solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem solving

**Communication and Collaboration**

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustain.

**Data-Based Problem Solving**

The use of data-based problem solving to make education decisions is a critical element of MTSS implementation. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide implementation of MTSS. While several models for data-based problem solving exist, the four-step problem solving approach includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for implementing evidence-based strategies to attain goals, and 4) evaluating the effectiveness of the plan.

**Three-tiered Instructional/Intervention Model**

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction all students get (including differentiation); Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

**Data Evaluation**

Given the importance of data-based problem solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem solving, school staff need to understand and have access to data sources that address the purposes of assessment. Procedures and protocols for administering assessments and data use will allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes for improving MTSS implementation.

**Key Considerations**

Our Design Team’s goal is for Destiny to be successful at ALL we propose to do. With that being said, we recognize that full implementation with fidelity is paramount. We have designed our MTSS to be “phased in” over the course of three years.

**Phase 1, SY 2020-21**

**Developing Implementation**

**(Focus on Core Instruction)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Participants** | **Milestone #1** | **Milestone #2** | **Milestone #3** | **Milestone #4** | **Milestone #5** | **Milestone #6** | **Milestone #7** |
| **All staff members** | Schoolwide overview of MTSS and PBIS | Schoolwide completion of Beliefs Survey. | Analyze Core Instruction at the/grade level and/or department level. | Problem solve Core Instruction Math and ELA) | Develop schedule to progress monitor Core Instruction Action Plan every 6-9 weeks and update the plan as needed and note changes on problem solving template and core analysis sheet. | Repeat milestone 4 & 5 after MOY | Analyze EOY data and plan for instructional changes for the following year using the core analysis sheet.  Develop grade level/school lists of at-risk students |
| **MTSS Team** | Form an MTSS team | Initial MTSS /PBIS Team training. | Communicate expectations for Core instruction; Academic and Behavioral and analyze the Core Analysis | Design school wide PD based on Belief Survey, Core Analysis, and Tier 1 Problem Solving | Analyze school wide data quarterly (behavior, attendance, academic) | Conduct individual student problem solving as needed | Complete the SAM and develop strategic plans based on results.  (Between April and June) |

**Phase 2, SY 2021-22**

**Initial Implementation**

**(Addition of Supplemental Support)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Participants** | **Milestone #1** | **Milestone #2** | **Milestone #3** | **Milestone #4** | **Milestone #5** | **Milestone #6** | **Milestone #7** |
| **All Staff Members** | Schoolwide review of overview of MTSS and PBIS  Overview for new staff | Schoolwide completion of Beliefs Survey. | Analyze Core Instruction at the school/grade level and/or department level.  (BOY and MOY) | Problem solve Core Instruction **and Middle Schools**-Math, ELA, Behavior, and Attendance(BOY, MOY, EOY) | Form intervention groups (supplemental) using Standard Protocol[s](https://docs.google.com/document/d/13zJuOAjeQjXH0qDjECiBgDSK-UNxyhiVllyU_UZU33M/edit?usp=sharing) and  based on grade level data.  Complete Student Summary Sheet on students identified as at-risk | Analyze progress monitoring data (student outcomes and implementation fidelity every 6-8 weeks.  Analyze Core instruction every 12 weeks. | Analyze EOY data and plan for instructional changes for the following year using the core analysis sheet. |
| **MTSS Team** | Communicate school wide expectations and plan for implementation of MTSS and PBIS to staff, families, and community | Analyze results of Beliefs Survey | Design PD opportunities based on Belief Survey, Core Analysis, and Tier 1 Problem Solving | Begin to develop standard protocols for intervention groups based on your school’s needs | Analyze school wide fidelity of implementation data and make plans for increased fidelity as needed. (Analyze and share this data at least 3 times a year) | Conduct individual student problem solving as needed | Complete the SAM and develop strategic plans based on results.  (Between April and June) |

**Phase 3, SY 2022-23**

**Full Implementation**

**(Complete Multi-Tiered System of Supports)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Participants** | **Milestone #1** | **Milestone #2** | **Milestone #3** | **Milestone #4** | **Milestone #5** | **Milestone #6** | **Milestone #7** |
| **All Staff** | Schoolwide review of overview of MTSS and PBIS  Overview for new staff | Schoolwide completion of Beliefs Survey. | Analyze Core Instruction at the grade level and/or department level.  (BOY and MOY) | Problem solve Core Instruction ***Including gap analysis of subgroups***  (BOY, MOY, EOY)  Place students in appropriate supplemental instructional groups (using standard protocol) | Document studentprogress (academic, behavioral, attendance) toward goals using a Rate of Improvement Model | Identify students in need of intensive instructional support.  Schedule meetings to discuss those students with MTSS team | Analyze EOY data and plan for instructional changes for the following year using the core analysis sheet. |
| **MTSS Team** | Communicate school wide expectations and plan for implementation of MTSS and PBIS | Analyze results of Beliefs Survey | Design PD opportunities based on Belief Survey, Core Analysis, and Tier 1 Problem Solving | Complete a grade level/school wide gap analysis of core (academic, behavioral, attendance) | Monitor student rates of improvement as comparison data to help determine students in need of intensive support | Establish and communicate a schedule for meetings to conduct individual student problem solving | Complete the SAM and develop strategic plans based on results.  (Between April and June) |

**Destiny STREAM Academy**

**MTSS Implementation Professional Development**

|  |  |  |
| --- | --- | --- |
| **Implementation Stage** | **Professional Development** | **Target Audience** |
| Developing/Initial | MTSS Overview | All Staff members |
| Developing | MTSS Team training | MTSS team |
| Developing | Assistance Developing PBIS Plan | PBIS Team |
| Developing/Initial | Facilitating Core Analysis | Grade level/Departmental PLCs |
| Developing/Initial | Facilitating Core Problem Solving | Grade level/Departmental PLCs |
| Developing/Initial | MTSS Team Support in Schoolwide data analysis | MTSS Team |
| Developing | Assistance Developing Major/Minor Offenses list | PBIS Team/staff |
| Developing | Classroom Management : Managing Minor Behaviors | PBIS Team / staff |
| Developing | Data analysis Support Specific to Behavior | PBIS Team |
| Developing | Assistance with the Development of Schoolwide Professional Development Plan | MTSS Team/School Admin |
| Developing/Initial | (Student Summary Sheet) A.K.A. Demographic sheet/at-risk identification training | MTSS Team/School Admin |
| Developing/Initial/  Full | Assistance with individual student problem solving | MTSS Team |
| Initial | Assistance using data to create intervention groups | Grade Level/Departmental PLCs |
| Initial | Assistance developing Standard Protocols for Supplemental Support | Grade Level/Departmental PLCs |
| Initial | Assistance with analysis of Implementation Fidelity (SAM) | MTSS Team/School Admin |
| Initial/Full | The use of Rate of Improvement for decision making | MTSS Team/PLCs/School Admin |

**2.6: School Calendar and School Schedules:**

Schedule will be created to incorporate the PITSCO curriculum and schedule. Destiny intends on a traditional schedule, with eight classes per day plus an advisory period and lunch. Each class runs for approximately 60 minutes. The chart shows the bell schedule for Grades 6, 7, and 8. The schedule allows teachers the flexibility to meet students’ unique academic needs and provide interventions when necessary.

Student Schedule

|  |  |  |  |
| --- | --- | --- | --- |
| Time of DAY | Year 1 schedule  6TH GRADE | Year 2 Schedule  7TH GRADE | Year 3 Schedule  8TH GRADE |
| 8:00-8:18 am | Morning Meeting | Morning Meeting | Morning Meeting |
| Hour 1 | ELA | Math | STEM |
| Hour 2 | MATH | STEM | ELA |
| Hour 3 | STEM | ELA | MATH |
| Hour 4 | IAS-Ancient world civilizations | PE | LANGUAGE B |
| Lunch Hour | Lunch | LUNCH | LUNCH |
| Hour 5 | PE | LANGUAGE B | Individuals and Societies-World History Industrial-current |
| Hour 6 | Language B | Individuals and Societies-American History | PE |
| Hour 7/ Dismissal | Advise-  Becoming a global member of society  Design | Enrich  Planning for HS and Beyond  Art and movement | EXTEND-  Womanhood around the world  Music |

In planning the student master daily schedule, we researched models that are being used by middle schools that wanted to craft a schedule that would allow for MTSS and teambuilding. Morning meetings work to allow Destiny STREAM to create anecdotal evidence of student interaction while creating an environment to respect that could be built into every students’ daily encounters. According to education world, “The morning meeting format is simple and easy for entire schools to implement at one time, but individual teachers can obtain impressive results by using the method in their own classrooms, even when it isn't a school-wide approach. Morning meetings traditionally have four components: greeting, sharing, activity, and warming up for learning in the day ahead. A primary advantage of whole-school implementation is that teachers can plan morning meetings together and share their ideas, but this also provides cohesiveness, as all students practice social skills and reinforce friendships each day.” This meets the IB’s requirements for collaborative planning that leads to alignment of the key concepts.

As adolescent girls grow they are constantly changing physically, emotionally and holistically. By starting our day with a ritual check-in, we model to young women the importance of camaraderie, celebration and ceremony in a woman’s journey. The morning meeting is an opportunity for all the women of Destiny STREAM to come together and greet one another, set goals, and to prepare ourselves for our daily tasks. By teaching the young women the importance of daily preparation we build respect and rapport between students, faculty, and staff. “Morning meeting happens in advisory [period], and the advisory group travels together from class to class, so the community that is built during that time naturally carries over into the rest of the school day," These meetings also will allow students to have a chance to reset and refocus their energy on a positive outcome if they are having a tough week."It also is a way to reset expectations for engagement and behavior first thing in the morning."The premise is to allow the students to be active members and eventually leaders of our morning objectives, as they learn about themselves and their classmates. The morning meeting will set the stage for our learning environment, daily!” Many elementary classes start each morning with a meeting that sets the stage for the learning that will occur during the day, but more and more middle schools are finding that this social experience is just, if not more, important in upper grades. Navigating the stormy seas of adolescence, kids in middle school crave the community and camaraderie that the morning meeting provides.

