# A proposed Chicago Public Schools Charter School Application for



Respectfully submitted by the Great Lakes Academy Charter School Design Team and Founding Board:

- Katherine P. Myers, B.A., M.A., J.D Lead Founder, Building Excellent Schools Fellow, Proposed Executive Director
- Aparupa Bhattacharya, B.A., M.B.A.
   Senior Manager, Human Capital Practices Organization Team, Deloitte Consulting LLP
- **Kit Chaskin,** B.A., J.D. Partner, Insurance Recovery, Reed Smith
- **David Feinberg**, B.A., M.Ed., M.A. Project Manager, Canyon Agassi Charter School Facilities Fund
- Christopher Hoyes, B.A., M.B.A. Senior Consultant, Roland Berger Strategy Consultant
- Steven Kraus, B.A., M.A.
  Former Principal of Midwest Human Capital Practices, Deloitte Consulting LLP
- Sherina Maye, B.A., J.D.
   Commissioner, Illinois Commerce Commission
- Wayne Moore, B.A., M.B.A.
  Vice President, Business Development and Operations, Silver Chalice Ventures
- **Butch Trusty,** B.A., M.B.A. Program Director, Education, The Joyce Foundation
- **Ken Tsang**, A.B., S.M, M.B.A. Director of Technology and Marketing, Standard Market

# For questions or additional information, please contact:

Katherine Myers Great Lakes Academy Charter School 773.599.3614 kmyers@buildingexcellentschools.org

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# **EXECUTIVE SUMMARY**

Through rigorous academics and development of character, Great Lakes Academy Charter School prepares K-8 students to excel in high school and college, and live a life of great opportunity.

# VISION

Great Lakes Academy Charter School ("Great Lakes Academy") is a proposed K-8, college preparatory charter school to serve the greater South Shore neighborhood on Chicago's South Side. A firm belief in the power of education to empower individuals and provide them with increased opportunity in life guides our mission. Our school model draws from the best practices of the highest performing schools serving low-income, urban students across the country. We believe that all students, regardless of home circumstances, race, or economic status are able to learn and achieve at the highest levels when provided with a school that is designed and prepared to teach, support, and hold all students to high expectations. Our mission requires that we ensure that students on Chicago's South Shore can embrace the challenge and responsibility of high school by the end of eighth grade, and therefore have full access to the opportunities that college, our city, and our country provide.

# EDUCATIONAL PHILOSOPHY

Using a slow growth model, Great Lakes Academy proposes to open with 64 Kindergarten and 64 first grade students in August, 2014. We will add one grade each year and reach full capacity in 2021.

		2014-15 Y1	2015-16 Y2	2016-17 Y3	2017-18 Y4	2018-19 Y5	2019-20 Y6	2020-21 Y7	2021-22 Y8
	K	64	64	64	64	64	64	64	64
r.	Grade 1	64	64	64	64	64	64	64	64
Charter Term	Grade 2		64	64	64	64	64	64	64
rte	Grade 3			64	64	64	64	64	64
Cha	Grade 4				64	64	64	64	64
<u> </u>	Grade 5					64	64	64	64
1	Grade 6						64	64	64
II city	Grade 7							64	64
Full Capacity	Grade 8								64
C	Total	128	192	256	320	384	448	512	576

Our educational philosophy is based upon eight core anchors of success:

- **Teacher Success** = **Student Success**. Recruiting, hiring, coaching, and retaining outstanding classroom teachers are the key to exceptional student achievement.
- Students and Educators Rise to High Expectations Set by Strong Leadership. Our Leadership Team builds our fiercely positive school culture that holds staff and students to high expectations through positive reinforcement.
- College Success Begins in Kindergarten. From the moment students enter Kindergarten, they begin preparing for college success with multiple hours per day of foundational literacy and mathematics instruction.
- Every Minute Matters. We meticulously plan and pace lessons to maximize every minute. Students are provided 20% more instructional time than peers attending traditional CPS schools.
- Safety + Structure + Joy = Student Learning. We ensure that students feel safe and secure, physically, emotionally, and intellectually, through clear directions and structures, reliable school routines informed by our BE GREAT values, high behavioral expectations, and a secure facility.
- **Data Drives Decisions**. We use data to provide immediate individualized supports for any students struggling with a subject or skill to ensure that no one is left behind, and all standards are mastered by all students as they prepare for high school and college success.

- Parent and Community Partnerships are Vital to Student Achievement. Family support is vital to student success. We provide multiple avenues through which we proactively engage and develop strong partnerships with families and communicate on a daily basis.
- Strength of Character Drives Lifelong Success. Students who succeed develop more than academic content and skill they possess exceptional strength of character. We explicitly develop in students' academic ability *and* the social/emotional skills necessary for lifelong success.

In 2022, our first class of eighth graders will enter ninth grade prepared to compete in the most rigorous high schools in the city and on a clear path to earn seats in top colleges and universities across the country. In 2025, our first class of high school graduates will matriculate to the college of their choice. In 2029, our first class of college graduates will return to visit Great Lakes Academy to let a younger generation know what they have learned and embodied: Education *is* Opportunity.

# CULTURE

Our fiercely positive school culture - high expectations consistently enforced through positive reinforcement - creates an atmosphere where all children are physically, emotionally, and intellectually safe, supported, and challenged to take the risks necessary to be their best selves, every day, as they grow. We teach students to embody our BE GREAT core values: Bravery, Endurance, Growth, Responsibility, Enthusiasm, Achievement, and Team. Through our core values and fiercely positive approach to school culture, we build a safe, structured, joyful school that develops in students the literacy foundation, critical thinking skills, and social-emotional character skills necessary to succeed in high school, college, and careers of their choice.

# ACADEMIC GOALS\_\_\_\_\_

Our goals are clear. Every child who graduates from Great Lakes Academy will graduate prepared to be successful at a competitive college preparatory high school in Chicago, a competitive college or university nationally, and graduate from college prepared to take advantage of life's many opportunities.

# CAPACITY

Our school model is based upon the highest performing charter schools serving a low-income, minority population across the country. Through the Building Excellent Schools Fellowship and her extensive experience leading success in urban charter schools, Lead Founder Katherine Myers has drawn best practices from over 50 high performing schools that are outperforming their peers across the country.

The Design Team and Founding Board - Katherine Myers, Aparupa Bhattacharya, Kit Chaskin, David Feinberg, Christopher Hoyes, Steven Kraus, Sherina Maye, Wayne Moore, Butch Trusty, and Ken Tsang - are committed to making Great Lakes Academy one of the strongest K–8 charter schools in the country and to being a proud member of the public school landscape in our city. The Board's diverse backgrounds and expertise in education, community development, finance, law, non-profit organizations, real estate, marketing, digital media, human resources, governance, and consulting for business and organizational development will allow the team to provide strong governance and oversight of Great Lakes Academy.

# COMMUNITY NEED AND COMMUNITY SUPPORT

In 2008, the Illinois Facilities Fund (IFF) listed South Shore as the number one neighborhood in Chicago in need of a quality elementary school. Since that time, the only local school rating a Level 1 by CPS was demoted to a Level 2. Nearly half of the school-age children residing in the greater South Shore leave the area for their schooling; families do not believe schools in the area are preparing their children for success. The local South Shore International High School has a selective enrollment program that is under-attended by local students who cannot meet entry standards. Since early 2013, members of the Great Lakes Academy Design team have been meeting with local residents, stakeholders, and families. We have collected nearly 1500 signatures of support from community members, 110 Intent to Enroll forms from interested families, and 65 signatures of support from local business leaders. The community is in strong agreement: a high performing, college preparatory elementary charter school is urgently needed in the South Shore, and Great Lakes Academy is a strategic and welcome response to that need.

# SECTION 1: PARENT AND COMMUNITY NEED, ENGAGEMENT, AND SUPPORT IN TARGETED COMMUNITY

# 1.1: PARENT AND COMMUNITY ENGAGEMENT/NEED IN TARGETED COMMUNITY

# 1.1.a. PARENT AND COMMUNITY ENGAGEMENT (PREPARATION OF PROPOSAL)

Describe and provide evidence of how your Design Teamnotified community stakeholders and parents/guardians of the development of the proposal to open a new school. List the types, dates, locations, and number of outreach activities in the proposal narrative or in a Parent and Community Engagement and Support attachment. (Please see pp. 1-2 of the Answer Manual for examples of possible forms of evidence of notification). (ii) Explain the role of parents/guardians and community members in providing input into the proposal school, the form and nature of the feedback, and the process for incorporating the feedback into the proposal. In the proposal narrative or in a Parent and Community Engagement and Support attachment, list the specific suggestions or input received, and explain whether or not the feedback was incorporated into the design of the proposal. If incorporated, please cite how. In a Parent and Community Engagement and Support attachment, include (i) Evidence of notifying parents/guardians and community stakeholders of the proposal (ii) Examples of written or other communications that specify how parents/guardians and community stakeholders can provide comments on the proposal/proposed school (ii) A detailed record (e.g. in a table or spreadsheet) of the specific feedback that the Design Team received, which cites whether and how the feedback was incorporated into the proposal b. Description of Need in Targeted Community: Describe the community (e.g. demographics, assets, challenges, relevant history, etc.) and the specific population of students that your proposed school intends to serve. Explain and cite evidence of the unique educational needs of the community, parents, and specific population of students. How does the proposed school align with community needs and expectations, including those voiced by parents and stakeholders during the community engagement process? If applicable, (e.g. in the case of stakeholder survey data), include evidence in a Parent and Community Engagement and Support attac

Through rigorous academics and development of character, the mission of Great Lakes Academy is to prepare K-8 students to excel in high school and college and live a life of great opportunity. This mission has been informed by, and is deeply rooted in, conversations with members of the greater South Shore community in which we are working to open.

Since early 2013, Great Lakes Academy has been meeting with residents of the greater South Shore community (we define our neighborhood boundaries as 67<sup>th</sup> Street to the North, 90<sup>th</sup> street to the South, Stony Island Parkway and I-90 to the West and Lake Michigan to the East), including community leaders, community organizations, local residents, day cares, churches and parents/guardians. In early conversations, our goal was to determine whether Great Lakes Academy would be a good match for the community and to come to a clear understanding of the educational concerns of the neighborhood; after many conversations, and an initial survey (see **Appendix B.4** for sample survey), it became clear that a college preparatory charter elementary school is a vital part of the South Shore's educational and community aspirations.

Great Lakes Academy Design Team members have been attending and participating in community meetings in South Shore for seven months, including monthly Connects South Shore meetings, monthly South Shore Community Action Council meetings, monthly South Shore Chamber of Commerce meetings, CAPS meetings for beats 421 and 422, Exchange Idea meetings, and Southeast Side Block Club Coalition meetings, as well as periodic 7<sup>th</sup> Ward meetings. **Figure 1** lists the Community meetings we have attended since March, 2013.

Figure 1: Community Events and Meetings Attended by Great Lakes Academy

Date	Event
March, 2013	South Shore Coalition Meeting
March, 2013	Exchange Ideas Community Meeting
March, 2013	7 <sup>th</sup> Ward Alderman Meet and Greet
March, 2013	South Shore Cultural Center School Closure Hearing
March, 2013	South Shore Chamber of Commerce Meeting
April, 2013	Exchange Ideas Community Meeting,
April, 2013	South Shore Chamber of Commerce Meeting
April, 2013	7 <sup>th</sup> Ward Alderman Meet and Greet
April, 2013	Restorative Justice Peace Circle for South Shore
April, 2013	South Shore Chamber of Commerce Meeting
April, 2013	Jeffrey Manor Library 7 <sup>th</sup> Ward Community Meeting

May, 2013	Exchange Ideas Community Meeting
May, 2013	Beat 421&422 CAPS Meeting
May, 2013	BAC Meeting
May, 2013	South Shore Chamber of Commerce Meeting
June, 2013	Exchange Ideas Community Meeting
June, 2013	Beat 421 & 422 CAPS Meeting
June, 2013	Connects South Shore Meeting
June, 2013	South Shore Block Club Coalition Meeting
July, 2013	Exchange Ideas Community Meeting
July, 2013	South Shore Chamber of Commerce Meeting
July, 2013	South Shore Community Action Council (CAC) Meeting
July, 2013	Connects South Shore Meeting
August, 2013	Connects South Shore Meeting
August, 2013	South Shore CAC Meeting
August, 2013	South Shore Festival
August, 2013	Southeast Side AOK Network Meeting
September, 2013	Connects South Shore Meeting
September, 2013	South Shore CAC Meeting

Great Lakes Academy has also conducted extensive outreach efforts to connect with, dialogue with, and solicit feedback from South Shore community members. We have had dozens of individual meetings with community stakeholders and community members. We have also visited over 40 daycares and churches to connect with local parents and to forge early partnerships on behalf of Great Lakes Academy. (See **Appendix C.9** for list of Community Stakeholder meetings, daycares contacts and church contacts.)

Our Design Team and volunteers have conducted outreach for Great Lakes Academy nearly every weekend since April, 2013. In our outreach, we focus on having as many meaningful one-on-one conversations with residents about their educational experiences, hopes and needs, as possible. We explain aspects of Great Lakes Academy's design, our college preparatory mission, and engage the resident's suggestions, questions, concerns, and support.

We have held nine "Stop and Chats" with 2-4 volunteers standing in front of local grocery stores, coffee shops and dollar stores to have one-on-one conversations with residents, hand out fliers, and collect signatures of support and Intent to Enroll forms. We have held five larger, more formal, "Sneakers on the Street" canvassing events which involve pairs of Design Team and volunteers canvassing the neighborhood with fliers and brochures, having one-on-one conversations with community members, and collecting signatures of support and Letters of Intent to Enroll for the school. (See **Appendix C.7** for a sample newsletter announcing a Sneakers on the Street canvassing event.) We have held four Informational Sessions (see **Appendix C.8** for sample flyer) and a Family Meet and Greet in local South Shore venues, and had a well-attended informational booth at the South Shore Summer Festival at which we gathered an additional 350 signatures of support and 27 Intent to Enroll forms.

We have formed a Community Outreach Committee that includes members of our Design Team, as well as local residents (see Section 3.2a for more on our Community Outreach Committee) that meets monthly at the South Shore Public Library and conducts outreach events. We have formed a partnership with the South Shore Library to hold monthly "Read Alouds" for local families one Saturday morning per month before our Community Outreach Committee meetings. We have also begun to partner with local organizations: the local South Shore Farmer's Market asked us to pass our fliers for them, and a local summer school program at the South Shore International High School asked us to partner with them in our canvassing efforts to increase their summer enrollment. We look forward to the continued growth of our local partnerships, and we have been deeply informed and gratified by the deep well of community support across the community and its multiple stakeholders – and particularly the support of hundreds of parents/guardians.

**Figure 2** is a table listing some of the official events Great Lakes Academy has held to generate a dialogue with community members around our proposal for a new school in the community.