(**https://www.educationworld.com/a\_admin/admin/admin523.shtml 3.18.19)**

Upon leaving the morning meeting students begin their core content classes. Content in the IB uses Global context which are broad ideas that are cross curricular in nature and transfer from one subject to the next. There are 6 global context, which include: personal and cultural expression, identities and relationships, globalization and sustainability, orientation of space and time, scientific and technical innovation, and fairness and development. Students will explore units of inquiry that require inquiry, in class practice, collaborative learning, student agency/action, and experiential learning. IB offers a wealth of resources and trainings to enhance teacher capacity to lead inquiry based learning from inception to completion.

According to the IB, “Students at International Baccalaureate® (IB) World Schools are given a unique education.

They will:

* be encouraged to think independently and drive their own learning
* take part in programmes of education that can lead them to some of the highest ranking universities around the world
* become more culturally aware, through the development of a second language
* be able to engage with people in an increasingly globalized, rapidly changing world.”

To ensure teachers have the best training to truly impact the deficits our students bring we will need to have planned and intentional professional development. These trainings must allow time for collaborative work to create both vertical and horizontal alignment for the courses that our students undergo. Thereby we will institute a weekly early release day for students. These days will allow for focused work time. We will bring in consultants, Pitsco professionals, community programs, and the IB.

Sample ELA Teacher Schedule

|  |  |  |
| --- | --- | --- |
| Time | Assigned Class/Duty | Push-in or support |
| 7:45 | Breakfast/Welcome |  |
| 8:00-8:17 | Morning Meeting |  |
| Hour 1 | 6th Language and Literature-ELA | Push In support MAPS Teachers |
| Hour 2 | 8th Grade Language and Literature-ELA | Push in Support MAPS Teachers |
| Hour 3 | 7th Grade Language and Literature -ELA | Push in Support MAPS Teachers |
| Hour ⅘  total time 1h 45m | Prep/GLM/CLM+Lunch Duty | Lunch 45 minutes |
| Hour 6 | Push in IAS 8 | ELA teacher supports for writing/ Info Text |
| Hour 7 | Push in IAS 7 | ELA teacher supports for writing/Info text |
| Hour 8 | Advise | ELA Teacher pushes in for process journals Design/STEM Push in to support. |
| Hour 9 | Dismissal Duty |  |

**2.7: Culture, Social Emotional Learning and Behavior Management**

**2.7.1: School Culture and Social Emotional Learning**

**Establishing School Culture**

Destiny STREAM’s faculty and administration will adopt defined methods in order to develop a consistent school culture. Concepts from the Developmental Design for Middle Schools and Positive Behavior Support approach will guide this approach, which includes implementing:

* Community Building Activities
* Use of Goals and Declarations
* Use of Social Contracts
* Modeling and Practicing
* Reflective Loop (Processing)
* Pathways to Self-Control
* Collaborative Problem-Solving
* Power Learning and Engaged Learning Strategies
* Power of Play

Destiny will be a safe haven for urban adolescent girls where they can find their own voice, maintain a sense of self-worth, and share a sense of belonging to and responsibility for their school community. School culture has a profound and lasting impact on all individuals within a school community. A well-formed and holistic culture enables faculty, staff, students and parents to view the school environment as a place where meaningful and actionable practices occur.

Destiny’s culture and curriculum are deeply interconnected. Daily Advisory (Adapted from Young Women's Leadership Model) is integral to establishing and securing school culture. During this time, girls in partnership with their advisor and school counselor, discuss important academic, non-academic, emotional and social matters, challenges, and successes. The Daily Advisory curriculum encompasses leadership skills, health and wellness, and college career counseling; it is designed to build students’ self-esteem and to help them understand and value their individuality while working within a larger group. Each student’s advisor will serve as her primary contact and advocate and will also be the main liaison with the student’s parents. The rigorous academics will also empower the students as they realize they are able to create, discover, take chances, persevere, and succeed in meeting the high expectations laid out for them. At Destiny, each girl’s strengths and aptitudes will be recognized and celebrated.

**Student Social and Emotional Philosophy**

Destiny believes each student has great potential to lead a productive and successful life. In an effort to achieve this success,the School seeks to develop in its students:

* A positive outlook towards learning and school;
* Strong self-esteem grounded in working through genuine challenges;
* Values including honesty, self discipline, self-respect, respect of others, trustworthiness, fairness and personal responsibility;
* Collaboration skills;
* Ability to formulate problems and solutions, as well as create and follow through on plans and priorities;
* Strong leadership skills;
* An understanding and appreciation of a variety of cultures and histories;
* Physical and emotional health.

**Attendance**

In an effort to prepare our young women to be responsible and reliable leaders, we must help them grasp the concept of always being present and on time. Chronic tardiness and absenteeism are two primary obstacles to securing an excellent education and maintaining employment. A clear set of consequences for tardiness will be established and enforced. Destiny will use the same set of attendance expectations found in the Chicago Public Schools Code of Conduct Book.

**Dress Code**

All students will wear a school uniform. Uniforms will create a sense of cohesion and school identity as well as serve to equalize the students and to take away the distractions that often accompanies clothing choices. Students are required to come to school with a neat appearance, well groomed and in-line with the defined dress code. Any girl out of uniform will be required to report to the front office and change into appropriate wear before attending classes. Destiny STREAM Academy will keep a supply of uniforms on hand for these occasions.

**Respect**

The female scholars of Destiny STREAM Academy will be expected to respect all members of the school community inside and outside the classroom. This includes being considerate of all staff, adults and students who are part of our school. It means sharing responsibility for keeping halls, stairways and rooms neat. It means being mindful of others in the building, especially when they are moving between classes and being helpful to any visitors to Destiny. Our female scholars will be careful in their choice of words; some language may be hurtful and offensive to others and such language has no place in our school.

We want our female scholars to be happy and successful at school. Together the Destiny STREAM Academy for Girls Charter School staff, students, and parents will promote a discipline policy emphasizing positive expectations and preventive management. We will form a School Climate Committee to lead the entire staff in the development of the following school wide philosophy and guidelines. We believe in a fair and consistent code of discipline and effective classroom management. Each student has the final responsibility for her own behavior.

**Preventive Management**

- High expectations for student behavior

- Parents as partners in creating a safe and positive school climate

- Ongoing teaching of guidelines and routines

- All staff responsible for all students and all students responsive to all staff

- Friendship and social skills groups facilitated by school counselor

**Staff Expectations**

The faculty and staff at Destiny STREAM Academy for Girls Charter School will be responsible for promoting and maintaining a positive and professional school climate at all times. Careful attention to student interaction, school esthetics, and rigorous instruction will be the responsibility of EVERY member of our staff. This includes teaching, non teaching, custodial, lunchroom, and security. Careful monitoring of our (staff) interactions with each other will be of the utmost importance, as we are aware that we are responsible for maintaining professionalism through our actions, physical appearance, on-going professional development and conversation. We WILL be role models for very impressionable adolescent girls.

**2.7.2: Discipline, Behavioral Intervention, and Classroom Management**

Upon enrolling in Destiny, all students and parents will be given a copy of our school’s Code of Conduct (See Appendix 2.8.1) and together, with their child, be required to sign our Parent and Student Commitment Form. All administrators, faculty and staff members will be given the charge of overseeing the safety and well-being of our female scholars. Teachers will be responsible for maintaining classroom management during instruction. Expectations for hallways, lunchroom, restrooms, library, and learning labs will be communicated with our female scholars daily. Destiny will employ a full-time Dean of Students to support in enforcing student who may be struggling with following any school expectations.

**Student Discipline**

The Developmental Designs and Positive Behavior Support model provides a proactive systematic approach to discipline. Within this system, it is imperative that teachers respond to low, moderate and extreme level infractions justly and swiftly and in accordance with the expectations defined as a school community. While teachers will be responsible for dispensing low-level consequences, administrators will be responsible for addressing mid-level and extreme level consequences.

**Academic Behaviors:**

The quarterly academic report will include an evaluation of academic behaviors. These are not disciplinary infractions requiring removal from the learning environment and they are not behaviors that are calculated into an academic grade. These behaviors contribute to and/or detract from academic performance and are reported for purposes of recognizing strengths and areas of improvement.

* Completion of assignments
* Carrying out directions
* Complying with student commitments
* Tardiness
* Absences
* Adherence to academic integrity policies

**Non Academic Behaviors:**

These behaviors will be approached using the Destiny STREAM Academy for Girls Charter School Code of Conduct Book

* Disruption to School Climate and Safety
* Disruption of classroom learning or school activities
* Use of obscene or abusive language or gestures
* Inappropriate use of technology
* Bullying of any sort
* Leaving school during school hours unexcused by a parent
* Intentionally lying to school authorities
* Endangering the physical safety of another by the use of force or threats of force that reasonably place the victim in fear of imminent bodily injury
* Assault or attempt to assault any student or staff member
* Abuse of school property or equipment or destruction of school property;
* Theft of another’s property, including school property
* Smoking
* Possession, transfer or use of alcohol or drugs
* Being under the influence of alcohol or drugs at school or a school event
* Possession, use or attempted use, or transfer of any weapon
* Violations of the Student or Family commitment form and Peace Pledge of Peace.

**Student Code of Conduct**

Although we are a charter school Destiny STREAM Academy for Girls will adopt the following sections from the Chicago Public Schools Student Code of Conduct

* 􏰀 Develop a balanced restorative justice program for students
* 􏰀 Anti-bullying and dating violence
* 􏰀 Due process, Destiny will follow through Step 4

For Step 5, Destiny reserves the right to make school based decisions on expulsion, (see Expulsion process below)

* 􏰀 Follow the “Implementation of Student Code of Conduct” section with the exception of Destiny’s alternative expulsion process
* 􏰀 Use the CPS system of “Inappropriate Behaviors” and “Interventions and Consequences” with the exception of Destiny’s alternative expulsion process.
* 􏰀 Appendix E Procedures for Students with Disabilities

**Expulsion Process**

As a charter school,Destiny will consider the use of expulsion on a case-by-case basis. Below is Destiny’s proposed expulsion process:

* + Parent or Guardian will receive a misconduct report and letter of request for disciplinary hearing at Destiny STREAM Academy
  + Destiny STREAM Academy will require an administrator, Dean of Student, minimum of two board members, and any relevant parties (teachers, etc.) to attend the conference. Testimony from the student, parent, witnesses will be heard.
  + After the testimony, a Destiny Academy administration and board members will convene and determine the best route of action
    - Intervention and expectations set for the student
    - Expulsion (length will be included) and placement in Alternative Placement
    - Appeal Process – parents must file an appeal within 10 business days
    - Appeals will be heard on the board level, where testimony from the disciplinary hearing and decision making process will be reviewed in a closed board session. Board members will then use a majority vote to uphold or overturn the decision.
    - Term of suspension or expulsion will not be halted during the appeal process.

**PBIS**

The faculty and staff at Destiny STREAM Academy for Girls Charter School will be trained in both Developmental Design and Positive Behavior Support (PBIS). As part of the training, faculty and staff will work collectively to develop lesson plans and instruction on how to implement program concepts and expectations at every level of the school system.

The main focus of PBIS is to create and maintain a positive learning environment by empowering students and staff with a clear system for expected behaviors at Destiny. There are several components of the program including teaching expected behaviors in all settings, acknowledging students when they demonstrate the expectations and providing interventions when the expectations are not met. Through PBIS we will work to maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their roles in the educational process.

**Developmental Designs**

Having more than one approach to encourage positive behavior is an important element when disciplining students. Though we believe in and have had much success with PBIS in our respective schools, the design team of Destiny STREAM Academy for Girls Charter School recognizes that another tool to aid in the promotion of a productive, safe environment that is designed with the MIddle Schooler in mind is needed.

Because student success (especially the success of adolescent females) relies on a blend of good relationships, social skills, and engagement with learning, (Kafle and

Thalaki, 2013)*,* Developmental Designs comprehensive practices integrate social and academic learning. Teaching and learning are weakened by misbehavior, lack of a safe, inclusive community, and student apathy. The practices in the *Developmental Designs* approach are designed to meet adolescent needs by addressing these key elements of effective teaching.

#### The Developmental Designs for Middle School helps teachers:

#### 

#### Meet middle-school students’ needs

Developmental Designs structures are designed to meet adolescents' needs for autonomy, competence, relationship, and fun. Students genuinely enjoy school. They feel connected, heard, empowered, and safe, and academic engagement increases.

**Use developmentally appropriate practices and content**

Intellectual, physical, social-emotional, and identity elements of adolescent development frame the Developmental Designs approach and bolster the effectiveness of its implementation.

**Build social-emotional skills**

Students practice seven key social-emotional skills every day: Cooperation, Communication, Assertion, Responsibility, Empathy, Engagement, and Self-control.

**Rigorously respond to rule-breaking**

Structures are introduced to students early in the year and carefully maintained, reducing misbehavior. When students break rules, *Developmental Designs* helps teachers notice and understand what's happening and use appropriate language and *Developmental Designs* structures to address the situation.

**Motivate students to achieve academically**

Students are motivated to learn when they have choices, when their learning is scaffolded and varied, and when they see the point. *Developmental Designs* uses reflection to involve students in assessment for learning.

**Intervene with struggling students**

When a student begins to falter, teachers look for solutions across each of the three big focus areas: community-building, social and emotional skills-building, and motivating instructional practices, improving the chances of successful intervention.

**Create inclusive learning communities**

In a *Developmental Designs* classroom, all voices are heard. Balanced participation by all students is encouraged at all social and academic learning times. Daily practices help break down cliques and eliminate bullying through emphasis on knowing and valuing all students in all classes, and through problem-solving structures.

**Build a strong, healthy adult community**

Staffs that know and trust each other are critical to academic success for students. DD practices extend beyond the classroom to staff meetings, team meetings, and peer coaching.

**Find many pathways to *Developmental Designs* implementation**

Several entrance points and pathways to successful implementation exist within the *Developmental Designs* approach. Educators can use scheduled workshops, books, customized on-site workshops, consultation, newsletter articles, a Facebook community, and abundant free online community-building and instructional resources.

Structures are created by and for educators to meet the challenges of teaching, and they can be utilized in a variety of ways.

**2.8: Post-Secondary and Graduation Support and Engagement**

**2.8.1: Graduation and College Readiness Support**

A Next Generation school is one that is built on the foundation of college and career readiness is key to the success of any student. Our female scholars will be “future ready” up graduating from Destiny in the 8th grade. We firmly believe in the PITSCO curriculum, which creates ALL of its learning modules and expeditions with STEM careers in mind! Through this curriculum, being a well organized Next Generation school that provides robust college-to-career readiness programs ensures that Destiny will exceed all expectations.

There is little need for a separate college and career readiness program to be purchased for the school. Through STREAM focused instruction, IB program and Daily Advisory, our instructors and school counselor can ensure that our female scholars will be prepared for high school, college, and beyond.

**2.8.2: Parent & Community Engagement**Line 64Line 25Group 26Group 31Group 39Group 42Group 47Group 50Group 55Group 59

Destiny STREAM Academy for Girls Charter School believes that a positive and constructive working relationship between Destiny and the students’ parents/guardians is essential to the fulfillment of Destiny’s mission. Destiny will ask parents (guardians) to familiarize themselves with the responsibilities and expectations as outlined in the Family and Student Commitment Forms (see Student Handbook). Parents will be expected to agree to be subject to the rules, regulations and policies as outlined in these forms and are encouraged to set an example for their children through modeling behavior. Destiny STREAM will take the opportunity during the student recruitment phase to build connections with families. We will communicate frequently with parents through written communication sent home with the students, the internet, phone calls and posted notices to disseminate information regarding upcoming meetings and programs. The student’s advisor will be the primary liaison between Destiny STREAM and the student’s family.

Successful parent involvement begins with a clearly identified and agreed upon definition of parent involvement. Parents often understand their level of involvement in ways different from school professionals.This can create an environment of mistrust, confusion and exclusion. Destiny will clearly outline multiple and diverse ways for families to be engaged within and outside Destiny, while also outlining school involvement requirements. Participation in the following opportunities and programs will be encouraged for parents, and Destiny will make provision for transportation and for childcare where needed.

**Guidance Counseling and Family Support Services**

Destiny STREAM Academy for Girls Charter School will ensure that multiple levels of support and resources will be provided to students and their families in an effort to ensure success. Support staff will include both a full time school counselor and social worker to support students, families and faculty. This department will be critical to the implementation of school culture, successful student and family transitions, guiding faculty through family/student understanding and ensuring empathic communication.

Destiny anticipates that on a daily basis students will face numerous challenges prior to walking through the doors. In an effort to combat the stressors facing families and students, the school counselor and social worker will create a support program and interventions that works with all individuals (administrators, faculty, staff, students and families) within Destiny to create a nurturing and supportive environment. The ecological perspective values the individual and believes that the interconnectedness of the individual and her environment can lead to comprehensive problem solving and higher rates of academic success.

**Intake Conferences**

In an effort to build trust and create dialogue, an initial meeting will be held between the student’s advisor and parents prior to the beginning of Destiny year. The in-take conferences are intended to provide parents with an opportunity to share their expectations of their child. Additionally, the meeting will allow parents to identify their child’s strengths, personality traits, and special circumstances. In-take conferences provide a warm and open environment for parents and advisors to get to know each other prior to the start of the academic year. It presents a wonderful opportunity for building trust.

**Back-to-School Information Session**

Prior to the beginning of the school year, a back-to-school event will welcome everyone within Destiny community. This event includes an ice-breaker session between teachers and parents, and an overview of curriculum, expectations, policies and procedures. During this time, students will also walk through their schedules, meet their teacher, school counselor, meet within advisories, and set up their lockers.

**Parent / Teacher Conferences**

Conferences will be held twice a year (scheduled for mid-semester points so parents have the remaining part of the semester to help encourage students to finish strong) and offer faculty an opportunity to share their observations and assessment of student progress with families. In this intimate environment, all faculty will conduct the same conference forma, discussing the following:

* Semester curriculum objectives;
* Student strengths and a personal story illustrating the strength;
* Student challenges and ways challenges were addressed by teacher and student and outstanding concerns;
* Ways families can help support the student at home.

**Annual Parent Meeting**

The annual meeting will be held in January to kick off the second semester. The annual meeting will provide another opportunity for the entire school community (administrators, faculty, staff, students, families) to come together. The purpose of the meeting will be for the faculty and administration to share first semester progress. The meeting will follow the same format as the Parent / Teacher Conferences, but will focus on the entire community, not the individual student.

During the Parent Meeting, parents will receive their child’s first semester report card (this will be an incentive to encourage parents to attend the meeting). Families will also be asked to complete a parent survey. This report will provide narrative opportunities for families to evaluate their student’s experience at Destiny and to communicate any issues and concerns that they have with us. Questions will be designed to get an accurate gauge of parent satisfaction with the school’s climate. School administrators will compile this information for review by Destiny’s administrators and Board.

**Ongoing Communication**

Our female scholars will meet in a Daily Advisory (with a core teacher, school counselor, or administrative team member) and it is the student’s advisor who is the primary point of contact between Destiny and the student’s family. Advisors will be responsible for their own “case load”, maintaining regular contact with our female scholars’ family (a minimum of once every two weeks), tracking academic, extracurricular, emotional and disciplinary issues.

**Parent Education Seminars**

Parent Education Seminars will be offered to support the community. Many such gatherings will be peer led and address the interests of the parent community. This format will enable parents to share with and support each other in their journey to raise children to become healthy, self-sufficient and self-disciplined young women, focusing on effective family communication, healthy cultural identity, family values, adolescent growth and development, positive self-esteem, educational progress and health family choices. Other seminars will be provided by school or outside professionals on such topics as computer skills and access to healthcare, social services, and job training programs.

**Parent Advisory Council (PAC)**

Our Director of Student Life/Community Affairs will be responsible for encouraging our parents to form a PAC (Parent Advisory Council). We at Destiny STREAM Academy for Girls Charter School will operate in transparency; that is, any problems, concerns, suggestions for improvement to our school will be welcomed and parents will be given adequate facilities to meet, discuss issues, and plan events on school grounds. After background checks have been cleared, any parent wishing to volunteer will be given the opportunity to do so. We hope that our PAC become a stellar movement by:

* Offering support, advice, and feedback (parental voice) to school administration teams on a variety of issues such as attendance, safety concerns, supports for learning, school and community planning and more
* Offering or creating support, direction, and enhanced learning opportunities for both current and future students
* Providing an internal support system to address gaps in either funding or programming in our school community

When parents are involved in the decision-making process they are more likely to support the decisions that are made. Parents, families, and community members provide valuable perspectives that enhance the decision-making process.