Figure 2: Community Outreach Events Held by Great Lakes Academy

Date	Location	Great Lakes Academy Event
4.20.13	Chef Sara's Café	Exchange Ideas, (presenter)
5.04.13	Dominick's mall on 71 <sup>st</sup> Street	Stop and Chat Canvassing Event
5.11.13	Dominick's mall on 71 <sup>st</sup> Street	Stop and Chat Canvassing Event
5.18.13	Greater South Shore neighborhood	Sneakers on the Street Canvassing Event
5.25.13	Chef Sara's Café & neighborhood	Community Information Session & Stop and Chat Canvassing
		Event
6.01.13	Chef Sara's Café & neighborhood	Community Information Session & Stop and Chat Canvassing Event
6.08.13	Chef Sara's Café & neighborhood	Community Information Session & Stop and Chat Canvassing
6 1 5 1 0		Event
6.15.13	Greater South Shore neighborhood	Sneakers on the Street Canvassing
6.23.13	Rainbow Beach Farmer's Market	Stop and Chat Canvassing Event
6.29.13	Chef Sara's Café & neighborhood	Community Information Session & Canvassing Event
7.08.13	Jewel on Stony Island and	Stop and Chat Canvassing Event
	Dominick's Mall on 71 <sup>st</sup> Street	
7.13.13	Greater South Shore neighborhood	Sneakers on the Street Canvassing Event
7.20.13	Chef Sara's Café	Stop and Chat Canvassing Event
7.21.13	Rainbow Beach Farmer's Market	Stop and Chat Canvassing Event
7.27.13	South Shore Public Library	Community Outreach Committee Meeting
8.03.13	Greater South Shore neighborhood	Sneakers on the Street Canvassing Event
8.18.13	South Shore Festival	Informational Booth
8.31.13	Dominick's mall on 71 <sup>st</sup> Street	Stop and Chat Canvassing Event
9.07.13	Greater South Shore neighborhood	Sneakers on the Street Canvassing Event
9.07.13	South Shore Library	Community Outreach Committee Meeting
9.28.13	South Shore Library	Family Meet and Greet

Our efforts have generated nearly 1500 signatures of support from South Shore area residents, 65 signatures of support from local South Shore businesses, and 110 Intent to Enroll forms from parents/guardians of eligible students. (Signature forms are available upon request. See **Appendix C.1** for a sample community petition, **Appendix C.2** for a sample business petition, **Appendix C.3** for a sample Intent to Enroll form, and **Appendix C.12** for sample letters of support. We have passed out over 3500 brochures and flyers (see **Appendix C.6** for a sample brochure), and added over 400 South Shore area residents to our email list at their explicit request, including over 100 families with eligible children.

We have actively solicited feedback from community members and parents during all of our outreach events. Our website, created by the South Shore website designer and community activist Ava St. Claire, includes a link for community members to provide feedback and thoughts on the proposed school. During all outreach events, Design Team members and volunteers collected community feedback, and provided a feedback form for residents to complete if desired. (See **Appendix C.5** for sample feedback form.)

We have also modified our school design based upon our conversations; for example, we committed to creating an after school program that engages our students until 6:00 p.m. after speaking with many working parents about their concerns for after school care. The feedback we heard most often was, "We need a school like this in our community." That sentiment was repeated over and over again to Great Lakes Academy representatives over the past several months. As one life-long South Shore resident told a Sneakers on the Street volunteer, "Thank you for being here. This is exactly what this community needs.

The kids here have such potential and they really just need the opportunity. I hope things like this mean in 20 years we'll have a changed neighborhood."

# 1.1.b. DESCRIPTION OF NEED IN TARGETED COMMUNITY

Describe the community (e.g. demographics, assets, challenges, relevant history, etc.) and the specific population of students that your proposed school intends to serve. Explain and cite evidence of the unique educational needs of the community, parents, and specific population of students. How does the proposed school align with community needs and expectations, including those voiced by parents and stakeholders during the community engagement process?

Great Lakes Academy proposes to serve the greater South Shore neighborhood, an area that was listed as number one in the IFF's 2008 top 25 Community Areas in Need of Performing Elementary Schools.<sup>2</sup> Since that report, no charter elementary school has moved to support the community, and the area's only Level 1 district school was downgraded to Level 2.3 The boundaries of our proposed area are approximately 67<sup>th</sup> Street to the north, 90<sup>st</sup> Street to the south, the lake to the east, and Stony Island Parkway/I 90 to the west. Within that geographic area, there are 12 open enrollment elementary schools. Of the K-8 public schools in the neighborhood, all are rated level 2 or level 3 by CPS (six level 3, six level 2). Only one, Powell Elementary School, is close to meeting the city-wide average composite score on the ISAT.<sup>5</sup> There are no elementary charter schools serving that entire area. (See Appendix C.12 for table listing data of South Shore Elementary schools.)

South Shore is a proud, vibrant, passionate community. However, in the past several years, the South Shore has experienced an enormous upsurge in crime and, in particular, violent crime. Yet perhaps because of its rich history (it is the birthplace of First Lady Michelle Obama, and the Reverend Jesse Jackson resides here) the area has not been seen as the priority that other struggling neighborhoods, such as Woodlawn, Austin, Garfield Park and Lawndale have been seen. A recent article in Bloomberg News reports that the South Shore is one of three communities in Chicago reporting higher than 1000 violent crime incidents from May 2012 to May 2013 (second only to Austin and ahead of North Lawndale.) Property values have dropped 2/3 faster in this area during the recession as compared with the rest of the city. The neighborhood has lost 1/3 of its businesses in the past five years. The need in the community is deep, and Great Lakes Academy proposes to work with the community to provide both a quality education for its residents, and to partner with other organizations already working hard within the area, such as the Black United Fund, to become a community pillar and stakeholder.9

There is not one true college preparatory elementary school option for South Shore parents seeking to send their child to a public school in the community. (See Appendix C.12 for table of South Shore elementary schools.) Our research has revealed that over 40% of the children living in greater South Shore attend schools outside of their community. (See Appendix C.11 for citywide data on students attending schools in and out of their neighborhood.) Children from greater South Shore spend hours commuting in city traffic each day to attend schools that their families believe will prepare them for success in college and with the ability to one day provide for their own families. Parents/guardians strongly support the creation of such a school within their own community so this is no longer necessary.

Elementary school success is the foundation upon which high school and college success is built. Elementary success and achievement of grade-level reading by third grade is also highly predictive of

<sup>&</sup>lt;sup>1</sup> This comment was made in September, 2014 to Founding Board member Aparupa Bhattacharya on 71<sup>st</sup> street.

<sup>&</sup>lt;sup>2</sup> Illinois Facilities Fund ("IFF"). "Here and Now 2: Change We Can Measure: The Need for Performing Schools in Chicago's Neighborhoods." IFF April 2009. <a href="http://www.iff.org/resources/content/3/0/documents/Change-We-Can-Measure.pdf">http://www.iff.org/resources/content/3/0/documents/Change-We-Can-Measure.pdf</a>

<sup>&</sup>lt;sup>4</sup> According to CPS, "Level 1 indicates the highest performing schools. Level 2 indicates a middle-performing school that needs improvement. Level 3 indicates the lowest performing schools."

<sup>5</sup> See **Appendix C.12**, data table of South Shore Elementary Schools from cps.edu

<sup>&</sup>lt;sup>6</sup> Jones, Time & John McCormick. "Chicago Killings Cost 2.5 Billion as Murders Top N. Y's." *Bloomberg.com*. May 22, 2013. <http://www.7 Ibid. v.bloomberg.com/news/2013-05-23/first-lady-s-chicago-shows-gun-toll-for-city-that-bleeds.html.>

<sup>&</sup>lt;sup>8</sup> Ibid.

<sup>&</sup>lt;sup>9</sup> Ibid.

high school success. 10 With no Level 1 schools, and only one area school close to the citywide average on the ISAT, South Shore elementary students are not being prepared to compete with their peers, or to be successful in high school and at a college of their choice.

A 2006 Consortium on Chicago on School Research ("CCSR") report following Chicago graduates estimates that of the "80 percent of seniors who state that they expect to graduate from a four-year college, only about 30 percent enroll in a four-year college within a year of graduating high school, and only 35 percent of those who enroll receive a bachelor's degree within six years." In other words, approximately 7 out of 100 CPS students are obtaining college degrees by the age of 25; that small number drops in half for African American and Latino students; African American and Latino males are the least likely cohorts to graduate from a four-year college. 12 The CCSR concludes that it is the CPS graduates' "low grades and test scores" keeping them from entering four-year colleges and more selective four-year colleges. 13 Access to a very small number of quality schools is a key contributor. According to the study, although 20 percent of CPS students are leaving high school with GPAs and ACT scores needed to attend selective colleges, "half of these well-prepared students come from only five high schools... thus if students are not lucky enough to attend one of the top schools in the city, they appear to have little chance of graduating with access to selective college or with the GPAs, test scores, and coursework that would predict that they will be successful in college once enrolled." Access to quality schools is a pressing problem and is exacerbated for Latino and African American students living in areas such as South Shore; there are no Level 1 elementary schools in the area.

As is true in so many cities across the country, there is a significant achievement gap in Chicago between the city's African American and Latino students and the city's white students, and that achievement gap has grown over the past 20 years. Even when measured by ISAT scores, African American students show "very modest" growth. 15 African American boys are graduating from high school at rates below 50 percent, with females at a rate of approximately 70 percent. As shown through the CCSR study, reading scores have not improved for African American students in the past 20 years, and math scores for that cohort rose the least as compared with scores of their peers. <sup>17</sup> In 2011, African Americans and Latinos scored an average of 16.2 and 17.8 points, compared to an average of 22.6 for whites. 18 The average ACT score for students eligible for free lunch is 16.8, compared to 22.8 for the rest of the population. 19 The threshold for college readiness has been estimated as a score of approximately a 21 on the ACT, by the ACT. The challenge is deep: minority students are not being prepared to compete at the secondary and post-secondary levels and the roots of that problem lie in the elementary education those students are receiving.

Based upon the CPS reported demographics of the neighborhood elementary schools, the student population in district schools indicates that we can expect a special education population of approximately 13 percent, a student racial background of over 95 percent African American, an economic demographic of 94+ percent low income, and a 0.5-4 percent population of English Language Learners. <sup>20</sup>

# 1.2: EVIDENCE OF PARENT SUPPORT IN TARGETED COMMUNITY

 $<sup>^{10} \</sup> Lesnick, et.al. \ "Reading on Grade \ Level in \ Third Grade: How is it \ Related to \ High \ School \ Performance \ and \ College \ Enrollment" \ Chicago: \ Performance \ Annual \ College \ Enrollment \ Performance \ Annual \ Performance \ Annual \ Performance \ Performance \ Annual \ Performance \$ Chopin Hall at the University of Chicago. 2010.

11 Roderick, Melissa, et. al. "From High School to the Future: A First Look at CPS Graduates' College Enrollment, College Preparation, and

Graduation from Four-Year Colleges." CCSR Web. April 2006. <sup>12</sup> Ibid.

<sup>&</sup>lt;sup>13</sup> Ibid.

<sup>&</sup>lt;sup>14</sup> Ibid.

<sup>15</sup> Lesnick, et. al. "Reading on Grade Level in Third Grade: How is it Related to High School Performance and College Enrollment" *Chopin Hall* at the University of Chicago. 2010.

16 Ibid. Recent research has put these numbers even lower for African American males- at just 44 percent high school graduation rate, as cited by

Barbara Byrd Bennett on April 3, 2013 Chicago Board of Education meeting.

Ibid. www.cps.edu.

<sup>&</sup>lt;sup>20</sup> See **Appendix C.12**, Table of South Shore neighborhood schools.

# 1.2.a. EVIDENCE OF PARENT SUPPORT IN TARGETED COMMUNITY

In the proposal narrative or in the Parent and Community Engagement and Support attachment, provide evidence of support for the proposed school among prospective parents with school-aged children in the proposed community(ies).

Over the past seven months, Great Lakes Academy has reached out to parents/guardians, community stakeholders, and residents of South Shore in a variety of ways: hosting Community Meetings, participating in Community Events, organizing Stop and Chats and Sneakers on the Street canvassing events, distributing flyers and brochures at local businesses including coffee shops, hair and nail salons, barber shops, and restaurants, speaking with daycare providers and church leaders, hosting booths at local festivals, and meeting with community stakeholders. To date, we have collected over 110 Intent to Enroll forms. (Available upon request. See **Appendix C.3** for sample Intent to Enroll form.) We have also collected nearly 1500 signatures from community members, hundreds of whom are parent/guardians. (Available upon request. See **Appendix C.1** for sample Petition.) We have added hundreds of community members to the Great Lakes Academy mailing list at their explicit request. (Available upon request.)

The demand in the neighborhood for a high quality, college preparatory elementary school has been resounding and clear, as has the support for Great Lakes Academy to open in, and serve, South Shore. As one mother told our lead founder, "When I saw your brochure, it was like a sign. I've been looking for a good school that is close by. It seems like you have really good goals in place and will prepare my children for the future." She then completed an Intent to Enroll for her eligible child.

# 1.2.b. EVIDENCE OF COMMUNITY STAKEHOLDER SUPPORT IN TARGETED COMMUNITY

Identify community- and faith-based organizations, leaders, cultural institutions, and/or businesses with which the Design Teamhas corresponded and/or that have pledged support for the school. Provide evidence of support from community organizations and stakeholders.

We have collected over 65 signatures of support from local businesses including community staples such as Chef Sara's. (Available upon request, see **Appendix C.2** for sample business support form.) We have also collected nearly 1500 signatures of support from local community members. (Available upon request. See **Appendix C.1** for sample Petition form). We have contacted dozens of local leaders, churches and daycare operators. (See **Appendix C.9** for full community meeting list.) We have also collected several letters of support from local community stakeholders including Seventh Ward Alderman Holmes, Dr. Laura Morgan, block club president and 30-year resident of the Southeast Side, and Billy Powers, founder of the monthly community meeting, Exchange Ideas and South Shore resident Vicky Wooten a South Shore CAC member and CPS teacher. (See **Appendix C.12** for letters of support.)

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Describe the role of community partnerships that will provide key academic or non-academic services, supports, or opportunities for students throughout the first five years of the school. Explain: (i) the nature, terms, and scope of service of any partnerships, ii) how such partnerships will further the mission and vision of the school, and iii) who will be responsible for managing and cultivating these partnerships.

Community and families ties are listed by the University of Chicago's Consortium on Chicago School Research as one of the Five Essential elements that make a school 10 times more likely to improve in math and in reading. The Consortium notes that "[a] school's capacity to partner with community services has a direct impact on the effectiveness of... learning. The African aphorism 'It takes a village to raise a child' applies just as well to inner-city neighborhoods. Partnerships with community health, recreation and social service agencies . . . are vital to ensuring students' academic success." Great Lakes Academy knows that strong ties between the larger community and the school will support and enhance the work

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<sup>&</sup>lt;sup>21</sup> This comment was made by a mother who called Lead Founder Katherine Myers in July 2014 after seeing a brochure at a South Shore shop.

<sup>&</sup>lt;sup>22</sup> Byrk, Anthony, et al. *Organizing Schools for Improvement*, The University of Chicago Press. Chicago 2010.

we do with our students. We are deeply invested in the greater South Shore neighborhood, and in working collaboratively as a strengthening community partner; we already attend the monthly Connects South Shore meetings and the A OK Early Childhood Network meetings in order to grow our network of partner organizations. We will continue to actively seek out and form partnerships with organizations from around the community in order to add to the supports offered to our students. Additionally, we encourage our students to be active members of the community, and to engage in outside community organizations with whom we partner.

It is a priority to Great Lakes Academy to continue to establish community partnerships. We have spoken to several community organizations both within the South Shore Community, such as Chicago Youth Centers, and city-wide, such as Horizons for Youth. We have visited over 20 day care providers in the greater South Shore neighborhood, and established relationships for recruitment, including agreements to run literacy workshops for their parent groups. (See **Appendix C.9**.) We have spoken to several after school programs including Youth Guidance, Chicago Arts Partnerships in Education and the South Chicago Arts Center about partnering with them to provide after school programming as early as Y1.

Our first hire upon authorization will be a Director of Community Outreach and Development, and we have already identified and met with several local individuals interested in that role. This individual is charged with creating and sustaining partnerships with local and city-wide organizations that can be resources for our students and their families. S/he is also charged with ensuring that our enrollment numbers are met largely through local families, and including special needs students.

We worked this past year with the University of Chicago's Booth School of Business on a Net Impact consulting project. Three Booth MBA students worked with Lead Founder and proposed Executive Director Katherine Myers from January 2013 through June 2013. Projects included research on: healthy school food services that generated the proposal of partnering with Gourmet Gorilla; after school programming, which generated the recommendation of outside partnerships with University of Chicago's after school tutoring program; potential grant opportunities, which generated a list of organizations and grants; and school technology, which generated proposals from specific copier leases to using Google Apps for cloud-based document backup. We plan to continue our Booth partnership through the newly formed Booth Ed program this fall and to add the Booth Fellows program, a partnership that matches a Booth Fellow to shadow our Founding Board and create a final project at the Board's request.

Finally, Great Lakes Academy has been selected by New Schools for Chicago to be a member of the Breakthrough Schools Chicago cohort working to secure a start-up grant from the Next Generation Learning Challenges. We look forward to working with, and learning from schools around the city, as we continue to refine our technology plans for the school.