**2.9: Human Capital**

**2.9.1: Recruitment and Selection**

A well-informed and developed faculty and staff offers the greatest opportunity for academic success. While curriculum and assessment provide the tools and measurement for student achievement, delivering excellent instruction and establishing strong school culture is the most essential job of teachers and staff. The Design Team at Destiny STREAM Academy for Girls Charter School understands that securing the very best educators will require an innovative recruitment plan coupled with a strong retention program.

Destiny STREAM Academy’s design team members see the recruitment and hiring of exceptional teachers as one of our organization’s most important tasks. Offering small class sizes (18-22:1 student-teacher ratio)to teachers and salary package it is crucial that we attract and select instructional staff with the necessary experience, skills, and dispositions to teach in an urban environment.

During a rigorous hiring process that includes four interviews and a demonstration lesson, we seek evidence that candidates are ready to support and challenge students regardless of their instructional level or cultural background. For instance, teachers must show that they understand how to analyze using student work and test data to identify students’ needs and plan instruction. They must demonstrate that they share our core values of high expectations, respect for our female scholars and families and attention to total-child development. We seek out teachers with a passion for their profession and a drive to work collaboratively with colleagues and with parents to help all students' reach their full potential.

We believe that it is important for our employees, including administrators, teachers and support staff to reflect the great diversity of the students we serve and the world they live in. Wherever possible, we will make every effort to hire local talent (including parents) for various staff positions. In Chicago, this will also include those who live in the community and have particular experience working with students in urban settings.

We will advertise open positions with the local alderman, chamber of commerce and local newspapers. Networking with local education, civic, religious, and elected leaders is another important recruitment strategy, especially when we search for instructors for our anticipated ELL, and special education staff. Because our school is small, our foreign language (Spanish) instructor will also serve as out ELL teacher. We will develop new relationships in the Chicago area through contacting employment ministries at local churches, connecting with educational nonprofits, reaching out to local chambers of commerce, and attending community events. Open positions will also be advertised on-line (Indeed, Job Builder, etc.) and in local papers, including the Southtown Star, the Daily Herald- South Suburbs Edition, The Times of Northwest Indiana- South Suburbs Edition.

Attracting the most promising new teachers is also part of our number one priority. Towards that end, we will network with national and regional education schools and professional contacts. In addition, we will target specific colleges and universities in the area including (but not limited to):

* Chicago State University
* South Suburban College

Governors State University

Prairie State College

National Louis University

Concordia University

* University of Chicago
* St. Xavier University
* Teacher salaries will be organized into bands salary bands, with teachers assigned to a band based on experience and the results of performance evaluations that include both classroom observations by an administrator and their success in producing strong academic outcomes for students. We reviewed salaries at schools within Chicago and neighboring districts and believe that we can offer comparable salary packages including pension contribution.

**Hiring Process**

Because we are not affiliated with a network, our hiring process will be conducted in-house by members of our design and management team. Our hiring process is split into phases and outlined below:

Phase 1

|  |  |  |
| --- | --- | --- |
| APPLICANT SCREENING | Applicant | • All applicants are encouraged to apply for positions via AppliTrack through our website  • Each applicant is required to respond to three essay questions (See Appendix 2.9 A) |
|  | Design Team (Non Administrators) | • Prescreen applicants for minimum qualifications. Create candidate summary for Hiring Manager and enter notes into AppliTrack  • If candidate is not a fit, do not go to the next step,HR sends rejection letter (See Appendix 2.9 B) |
|  | Principal and One Member of the Design Team | • Conduct interview to determine if there is a level of interest to initiate the Demo  Lesson (requires interview rubric see Appendix 2.9 C)   * If **NO** Hiring Manager will send rejection letter * If **YES** Demo Lesson is arranged by Hiring Manager or Principal * If successful in the Demo Lesson – Applicant is interviewed and endorsed by an organizational leader or panel * All candidates should be asked to do a writing sample during the hiring process to demonstrate necessary communication skills and critical thinking\*\*(Principals and/or Hiring Manager have the option of using additional rubrics to * interview candidates which are aligned to the Illinois teaching standards. This process may call for a Scenario Presentation or School Observation.) |
| PRE OFFER | PRINCIPAL | Conduct written references or observations |
|  | Hiring Manager | * Discuss compensation recommendation * Prepare the offer letter, secure the appropriate package of employment related documents, and submit to the Principal to get approval to make the offer. (See Appendix 2.9 D) * EXTEND OFFER OR EMPLOYMENT UPON APPROVAL |
| NEW HIRE PROCESS | Business Manager | Prepare new hire packet and start new hire process with payroll –initiate receipt of a signed offer letter by new employee agreeing to the terms of employment with Destiny (See Appendix 2.9 E) |
| ON BOARDING | DESIGN TEAM | Employee attends  New Employee Orientation   * New Orientation Check-list * Professional Development Performance Expectations * Review Process and Procedures for department |

**Five-Year Staffing Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2020-21  (6th - 7th) | 2021-22  (6th - 8th) | 2022-23  (6th - 8th) | 2023-24  (6th - 8th) | 2024-25  (6th - 8th) |
| Student Enrollment | 75 | 100 | 125 | 150 | 175 |
| Principal | 1 | 1 | 1 | 1 | 1 |
| Assistant Principal |  |  |  | 1 | 1 |
| Curriculum Director/IB Coordinator | 1 | 1 | 1 | 1 | 1 |
| Dean/Director of Student Life/Community Affairs | 1 | 1 | 1 | 1 | 1 |
| Social Worker | 1 | 1 | 1 | 1 | 1 |
| Counselor | 1 | 1 | 1 | 1 | 1 |
| Core Teachers (Math, ELA, STEM Lab) | 3 | 3 | 4 | 4 | 4 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Foreign Language/Ell | 1 | 1 | 1 | 1 | 1 |
| Art/Music/Drama (Theatre) | 1 | 1 | 1 | 1 | 1 |
| PE Teacher/Dance | 1 | 1 | 1 | 1 | 1 |
| SPED teachers | 1 | 1 | 1 | 2 | 2 |
| Teacher Aides | 1 | 1 | 1 | 2 | 2 |
| Custodial | 2 | 2 | 2 | 2 | 2 |
| Security | 2 | 2 | 2 | 2 | 2 |
| Nurse | .5 | .5 | .5 | 1 | 1 |
| Psychologist | .5 | .5 | .5 | .5 | .5 |
| Speech Pathologist | .5 | .5 | .5 | .5 | .5 |
| Cook/Lunchroom Manager | 1 | 1 | 1 | 1 | 1 |
| Porter | 1 | 1 | 1 | 1 | 1 |
| Maintenance | 1 | 1 | 1 | 1 | 1 |

**Faculty and Staff Expectations**

Establishing a school culture committed to providing a nurturing, safe and productive environment begins with Destiny’s professionals. Collaboratively creating and revising units of inquiry for student learning. Educators at Destiny will strive to promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They will respect the inherent dignity and worth of each individual and help students to value their own identify and practice social and civic responsibilities. Faculty and staff will undergo training in cultural competence, responsive classroom training, inquiry based training, and curriculum implementation.

All faculty and staff will be expected to adhere to personal and professional standards by:

* Supporting the mission and philosophy of single-sex education that empowers young women to be future leaders in their communities and professions.
* Fully integrating each component of the philosophy into the classroom.
* Committing to the cultural and educational environment through support and advocacy of students and fellow staff.
* Actively pursuing a long-range program of professional growth; seeking self-improvement constantly.
* Beginning each instructional day with a positive attitude, acknowledging the challenges the day will bring, but believing each student has the capabilities to find and achieve success.
* Demonstrating understanding of students and their challenges; making effective use of pertinent information about students in suitable teacher/counseling procedures; working effectively with specialized counseling services.
* Creating supportive and sound parent/teacher relationships through consistent and thoughtful communication.

**Faculty and Staff Retention Plan**

The expectations and qualifications are high for Destiny’s faculty and staff. Meeting the needs of a diverse group of students will require a committed team member who does not operate solely within the more traditional work hour structure. Understanding the high level of commitment required, the administrative team will provide a warm and nurturing environment that respects the self-care needs of employees. Destiny will work to ensure that best practices are used within Destiny to create and maintain a positive and strength-based work environment and to establish an open environment where communication and feedback are expected, welcome, and encouraged. Destiny will offer a competitive benefit packages based on extended day and extended year salaries

Line 65

While day-to-day management of Destiny will be delegated to Destiny’s administrative team, the Board maintains authority over Destiny and remains accountable for the financial, organizational, and academic health of Destiny

**Management in the Early Years**

The organizational management design described above is appropriate when Destiny is in its third or fourth year. Until that time, when Destiny has reached full enrollment, the management team will likely look different. The exact configuration of titles and job descriptions will depend on the skills, talents, and abilities of the individuals who are ultimately hired to run Destiny. In the early years, Destiny would likely outsource some of its management functions, (see Appendix 2.9-Organizational Chart).

**Roles of School Personnel**

No successful school can function properly without having those individuals who truly are the pulse of the school, with each of them being an essential component of the success of our female scholars.

***Principal* –** The [principal](https://www.thoughtco.com/role-of-principal-in-schools-3194583) oversees the daily operations of the school building, primarily in charge of overseeing the [students](https://www.thoughtco.com/personality-types-of-students-3194677) and faculty/staff in the building. They are also responsible for building community relationships within their area. The principal is often responsible for [interviewing](https://www.thoughtco.com/what-teacher-candidates-can-expect-in-a-teacher-interview-3194689) prospective candidates for job openings within their building as well as making recommendations to the Board for hiring a new teacher.

***Teacher*** – [Teachers](https://www.thoughtco.com/is-teaching-the-right-profession-for-you-3194693) are responsible for providing the students they serve with direct instruction in the area of content in which they specialize. The teacher is expected to use the PITSCO, News ELA, and Guided Reading curriculum to meet state objectives within that content area. The teacher is responsible for building relationships with parents of female scholars which they serve.

***Counselor* –** A counselor’s job is often multifaceted. A [counselor](https://www.thoughtco.com/what-is-a-guidance-counselor-7862) provides counseling services for students who may struggle academically, have a rough home life, may have gone through a difficult situation, etc. A counselor also provides academic counseling setting student schedules, getting students scholarships, preparing them for life after high school, etc. In some cases, a counselor may also serve as the testing coordinator for their school.

***Special Education*** – A [special education teacher](https://www.thoughtco.com/special-education-well-suited-3110963) is responsible for providing the students they serve with direct instruction in the area of content with which the student has an identified learning disability. The special education teacher is responsible for writing, reviewing, and implementing all [Individual Education Plans](https://www.thoughtco.com/writing-an-iep-3110289) (IEP) for students served. They also are responsible for scheduling meetings for IEP’s.

***Speech Therapist*** – A speech therapist is responsible for identifying students who need [speech related services](https://www.thoughtco.com/speech-and-language-disorders-3110275). They are also responsible for providing the specific services needed to those students identified. Finally, they are responsible for writing, reviewing, and implementing all speech related IEP’s.

***Occupational Therapist*** – An occupational therapist is responsible for identifying students who need occupational therapy related services. They are also responsible for providing the specific services needed to those students identified.

***Physical Therapist*** - A physical therapist is responsible for identifying students who need physical therapy related services. They are also responsible for providing the specific services needed to those students identified.

***Office Manager/Clerk***– Often knows the day-to-day operations of a school as well as anyone. They are also the person who communicates most often with parents. Their job includes answering phones, mailing letters, organizing files, and a host of other duties. A good office manager screens for the school administrator and makes their job easier.

***Business Manager* –** The business manager has one of the most difficult jobs in the entire school. The business manager is not only in charge of school payroll and billing, but a host of other financial responsibilities. The business manager has to be able to account for every cent a school has spent and received. A business manager must be organized and must stay current with all laws dealing with school finance.

***Lunchroom manager/School Nutritionist***– A school nutritionist is responsible for creating a menu that meets state nutrition standards for all meals served at school. They are also responsible for ordering the food that will be served. They also collect and keep up with all monies taken in and spent by the nutrition program. A school nutritionist is also responsible for keeping track of which students are eating and for which students qualify for free/reduced lunches.

***Teacher‘s Aide*** – A teacher’s aide assist a classroom teacher in a variety of areas that can include making copies, grading papers, working with [small groups of students](https://www.thoughtco.com/an-investment-in-small-group-instruction-will-pay-off-3194743), contacting parents, and a variety of other tasks.

***Maintenance*** – Maintenance is responsible for keeping all the physical operations of a school running. If something is broke, then maintenance is responsible for repairing it. These may include electrical and lighting, air and heating, and mechanical issues.

**2.9.2: Professional Development**

Destiny will implement regular workshops and programs to further the faculty’s professional development. The focus of the professional development program will be school embedded and targeted to address instructional practices based on student performance data. These programs will be built into Destiny year as Professional Development Days, as well as held on occasional Saturdays and during a two-week session prior to the beginning of each school year. Teachers will also be expected to participate in professional development opportunities around the city and the region, as well as nationally, including working with other teachers in the charter schools network. Faculty and staff will be encouraged to seek outside opportunities for professional development in areas they believe would advance their own practice. Providing the time to turnkey information learned through these experiences will allow all staff members to benefit from these experiences, ultimately advancing Destiny’s ability to serve student needs.

Professional development will include researching best practices for working with adolescent girls, cultural competencies, leadership development, high school and career readiness, health and wellness, advisory curriculum development, and instruction in STREAM. Additionally, ALL professional development provided by the school will be offered FREE OF CHARGE to any high schools that will be receiving our female scholars in 9th grade. This will be done in an effort to provide a snapshot of what and how to support instruction and continue to provide our girls with the rigorous instruction that they will be accustomed to.

The best professional learning requires

* Continuous cycles of doing, reflecting/discussing, and refinement;
* Feedback loops from colleagues, coaches, and/or supervisors to assist the educator in
* reflecting on practice and determining any changes that may be necessary;
* A balance of knowledge gained from looking inward at data and analysis of practice with
* what can be learned by looking outward at research or information from those
* acknowledged as experts;
* Learning about content balanced with learning about pedagogy;
* Technology to access knowledge through classroom videos, websites, webinars, online
* courses, professional learning networks and to plan collaboratively.
* The individual educator and the school share responsibility for sustaining professional learning by planning and implementing a coherent system that attends to the accomplishment of individual and school goals. This collective approach requires an active role for all educators in ongoing inquiry in order to:
  + Study present outcomes and practices at the individual, content area, school-wide and/or division-wide level (including administrative and collegial observation of practice);
  + Determine strengths and challenges;
  + Study and apply research to challenges;
  + Select and implement solutions;
  + Determine success;
  + Reflect on outcomes;Refine as necessary.

Destiny’s Design Team recognizes that teaching quality and school leadership are the most important factors in raising student achievement. These qualities of teaching and leadership are framed by *Learning Forward’s (Professional Learning Association)* four guiding questions:

1. What do students need to know and be able to do?
2. What do teachers need to know and be able to do?
3. What do leaders need to know and be able to do?
4. What are professional development needs?

To comply with recertification and more importantly to grow and develop professionally, educators will create a plan for their professional learning that includes goals for strengthening content area knowledge and professional skills, and solicits feedback on practice from both supervisors and colleagues. Educators need to be involved in decisions about their professional learning based on their backgrounds, experience levels, or learning needs. Educators will maintain their own records of professional learning activities undertaken to achieve their goals. Professional learning goals should be based on evidence for student growth, teacher learning, and in keeping with the school goals.

***Standards of Professional Learning***

The *Standards for Professional Learning are f*rom the organization Learning Forward guide professional learning. These standards are representative of the most current research about adult/professional learning.

|  |  |  |  |
| --- | --- | --- | --- |
| **Standards for Professional Learning** | | | |
| *Professional learning that increases educator effectiveness and results for all students ...* | **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning  communities committed to continuous improvement, collective responsibility, and goal alignment. | **Leadership:**  Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. | **Resources:**  Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. |
| **Data:**  Professional learning that increases educator effectiveness and results for all students uses  a variety of sources and types of student, educator, and system  data to plan, assess, and evaluate professional learning. | **Learning Design:**  Professional learning that increases educator effectiveness and results for all students integrates theories, research,  and models of  human learning to achieve its intended outcomes. | **Implementation:**  Professional learning that increases educator effectiveness and results for all students applies research on change and sustains  support for implementation of professional learning for long-term change. | **Outcomes:**  Professional learning that increases educator effectiveness and results for all students aligns  its outcomes with educator performance and student curriculum standards. |

The Professional Development Plan is the product of continuous data review and analysis to address the principal goal of increasing student achievement. The purpose of the Administration and Instructional Leadership Team (ILT) are to develop educational improvement plans that will address the instruction and performance on all assessments. This data is used in professional development planning and will lead to improved student performance.

The Professional Development Plan will be updated regularly to allow mid-course adjustments depending on the current student performance data. The areas identified in this plan are both a reflection of the newly-revised Division goals and the activities highlighted in the Destiny School Improvement Action Plan (completed at the end of the year.

The roles in professional learning are based on Learning Forward’s Professional Learning Standards and are detailed in *Moving NSDC’s Staff Development Standards into Practice: Innovation Configurations.*

**Board**

* Adopts employee agreements that support continuous individual and organizational improvement
* Adopts policies that support ongoing professional learning and continuous improvement
* Adopts and supports the implementation of professional learning standards
* Funds professional learning adequately to attain intended results
* Commits adequate staff time to professional learning
* Supports professional learning for all employees
* Upholds, supports and communicates the vision of every student performing at benchmark or above

**School Site Leadership** (Principals, Assistant Principals and Site Leadership)

• Creates an organizational structure that supports collegial learning

• Creates and maintains a learning community to support teacher and student

learning

• Creates a culture of learning that upholds the vision of every student performing at or above expectations

• Promotes a school culture that supports ongoing team learning and improvement

• Participates in a school culture that is characterized by collegiality and shared responsibility

• Create compelling conversations that contribute to the collaborative culture

• Communicates strategic goals, strategies and professional practices

• Provides recommendations on improving the Core program (PITSCO) based on

contextual data and information

• Dedicates resources to support staff growth

• Collects and communicates data

• Stays current on research-based practices

• Supports ILT’s to ensure teams use data to

drive instruction and make collective changes in practice

**Instructional Coaches, Facilitators, Specialists and Teacher Leaders**

* Participates in a school culture that is characterized by collegiality and shared responsibility
* Develops knowledge about effective group process
* Creates compelling conversations that contribute to the collaborative culture
* Communicates strategic goals, strategies and professional practices
* Ensures effective implementation of the approaches at each school and in the classrooms
* Provides recommendations on improving professional development program based on contextual data and information
* Creates connections between people and resources to support Frameworks for Teaching
* Facilitates the collection, analysis and communication of data
* Ensures effective use of data to make instructional decisions
* Models current research-based instructional strategies with teachers
* Conducts observations, walkthroughs and conferences to support teacher growth

based on the Framework for Teaching

* Facilitates and coaches ILT Team meetings and activities to ensure teams use data to drive instruction and make collective changes in practice
* Monitors and collects data for evaluating professional develop on teacher and student growth
* Celebrates successes with the school community

**Teachers**

• Participate in learning teams

• Participate in a school culture that is characterized by collegiality and shared

responsibility

• Develop knowledge about effective group process

• Create compelling conversations that contribute to the collaborative culture

• Participate in instructional leadership development experiences

• Serve in a variety of instructional leadership roles

• Analyze disaggregated student data to identify adult learning priorities at the

classroom, school, district and state levels

• Work with colleagues to use disaggregated data to establish professional learning

goals

• Analyze relevant student data in order to monitor and revise school and classroom improvement strategies

• Facilitate ILT Team meetings and activities to

ensure teams use data to drive instruction and make collective changes in practice

• Monitor and collect data for evaluating personal professional learning and student growth

• Celebrate successes with the school community

**Professional Learning Goals and Initiatives**

A majority of professional development will occur at grade or building levels in accordance with school-wide professional development goals.