### 1.3.b. SCHOOL INVOLVEMENT IN COMMUNITY

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

To ensure that we are engaging and welcoming community activity and support, we have a number of structures we plan to put in place as soon as Y0 (our planning year). We plan to hold monthly family events and education workshops on Saturday mornings. (See annual calendar in **Appendix D.1.**) We plan to form a Families for Great Lakes Academy committee to engage our students' families and give them a voice in the school. (See **Section 2.1.g** for further detail.) We will welcome parents/guardians and community members into our school with an open door policy (provided 24 hours of notice for security purposes), and through parental volunteer projects, such as homework book help (printing and compiling individual Reading A-Z books for our students to use for homework reading), library organizing, drop-off and pick-up assistance, tutoring, field trip help, and more. As outlined in **Section 1.3.a**, we have a full-time employee dedicated to community outreach as of Y0: our Director of Community Outreach and Development. That individual is charged with forming partnerships in the community and bringing resources to our students and families. We also plan to host Great Lakes academy Community

Engagement days to further the beautification of the school grounds. This might include painting fences on the school grounds, planting flowers and trees, building a playground (through the nonprofit group Kaboom) and painting the blacktop.

We have already created a Community Outreach Committee that includes members from South Shore, and we continue to actively recruit more community members to the Committee. (See **Section 3.2** for more information.) That Committee meets monthly, and has already planned and hosted a Family Meet and Greet at the South Shore Library; several more events to engage local families are currently being planned, including a monthly read aloud at the South Shore Library starting in October.

Our community outreach began several months ago, and nearly simultaneously with the CPS announcement of school closures. Early on, several schools in our targeted community were on the closure list, although no closures affected our direct community. (O'Keefe became a turnaround through AUSL and South Shore Fine Arts merged with Fermi.) The closures, coupled with the fact that there are no charter schools currently serving our target community made for some initially skeptical individuals. South Shore is a proud, passionate, thoughtful community, and people were more than willing to engage in a thoughtful dialogue around education and the community's needs.

It has been through consistent attendance at community meetings, and thousands of one-on-one conversations that our school has gained traction, trust, and support in the community, and has been able to build relationships with parents/guardians and stakeholders. As one individual stated to Lead Founder Katherine Myers, "I don't support all charter schools. I support you and Great Lakes Academy. You know us." <sup>23</sup> We are both honored and humbled to have become a welcome presence at community events, and to be a part of the fabric of greater South Shore.

# **SECTION 2: ACADEMIC CAPACITY**

# 2.1 MISSION, VISION AND CULTURE 2.1.a. MISSION AND VISION

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

# **Mission Statement**

Through rigorous academics and development of character, Great Lakes Academy Charter School prepares K-8 students to excel in high school and college and live a life of great opportunity.

### Vision

At Great Lakes Academy Charter School ("Great Lakes Academy"), every decision is based upon how to best support students as they grow and prepare to successfully compete with their peers in college preparatory high schools and four-year colleges, ambitiously pursue career opportunities, and positively impact their communities. We provide the best public education possible for our students because we believe that education empowers people to take control of their own destinies and to change the world.

In August 2014, we open our school with 128 Kindergarten and first grade students. In 2018, we open our middle school with our inaugural fifth grade class. In 2022, we graduate our first eighth grade class, ready to compete with students from across the city and build upon their journey to college and career through high school success. In 2026, our first class of graduates will matriculate to four-year colleges of their choice. In 2030, our inaugural class of students will graduate college and enter the world, ready to take advantage of wide-ranging opportunities, to support themselves and their families, to improve their communities, and to make the world a better place.

At Great Lakes Academy, we develop K-8 students who excel in three core areas:

Great Lakes Academy Charter School

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<sup>&</sup>lt;sup>23</sup> Spoken to Lead Founder Katherine Myers after a September 2013 community meeting.

- 1. Foundational Academics
- 2. Critical and Analytical Thinking
- 3. Character Skills

# To do this, we focus first on our teachers.

Great teachers are at the heart of great schools. Therefore, our first focus is identifying and recruiting high-capacity, mission-driven, committed educators to be part of transformative public education on the South Side of Chicago. We then grow our teachers through the development and support of each individual teacher, each grade level of teachers, and our entire instructional staff. We do this by creating an ambitious, professional work environment with an intensive teacher-training program, weekly professional development, and a frequent feedback instructional loop. Teachers are individually coached and provided with targeted professional development on a daily and weekly basis. (See **Section 2.5.b** for more detail.) We retain outstanding career teachers through our commitment to them and their growth (see **Section 2.5** for more detail), our strong school culture (see **Section 2.1.c** for more detail), and through their commitment to our students.

# Our excellent teachers, in turn, create our <u>fiercely positive</u> school culture.

Our fiercely positive school culture creates an atmosphere where all children are physically, emotionally, and intellectually safe, supported, and challenged to take the risks necessary to be their best selves, every day, as they grow. We send the constant message that nothing is as important or as engaging as learning and personal growth.

# We develop school culture through the promotion of our <u>core values</u> in both adults and students.

The adults at Great Lakes Academy are guided by our BE GREAT core values: Bravery, Endurance, Growth, Responsibility, Enthusiasm, Achievement, and Team. Values are constantly messaged to and developed in our students, and form the heart of the non-cognitive, character skills that we teach and model.

# School culture makes possible our two-fold academic approach: fundamentals and critical thinking.

First, students master foundational skills and facts – particularly in literacy and mathematics. Second, students develop the ability to think critically, creatively, and analytically using the skills and facts that they possess.

Our research-based school design and proven school leadership build upon the practices of the most successful elementary and middle schools in the country that serve low-income students from minority backgrounds and prepare them to compete and succeed in college. A detailed description of these design elements is provided in the next section.

- **Teacher Success = Student Success.** Outstanding classroom teachers are the key to all student academic achievement. We recruit, train, support, and retain the most sought after, "game changing" teachers who will transform our students' lives.
- Students and Educators Rise to High Expectations Set by Strong Leadership. Our Leadership Team embodies our core values of Bravery, Endurance, Growth, Responsibility, Enthusiasm, Achievement, and Team, and together they create a school culture where every individual exemplifies those values. We hold staff and students to high expectations because that is what will make our school and students successful.
- College Success Begins in Kindergarten. Early literacy is the key to later academic success. From the moment students enter Kindergarten, we offer multiple hours daily of literacy instruction, teaching through several modalities, and providing differentiated supports to all learners so that all students develop key literacy skills upon which to build the rest of their academic foundation.

- Every Minute Matters. Instructional time is sacred. We meticulously plan and pace lessons to maximize every minute. Students are provided with 20% more instruction than their counterparts attending a traditional CPS school.
- Safety + Structure + Joy = Student Learning. Students who love school attend school every day, and are more successful as a result. We love school and learning, and we promote this joy of learning in our students through challenging, engaging academic activities and celebrations. We ensure that students always feel safe and secure, physically, emotionally, and intellectually, through clear directions and structures, reliable school routines informed by our BE GREAT values, high behavioral expectations, and a secure facility.
- Data Drives Decisions. We assess, analyze, and remediate our students and teaching through the use of high-quality assessments on a daily, weekly, monthly, and annual basis. We use data to provide immediate individualized supports for any students struggling with a subject or skill to ensure that no one is left behind, and all standards are mastered by all students as they prepare for high school and college success.
- Parent and Community Partnerships are Vital to Student Achievement. Family support is vital to student success. We provide multiple avenues through which we proactively engage and develop strong partnerships with families and communicate on a daily basis. We also cultivate partnerships with community organizations to provide enrichment opportunities, after school programming, field trips, and health services.
- Strength of Character Drives Lifelong Success. Students who succeed develop more than just academic content and skill—they possess exceptional strength of character. We explicitly develop in our students both academic ability *and* the social/emotional skills necessary for lifelong success and happiness.

### 2.2.b. EDUCATIONAL PHILOSOPHY

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

"Intelligence plus character—that is the true goal of education." —Martin Luther King

Great Lakes Academy believes that every student is entitled to a rigorous college preparatory K-8 public education that prepares them to compete, succeed, and positively impact their communities, regardless of their economic circumstances, zip code, race, or home language.

To take full advantage of the opportunities available in our democracy, every child must have access to a K-8 public education that develops their minds and hearts and gives them the tools to live a life of great opportunity, and engage with and improve their communities.

The greatest opportunity to remediate academic gaps and place otherwise at-risk students on a path towards academic success is high quality, foundational instruction in the elementary years. Research demonstrates that "children who make a smooth transition and experience early school success tend to maintain higher levels of social competence and academic achievement." Students at Great Lakes Academy begin preparing for success in college, and life, on the day they enter Kindergarten. Our mission and our focus from the time students begin school with us is on developing the academic skills, critical and analytical thinking skills, and social/emotional character skills necessary for success in college and beyond.

# **Great Lakes Academy Anchors and Beliefs**

Great Lakes Academy provides an academically rigorous K-8 program that teaches students to think deeply and critically. Every day, students work to attain mastery of our standards, based upon the Common Core aligned Illinois State Standards, and fundamental to their success in high school and

<sup>&</sup>lt;sup>24</sup> Dockett, Sue, and Bob Perry. "The Transition to School: What's Important?" 60 Educational Leadership 30. 2003.

college. Supports are immediately provided to students who fall behind or demonstrate the need for extra assistance. Teachers and administrators constantly ask: Can I increase the rigor of this lesson, text, question, or problem? Am I pushing my students to be doing independent, critical thinking that moves beyond factual knowledge?

The Great Lakes Academy educational philosophy is anchored in and informed by the practices of the most successful urban charter schools in the country. At the core is one central tenet: demography is not destiny. Successful students are not born: they are taught, challenged, supported, and encouraged. Our educational and cultural model is driven by a deep understanding of successful urban charter schools that serve a similar population of low-income, minority students and have a demonstrated track record of success. This includes students with special needs and English Language Learners.

In so doing, our school design reflects the findings of two well-respected studies of urban school success: Roland Fryer and Will Dobbie's 2011 study of successful charter schools "The 2011 Fryer Paper," and the Consortium on Chicago School Research's ("CCSR") Five Essentials research, explained in "Organizing Schools for Improvement: Lessons from Chicago." The 2011 Fryer Paper research showed that five policies explain approximately 50 percent of variation in school effectiveness: (1) frequent teacher feedback, (2) the use of data to guide instruction, (3) high-dosage tutoring, (4) increased instructional time, and (5) high expectations. Similarly, in the Five Essentials research, five factors were found to be strongly predictive of school success: (1) effective leaders, (2) collaborative teachers, (3) involved families, (4) supportive environments, and (5) ambitious instruction. Explained below, our school model is based upon this research and the above core tenants for school success. Thus, our philosophy is informed by the study of successful urban schools and national research on successful urban schools. We refer to these as our "anchors" for school success.

# 1. Teacher Success = Student Success

Great teaching is the foundation for all student success. 30

Great Lakes Academy makes it a priority to recruit, train, and retain excellent teachers. The research is unambiguous: teacher quality is the single most important indicator for a student's academic success: "More than any other variable in education—more than schools or curriculum—teachers matter." We believe our teachers are the single most critical component of our students' success, and accordingly, we prioritize their recruitment, training, and retention above all else. We define great teaching as teaching that is: (1) standards-based and horizontally and vertically aligned, (2) rigorous and pushing for mastery of both fundamental skills and critical thinking skills, (3) highly engaging, (4) data driven, (5) individualized, (6) meticulously planned and (7) delivered within a positively reinforced culture of high expectations.

## **Teacher Recruitment**

<sup>&</sup>lt;sup>25</sup> Through the Building Excellent Schools Fellowship, Katherine Myers has visited, studied, and developed deep understanding of nationally recognized, high achieving urban charter schools such as Edward Brooke in Boston, MA, North Star in Newark, NJ, South Broox Classical in NY, Excel Academy in Boston, MA, and Equitas Academy in CA. These schools, composed of primarily low-income, minority students, consistently score above local and state averages on state assessments and in the upper quartile on national assessments. See **Appendix C.11.**<sup>26</sup> Dobbie, Will, and Roland Fryer: "Getting Beneath the Veil of Effective Schools: Evidence from New York City." *American Economic* 

<sup>&</sup>lt;sup>20</sup> Dobbie, Will, and Roland Fryer. "Getting Beneath the Veil of Effective Schools: Evidence from New York City." *American Economic Journal: Applied Economics*. Forthcoming. December 2012. <a href="http://scholar.harvard.edu/files/fryer/files/dobbie-fryer-revision-final.pdf">http://scholar.harvard.edu/files/fryer/files/dobbie-fryer-revision-final.pdf</a>
<sup>27</sup> Bryk, Anthony, et. al. "Organizing Schools for Improvement: Lessons from Chicago," Chicago, IL: *University of Chicago Press*. 2009.

<sup>&</sup>quot;Based upon twenty years of research conducted by the <u>University of Chicago Consortium on Chicago School Research</u> in over 400 schools, the five essentials have been shown to be strongly predictive of school improvement success. Schools strong in 3 to 5 of the essentials are 10 times more likely to make substantial gains in reading and math than schools weak in 3 to 5 of the essentials. Those differences remain true even after controlling for student and school characteristics including poverty, race, gender, and neighborhood characteristics. Strength on the essentials also correlates with increased teacher retention, student attendance, college enrollment, and high school graduation."

28 Dobbie, Will, and Roland Fryer. ""Getting Beneath the Veil of Effective Schools: Evidence from New York City." *American Economic* 

<sup>&</sup>lt;sup>28</sup> Dobbie, Will, and Roland Fryer. ""Getting Beneath the Veil of Effective Schools: Evidence from New York City." *American Economic Journal: Applied Economics.* Forthcoming. December 2012. < <a href="http://scholar.harvard.edu/files/fryer/files/dobbie-fryer-revision-final.pdf">http://scholar.harvard.edu/files/fryer/files/dobbie-fryer-revision-final.pdf</a>
<sup>29</sup> Bryk, Anthony, et al, "Organizing Schools for Improvement." Chicago, IL: *University of Chicago Press.* 2009.

Haycock, Kati. "Good Teacher Matters... A Lot." *The Education Trust.* Vol. 3, Issue 2, Summer 1998.

<sup>&</sup>lt;sup>31</sup> Ibid., Ripley, Amanda. "What makes a Great Teacher?" *The Atlantic Online*. Web. January/February 2010.; Chetty, Raj, et al. "The Long-Term impacts of Teachers: Teacher Value Added and Student Outcomes in Adulthood." *NBER Working Paper Series*, December 2012.

The first component of Great Lakes Academy's commitment to great teaching is our commitment to recruiting top talent from around the country. We reserve \$10,000 annually for teacher recruitment. We recruit teachers with at least two years of teaching experience and demonstrated success in an urban classroom with a similar population of students. Recruitment efforts are city-wide, regional, and national. To recruit top talent, we draw upon local existing contacts, and create new contacts with the University of Chicago's Urban Teacher Education Program, the Erikson Institute, Teach For America, Education Pioneers, New Leaders for New Schools, Chicago Teaching Fellows, Chicago Public Schools, New Schools for Chicago, Illinois Network of Charter Schools, and several area university's traditional education programs such as DePaul, National Lewis, University of Illinois, Northeastern Illinois, Northern Illinois, UIC, Northwestern, and the University of Michigan. We draw upon the extensive national education contacts and network Lead Founder and proposed Executive Director Katherine Myers has developed from her education reform work in New Orleans, New York City, and Chicago. We continually reach out to organizations and list-serves to identify and recruit quality teachers from around the country. (For more detail on teacher recruitment, see Appendix E.7, Staff Recruitment Plan.)