Goals for professional learning ensure

* Alignment with state, city and school performance goals;
* Effective personnel in every classroom/instructional setting;
* Effective leadership for every site;
* High levels of continuous learning for all;
* Application of learning to benefit students.
* Ongoing Professional Development Initiatives
* Professional Learning Communities
* Instructional Unit Planning/Lesson Planning
* Data/Assessment
* Framework for Teaching/Teacher Evaluation Instrument
* Social-Emotional Learning
* Instructional Coaching
* Upcoming Professional Development Initiatives (STREAM)

**Professional Development Processes**

Professional development processes that support leader, teacher, and student learning include

* Needs assessments, teacher surveys, student-learning data analysis, walk-throughs and teacher observation data to determine teacher needs.
* Examples of Needs Assessment Sources are

• School Report Card

• NWEA data,

* IB report Cards

• Student performance results disaggregated by subpopulations,

• Longitudinal student data,

• Attendance rates

Student portfolios

• Behavioral data

• Quarterly reports

* Job-embedded professional development with follow-up provided (PITSCO Provided)
* Methods of assessing effectiveness of professional development and its impact upon student achievement
  + Teachers’ written evaluations of professional development opportunities and recommendations for future workshops
  + Follow-up discussions during team meetings and faculty meetings on classroom implementation of specific, required instructional techniques
  + Analysis of student work
* Observations, coaching, modeling and feedback
* IB Units of Inquiry
* Conceptual Based Learning infusion
* Student Centered Classroom
* Walkthroughs, evaluations, Innovations Configuration Maps and other tools are used to measure implementation
* Ongoing program evaluation

**Professional Development Planning and Implementation**

We, Destiny STREAM Academy for Girls Charter School will utilize the Professional Development Taxonomy created by Katherine Tucker (2013) to support planning and implementation of professional development. Refer to Appendix 2.9.2 for the taxonomy template. The taxonomy is used to plan each of our initiatives, through an analysis of where each initiative is in its implementation progress.

The Professional Development Taxonomy is a framework that organizes and describes a progression of professional learning activities. This framework has proven to be very useful for planning professional learning, supporting implementation, measuring progress and evaluating results. Divided into five phases, each focuses on a different sort of professional learning. Each is described below.

**Phase 1: Build Knowledge**

During this initial stage the individual is developing awareness and building knowledge. This phase focuses on increasing information about the topic, understanding “what it is” and developing the deeper conceptual understanding awareness, including comprehending models, theories, principles and generalizations of the topic.

**Phase 2: Develop Skills**

During this phase, the focus is on learning “how to do it”. What skills and processes do you need to know to be able to apply your understanding of the topic?

**Phase 3: Apply to Practic**e

This phase emphasizes preparing, implementing and refining practice. The learner is beginning to determine when and how they prepare to implement the new learning.

**Phase 4: Improve Results**

By Phase 4, collaboration becomes central to improving results and extending impact. Improving results includes assessing progress, reflecting on the results of that assessment and ensuring a continuous improvement cycle is implemented.

**Phase 5: Extend Impact**

In the final phase, emphasis is on how progress made by individuals, by collaborative learning teams and how the organization is maximized. Impact may be extended to other groups.

**Professional Development Design**

Professional development is designed based on identified goals and student, teacher, leader needs. Professional Learning designs include active engagement, modeling, reflection, and metacognition, while supporting change in knowledge, skills, dispositions, and practice.

Professional learning times are flexible in that they include

* Full day in-services
* Early release days (Fridays at noon)
* Professional Learning Community meetings
* Before and after school
* IB Workshops (overnight travel required)
* During instruction and planning periods, and Saturdays and summer special sessions.
* ILT are a vital voice when designing professional development. Professional learning goals are developed as a result of the ILT’s analysis of
  + Student work
  + Student Profiles
  + Lesson plans
  + Progress monitoring
  + Summative assessments
  + Student data tied to school goals
  + State requirements
  + School initiatives, and Outcomes of inquiry processes.

**Professional Development Evaluation**

To ensure the effectiveness of professional development, the Guskey model will be used to structure Professional Development Evaluation. Guskey proposes that professional learning evaluation should include the following critical components:

1. Participants’ reactions
2. Participants’ learning
3. Organization support and change
4. Participants’ use of new knowledge and skills
5. Student learning outcomes

**2.9.3: Staff Evaluation**

**Faculty and Staff Performance Review**

Destiny will employ the Performance review using the REACH method as used by Chicago Public Schools. The principal will receive training and certification prior to year one (2019). This method of evaluating teacher performance helps teachers design their own goals and measure their own performance against the goals they set for themselves. In addition, it provides a framework for input from colleagues and from the Principal and Curriculum Coordinator. Areas of concern will be identified and a performance improvement plan will be put in place to monitor progress toward clearly stated and measurable goals.

**Complying with State Requirements while Integrating Professional Practice**

Destiny STREAM Academy for Girls Charter School will ensure that certified teachers are complying with state guidelines for charter schools. Certified personnel will supervise all non certified personnel. Staff and faculty will follow the requirements, as defined by state and federal laws, for providing services for students with disabilities. Destiny will not employ instructional personnel with revoked or suspended certificates of license. All employees will complete a criminal and family care safety registry background check.

All employees will undergo orientation and training in cultural competence, responsive classroom, mandated reporter and ethics training. During the training, employees will be provided with a Faculty/Staff Handbook. Upon completion of the training and receipt of employment contract, employees will be required to sign a statement of understanding and compliance.

**Teacher Evaluation**

Teacher Evaluation Teachers will be formally evaluated through a comprehensive cycle which occurs once or twice a year. A uniform performance assessment plan is followed, based on an instructional framework with a strong evidence base (Charlotte Danielson’s Framework for Teaching, see Appendix 2.9). New teachers are evaluated at 120 days to ensure they are on track for expected progress. The performance evaluation document is shared with teachers at the beginning of the year so they are clear about what is expected and what is being measured and how. The first evaluation weights academic outcomes, instructional planning, instructional practices, classroom environment and professionalism on a uniform four-point scale. In the final evaluation, academic outcomes, namely MAP and PARCC results, count for 60% of the total evaluation rating. The information used to complete these evaluations is based on on-going (typically weekly, unscheduled) classroom observations and evidence gathering, followed by weekly feedback conferences between leaders and teachers. The data collection and actual completion of the evaluation forms is an enormous and important undertaking by principals and assistant principals, school, and involves support from the our outsourced human resources personnel as well. Principals also meet with their teachers one-on-one, sometimes referred to as “check-ins” to gauge their level of satisfaction with the overall school environment and solicit ideas for areas of improvement.

**2.10 Design Team Experience and Capacity**

**2.10.1:Experience**

Destiny’s Design Team

Our design is extremely unique; it is comprised of ALL current school educators; not community leaders, clergy, politicians, businessmen, or representatives from business and industry. Though these a highly respectable occupations and may very well be the positions of the members of our Boards, we feel that we have the expertise, knowledge and experience in leadership, pedagogy, ad best practices in middle school education. Being on the “frontline” for many years, whom is better to design an institution to revolutionize teaching and learning than those whom have pledged their lives to educating today’s youth?

**Dr. Katina Tolbert-Cavitt**

**Founder, Principal of Destiny STREAM Academy for Girls**

**Current Middle School Teacher**

**Instruction Coach**

**Adjunct Professor**

**Former Interim Principal**

**Former Literacy Specialis**t

Dr.Katina Tolbert-Cavitt is a 24 year veteran educator currently serving as a Middle School English and Language Arts instructor in the Woodlawn community. She has served as a Reading Specialist, Reading Coach, Instructional Coach, Teacher Advancement Program (TAP) Master Teacher and interim Assistant Principal as well. The first 17 years of her career was dedicated to serving the community of Bronzeville. She was raised in the Robert Taylor Homes,living there for over nearly 30 years. She is also a product of Chicago Public Schools’ DuSable High School.

As a veteran educator of children and adults, Dr. Cavitt believes that her wealth of knowledge and experience in education, Bachelor's Degree in Education from Grambling State University, a Masters Degree in Reading from Chicago State University, a Masters Degree in Curriculum and Instruction from Olivet-Nazarene University, a Doctorate Degree in Instructional Leadership from Argosy University and Administration and Supervision Certification from Governors State University, makes her the right person to orchestrate change. She is Design Team Leader and serves as creator of the Academic Plan, provided input on the Mission, Vision, and Key Design Elements.

Her dissertation, “Teachers’ Attitudes, Perceptions, and Reflection of Guided Reading: A New Paradigm” (2007) examined the resistance to the then new strategy for reading instructions, Guided Reading as a replacement of traditional reading instruction with basal readers and workbooks. Using the Thomas Guskey model of “job-embedded professional development”, she was able to gain teacher-buy in and fidelity with teachers using guided reading. An in-depth report on the findings, as well as research implications can be found in the dissertation, published by the Library of Congress.

Dr. Cavitt also has a wealth of experience with teaching adult learners, having served as Adjunct Professor of Reading for Olivet-Nazarene University (2008) and Concordia University (2013).

Her current administrative duties and skills are utilized as she has served as the “Saturday Principal” of Dulles School of Excellence for the past 4 years. Offering a nearly full academic and recreational programs for students, Dr. Cavitt is responsible for the programming, materials, instruction, nutrition, and safety of nearly 200 students who come to various programs each Saturday. She is also an author of the book, “She Think She Cute! Eliminating the Envy Without: Empowering Excellence Within” which examines the harmful effects of the lack of women empowering each other has on adolescent girls.

**JoeAnn D. Nash** is a native of Chicago, Illinois. She was raised on the south side of Chicago in the Englewood neighborhood. She is a graduate of Lindblom Technical High School. Mrs. Nash, completed her undergraduate studies at National Louis University in 2005 where she earned a Bachelor of Science degree in Management.

In 2007, she decided to leave corporate America and pursue a career in education. She began working as a reading aide and special education aide while attending Saint Xavier University where she earned her Master of Arts in Elementary Education in 2010. Mrs. Nash worked as a second grade teacher for two years, then went on to teach middle school English Language Arts and Social Studies for five years. While working as a middle school teacher she went back to school attending Lewis University where she obtained her second Master of Arts in Educational Leadership in 2014. Mrs. Nash is currently employed as an Instructional Coach coaching general education and diverse learner teachers in grades second and third. Is responsible for developing the Human Capital section of the proposal and also assisted with the Academic plan.

**Porscha Lacey-Johnson**

Porscha Lacey-Johnson is a native of South Suburbs of Chicago, Illinois and a 2001 graduate from Rich East High School. She graduated from Columbia College of Chicago in the year 2005 and earned a Television degree. Interned with Central City Productions then Porscha began working as a Media Assistant at Fletcher Chicago Productions and working for McDonald’s Corporation in Oakbrook, Il as a Freelance Production Assistant.

Porscha then, began working for Crete-Monee School district 201-U as an Educator where she assisted with children with learning disabilities from 2006-2010. While in the district she decided to obtain her Masters degree. She then received her master’s degree in Communication and Training from Governors State University from 2007-2008. During her employment at 201-U, Porscha developed her skills through years of professional development, mentorship, training, and daily work experience that gave her passion, drive, and motivation to work with students with special needs. She then went on to work at Easter seals Therapeutic Day school and then to Noble Network of Charter School as a 9-12th Paraprofessional/Advisor/Community Service Coordinator & recruitment team from 2010-2015, having the privilege to mentor an all girl advisory of 16 for 4th years. She is currently working at Hope Learning Academy as an Educator for third & fourth grade special education and working as an instructor for an afterschool program teaching Arts, reading, math, and SEL. Portia is responsible for creating our PBS and providing support with MTSS and creating our student handbook.

**Angelique Lacey,**

Angelique Lacey is a native of South Suburbs of Chicago, Illinois and a 2000 graduate from Rich South High School. She graduated from Northwestern Business College in 2006 with an Associates Degree in Business Administration and continued her education in 2007 to obtain a Bachelor's Degree with a concentration in Human Resource Management from Governors State University. Angelique then, began working for Crete-Monee 201-U as an Educator where she assisted with children with disabilities from 2006-2011. During her employment at 201-U, Angelique developed skills through professional development and training that gave her the love, motivation, and passion to work with children with disabilities. She is currently working at Hope Learning Academy as an Educator for second & third grade Diverse Learners. Angelique also currently provides learning and support in reading and math after school. Portia contributed to the completion of our “Hiring Matrix” and provided support with the salary components of the budget.

**Lolita Cleveland**

Lolita D. Cleveland is the founder and CEO of Crumb Enterprises consulting, based in Chicago, IL. Ms. Cleveland has 18 years of experience in the nonprofit, small business, education and humanitarian sectors, augmented by a Doctorate Degree in Theology from the Empowerment Theological Institute and Bible Seminary. She completed her Master of Arts degree in Public Administration conferred by Walden University, and a Bachelor of Arts degree in Psychology from Grambling State University. Her impressive credentials have established Ms. Cleveland as a highly sought after consultant; specializing in nonprofit, education, outreach, and public administration. Ms. Cleveland currently serves as an adjunct professor who leads her classrooms with passion and purpose. She is also a Community Resource Coordinator for Youth Guidance Nonprofit Organization where she governs multiple school locations. As a motivational speaker, she captivates and inspires audiences to reach their own destinies. As a visionary thought leader, Lolita captivates the minds and hearts of those who are ready to make a difference in humanity. She is the author of Next Level Evangelism Training Manual and a Co-author of Moments in HerStory: From Pain to Purpose II.

Lolita’s passion is community service on both a local and global scale. During her undergraduate education at Grambling State University in Louisiana, Ms. Cleveland broadened her global awareness of social issues while studying abroad in Mexico. This experience sparked a humanitarian light in Ms. Cleveland. Subsequently, since 2006 she has dedicated her free time to humanitarian mission efforts in Mexico, Jamaica, Trinidad & Tobago, and Africa. Always a visionary, Lolita’s passion is community service, she serves on the board of directors for Circle Ruth Women’s Ministry and Diadem International. Always a visionary, looking to the future she hopes to open a living facility for homeless youth abroad. Lolita’s driving force is her belief that investing in people, positively impacts lives so that hope and possibilities become change and new realities. Lotlita was instrumental in ensuring that all sections of Domain 4 Governance was completed. She was also responsible for completing Destiny’s application for 501 c3 status. In addition, Lolita assisted with the completion of our budget workbooks.

**Rhori Edwards**

**IB Coordinator/Director of Curriculum & Instruction**

Rhori is a native of Chicago and a proud CPS graduate. Rhori received her Bachelor’s in English from the University of Arkansas at Pine-Bluff; she went on to receive her Master’s of Arts in Secondary Education. She began her teaching career as a founding school teacher for Urban Prep Academy for Young Men’s Bronzeville campus. She helped to create the schools critical reading curriculum for at risk freshmen. She began teaching middle school in 2011 at an IB school. She later became a curriculum writer for the KIPP foundation in Austin, TX. She piloted the language and cultural studies humanities course. Where she led the inaugural class to 85% of her ELL students meeting or exceeding on the Staar exam. She is currently completing her Master’s in Education in Administration. She now works as an IB coordinator for a middle school on the west-side of Chicago where she researches and writes about IB education and how it benefits black and brown students. Rhori was instrumental in assuring that our Academic Plan communicated the importance of full IB implementation with efficacy and accuracy. She along with Dr. Katina created the majority of the documents that were submitted to Epicenter.

We also received valuable assistance and consulting with completing the budget from a 17-year veteran Chicago Public Schools, Michelle Crawford , who served as Business Managers for three principals.

**2.10.2 Leadership**

As noted earlier in the section, the proposed leader of Destiny STREAM Academy for Girls Charter School is Dr. Katina Tolbert-Cavitt. She has taken the past four years to develop a Design Team, Board of Directors, and has even traveled out of state to see different models of this All-girls, middle-school. Her resume’ and other achievements will serve as evidence that she is highly-qualified to lead Destiny in the right direction. (See Appendix 2.10.2)

Rhori Edwards is Destiny’s proposed Curriculum Director/IB Coordinator. Currently serving in this position, Rhori is eager to share her wealth of knowledge to ensure that Destiny provides our girls with excellence in education. You may find her resume in Appendix 2.10.2 as well.

**2.10.3: Evidence of Success**-’ Proposed leaders’ success and impact on direct teaching and learning (student achievement, case-studies, test scores, program initiative and data) can be found in Resumes and, Letters of Recommendation in the Appendix 2.10.02.

**Domain 3: Financial Plan**

**Section 3.1: School Budge**t

The budget team of Destiny STREAM Academy for Girls Charter School created this budget with our vision and mission statement at the forefront. It is our mission to “...provide a highly rigorous global minded, inquiry based STREAM- focused education in an all-girls inclusive environment that fosters principled action, academic excellence, ethical leadership, and intellectual curiosity”. Allocating funds for PITSCO labs and the curriculum, was our top priority. Our account representative is allowing for payment of the curriculum, environment and pd to be purchased over three years. Included in the curriculum is all of the furniture, software installation, professional development, tech-support furniture, lab materials, storage furniture, printers, 24 computers per lab, instructional materials, teacher desks, computer and chairs as well. This program will take the place of separate textbooks for science, arts, math, reading-core classes. We we employ three core teachers,(science, math and Ela. Our ELA teacher will provide (push-in support to our math and science teachers while they are in the lab.

As far as the facilities are concerned, the physical plant needs very little work as it was the home to three charter schools, with the vacancy beginning in February of 2018. Recent updates to the school include a new roof and new windows. The building is up to code already.

Because we are a small school, we believe in the Small School Model. This also eliminates the need for a robust staff; allowing for other personnel to carry dual roles. Our Principal will provide professional development in all things ELA, Literacy and Social Studies. Our IB coordinator will be the trainer for those courses as well. This allows us to direct funds where they are needed and that’s toward curriculum. We are offering a foreign language, however our teacher will also serve as the ELL teacher to any of our female scholars who need it. Our diverse learners will receive instructed as outlined in their IEP, but teachers will also provide support via our MTSS to those students who are struggling academically and/or behaviorally. Our school counselor will supervise our social-emotional learning programs and oversee our PBIS initiatives.

In most of our cells, you will notice that the funds anticipated decrease. That is because as we move through the years, we will need less. The majority of our costs will be due to start-up.

With the exception of our technology from PITSCO, all of our devices (computers, copiers, printers, fax machines) will be leased. Our decision to do this was simple. 90% of our instruction is technology-based. Computers become out-dated quickly. It is important that our female scholars have access to the latest improvements and upgrades. Leasing affords us the option of using the latest equipment, returning leased computers every 3-5 years. More importantly, leased equipment is cheaper and usually comes with an excellent maintenance plan.

Our Business Manager will serve as our payroll supervisor as well. To cut costs, we decided against hiring a payroll company, but rather purchase software to complete and monitor time-keeping in house.

Rather than spend thousands of dollars on a library/media center, our budget team has elected to provide each class with a robust selection of high-interest books at all reading levels and genres. Our female scholars will have access to literature as well as periodicals for research in their homerooms. Chrome books with carts to housed them will be placed in each homeroom in an effort to conserve and protect our investment in the laptops purchased for out PITSCO labs. This will also allow our scholars the opportunity to complete their problem-inquiry-project based assignments and conduct research at their own pace.

**75% Contingency Plan**

Our team does understand that student enrollment is not a sure thing. A plan must be in place in the untimely event of low-under enrollment. With this in mind, we plan to make the following adjustments:

* Eliminate/ re-define personnel roles
* Administrative staff (Including Principal) taking a pay cut
* Leasing only 30 computers/with cart
* Leasing two copiers (1 for office, 1 for staff)
* Supplying staff with code that limits the number of copies being made monthly
* Purchasing computers for Administrative/Office Staff Only
* Allowing students to choose either dance **or** drama, not both
* Hire contractual or hourly dance teachers, drama, fitness
* Decrease the amount budgeted for instructional materials
* Assemble a Committee for Aggressive Fundraising
* Eliminate Travel Expenses
* Delete Assistant Principal Position
* Hire 1 Years 1-3 Custodian, 2 Year 4-5
* 1 part-time security guards with staggered schedules
* 1 TA Years 1-3, 2 Year 4-5
* Furnish 1 floor and basement only In year 1
* Reduce most expenditures by 25%
* Negotiate 5 year payment plan with PITSCO instead of 3 Year

**Governing Body**

The DESTINY STREAM Academy for Girls will be organized as an Illinois nonprofit corporation incorporated pursuant to the Illinois Nonprofit Corporation Act Destiny has filed a Federal Form 1023 request for tax-exempt status with the U.S. Department of Treasury and is awaiting a decision on that request. Board members will share an unwavering belief in Destiny’s mission, a thorough understanding of Destiny’s charter and its promise to deliver academic excellence and an effective plan governing oversight of Destiny’s academic performance and financial health. They will understand the time commitment (8 – 10 hours each month) involved in serving on Destiny ’s Board. Board members understand that they serve as stewards of public finances and public trust and that they are decision-making public servants or purposes of the financial disclosure requirements.