# **Teacher Training**

The second component to Great Lakes Academy's commitment to great teaching is our commitment to developing and growing our teachers. Great teachers, like successful students, are not born—they are developed, coached, and supported. Teachers grow when they are given access to quality professional development and individualized coaching. We invest a tremendous amount of time and energy into teacher development, shown in both our approaches to professional development (daily informal teacher coaching, data driven analysis coaching, weekly professional development training, weekly observations and individualized teacher coaching debriefs, summer professional development, monthly full-day professional development, great school visits, national conference visits, and more) and the amount of time dedicated towards it. There are over 32 professional development days scheduled into each school year, including 21 days each summer, and one full day each month. We spend an additional 180 minutes of professional development each week (Monday staff meeting 30 minutes and Friday Professional Development of 150 minutes). Perhaps most importantly, we coach teachers individually on a weekly basis based upon their individual growth. For more detail on our annual calendar, see Appendix D.1; for more detail on our weekly and daily schedule for teachers, please see Appendix D.2; for more detail on our professional development, including teacher induction see Section 2.5.b, and Appendix D.3 and Appendix D.4.

The school's belief in constant growth -a core value- is evidenced in our strategic plan to provide teachers with consistent quality professional development and individualized coaching. Teachers are observed and given feedback in formal and informal settings on a daily basis; our Leadership Team is in classrooms every day. Teachers receive weekly one-on-one coaching sessions with a Leadership Team member that aligns to their individualized growth goals in both instruction and classroom management. (For more detail on our instructional feedback cycle, see Section 2.5.b.) The entire staff receives weekly professional development on best practices, such as implementation of the instructional technique of positive narration to build positive momentum, or the cultivation of the management approach of a warm and strict balance to build a positive, achievement-oriented school culture, or the integration of the curricular approach of supplementing fiction texts with non-fiction readings to meet the challenges of the Common Core. Professional development topics are chosen in direct response to our student behavior data and student assessment data, as well as the Leadership Team's formal and informal observations. By allocating \$1000 per staff member per year for professional development (for budget details supporting professional development goals, see Appendix A.1), we further provide teachers with the targeted opportunity to travel to the most successful schools and teachers in the country to observe and implement best practices on behalf of the students of Great Lakes Academy. Teachers also attend national conferences and trainings. We will also bring in national experts, including teachers, to train our staff.

### **Teacher Retention**

The third component of our commitment to great teaching is our commitment to retaining our successful teachers. Low teacher turnover leads to high amounts of institutional knowledge, cultural stability, ever deeper curricular development and expertise, and, ultimately, higher student achievement. Teachers who are supported, developed, appreciated, and given opportunities to collaborate are more likely to stay in an institution. Where possible, we promote staff to leadership positions from within. Every school year, all teachers choose one Professional Development topic for a Friday session. Teacher feedback is actively solicited each trimester in the form of feedback to the administration via online surveys. We will form a Teacher Retention committee that any teacher is welcome to serve on; the committee will meet regularly with the Executive Director to make strategic plans around teacher retention and sustainability. We implement a scaled level of outside professional development for returning teachers; after five years, we pay for teachers to take continued education courses at a local university. See **Section 2.5.b** for more on Teacher development and retention. We also have a 5% retention bonus for all retaining staff provided that the school's annual school-wide goal is met. (See **Appendix A.1** for more budget detail.)

The other side of our commitment to retaining excellent teachers is our commitment to removing ineffective teachers from the classroom. If a teacher demonstrates a lack of growth in student data, despite targeted and consistent support, we will make the decision to change their assignment within the school, or to terminate their employment. Ultimately, decisions regarding staffing always come down to the simple question: What is best for our students' success?

# 2. Students and Educators Rise to High Expectations Set by Strong Leadership

Students rise to the bar that is set for them.

Experiencing achievement in school leads to a positive feedback cycle: students feel successful in school, are motivated by their success, and are driven to achieve more success. <sup>33</sup> At Great Lakes Academy, students are held to, and eventually learn to hold themselves to, the highest of academic standards. The school's academic standards are based upon the Illinois State Standards, which now integrate the Common Core Standards in ELA and Mathematics and expect to implement the Next Generation Science Standards by 2014. Informed through our rigorous scope and sequence at each grade level in each subject, in real time through data on each student's achievement, and supported through targeted small group and individual interventions, we teach every student every standard to mastery. Teachers and administrators work to constantly push one another to increase the rigor and academic expectations for students. We constantly ask ourselves: "At every moment during the day, are we challenging students to grow their brains and think critically? Can we increase the rigor of this lesson, text, question, or problem and ensure students are mastering both skills and the conceptual frameworks necessary for critical analysis?" For our students to compete for spots in Chicago's best high schools and the country's best colleges, our students must master both.

Just as important as having high academic expectations is holding students to high behavioral standards. Our school culture will be structured, safe, and joyful. As we affirmatively teach and support students to meet high academic standards, our classroom culture and learning time is held sacred. Expectations are clear, and students know what is expected of them behaviorally and academically. Students who repeatedly distract others from learning will have a brief conversation with a teacher and be given a few minutes to reflect on their choices while they reset in a designated area of the classroom. If they cannot reset, and further disrupt others' learning, the Dean of Culture will speak with them, and help them reflect upon their choices and how they can get back on track. Research dating back decades demonstrates that consistent enforcement of high expectations is paramount in creating a culture of excellence and high achievement.<sup>34</sup>

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 $<sup>^{32} \</sup> Bryk, Anthony, et al.\ "Organizing Schools for Improvement: Lessons from Chicago." Chicago, IL: \textit{University of Chicago Press.}\ 2009.$ 

<sup>33</sup> See Akey, T.M. "School context, students' attitudes and behavior, and academic achievement." MDRC. 2006.

<sup>&</sup>lt;sup>34</sup> "Across the country, dozens of schools with high concentrations of low-income children are proving that poverty is not the cause of academic failure. These schools have a building-wide median score at or above the 65th percentile on national achievement tests, even though 75 percent

As we hold students to high standards, we hold every adult in the building to the highest of professional standards. Evaluations are done three times annually, and individual professional goals are set on a biannual, monthly, and weekly basis. All staff members are given constant coaching and development to grow as professionals. Within a team model and orientation, every adult in the building accepts responsibility for every student's success; every student and their academic and behavioral growth and ultimate success is our common responsibility. This means that the attitude of "getting it done" is shared by all; no piece of trash is stepped over, no student misbehavior is left unaddressed, no individual learning deficit remains unmet. Our annual bonus is based upon a goal shared by all. To create this culture, we provide professional development and team-building activities that take place during our 21-day Summer Institute, our 11 monthly professional development days dispersed through the calendar year, our 32 Friday professional development sessions (2.5 hours per session), and our weekly staff meetings (30 minutes per session). (For more detail on our annual calendar, see **Appendix D.1**; for more detail on our weekly professional development program, see Section 2.5.b and Appendix D.3 and Appendix D.4.) We have shared readings and discussions to build our common language and culture, from Practice Perfect by Doug Lemov, to Mindset: The New Psychology of Success by Carol Dweck. 35 We meet frequently to problem solve as a staff around any weaknesses in the school - from homeroom culture and academics to student supports and dismissal routines. The staff culture is problem solvers willing to do what it takes; during debriefs, we do not discuss positives and negatives, we discuss positives and solutions.

Strong leadership in schools has been repeatedly identified as a key factor to school success. 36 It is critical for leadership to be driven, dynamic, highly communicative, humble, and growth-oriented.<sup>37</sup> Leadership is responsible for developing a vision for, and constantly monitoring and improving, the school's procedures, routines, policies, culture, and curriculum. Strong leadership also ensures that every individual in an organization understands that vision, and is equipped to make that vision a reality.

Leadership is responsible for all aspects of the school, from academics to operations, from family communication to staff hiring. Great Lakes Academy recruits and trains leaders who embody our core values, and who can, in turn, adeptly hire and train others to embody those values. (For more detail on our organizational structure and leadership positions, see Appendix E.3; for job descriptions and requirements, see Appendix E.5.) Where possible, we promote leaders from within, after they have worked at the school, and demonstrated a deep understanding of Great Lakes Academy's culture. Proposed Executive Director Katherine Myers is an experienced urban educator, seasoned teacher coach, and trained charter school leader that brings the deep network access to and support of Building Excellent Schools. (For more detail on Building Excellent Schools, see **Appendix B.5**).

Finally, we view all of our teachers as leaders in the classroom, and our students as leaders in their community. Teachers set the tone for high academic achievement and the demonstration of our core values. We hold our teachers to high student outcomes because we respect them, constantly support them, and believe that their job is to help our students prepare for college and lifelong success.

### 3. College Success Begins in Kindergarten

Rigorous, literacy-rich, college preparatory curriculum must begin on day one, in kindergarten.

Literacy is the foundation upon which all academic success is built. In a review of high-performing schools serving low income students, a core component is a laser-like focus on basic literacy in the early

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or more of their students qualify for the free or reduced-price lunch. By contrast, similar schools typically score below the 35th percentile." Carter, Samuel. "No Excuses: Lessons from 21 High Performing, High Poverty Schools." Washington, D.C.: Heritage Foundation. 2000.

<sup>35</sup> Gawande, Atul. Better. NY: Picador, 2007.; Dweck, Carol. Mindset: The New Psychology of Success. NY: Balletine, 2007.
36 Chenoweth, Karin and Christina Theokas, "Leading for Learning," The Professional Educator." Fall 2012. (based upon Chenoweth's book, Getting it Done: Leading Academic Success in Unexpected Schools.) Bryk, Anthony, et. al.. Organizing Schools for Improvement: Lessons from Chicago. Chicago, IL: University of Chicago Press. 2009.

<sup>&</sup>lt;sup>37</sup> Collins, Jim.. *Good to Great*. New York, NY. HarperCollins. 2001.

years of the school.<sup>38</sup> As the National Research Council states, "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school." The baseline for reading proficiency, and literacy skills that are sufficient for college and career are being increased; Illinois just adopted the rigorous Common Core State Standards. 40

The students that Great Lakes Academy aims to serve will come predominately from low income households, and will arrive at school with academic challenges. Research indicates that, on average, our entering students will have heard 30 million fewer words than their affluent counterparts by the time they reach Kindergarten. 41 This deficit creates a vocabulary and pre-literacy gap before low-income five-yearolds have begun their formal education. We have designed Great Lakes Academy to close this literacy gap for every student within their first two years of their transformative elementary education with us.

Researchers agree that the most critical age at which to close the achievement gap is during the youngest grades. Vocabulary size in kindergarten predicts reading comprehension in the middle elementary years and orally tested vocabulary at the end of first grade predicts reading comprehension ten years later. 42 By age three, children in the poorest families have vocabularies one third as large as those from affluent families and, by kindergarten, poor children have cognitive scores 40 percent below their more affluent peers. 43 Early childhood intervention and academic preparation is critical to prevent these gaps from persisting throughout children's schooling.

Using the Illinois-adopted Common Core reading and writing standards as a bar, and building upon curriculum from high achieving elementary schools across the country, Great Lakes Academy ensures that every student acquires key reading and writing skills that push them to analyze and think critically about texts, and to write coherently about them.

Each day, we devote over five hours to literacy and mathematics instruction. We also assign time each Friday for re-teaching core skills and concepts as needed. Finally, we dedicate time and staff each day for small group tutoring of any struggling students. From the moment students begin Kindergarten, students benefit from a comprehensive literacy program that is taught predominately in a small group setting, and includes phonics, decoding, fluency, and reading comprehension instruction, as well as spelling, vocabulary, handwriting and writing instruction. (For more detail on students' weekly and daily schedules, see Section 2.4.d and Appendix D.2) Students practice writing with pencils and on computers, ensuring that they are prepared to compete in the technological world they are entering. We teach students to analyze texts from day one, and to create their own voice as writers and analyzers of the world around them.

Every Great Lakes Academy Kindergarten class includes a daily whole-group Read Aloud, in which teachers model a reading skill such as making inferences. A class might read The Story of Ferdinand the Bull by Monro Leaf, and learn how to make inferences using background knowledge and textual information. Later in the day, students split into small reading groups of 4-8 students and practice that same reading skill with individual on-level reading books and small group teacher support. Students also have the opportunity to practice the skill independently, on classroom-based computers and with

<sup>38</sup> East on, John Q., Stephen Ponisciak, and Stuart Luppescu. "From High School To The Future: The Path To 20." Report. Chicago Consortium On School Research. 2008.

Snow, Catherine, et al. "Preventing Reading Difficulties in Young Children." National Research Council, National Academy Press Washington, DC. 1998.; see also Carter, Samuel No Excuses: Lessons from 21 High Performing, High-Poverty Schools. ERIC 2000. (concluding that a laser focus on literacy and math in early years is a commonality among high-performing elementary schools).

 <sup>40</sup> For more det ail, please see http://www.cps.edu/Programs/DistrictInstructionStrategy/Pages/Districtinstructionstrategy.aspx.
 41 Hart, Betty, and Risely, Todd. "The Early Catastrophe: The 30 Million Word Gap by Age 3." American Educator, Spring 2003.
 42 Cunningham, A.E., and K. E. Stanovich. Early Reading Acquisition and its Relation to Reading Experience and Ability 10 Years Later, Developmental Psychology. 1997.

<sup>&</sup>lt;sup>43</sup> Hart, Betty, and Risely, Todd. "The Early Catastrophe: The 30 Million Word Gap." *American Educator*, Spring 2003.

independent reading books. Students bring home reading books nightly, practicing the skill with family members, which they record in their nightly reading log. (See **Appendix D.16** for Sample Reading Log.)

By fifth grade, our Middle School becomes departmentalized to allow teachers to develop greater subject matter expertise in order to push students to deeper, enduring understandings. Our grade 5–8 students two ELA and Math blocks each day, for over 120 minutes of ELA instruction and 90 minutes of Math instruction daily, plus a daily FOCUS tutoring/study skills block. This ensures we are giving ample time to those core, foundational subjects throughout students' time at Great Lakes Academy, as well as ample time for remediation for any students needing additional help. See **Section 2.4** for more on our academic program.

# 4. Every Minute Matters

*Increased instructional time allows for mastery of all standards and the closing of the achievement gap.* 

At Great Lakes Academy, we believe that not only is more time in school important for students (185 days, 39.5 hours per week), but more quality time on task is key for academic success. Research demonstrates that "[t]ime on task is the key to success in school... Extended days, extended years, after-school programs, weekend programs and summer school are all features of outstanding schools. No one wastes time." Our calendar and our philosophy of maximizing every minute for academics comes directly from best practices of the highest achieving schools serving low-income students in the in the country. We also provide over three (3) hours of daily preparation time for teachers to prepare.

Additional instructional time is at the core of our plan to address the academic needs of our students from the time they enter Kindergarten. We understand that at Great Lakes Academy, we have set very high goals of academic success for our students. (For details on our academic goals and accountability measures for them, see **Appendix D.10** and **Section 2.3.a.**) Accordingly, we must provide enough instructional time and enough time on task for students to reach and surpass those goals.

We will have a school year of 185 days, four more days than the recently extended (from 170 to 181) CPS district schools. (For more detail on our annual calendar, see **Appendix D.1.**) Our schools days will be extended as well, from 7:30 am to 3:45 pm, adding 1.25 hours of instruction each day beyond traditional local schools. (For more detail on our daily and weekly schedules, see **Section 2.4.d.**) Each year, a Great Lakes Academy student will receive 20 percent more hours of instruction than a CPS district school student—the equivalent of an additional month and a half of school each year.

We recognize that additional instruction time without quality, well-planned lessons is fruitless. <sup>45</sup> Our daily schedule ensures that our teachers have time to plan quality lessons and analyze their student data. Teachers have least nearly three hours of planning time on a daily basis, as well as 180 minutes of professional development on a weekly basis, in addition to 30-40 minutes of weekly individualized coaching. (For sample teacher schedule, see **Appendix D.2**.) We also recognize that students need breaks throughout a long instructional day to maximize the time in which they are academically focusing. Research around the importance of physical activity for students is unambiguous in demonstrating its importance. <sup>46</sup> Accordingly, Great Lakes Academy schedules two Recesses and one 45 minute Character and Fitness class, daily.

### 5. Safety + Structure + Joy = Student Learning

Students flourish in a safe, structured, joyful learning environment.

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<sup>&</sup>lt;sup>44</sup> Carter, Samuel Casey. No Excuses: Lessons from 21 High-Performing, High-Poverty Schools. Washington, D.C.: The Heritage Foundation.

<sup>2000.

45</sup> Chenowith, Karin. It's Being Done: Academic Success in Unexpected Schools. Cambridge, MA: Harvard Education Press, 2007.

Chenowith, Karin. It's Being Done: Academic Success in Unexpected Schools. Cambridge, MA: Harvard Education Press, 2007.

Chenowith, Karin. It's Being Done: Academic Success in Unexpected Schools. Cambridge, MA: Harvard Education Press, 2007.

<sup>&</sup>lt;sup>46</sup> Reynolds, Gretchen. "How Physical Fitness May Promote School Success." *The New York Times*. Sept. 18, 2013; Reynolds, Gretchen. "How Exercise Can Help Us Learn." *The New York Times*. August 7, 2013; Toporek, Bryan "Exercise Increases Students' Cognitive Function, Study Finds." *Education Week*. Feb. 10, 2011.

For students to focus on academics, there must be clear, effective, and efficient systems in place to keep the school safe, structured, and joyful. Students can relax and take the risks necessary to learn when they trust that their daily and weekly routines and systems are being handled by the adults in the building, and trust that the community and structures exist to support their growth. We believe that real intellectual creativity thrives within a safe and nurturing environment. Our schedule mirrors our commitment to safety and structure; we have time dedicated throughout the day for students to play hard as they work hard: two Recesses, Choice time, and Character and Fitness class.

Every adult in the building trains to embody what many educators describe as a "warm/strict" balance. This means that every adult, from teachers to front office staff, will be consistent and clear in upholding high behavioral expectations for student behavior, while also exuding a student-centered warmth and joy that must be present in adults educating children. Students are never judged for bad behavior; instead, they are consistently and calmly held accountable, and counseled on how to make a "better choice" next time for themselves, their education, and their community. Every day is a clean slate for every person in the building, adult or child, to make new, positive choices and to continue to grow to be their best selves. Through this consistent accountability, students build their understanding and trust that they will be rewarded for good decisions and behaviors, and held accountable for poor ones.

We proactively cultivate a warm, joyful, student-celebrating learning environment through weekly and daily structures. In the course of a day, week, and month, we create a multitude of opportunities to celebrate learning and student growth and build a fiercely positive culture of learning. Every class has a student of the day and of the week who is recognized and celebrated for their demonstration of our school's core values. In our weekly Friday Community Celebrations, we recognize scholars who have earned a BE GREAT Award through the consistent demonstration of our school's core values over time. Their accomplishments are described, and they are recognized with certificates and a t-shirt in front of the school community; families are always invited to attend and celebrate with us. There are also weekly awards for students in each grade who have exemplified one of our core values throughout the week. On a daily basis, there are frequent opportunities throughout the day for teachers and peers to recognize individual student efforts through "Scholar hollers," a practice whereby students are recognized for effort or attitude or reaching above and beyond expectations. On an interim basis, we have frequent academic competitions, such as the number of books read by individual students or by a homeroom, in order to celebrate academic achievements and build academic momentum.

We use our Character and Fitness class to build skillsets around common positive character traits including our core values, such as teamwork, being a good friend, self-reflection and more. Sports is a rich opportunity to engage students and teach core character skills that will help our students experience success in life. We also use the class to responsively address any school-wide trends. For example, if there has been an instance of bullying, we will re-visit our unit on bullying awareness and prevention. (We take bullying very seriously- any instance of bullying will result in the immediate removal of a student to the Dean of Culture's office and the implementation of a meeting with parents/guardians of all students involved to action plan and immediately end the behavior.) Affirmative character development in our students is as important to our culture of discipline as our discipline structures themselves.

All new employees, not just new teachers, attend Great Lakes Academy Summer Institute training that communicates and teaches the expectations for student behavior, as well as how to consistently and supportively enforce those expectations. Every academic year for students begins with a one week "Great Lakes Academy Induction Week" that teaches and/or reviews for students the routines and behavioral and academic expectations from where and how to hang backpacks and coats and where to turn in homework, to how to respectfully disagree with a peer's academic argument during a classroom discussion. This clarity of expectations, routines, and systems ensures that our teachers and students are able to maximize instruction time throughout the rest of the year. <sup>47</sup> After Y1, Kindergarteners begin the school year two

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<sup>&</sup>lt;sup>47</sup> Induction weeks to introduce school expectations and routines are practiced at all BES schools, most KIPP schools, and many other high performing charter schools nationally such as the Uncommon Network schools, and the Achievement First Network Schools.

half-days before the rest of the grades return from summer break, in order to ensure that they are acclimated to the school's routines and expectations before the rest of the students arrive.

# 6. Data Drives Decisions

Our decisions are student-focused, and predicated on the use of reliable data.

We believe strongly that student data must drive instruction, and that it is important to assess student growth in order to address and improve whole group instruction and individualized plans for student success. Great Lakes Academy is committed to the academic success of every student, and we welcome the academic data from a variety of student sources. This allows us to evaluate our daily, weekly, and yearly instructional and academic programming, as well as to determine whether and how an individual student or group of students necessitates proactive academic intervention. We gather academic and cultural data, to ensure that we can support our students in academic growth and character development.

Our assessment systems are informed by the highest performing charter schools and Paul Bambrick-Santoyo's, *Driven by Data*, which outlines an approach to data analysis and action planning. <sup>48</sup> Based upon the academic "War Room" at South Bronx Classical Charter School (a high-performing BES school highlighted in *Driven by Data*) that lines the walls of its teacher training room with absolute and growth performance data from standards-based assessments and reading inventories, as well as behavioral data, Great Lakes Academy will have a Data Drill Down room in our administrative offices designated to displaying all student data, from daily attendance rates to behavioral infractions, to every student's math and reading levels. <sup>49</sup> This promotes our culture of data transparency and highlights the importance we place upon data. Where possible, Data Assessment and Planning Meetings will be held in our Data Drill Down room. <sup>50</sup> For more detail on our approach to data, please see **Section 2.5.b** and **Appendix D.10** for our data assessment plan and calendar.) See **Figure 3** for action steps taken, below. Our assessments include:

- Strategic Teaching and Evaluation of Progress ("STEP") Literacy Assessment: In K-3, students take the STEP assessment upon enrollment and every six to eight weeks thereafter. Teachers administer and action plan dynamically grouped guided reading groups and scheduled tutoring based on data. 51
- **ELA Interim Assessments:** In K–2, teachers administer internally-created, Common Core-aligned interim ELA Interim assessments five times annually. In grade 3, we switch to the ANET interim assessments also aligned to the Common Core. <sup>52</sup> Data is used to action plan re-teaching and scheduled tutoring and analyze curriculum.
- Mathematics Interim Assessments: In K–2, teachers administer internally-created, Common Corealigned interim Mathematics assessments five times annually. In grade 3, we switch to the ANET interim assessments also aligned to the Common Core. Data is used to action plan re-teaching and scheduled tutoring, and improve our curriculum.
- Writing Interim Assessments: In K–8, teachers administer an internally created writing interim test five times per year, which will be evaluated against a Great Lakes Academy grade-specific rubrics. The data is analyzed by classroom teachers and grade level leads, and used to create individual student's writing conference goals, small group tutoring, and to improve our curriculum.

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<sup>&</sup>lt;sup>48</sup> Bambrick-Santoyo, Paul. *Driven by Data*. San Francisco, CA: Jossey-Bass. 2010.

 <sup>49</sup> In 2011-12, South Bronx Classical Charter School, a BES school founded and led by BES Fellow Lester Long, was rated at 97.5 out of 100 percent by the NYBOE, among the highest in the city. Their data assessment strategies are lauded in Bambrick-Santoyo's *Driven by Data*.
 50 Data Meetings will be held per the agenda outlined by Bambrick-Santoyo in *Driven by Data*, and will include data analysis time and action planning time to address both individual student remediation, and class objective re-teach lesson planning.
 51 STEP was created by the University of Chicago, and is widely considered the most comprehensive early reading literacy test.

 <sup>51</sup> STEP was created by the University of Chicago, and is widely considered the most comprehensive early reading literacy test.
 http://uchicagoimpact.org/step/story.shtml.
 52 ANET is a non-profit organization that prepares Common Core aligned interim assessments broken down by standard. They provide schools

<sup>&</sup>lt;sup>32</sup> ANET is a non-profit organization that prepares Common Core aligned interim assessments broken down by standard. They provide schools with training and coaching on the strategic use of data to drive instruction. Because of the number of schools in their network nationally, we are able to obtain comparative information on our school's instruction as we obtain standard by standard information by student, class and teacher

- Science Interim Assessments: In grades K-8, we administer science interims three times annually in grades K-4, and five times annually in grades 5-8. The data is used to create re-teach lessons and improve our curriculum.
- Social Studies Interim Assessments: In K-8, we administer social studies interims three times annually in grades K-4, and five times annually in grades 5-8. The data is used to create re-teach lessons and improve our curriculum.
- Exit Tickets: In K-8, every academic class will have a clear objective or AIM, the mastery of which in grades 5 to 8 will be evaluated through an Exit Ticket in the last five minutes of the class. In grades K to 4, those assessments may take the form of check-lists kept by the teacher on each lesson objective, or evaluation of students' independent work product. Data is analyzed daily by teachers and used to pull students for a quick, individualized re-teach at recess or lunch. Whole group scores are used to determine re-teach necessity and to analyze lesson effectiveness.
- Weekly Quizzes: In K–8, every Friday, our students take brief 10-minute "Show What You Know" quizzes in each subject based upon the standards taught that week. Teachers use these quizzes to obtain information on whether students are keeping up with the course's objectives, and to determine tutoring groups or individual tutoring needs for the following week during Choice Time or FOCUS.
- End-of-Year Assessments: In grades 5-8, students take an annual, internally created comprehensive exams for each academic course. These exams are based upon Common Core standards and backwards planned across the grade levels to entrance exams for the top Chicago college preparatory high schools. In grades 5-8, these grades, along with annual academic averages, are used to determine necessity for summer school support and, if needed, grade retention.
- **State Tests:** At all required grade levels, our students will take all required state tests, including the PARCC, which we anticipate being fully implemented in Illinois in 2014-15. 53
- **NWEA MAP Testing:** In K–8, we utilize high quality, research proven assessments such as the NWEA three times annually to provide us with national comparisons and a way to assess our students' longitudinal growth.

Our remediation system includes systematic and flexible components. Non-core academic blocks, including daily Recess and Character and Fitness blocks (and Enrichment in grades 5-8) allow for daily, flexible opportunities to tutor and remediate students who demonstrate a lack of mastery of learning standards. Flexible grouping in our guided reading groups allows us to teach on-level, targeted lessons to similarly grouped readers on a daily basis.

Our Choice Time block (K-4) and our FOCUS block (5-8) are formal, daily tutoring blocks led by our classroom teachers that provide time for the systematic remediation of students who have shown through assessments that they are lacking in core skills and need targeted, formalized support.

Students who enroll after first grade may be placed on individualized academic action plans to catch them up to their peers at the school. These plans may include daily tutoring and increased small group sessions to scaffold their academic abilities up to those of their peers. Our Enrichment teachers and Teacher Assistants also conduct small group and individualized tutoring daily (except during core academic subjects). For more detail on our daily schedule and on our intervention and tutoring programs, see **Section 2.4.** 

A key pillar of our data driven teaching culture is the use of Data Days—professional development days held five times annually after interim assessments to review and analyze student data, and to make strategic plans to take action to address any gaps discovered. During Data Days, teachers review their most assessments, whether it is STEP testing, or the most recent interims. Their analysis follows the following questions and responses in **Figure 3**, below, similar to that described in *Driven by Data*:

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<sup>&</sup>lt;sup>53</sup> Illinois has indicated that by the time Great Lakes Academy students are eligible for state tests in second grade, the Common Core aligned PARCC exam will be administered as the state test. Currently students in grades 3-8 take the ISAT, and the MAP in grades 2-8. (www.cps.edu)

Figure 3: Data Analysis Questions and Associated Actions

Analysis	Action
Are there common mistakes or misconceptions in 75 percent or more of students?	Re-teach the concept to the entire class during a Friday re-teach block.
Are there groups of students (5-10) demonstrating a lack of mastery over a single skill?	Pull group of students and re-teach skill during independent work time.  OR  Re-teach skill during dynamic guided reading groups.  OR  Pull group of students and re-teach skill during breakfast, Choice  Time/FOCUS, lunch, recess, or Character and Fitness class.
Are there students or groups of students demonstrating a lack of core skills?	Put student or group of students on 4-6 week tutoring plan during FOCUS or Choice Time.
Are there individual students consistently missing large numbers of questions, and who might need an individual actionplan or RTI?	Hold meeting to implement individual RTI or action plan for student and closely monitor progress over next 4-6 weeks.  OR  Create individualized action plan and closely monitor student over next 4-6 weeks.
Are there minor misconceptions or a minor mistake that a student is repeatedly making?	Pull student during independent work time and re-teach skill or address misconception.  OR  Pull student during breakfast, lunch, recess, or Character and Fitness class to address misconception.

# 7. Parental and Community Partnerships are Vital to Student Achievement.

The support and encouragement of a student's family is a key element of that child's school success.

Research from the Consortium of Chicago School Research ("CCSR") lists family and community ties as one of the "Five Essentials" for school success. <sup>54</sup> If a student's family and school enforce high academic expectations, the student will inevitably meet or exceed those expectations. <sup>55</sup> We conduct frequent, proactive communication with all families, as well as create frequent, partnership-building opportunities for parent/guardian involvement in their student's academics. We believe in parent/guardian partnerships and consistently implement systems and structures to engage families in our school and in their child's education. Additionally, Great Lakes Academy supports students with less involved families to be successful or those who may have limited family support due to circumstances such as homelessness.

Our efforts include, but are not limited to, home visits to all new families, annual information sessions for all new and returning families, a comprehensive Family Handbook (for draft handbook, please see **Appendix D.6**), three formal parent-teacher conferences per year, three formal report cards per year, monthly family newsletters, monthly parent-student workshops hosted at the school, monthly school newsletters, biweekly phone calls home, weekly behavioral and grade updates for our grades 2-8 students <sup>56</sup>, daily behavioral BE GREAT reports for our K-1 students (for sample report, see **Appendix D.7**), and nightly signed homework for all students in all grades K–8. Great Lakes Academy will solicit parental feedback annually through family surveys (for draft parent/guardian survey, see **Appendix D.13**), and will continually develop our family and community relationships. In Y1, we foster the creation of a Families for Great Lakes Academy, an organization comprised of parents/guardians, and other family members dedicated to supporting the school in the larger community and ensuring that parental voices are heard at the school on a regular basis. This group reports to the Board a minimum of once annually.

 <sup>&</sup>lt;sup>54</sup> Bryk, Anthony et al. Organizing Schools for Improvement: Lessons from Chicago. Chicago: University of Chicago Press, 2010. 42-79. Print.
 <sup>55</sup> Benner, A & R. Mistry. "Congruence of Mother and Teacher Educational Expectations and Low-Income Youth's Academic Competence."
 Journal of Educational Psychology. Vol. 99, No. 1. 2007.

<sup>&</sup>lt;sup>56</sup> We will use online data management Kickboard to manage/communicate weekly data. For detail, see <a href="http://www.kickboardforteachers.com/">http://www.kickboardforteachers.com/</a>.

We bookend the school year with a parent orientation for new and returning families (one on a week-night, one on a weekend to ensure availability for all families), and end the year with a whole-school community BBQ celebration. We welcome parents to visit the school and their child's classroom at any time, provided 24 hours of notice, and our administration has an open door policy.<sup>57</sup> We also look for families to get involved on a volunteer basis, from everything from drop-off and pick-up support to administrative assistance. Finally, we encourage family feedback through annual surveys, a comments section on our website, and frequent communication with families.

We have already created a Community Outreach committee that meets monthly to plan parental engagement events; on September 28 we held a Family Meet and Greet at the South Shore Library. In October, we will host our first Read Aloud at the South Shore Library.