DESTINY STREAM Academy for Girls is a public governmental body and, as such, its governing board meetings and board committee meetings are subject to the regulations set out in Illinois Revised Statutes §610.010 to 610.030. These include giving adequate public notice, permitting recording of meetings, public accessibility (except as otherwise provided), recording of minutes including voting records, making those minutes available to the public, rules regarding electronic transmission of messages relating to public business, and records of closed meetings. Board meetings will be held on a regular monthly basis with committee meetings being held on an as- needed basis. Board officers will include a Chair, a Secretary and a Treasurer.

The Board will be comprised of diverse representatives of the greater community who will bring a variety of expertise to the governance of Destiny. In addition to the Board members currently engaged in the founding of Destiny, the Board will eventually include professionals from local business owners, law, finance, science, institutional advancement, media and public relations, and secondary and higher education. Board members will represent a diversity of perspective and opinion as well as a diversity of ethnicity, gender and age. Before its first operational year, Destiny’s Board will include between five and ten members. Board members will serve for a term of three years. Each member of the Board will undergo a criminal background check and family care safety registry check as required by Illinois Law. Board members will submit the financial disclosure forms and annual conflict of interest statements required by the Illinois Ethics.

New members of the Board will attend an initial orientation setting where they will be brought up to speed on the state of Destiny and the issues it is facing as well as educated on the structure, function and expectations of the Board. A Board Handbook will be prepared. Board members will participate in a yearly retreat for team building and deeper thinking on pending and future issues. Board member will also be expected to attend ongoing board training provided by the Illinois Network of Charter Schools as well as the Illinois Schools Boards Association and will adopt a set of policies relating to board governance.

The Board will have a number of standing committees: Executive Committee, Budget and Finance, Development and Grants, Academic Excellence, Programs and Partnerships, Governance, and Parent Engagement – as well as other committees or task forces formed as needs arise. Committees will be chaired by a member of the Board, but may expand beyond Board members to draw from targeted expertise within the community.

The Board will be responsible for:

* + - Recruiting, hiring, evaluating and terminating when necessary Destiny’s top level administration;
    - Monitoring the academic and organizational policies of Destiny in alignment with its mission;
    - Ensuring that Destiny acts in full accordance with relevant federal, state, and local laws and regulations governing public charter schools;
    - Serving as liaison to the state charter authorizer;
    - Preparing for, attending, and participating in Board and Board committee meetings;
    - Serving as a resource of counsel to Destiny leader;
    - Monitoring progress toward Destiny’s academic goals through visits and reports from Destiny’s leader;
    - Providing appropriate oversight of all financial aspects of Destiny, including approving the budget and audit;
    - Identifying and cultivating funding sources for Destiny;
    - Participating in disciplinary hearings as appropriate (where the offense carries with it the possibility of a punishment more extreme than a 5-day suspension);
    - Hearing complaints filed pursuant to relevant charter school regulations.

**4.1.1: Operational Management and Leadership**

Destiny STREAM will have a community outreach part time employee and volunteer that will assist with initiating afterschool programming and parent engagement programming. The goal is for Destiny STREAM to partner with a local afterschool nonprofit agency that can provide the community outreach component in which they provide the resources, funding and implementation of afterschool, parent activities and being a support to the school. They would be responsible for securing grant opportunity and managing the outcomes, finances and operations. They would be required to meet with the school principal/executive director in regards to the vision/mission of the school and all non-academic programs so that they are in alignment with the schools vision.

**4.1.2: Start-up Plan**

See attached Start up plan outline

The design team will work cohesively to ensure the preparation for the school opening. The team will work in groups and meet as a whole monthly to report the progress of the task at hand.

**4.2.1: Student Enrollment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |  |
| 75 (6th & 7th grade) | 100 (6th-8th) | 125 (6th-8th) | 150 (6th-8th) | 175 (6th-8th) |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**4.2.2: Student Recruitment** ï

**Section 4.3: Operational Compliance**

**4.3.1: Transportation**

Destiny STREAM will work with local school district to learn the school bus route for the area serviced to ensure that students have school bus access. Our team will also work with local transportation program and allocate funds to provide Chicago Transit Authority bus cards for at risk youth and students in temporary living situations. We will work with alternative transportation as needed to address students with disabilities to ensure that they are provided with transportation opportunities. The school clerk will oversee transportation. (They require transportation cost in budget)

**4.3.2: ADA Compliance**

Destiny STREAM will follow federal and state ADA guidelines and ensure that its facility is handicap accessible for students, staff and visitors, by providing parking and door entrance. We will make any other adjustments as needed to ensure we are in compliance. All students can participate in all instruction, programs and activities.

**4.3.3: Safety Plan** The school will implement CPS safety and security plan for the school which will include but not limited to security cameras, electronic doors, unarmed security, evacuation plans in place, local emergency management policy and procedures (Fir, police), internet filtering systems, visitor sign in sheets, fire drills, lock down drills and more.

**4.3.4: Insurance Plan** See Appendix

**4.3.6: Student Records**

Destiny STREAM will utilize individual files per student in alphabetical order and maintained in a locked and secure file within the main office in which only selected school administrators can access. The school will utilize CPS transfer of student records protocol.

**Section 4.4: Governance**

4.4.1: Governance Start-up

Destiny STREAM Academy for Girls Charter School has an initial board of three key individuals that can assist in governing the board.

As the board will grow the board will plan to recruit more diverse and qualified board members. This process will include board meet and greet events, online recruiting through nonprofit board resource outlet’s such as volunteer match, LinkedIn etc. The tentative plan is to invite potential board members out to an informational. Once they decide that they are willing to be on the board they will be required to complete a board application and the potential board member will be invited for an interview. Documentation of this process will be implemented through board documentation. The board will participate in a yearly board retreat, regular board trainings that can assist with effectively being a board. The goal is to ensure that the board receives the tools needed to be an effective board. This includes but not limited to obtaining contracted auditors.

**4.4.2: Governance Structure and Ongoing Oversight**

ï

Destiny STREAM Academy for Girls Charter School will have a progressive board process in which the initial board will work with the design team to assist in implementing the school and over a five year span the board will increase in diversity that can benefit the overall mission and vision of the school. . There will be a President which will serve as the chief volunteer of the organization. They will partner with the CEO and Executive director in achieving the organizations mission. The president will also chair meetings to encourage the board’s role in strategic planning. The Secretary is a member of the Board and will maintain records of the board and ensures effective management of organization's records, minutes and is sufficiently familiar with legal documents (articles, bylaws, IRS letters etc.)

The Treasure Is a member of the Board that manages finances of the organization, administrates fiscal matters of the organization and provides annual budget to the board for members' approval. The treasurer will also ensure development and board review of financial policies and procedures.

The Executive Director will provide monthly, quarterly and as needed reports to the governing board in order for the board to formally monitor the academic, financial, operational and organizational progress of Destiny STREAM. Reports will be furnished through school reporting systems that will be agreed upon in the first year of establishment. ï The systems will allow for the board to review, implement and share strategic plans for the school annually and as needed. Bylaws are in place and will be followed in regards to voting, board member removal and more (see Destiny STREAM Academy for Girls Charter School bylaws)

**Board Legal, Compliance, and Ethics Policies** ï

The Destiny STREAM Academy for Girls Charter School board will tentatively meet on the second Monday of each month. As the board develops and grows over the first five years, board meetings may be moved to bi-monthly meetings. The board will follow Roberts Rules of Order for conducting meetings and voting.

**Ethics Policy**

Destiny STREAM Academy for Girls policy is to uphold the highest legal, ethical, and moral standards. Our donors and volunteers support Destiny STREAM Academy for Girls because they trust us to be good stewards of their resources, and to uphold rigorous standards of conduct. Our reputation for integrity and excellence requires the careful observance of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

Destiny STREAM Academy for Girls will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter and spirit of all relevant laws; to refrain from any illegal, dishonest, or unethical conduct; to act in a professional, businesslike manner; and to treat others with respect. Directors and officers should not use their positions to obtain unreasonable or excessive services or expertise from Destiny STREAM Academy for Girls staff.

In general, the use of good judgment based on high ethical principles will guide directors, officers, and employees with respect to lines of acceptable conduct. However, if a situation arises where it is difficult to determine the proper course of conduct, or where questions arise concerning the propriety of certain conduct by an individual or others, the matter should be brought to the attention of Destiny STREAM of Girls. Employees should contact their immediate supervisor and, if necessary, the director of human resources. Board members should raise any such concerns with the chair or the treasurer of Destiny STREAM Academy for Girls board.

In all questions involving ethics and conduct, the board will make relevant determinations, except that any individual whose conduct is at issue will not participate in such decisions.

Destiny STREAM Academy for Girls believes strongly that its members must uphold the highest standards of ethical, professional behavior, and to

* Hold paramount the safety, health, and welfare of the public in the performance of professional duties.
* Act in such a manner as to uphold and enhance personal and professional honor, integrity, and dignity of the profession.
* Treat with respect and consideration all persons, regardless of race, religion, gender, abilities, age, or national origin.
* Engage in carrying out Destiny STREAM for Girls mission in a professional manner.
* Collaborate with and support other professionals in carrying out Destiny STREAM Academy for Girls mission.
* Build professional reputations on the merit of services and refrain from competing unfairly with others.

**CONFLICT OF INTEREST POLICY**

***Section 1-Purpose of Conflict of Interest Policy*:**

The purpose of this conflict of interest policy is to protect this tax-exempt corporation’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or any “disqualified person” as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations and which might result in a possible “excess benefit transaction” as defined in Section 4958(c)(1)(A) of the Internal Revenue Code and as amplified by Section 53.4958 of the IRS Regulations. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

***Section 2-Definitions*:**

**Interested Person.** Any director, principal officer, member of a committee with governing board delegated powers, or any other person who is a “disqualified person” as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations, who has a direct or indirect financial interest, as defined below, is an interested person.

**b. Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which the corporation has a transaction or arrangement;

2. A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement; or

3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3, paragraph B, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

***Section 3-Conflict of Interest Avoidance Procedures*:**

**a. Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

**Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a

conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

**c. Procedures for Addressing the Conflict of Interest.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the governing board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the corporation’s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

**d. Violations of the Conflicts of Interest Policy*.*** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the member’s response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.