**Figure 4** provides outline of our regular communications.

Figure 4: Family Communication

Frequency	Communication Type	Parent Action		
Daily	Behavior Report K-4	Signature required, comment if desired; return to school.		
Weekly	Behavior / Academic Progress Report K-8	Signature required, comment if desired; return to school.		
Semi- Monthly	Phone Calls to check-in	Talk with teachers regarding student progress		
Monthly	Saturday Parent/Student Workshop	Attend school function with student.  Example Topic: Great Techniques for Reading Aloud to Your Child.		
Monthly	Great Lakes Academy Newsletter	Parents read, sign and return.		
Monthly	Families for Great lakes Academy Meetings	Attend parent meeting; monthly meetings welcome all parents.		
Each Trimester	Report Cards & Parent-Teacher Meetings	Parents pick up report cards, and meet with their child's teacher individually for 10-20 minutes.		
Regularly	Updated Website Calendar, Great Lakes Academy Facebook posts, Great Lakes Academy Tweets.	Parents check website, Twitter and Facebook: greatlakes academy charters chool.org and glachicago.org (websites) Great Lakes Academy (Facebook); @GLAChicago (Twitter)		
Regularly	Assessments sent home for signatures	Parent signature required, comment if desired. Return to school.		

# 8. Strength of Character Drives Lifelong Success.

Education without character is ultimately incomplete.

"In a wide range of studies, many of the noncognitive attributes have shown to have a direct positive relationship to student's concurrent school performance as well as future academic outcomes... such as motivation, time-management, self-regulation." Our BE GREAT core values were selected based on numerous, well respected studies concluding that students need both cognitive and non-cognitive skills in order to be successful in high school, college, and in their careers. Bravery, Endurance, Growth, Responsibility, Enthusiasm, Achievement, and Team, are all values held by successful, happy adults and are values that can be embraced across cultures and communities.

We have a daily Character and Fitness class during which we explicitly teach and give a language to our core values, as well as other key social-emotional skills that permeate our school. This allows students to

<sup>&</sup>lt;sup>57</sup> We will maintain safety through a well-managed visitor policy that requires ID, sign in and sign out, visitor's badges, and 24-hour notice.

<sup>&</sup>lt;sup>58</sup> Farrington, Camille, et al., "Teaching Adolescents to Become Leaners." *CCSR Literature Review*, June 2012.

learn and practice these non-cognitive skills through sports - a natural place such skills are needed, as well as a fun and engaging way to learn.

Students who develop an academic mindset and can persevere with problems are more successful as students, more likely to graduate from college, and more successful in their careers. <sup>59</sup> Accordingly, Great Lakes Academy includes core values as part of the curriculum for each grade's Character and Fitness class, and will instill these values in each student through an increased depth of understanding at each grade level. We based our scope and sequence on the Illinois Social/Emotional Learning standards. (For more detail, see **Section 2.4**; for course standards in K-1, see **Appendix D.21**.)

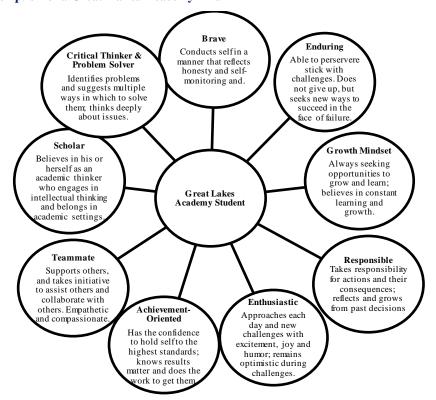
### 2.1.c. DESCRIPTION OF CULTURE

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

School culture is the foundation upon which great academic success is built.

Our goal is graduating students from grade eight with the attributes of a successful student and citizen. **Figure 5** informs the development of the rituals, rules, and routines as well as the priorities of our school culture, and cumulatively focuses us as a school. The chart below encompasses all of our BE GREAT values, as well as two additional academic attributes we will develop in all of our students.

Figure 5: Description of a Great Lakes Academy Alumni



**Fiercely Positive**. At Great Lakes Academy, we provide what one successful school leader in a high poverty, high achieving school terms a "fiercely positive" school culture that is supportive, joyful, and structured so that students can build the academic and character skills that research shows are necessary for success in college and beyond. <sup>60</sup> We believe that academic achievement is possible when students are

<sup>&</sup>lt;sup>59</sup> Ibid

<sup>&</sup>lt;sup>60</sup> The term "fiercely positive," is borrowed from Memphis Collegiate, a high achieving private school in Memphis serving low income students. Lead Founder Katherine Myers met with Durant Fleming, Memphis Collegiate Head of School and 2009 BES Emerging Leader, and studied the school as part of the BES Fellowship in November, 2012 and April, 2013.

given explicit, developmentally appropriate instruction as to the expectations for their behavior, and held warmly and firmly to those expectations. In such a school culture, students quickly buy into those expectations, come to believe in them, and, most importantly, buy into their own success as students.

The BE GREAT core values- Bravery, Endurance, Growth, Responsibility, Enthusiasm, Achievement and Team- provide a positive framework for our school culture. 61 Teacher and staff constantly model these values, and develop them in students as well by referring constantly to them, and recognizing them as they are exemplified by others. This may be informal: during a guided reading group, a teacher might praise a student who persisted with a word and sounded it out by saying, "You demonstrated scholarship and real *Endurance* by sticking with that word, and trying over and over until you got it." There may also be a "scholar holler" given among students or by a teacher at the end of class. A student may say, "I have a scholar holler for Marcus for Bravery. She was my partner for a turn and talk, and even though she wasn't sure, she tried to make an inference about the main character's motivation." It is also part of our school's formal structures of recognition: every Friday during out Community Celebration, we recognize students who have demonstrated each of the core values with a carefully articulated description and award; the highest award is for students who demonstrate all of our core values and earn a BE GREAT tshirt which students may wear at any time in lieu of their uniform shirt, and are recognized with their picture on our Great Lakes Academy "Captains Wall of Fame."

The most important Great Lakes Academy core value is our value of growth and our recognition that life is about constant growth, and the importance of having a growth mindset. 62 One does not need to be perfect; one needs to be constantly trying to be their best and to grow. This idea is of particular importance with the adults in our building. Schools where teachers report their colleagues are "continually learning, committed and loyal and have can-do attitudes" were more effective in turning around low performing schools and "three times less likely to stagnate in math." 63 To achieve this growth mindset, the Great Lakes Academy values will be instilled in our students and staff, and constantly modeled as we push ourselves to be our best selves as students, community members, and human beings.

As outlined in Figure 6, the Great Lakes Academy core values are drawn from a growing recognition among educators that academic and college success is built upon a number of non-cognitive factors such as academic perseverance, academic mindsets, learning strategies, and social skills. <sup>64</sup> Paul Tough's *How* Children Succeed: Grit, Curiosity and the Hidden Power of Character draws upon extensive research demonstrating that persistence, self-control, curiosity, conscientiousness, grit and self-confidence are key determinants of success in life. 65 These skills, summarized as "character strength," can be taught, and Great Lakes Academy has a clear structure to do so in our Character and Fitness class, as we agree that "there is no anti-poverty tool that we can provide for disadvantaged young people that will be more valuable than character strength."66

Figure 6: Great Lakes Academy BE GREAT School Values

BE GREAT Core Values Descriptions	Guiding Principles
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<sup>&</sup>lt;sup>61</sup> Growth is drawn from the "growth mindset," explained in the now famous book by Carol Dweck, Mindset: The New Psychology of Success. Dweck explains the importance of instilling in individuals the idea that no ability or intelligence is fixed, and that intelligence as well as ability is the result of explicit effort.

62 Dweck, Carol. *Mindset: The New Psychology of Success.* NY: Random House, 2006. (Discussing the importance of having a mindset of

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constant personal growth to obtain progress: "When we teach people the growth mindset, with its focus on development, these ideas about challenge and effort follow.")

63 Bryk, Anthony, et. al., Organizing Schools for Improvement: Lessons from Chicago. Consortium on Chicago School Research, University of

<sup>&</sup>lt;sup>64</sup> See, for example, Farrington, Camille, et.al. "Teaching Adolescents to Become Learners: The Role of Non-cognitive Factors in Shaping School Performance." CCSR Publications. June. 2012. (http://ccsr.uchicago.edu/publications/teaching-adolescents-become-learners-role-noncognitivefactors-shaping-school).

Tough, Paul. How Children Succeed: Grit, Curiosity and the Hidden Power of Character. NY: Houghton Mifflin, 2012..

<sup>66</sup> Ibid.

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Bravery	We are not afraid to take risks. We show bravery by trying our hardest, knowing that we will make mistakes, and learn from them.	<ul> <li>We have the courage to be honest about our words and actions; we admit when we have made a mistake.</li> <li>We develop the self-discipline to be honest with ourselves, and are thus able to self-monitor our own behavior.</li> <li>We take risks in life, knowing that this is how we grow- we try new things, attempt new problems, meet new people, go new places.</li> </ul>
Endurance	We never give up. We have the tenacity to keep at a task or skill until it is accomplished or mastered.	<ul> <li>We develop the discipline to persevere—to try again and again until we are successful. Failure is not permanent; it is a step on our path towards personal growth and success.</li> <li>We work hard, and do not shy away when things become difficult, because that is when we grow the most.</li> </ul>
Growth	We constantly learn and grow. We are constantly looking to be our new best self.	<ul> <li>We have the humility to ask others for feedback in how we can grow and evolve.</li> <li>We constantly self-reflect on how we can improve.</li> <li>We celebrate the growth that we have had, and set ambitious goals for growth we want to make.</li> <li>We have a growth mindset for both ourselves and others.</li> </ul>
Responsibility	We look to ourselves to get the job done. We take responsibility for our actions, our efforts, our words and our demeanor.	<ul> <li>We work hard, and we also work smart; we know ourselves well enough to do both.</li> <li>Every adult in the school accepts responsibility for the academic success of every student.</li> <li>Every student works towards self-responsibility for their personal success as a scholar.</li> <li>We find responsibility empowering, and humbling; it helps us grow.</li> </ul>
Enthusiasm	We are fiercely positive and it shows. We approach life with energy, enthusias m, and humor.	<ul> <li>We approach our work and one another with enthusiasmand humor.</li> <li>We remain positive and show our positivity; that positivity gives us and others strength.</li> <li>New challenges are greeted with excitement and enthusiasm; they are opportunities to learn and grow.</li> <li>We are flexible and adaptable, embracing challenges.</li> </ul>
Achievement	We focus on results. Outcomes matter; we focus on results and do what it takes to accomplish our goals.	<ul> <li>We set a high bar for our achievements, and hold ourselves to that bar.</li> <li>We will do whatever it takes to achieve excellence; find another way around, under or through to our goals.</li> <li>We celebrate achievement and the effort it took to get there.</li> </ul>
Team	We succeed and fail as one.  Team means supporting others and placing the good of the group over good of the individual.	<ul> <li>We support others in their personal growth and acknowledge that though our paths may sometimes look different, we know that we share a common goal.</li> <li>We support one another, and hold one another to high expectations because this is the highest form of respect.</li> <li>We are honest with one another, and approach our differences with respect and a solutions based approach.</li> <li>We always assume the best in others and give people the benefit of the doubt.</li> </ul>

We celebrate our core values during Friday Community Celebrations where we honor students who have exemplified values with recognition, certificates, and BE GREAT t-shirts. Planned and organized by our Dean of Culture, this follows a tradition in many successful schools such as the Excel Academy and Brooke Charter Schools in Boston, MA, Memphis College Prep in Memphis, TN, Equitas Academy in Los Angeles, CA, Uncommon Network Schools in NY and NJ, KIPP schools across the country, and

Polaris here in Chicago. 67 Each advisory performs their college chant, and the school comes together to sing songs, perform skits, play games, and honor classrooms and individual students for their academic and social/emotional successes. Cyclically, the school holds Honor Role Assemblies (grades 5-8), March Math Madness Month, Poetry Slams, Parent-Student field trips, Book Reading competitions, and more.

There are frequent opportunities throughout the course of the day, week, month and trimester to be positively recognized as a student for having a growth mindset and demonstrating Great Lakes Academy's core values. On a daily basis, teachers and students are encouraged to give "scholar hollers" to students exemplifying our school's core values. For example, a student might say, "I have a scholar holler for Keith, for demonstrating teamwork. He helped Elijah and Amyra at his table draw a diagram of today's word problem when they got stuck." Weekly, we recognize students at our Community Celebrations. Each trimester, we provide core value report cards to parents, and we send home daily (K-4) and weekly (5-8) reports on behavior.

Our school goal is a *minimum* of a 5:1 positive reinforcement to corrective comments for all teachers. We provide explicit, frequent professional development on proactive, positively reinforced classroom management techniques. <sup>68</sup> We track our positive to negative ratio through quick, informal observations and "positive" tally sheet. <sup>69</sup> We aggregate this data, and provide targets for teachers. Our Dean of Culture supports teachers on classroom management and achieving this positive ratio through individualized coaching and whole-school professional development. (See Section 2.5.b for more on teacher support.)

Every day, students have Character and Fitness, a full period (45 minutes) of physical education that combines physical activity and wellness with explicit social/emotional instruction. This class teaches physical fitness, our core values, and other non-cognitive skills necessary for students to be successful in high school, college, and careers. Sports and physical activities naturally create teachable moments for building character, and the course is based upon substantial research on the importance of non-cognitive skills for student success. 70 It provides students and staff with a common language with which to spiral these skills and positive academic mindsets throughout the day. 71 For example, the ability to work collaboratively on a team is a skill that is well-defined and necessary for success in today's professional workplace. Our Character and Fitness class will include a unit that teaches students how to listen to teammates, respectfully disagree with teammates, and come to conclusions and take action as a team.

Structurally, teachers move students from prescribed organizational methods in the lower grades K-4 (binders with set tabs, specifically organized folders for homework, etc.), to a gradually self-monitored system of structures in the upper grades (5-8) as students prepare for success in high school. For example, an eighth grader might have a self-created system for taking notes in Science class informed by the structures s/he has internalized in the lower grades. However, if a student demonstrates that s/he is struggling academically or organizationally, we will step in to help him or her get back on track with a more proscribed system for a time. Our goal is that students are able to self-administer their organization and studies by high school when they are no longer with us and must have developed independent agency to manage their studies.

Each year during Great Lakes Academy Induction Week, we spend a full week establishing our school culture and expectations. After our first year, our Kindergarten begins a full two (2) half days before the rest of the school to provide developmentally appropriate school enculturation and to ensure that our youngest students have the attention necessary to transition to a full day of academics. (Kindergarten also

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<sup>&</sup>lt;sup>67</sup>Excel Academy, Memphis College Prep, Equitas, are all successful urban charter schools started by past BES Fellows.

These techniques are derived from sources like "Teach Like a Champion," by Doug Lemov and from the training of Lead Founder Katherine Myers, from her MATCH Nolateacher coaching experience.

69 See Appendix D.8, for Positive Framing Quick Tally Observation Form.

<sup>&</sup>lt;sup>70</sup> Farrington, Camille, et.al. "Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A

Critical Literature Review." Consortium on Chicago School Research. June 2012.

71 Ibid. (\*"...the mechanisms through which teachers can lead students to exhibit greater perseverance and better academic behaviors in their classes are through attention to academic mindsets and development of students' metacognitive and self-regulatory skills, rather than trying to change their innate tendency to persevere.")

takes part in our Induction week after their early start.) Teachers break down, explain, and practice our structures, systems, and rules with students to foster a sense of pride and investment in our systems, rather than a general apathy or compliance for following the rules. For example, students are expected to be silent when walking in the halls. We have discussions with students whereby they learn that this rule ensures that they can hear instructions from teachers, and stay safe, and to ensure that students working in classrooms are not interrupted by noises outside of the classroom. The rule also derives from our belief in Team: because we value scholarship and learning and are supportive of our teammates, we do not want to interrupt the learning of others.

We adhere to the "sweat the small details" school culture philosophy, and believe in enforcing this through consistent positive reinforcement. <sup>72</sup> By attending to small details such as tucking in uniform shirts, we limit large behavioral infractions that, at minimum, distract from learning, and, at maximum, can lead to safety concerns and a disruptive learning environment. 73 For example, students must wear a complete uniform to school every day. Shirts must be tucked in. When a student is not in uniform, a call home is made for the uniform to be brought to school.<sup>74</sup> We explain to students that just as professionals wear specific attire for their job, scholars wear specific clothing for school that helps them focus on the task at hand. We aim to build a sense of pride in our uniforms: they distinguish students as Great Lakes Academy scholars.

We use a philosophy of "Assess to Address," using an internally created school culture audit that every teacher is responsible for completing once per trimester. (For draft school culture audit, please see Appendix D.11.) A Leadership Team member (Dean of Curriculum, Dean of Culture, Executive Director, Business Manager/Director of Operations, or Student Support Services Coordinator) completes the culture audit once per month. These audits are analyzed and used to inform the "responsive" prong of our professional development on Fridays and Professional Development days. We also give trimesterbased surveys to our teachers and staff, designed to provide feedback on our staff culture. (For draft Staff Survey, see Appendix D.12.) Both types of data allow us to create a healthy internal dialogue in our next PD around potential solutions to any low scores. For example, if there is a trend of teachers stating that they believe that their hard work is not being recognized, our Leadership Team can respond by holding a staff appreciation breakfast, or, by following up through individual conversations with individual teachers regarding the types of recognition they see as lacking.

# 2.1.d. COLLEGE READINESS

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

Our mission is to ensure the success of all of our students in a college preparatory high school, and ultimately a four-year college of their choice. Every aspect of our school and all of our decisions are to ensure that students are ready to compete and succeed in college and in life.

We know that financial freedom and career choice in this country are predicated upon the completion of college. We also know that many students attending our school may have limited exposure to college, and as such, we integrate a number of exposures to colleges and college careers. One aspect of college preparation is to build a mindset in students that they will attend college in the first place. This means familiarizing students and families with colleges across the country, and giving them access to visit colleges from an early age. We do not want the question in our students' minds to be "if" college but "which" college they will attend. We do this in the following ways, overseen by our Dean of Culture:

<sup>&</sup>lt;sup>72</sup> Wilson, James Q., and George L. Kelling. "Broken Windows." *Atlantic Monthly*. 1982: Print.

<sup>&</sup>lt;sup>73</sup> Many high-performing charter schools, such as BES school Excel Academy in MA, and the Uncommon Network Schools in NY and NJ similarly adhere to the "sweat the small stuff/details" culture.

74 We provide the first uniform shirt each year to families for free; families who demonstrate significant need are eligible for more free uniforms.

- College Visits. Every year, students and families go on a college trip to local colleges such as Northwestern, DePaul, and University of Chicago, or to regional colleges such as the University of Illinois and Notre Dame. These trips are planned annually by our Dean of Culture and include parent/guardian chaperones and parents/guardians who want to join. All grades, K-8 visit a different college, so that by eighth grade, students have visited a minimum of nine college campuses.
- Colleges as Homerooms. Every classroom is named after a college, and each grade is a different college division. For example, the Kindergarten classrooms are all Big 10 colleges. The first grade classrooms are all HBCUs, etc. Each classroom has a college cheer, and classrooms work as a team to earn their college t-shirts, which they wear to school on Fridays for the Community Celebration.
- College Bulletin Boards. Within each classroom, there is a college bulletin board, and students learn facts about their school such as the school's majors, extra-curricular clubs and sports, graduate schools, areas of academic strength, campus layout, racial diversity, and more. We have a central hallway bulletin board that rotates monthly and is dedicated to a different career and a college or graduate school that one might attend called the C.O.W. (Career of the Week) board.
- Role Models. We host frequent visitors to discuss their careers and the colleges they attended during our Friday Community Celebrations. These visitors receive honorary Core Value Awards and Great Lakes Academy t-shirts.
- College Mentors. We partner with local universities, such as the University of Chicago, to pair students with mentors and tutors who are current college students.

Because our students will attend high school elsewhere, when our school grows to include a seventh grade, we hire a full-time High School Placement Counselor whose full-time job is to build relationships with local selective high schools, to work with our seventh and eighth grade families to select appropriate college preparatory high schools, and to prepare students for the entry and application requirements as well as aggressively pursue scholarship opportunities. This individual works with families to secure admission, and, if necessary, financial aid, if their student is accepted into a rigorous private high school. We understand that if we want our students to be successful in college, we must help place them into the top high schools in the city to continue their education after eighth grade. Long term, the High School Placement Counselor is also responsible for tracking our alumni so that we can maintain data on our alumni's success in high school and college.

When we have reached K-8 grade capacity, we will create a mentoring program for our middle school students that connects our high school-attending alumni to our current students. This both provides our high school attending alumni with a connection to, and support from, Great Lakes Academy, and gives our middle school students positive role models to learn from and be supported by.

Our curriculum is created by teachers and the Dean of Curriculum (one for K-4, one for 5-8) and is formally re-evaluated on an annual basis by our Dean of Curriculum and our Executive Director to ensure that we are preparing all of our students to compete in the top college preparatory high schools in the city, and top colleges in the country. Each summer, with the help of the Leadership Team, teachers revisit curricular maps and each grade's scope and sequence in order to determine what should be improved. We use the past year's student assessment data to focus on specific areas to improve upon each summer.

Our teaching framework outlined in **Figure 7** is drawn from gap closing schools such as Brooke Charter Schools in Boston, MA, and readies our students to succeed in college.

Figure 7: Great Lakes Academy Teaching Framework

	Growth Mindset and Non-Academic Skill Development	Conceptual Framework for Explicit Skills	Teacher Leadership and Relationships	Individualized Feedback Based on Assessments
S T U	Great teachers instill in their students the belief that intelligence is something that	We know from research that great teachers teach students to think critically and to	Great teachers are strong leaders who develop nurturing, supportive, and demanding relationships	Great teachers assess their students frequently to address, meaning that they follow-up with

D E N T S	everyone can attain with hard work.  Students benefit from a character education program that instills a "growth mindset" upon which they will build core values and character traits such as grit, responsibility, integrity, teamwork and growth mindset.	conceptualize, while building proficiency and automaticity in basic skills. 75  Students learn basic skills in math, decoding, writing and vocabulary while also being challenged by teachers to use this proficiency to build conceptual frameworks to synthesize, make connections, and transfer what they have learned to new contexts.	with their students.  Students are a part of a strong-knit community that is school wide and classroom-based as they are challenged and supported to be their best selves every day.  Community is reinforced through school-wide celebrations, and self-contained classrooms and daily opportunities for small group and individualized tutoring.	individualized feedback and support and reinforce the importance of student effort. <sup>76</sup> Students receive daily, weekly, and interim feedback on their performance. We use assessments to group and address class misconceptions, and individualized misconceptions.
T E A C H E R S	Teachers model growth mindset to students, as well as the BE GREAT values.  Teachers work an extended school day and year, constantly demonstrating for students a hard work ethic.  Teachers benefit from one-on-one coaching, frequent professional development, access to professional resources, and a strong voice in the school.	Teachers work on coplanning teams to compare their lessons, curricular maps, and scopes and sequences.  Teachers are continuously reflective through video analysis, feedback sessions, lesson planning feedback, and peer observations.  Teachers teach collaboratively in K-1 and benefit from shared lessons in grades K-4, and co-planning teams in grades 5-8.  Teachers have in-house professional development each Friday for 2.5 hours, and a school-wide meeting on Mondays for .5 hours.	Teachers develop close relationships with their students that are supportive and maintain consistently high expectations.  During Professional Development, we focus on and learn from the culture in the strongest teachers' classrooms, and study their practices, as well as the practices of strong teachers nationally through video analysis.  We maintain a small student-to teacher ratio of under 18:1 in grades K-4 to ensure that teachers are able to get to know each student well in key lower grades.	Teachers are taught to set clear learning goals, assess through a variety of means, and provide prompt feedback to student work.  Teachers are taught to immediately remediate gaps in learning, whether individually through one-on-one tutoring, or in small groups settings, or whole group reteaching as needed.  We create the conditions to support such practice through our daily structure, internally created assessments, and professional Data Days which allow for the analysis and action planning.

# 2.1.e. SOCIAL AND EMOTIONAL AND PHYSICAL HEALTH

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

A definitive body of research evidences that a critical component of student success in college and in careers are non-cognitive skills, meaning factors beyond academic content knowledge. A recent paper by the CCSR, "The Promise of Noncognitive Factors," summarizes much of the research focusing on the importance of non-cognitive factors as they relate to student success in college, as well as to success in

 $^{75}\ Bransford, et.al., \textit{How People Learn: Brain, Mind, Experience and School.}\ National\ Academy\ Press.\ Washington\ D.C.\ 2000.$ 

<sup>&</sup>lt;sup>76</sup> Marzano, Robert et .al., Classroom Instruction that Works: Research-Based Strategies for Increased Student Achievement. Alexandria, VA 2001.

the labor market. The paper identifies skills and attitudes that are "critical for success in school and in later life," including "study skills, attendance, work habits, time management, help-seeking behaviors, metacognitive strategies, social and academic problem-solving skills... students' attitudes about learning, their beliefs about their own intelligence, their self-control and persistence, and the quality of their relationships with peers and adults." Further, "a collection of research suggests not only that noncognitive factors contribute to students' academic performance, but also that racial/ethnic and gender differences in school performance can be reduced by focusing on students' attitudes and behaviors."

At Great Lakes Academy, we believe strongly in the importance of balancing rigorous academics with teaching non-cognitive character skills that will allow our students to succeed. The CCSR identifies five categories of non-cognitive factors that inform student success, and we address each within different parts of our school day. **Figure 8** outlines the non-cognitive factors framework from the CCSR and identifies the ways in which Great Lakes Academy addresses each.

Figure 8: Great Lakes Academy Noncognitive Factors Framework and Response

Non-cognitive	Breakdown of Noncognitive Factor		
Factor	Great Lakes Academy's Response/Intervention		
Academic	Going to Class		
	Attendance Awards and Attendance Action plans. Core value of Responsibility		
Behaviors	to model and teach attendance.		
	Doing Homework		
	<ul> <li>Homework Awards</li> </ul>		
	<ul> <li>Homework Detention at Lunch (K-4)</li> </ul>		
	O Homework Club (5-8)		
	o Parental partnerships		
	Organizing Materials		
	O Universal Folder and Binder organization systems (K-4)		
	Students create and maintain own organization systems with oversight (5-8)  Participating Studying		
	Participating, Studying     Student participation is required in lower grades (all hands up) and rewarded in		
	<ul> <li>Student participation is required in lower grades (all hands up), and rewarded in upper grades (merits, for paychecks). Study skills are taught and study time is</li> </ul>		
	built into the schoolday in grades 5-8.		
	<ul> <li>Core value of Enthusiasm used to model, teach and reinforce participation.</li> </ul>		
Academic	Grit, Tenacity, Perseverance		
Perseverance	o Core value of Endurance to model, teach, and reinforce the concept of Grit,		
1 cise verance	tenacity, perseverance.		
	Delayed Gratification		
	o Reward systems move from 2x daily (K-1), to daily and weekly (2-4), to more		
	intermittent (5-8). Students set and monitor progress towards long-term goals.		
	Self-Discipline and Self-Control		
	o Students constantly asked to reflect upon their own decisions. Discipline is		
A J	taught as choices and consequences, positive and negative.		
Academic	<ul> <li>"I belong in this Academic Community."</li> <li>Individual goal setting and recognition-</li> </ul>		
Mindsets			
	<ul> <li>Achievement (core value) is used to promote academic mindsets.</li> <li>Constant reinforcement in all students that they are scholars.</li> </ul>		
	• "My ability and competence grow with my effort."		
	Constant recognition of individual growth from individual effort. Core value of		
	Growth used to model, teach and reinforce growth mindset.		

 $<sup>^{77}</sup>$  Farrington, Camille, et.al. Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review. Consortium on Chicago School Research. June 2012.  $^{78}$  Ibid.

<sup>&</sup>lt;sup>79</sup> Please note: we use the terms "non-cognitive skills," "character skills," and "social/emotional skills" interchangeably throughout the document.

	"I can succeed at this."		
	Explicit connecting by staff of student results to student effort. Scaffolding of		
	academic work for students who need extra support. Core value of Achievement		
	used to address mental attitude towards success.		
	• "This work has value to me."		
	<ul> <li>Connection by teachers of academics to real-world. Addressing of real-world</li> </ul>		
	problems in academic courses.		
Learning	Study Skills		
Ü	<ul> <li>Explicit teaching of study skills, from note-taking to test study to Homework.</li> </ul>		
Strategies	Metacognitive Strategies		
	<ul> <li>Explicit teaching of metacognitive strategies such as mnemonic devices, asking</li> </ul>		
	self-questions while reading texts, etc.		
	Self-Regulated Learning		
	Explicit instruction on monitoring one's own comprehension, and strategies to		
	self-correct when one detects confusion or errors in one's thinking. Core values		
	of Responsibility and Endurance used to teach, model, recognize self-regulation.		
	Goal Setting		
	Students set and monitor both academic and behavioral goals on a daily, weekly,		
	quarterly and yearly basis. Taught, modeled and reinforced through Achievement		
	core value.		
Social	Interpersonal Skills		
Social	1		
Skills	<ul> <li>Explicit teaching of positive social interactions and exchanges, such as use of the "peace table" to talk out disagreements between peers.</li> </ul>		
	1		
	• Empathy		
	Explicitly taught, modeled and reinforced under core value Teamwork.		
	• Cooperation		
	Opportunities to collaborate in the classroom and on team sports. All students		
	may participate in a team sport as of fifth grade.		
	• Assertion		
	o Students are encouraged to seek help if they do not understand a concept. By		
	seventh grade, students are expected to request tutoring from teachers		
	themselves. Core value of Bravery used to teach and reinforce positive assertion.		
	Responsibility		
	<ul> <li>Concept is a core value, explicitly taught, modeled and reinforced.</li> </ul>		

Our staff is trained in the importance of constantly teaching and reinforcing non-cognitive skills in their instruction. These skills are woven throughout the school's culture and academic instruction. Additionally, we explicitly teach non-cognitive skills and beliefs in our Character and Fitness class, which every student takes daily for their entire career at Great Lakes Academy. The class is specifically designed to help cultivate in students the social/emotional tools that they will need to be successful members of the Great Lakes Academy school community, high school and college, and the larger labor, professional, and social communities they will be a part of as adults. The class has a scope and sequence that is constantly focused on a non-cognitive skill or concept, and we use sports and fitness games as a natural way to teach and reinforce these skills. Additionally, our students receive a character report card with their academic report card each trimester.

Small Class Size. We anticipate that a significant number of students we will be serving may be categorized as at-risk. As such, we incorporate many best practices for supporting struggling students into the daily running of our school. In Kindergarten and first grade, when students are the least familiar with our school and expectations, we have two teachers in each classroom, for a maximum teacher to student ratio of 16:1. In grades 2-4, our classes average 21students to a teacher, which similarly allows for both close relationships between teacher and student, and the close monitoring of any risks that are impacting academic and behavioral success. When a student does demonstrate risk factors, the Leadership Team and the student's teacher meet to create an Academic Performance Plan or a Behavioral Intervention Plan,

depending on the student's needs. When outside factors, such as temporary housing, are impacting a student's progress, our Director of Community Outreach and Development, whom we hire as a full time position starting in Y0 (our planning year), will partner with the family in order to help them secure outside assistance through a number of community partners and resources.

Small, Long-Term Advisories. In Great Lakes Academy Middle School (5-8), an advisory system bookends a student's days in the morning and afternoon. Advisory is a small group of students (typically 15 or less) that remains consistent throughout middle school. Advisories serve as the students' families at school, and, where possible, stay constant from one year to the next to ensure consistency and continuity of relationships and communication with families. Advisors become deeply connected to individual students, and are the main liaison between school and family, helping address any issues, academic or social/emotional that may arise. Because middle school classes tend to be larger ( $\approx 30$  students), we place particular importance on ensuring that advisor relationships are close, and advisory relationships among students are close.

**Dean of Culture.** Further emphasizing our culture of support, we have a full time Dean of Culture (joint Dean of Culture and Dean of Curriculum in Y1) whose job includes facilitating a strong, positive school culture. The Dean of Culture is not a disciplinarian, though the job does include handling disciplinary actions. Instead, s/he is charged with developing in teachers proactive, positive classroom management techniques, and creating proactive, individualized behavior plans for struggling students and monitoring those students on a daily basis, including conducting daily check-ins as needed with parents via phone or in person, and leading weekly team meetings with each student's teachers. We title our Dean of Culture "Culture" rather than "Dean of Discipline" to reinforce the proactive, productive nature of the role, rather than the reactive nature this role can take in some schools. Our Dean of Culture trains teachers to use strength-based language when correcting students. The majority of the Dean of Culture's time is spent problem solving, preventing misbehavior, and positively maintaining our school's culture of fiercely positive, rather than reacting and responding to student misbehavior. Our Dean of Culture plans our weekly Community Celebrations, school and grade-wide celebrations, friendly school-wide competitions, and more, in order to build positive school culture. S/he also coaches teachers on classroom management.

Our Dean of Culture closely tracks our school-wide behavioral data by class, grade, and teacher. On a weekly and monthly basis, the Dean of Culture compiles non-academic student data from an online data management tool such as Kickboard, 80 including:

- Number of out of class send-outs
- Number of demerits/corrections given, total and by category
- Number of late arrivals
- Number of absences
- Number of merits given, total and by category. (5-8)
- Number of daily stars given (K-1)
- Number of weekly rewards given (2-4)
- Student paycheck totals, weekly and cumulative (5-8)
- Any other areas of importance that the school determines throughout its tenure.

The Dean of Culture then analyzes the data to look for trends. For example: Is there a specific teacher struggling with certain behaviors? Is there a grade of students struggling with a certain expectations? There is time set aside during our weekly professional development on Fridays to provide for responsive professional development that responds to data trends. There is also time to check in with grade-level teams regarding any students whom we have seen experience a change in behavior. We work as a team to discuss those students: sometimes the behavior may be the result of a new baby in the home or another

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<sup>&</sup>lt;sup>80</sup> Kickboard is a computer-based school data system that allows for the inputting and tracking of both academic and behavioral data by student, classroom, teacher, grade, etc. Lead Founder and proposed Executive Director, Katherine Myers, has met with Kickboard representatives, had training in their data management systems as part of the Building Excellent Schools Fellowship, and for purposes of planning has priced their services, included in our budget.

change in the family; sometimes the behavior may be the result of something deeper. We work hard to get to the root of behavioral causes so that we can proactively address those behaviors with students and families. We then create individual plans for those students, and track them on a daily and weekly basis, closely monitoring any supports that have been put in place to help the student in getting back on track.

Drawing upon the Illinois Social/Emotional ("SEL") Learning Standards, <sup>81</sup> as well as the BE GREAT core values, our Dean of Culture is also in charge of creating the scope and sequence for our Character and Fitness class.

**Additional Leadership Team Support.** As needed, our Director of Community Outreach and Development will help connect students with an outside social worker or professionals who can meet their individual needs. This individual is also charged with working with both students and families who find themselves in need of social services, such as health or housing needs. S/he also work with students in temporary living situations students to ensure their school transportation needs are met. Additionally, s/he develops partnerships with local health organizations to conduct student health screening.

Our Student Support Services Coordinator is also a liaison between the school and any contracted special education supporters, such as physical therapists or speech therapists. This individual ensures that any special needs students are able to secure the time with a licensed professional.

### 2.1.f. BEHAVIOR AND SAFETY

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

Ensuring the safety of our students is a priority, and a fundamental requirement for student success at school. There are two categories of safety at Great Lakes Academy: physical and emotional.

**Physical Safety.** Great Lakes Academy seeks to serve a neighborhood in Chicago, South Shore, that is experiencing extremely high incidences of violence. To ensure the physical safety of our students and staff, we have a security system on our school, and keep the campus locked at all times. Visitors must announce themselves, and get individually buzzed in. In addition, our suggested facilities (see **Section 4.3**) are both located on quiet, residential streets away from busy thoroughfares. If necessary, we will enlist the assistance of outside security professionals.

**Emotional Safety and Behavior**. The most fundamental level in Maslow's Hierarchy of Needs, if students do not feel safe, then they will be unable to fully attend to the higher level intellectual pursuits necessary to be a successful student. We hold our students and staff to high behavioral expectations and enforce these expectations through clarity of expectations, positive reinforcement, and a clear, tiered ladder of rewards and consequences.

At the core of our school culture and student behavioral expectations is the belief that students want to rise to high expectations. Whenever possible, we reinforce our high expectations through our "fiercely positive" ethos of positive recognition, praise, incentives, and rewards. While remaining warm and positive, we are also consistent in issuing quick, unemotional consequences for misbehavior.

Our discipline system is based upon three core beliefs. First, we believe that true discipline is about teaching and guiding students how to make positive choices, and as part of that process, students learn that all choices have consequences, positive and negative. Second, we believe and constantly reinforce the notion that a student who makes a bad behavioral decision is not a bad person, but a person who has made a bad *choice*. Third, we have the foundational belief that students must develop an intrinsic sense of

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<sup>81</sup> http://www.isbe.state.il.us/ils/social\_emotional/standards.htm

<sup>&</sup>lt;sup>82</sup> See Jones, Tim & John McCormick, "Chicago Killings Cost \$2.5 Billion as Murders top N.Y.'s." Bloomberg.com. May 22, 2013. (detailing the high number of violent incidences in the South Shore neighborhood) <a href="http://www.bloomberg.com/news/2013-05-23/first-lady-s-chicago-shows-gun-toll-for-city-that-bleeds.html">http://www.bloomberg.com/news/2013-05-23/first-lady-s-chicago-shows-gun-toll-for-city-that-bleeds.html</a>>.

responsibility and belief in the behavior and choices that they are making. Our goal is not to have students who are compliant for compliance sake, or because of a set of extrinsic consequences, but to develop students who are invested in the school's values such that they have become indistinguishable from their own, such that students are self-monitoring their own exemplary behavior.

During our summer professional development, our Leadership Team works with teachers to create a consistent, aligned, positive reinforcement behavior system. Our high behavioral expectations are then explicitly taught to students during Great Lakes Academy Induction Week, and consistently reinforced throughout the school year. The same behaviors which are addressed on day 10 will be addressed on day 150. To set students up for success, our school day is structured so that students know exactly what to expect day to day, moment to moment. They know where to sit in the cafeteria (in assigned seats in K-4, choice is earned in grades 5-8), how loudly to speak (the given noise level, 0-4, 0 being silent, 4 being presentation voice), and when and how to ask to sharpen a pencil (raised hand with first two fingers crossed). These structures and systems, informed by some of the highest achieving urban charter schools in the country, exist to provide a sense of predictability and safety for our students. Students who know what is expected day to day, moment to moment, can both be successful and trust that their needs will be addressed and protected. This feeling leads to a sense of calm and allows students to focus more readily and productively on their learning.

We believe that preemptive, proactive behavior management is the most positive and productive means of reinforcing a structured, calm, joyful school environment. We train teachers in "positive framing" techniques of classroom management, such as giving clear, explicit directions, challenging students to "beat the clock," narrating positive behaviors, and issuing anonymous corrections before individual, corrective ones. <sup>83</sup> We follow strength-based coaching practices when speaking individually with students about their behavioral choices. We provide ample opportunities to recognize students who are doing the right thing and reinforce those positive choices with positive outcomes from individual awards to specially earned field trips.

We take seriously removing a student from class, even for a few minutes. Teachers use tiered interventions within class to avoid removal. When those interventions are not working, we then ask ourselves: *Is this student's behavior preventing others in the classroom from learning*? If so, that student will be temporarily removed and sent to the Dean of Culture with a send-out form, reminded of the school's expectations, given a chance to quietly reflect on his or her choices, and counseled on how to make more positive choices in the future. Parents are contacted and notified of the issue. When ready, the student returns to class.

Our discipline system changes with the evolving needs and developmental stages of our students. The Kindergarten discipline system looks and feels differently from that of the sixth grade. We also ensure that we are responsive to students with special needs. Some students may need special behavioral plans. Our Dean of Culture works to create scaffolded behavioral plans in collaboration with the student's teachers and parents/guardians to set the individual students who may be struggling up for success. For more information, including a specific description of our discipline system across the grades, see **Appendix D.5**, Promotion and Discipline Policies, which we vetted with a local attorney experienced in Illinois education law. We also refer to the CPS Student Code of Conduct.

**Bullying**. At Great Lakes Academy, we take seriously the challenges of peer-to-peer bullying and address it immediately upon notice. We use our Character and Fitness class to teach explicit skills for anger management, tolerance, and dispute resolution as well. We directly teach students not to bully, as well as what to do if they are bullied. We also have structural systems in place to address bullying: our Dean of Culture facilitates peer to peer dispute resolution. Additionally, our Dean of Culture follows up with any student bullying directly by setting up meetings with parents of any offenders to put a positive behavior

<sup>&</sup>lt;sup>83</sup> Lemov, Doug.. *Teach Like a Champion*. San Francisco, CA: Jossey-Bass, 2010.

system in place to help the student make better choices. We also meet with parents of bullied students to action plan with them around preventing a repeat incident.

**Intellectual Safety.** Intellectual safety is closely related to emotional safety. At Great Lakes Academy, it is never acceptable for students to laugh at one another for an academic mistake. We treat it as what it is; a form of bullying, and we handle it similarly; students who laugh at others will be immediately removed from class for a meeting with the Dean of Culture, and a call to their parents.

# 2.1.g. PARENTAL INVOLVEMENT

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

Parental involvement is a vital key to student success, and something we work diligently to foster. Research from the CCSR lists family and community ties as one of the "Five Essentials" of student success. Great Lakes Academy employs a variety of strategies and systems to ensure that every parent feels like a partner in their student's education: we make home visits to all incoming students and families; we issue daily behavioral and homework reports in grades K to 4; we distribute weekly progress reports in grades 5-8; we make twice monthly phone calls home; we hold monthly Saturday Workshops for parents and students to attend together; we hold three report card conferences; and we have frequent opportunities for informal interactions as part of our extended day and week. Our Family Orientation session is held to clearly communicate what life will be like for the family of a Great Lakes Academy student and to reinforce our common goal: college completion and a lifetime of opportunity for their child. Families are encouraged to sign a commitment contract (for more detail, see **Appendix D.6**, Family Handbook) signifying their partnership with Great Lakes Academy for the success of their child.

Communication. Communication with families is critical. (Our communication frequency is detailed in Section 1.1.b.) Our school's serious approach to academics starting in Kindergarten may be different from what some families have experienced with schools in the past. We communicate early and often regarding what families should expect from having their students enrolled at Great Lakes Academy, and the rationale behind many of our decisions. In a parent orientation held before school starts, we give families a preview of the nightly homework expectations, and how they can support their student with their homework assignments. We explain that all of our decisions regarding such items as uniform policy, consistent behavioral expectations, and extended school days are all geared towards one ambitious goal: 100 percent of students will attend top college preparatory high school in the city, and graduate from a four-year college of their choice.

**Family Engagement**. We provide multiple opportunities to involve parents in their child's academic lives. Many of our K-4 homework assignments are interactive by design, giving parents the opportunity to participate in their students' academic progress. For example, families may be asked to have their child read a book to them, practice sight words with them, or practice basic math facts with them. One Saturday each month, we open the school for parent-student workshops that helps train parents in ways to be involved in their child's education. We host workshops on everything from how to Read Aloud to children to how to assist with homework. We have frequent informal occasions for parents to interact with the school: attending our Friday Community Celebrations, the 100<sup>th</sup> day of school celebration, GREAT READER celebrations, sporting events, End-of-Year BBQ, and more.

We also provide ample opportunities for families to volunteer at the school. Family members may volunteer in any number of ways from assisting with drop-off and pickup, helping with the set up and supervision of breakfast and lunch, assisting in our office, and more. We welcome family members making suggestions as to ways in which they want to help out at the school; our Director of Community Outreach and Development works to involve interested families to the greatest extent possible.

<sup>84</sup> Bryk, Anthony et al. Organizing Schools for Improvement: Lessons from Chicago. Chicago: University of Chicago Press, 2010. 42-79. Print.

While we do not anticipate a large population of families who speak languages other than English, we will ensure that we have all materials translated for any non-English speakers, as well as translators at any family events, including parent-teacher conferences.

Families for Great Lakes Academy. We work hard to invest families in the school, and to provide multiple opportunities to be involved with the school. There is a Great Lakes Academy parent group called Families for Great Lakes Academy that all families are welcome to join, or just attend the monthly meeting, if they want to be more closely involved with the school. Meeting each month, the group works with the Executive Director, Dean of Culture, and Director of Community Outreach and Development to identify and coordinate support for the school. For example, this group coordinates a Teacher Appreciation Day, identifies parental volunteers for field trips, organizes an annual family BBQ, holds welcoming events for new families, and creates and organizes other events. Based upon strong family engagement practices observed at high performing schools, this group also coordinates parent volunteers for everything from helping copy reading books for the school (from Reading A to Z, which is where many homework books are found in grades K and 1) to organizing and labeling the school library, and from coordinating student pick-up and drop-off to establishing achievement rituals that incorporate the infusion of the community. While we don't reserve a seat for a families on the Board, we do recognize the importance of ensuring that we have parental voices heard at the school. The Families for Great Lakes Academy also serves as an advisory body to the Board, to whom they will present annually, as well as serves as a sounding board for parents who may not serve on the group, but who want a forum in which to voice their perspective. Finally, Families for Great Lakes Academy organizes and coordinates the annual completion of a parent satisfaction survey of the school. (For draft survey, see **Appendix D.13**.)<sup>85</sup>

Community and Family Engagement. Throughout the design process, Lead Founder and proposed Executive Director Katherine Myers, along with the Design Team/Founding Board, has worked with families, community organizations, and community stakeholders to listen to what they have identified as being the educational needs of the community. Starting in February, 2013, we began engaging community members in the greater South Shore in a dialogue about its educational opportunities. Since then, we have attended dozens of community meetings and events in the South Shore including CAPS meetings, Exchange Ideas Meetings, Reclaim South Shore Meetings, Connects South Shore meetings, South Shore Community Action Council Meetings, South Shore Block Club Connection meetings, South Shore Chamber of Commerce Meetings, Townhall Meetings for the 7<sup>th</sup> Ward, South Shore Peace Circles, the South Shore Festival, South Shore Farmer's Market, A.OK. Early Childhood Network Meetings and more. When appropriate, Great Lakes Academy has joined organizations; for example, we are a member of Connects South Shore, a coalition of South Shore community organizations and community members. (For more detail, see Section 1.1.)

We are cognizant that this is a turbulent time in Chicago public education for residents, and that there is a great deal of information and misinformation being disbursed. As one resident stated, "I don't know about charter schools, but I support Great Lakes Academy. We need a school like Great Lakes Academy in this neighborhood." To bring about this sentiment, Great Lakes Academy has gone to great lengths to build support and momentum for a new educational opportunity in the South Shore. Initially, we viewed the community engagement process as one thousand one-on-one conversations; to date we have had thousands more than that, and expect and welcome engaging in thousands more. In fact, it is a Great Lakes Academy ethos: as a Design Team, we read the article "Slow Ideas" by Atul Gawande, discussing the importance of communication through one-on-one relationships in bringing about the spread of ideas and community change. Great Lakes Academy is a member of the South Shore community and incredibly proud and humbled to be working to serve the students and families living there, as well as to partner with the local organizations and community members already hard at work.

 $^{85}$  We also plan to give the UEI's Five Essentials Parent Survey each year.

<sup>&</sup>lt;sup>86</sup> A community member told this to Lead Founder Katherine Myers at a Great Lakes Academy presentation at Exchange Ideas in March, 2013. <sup>87</sup> Gawande, Atul "*Slow Ideas*," The New Yorker. July 27, 2013. "We yearn for frictionless, technological solutions. But talking to people is still the way that norms and standards change."

To prioritize our commitment to family engagement, we have created and will staff the position of Director of Community Outreach and Development as soon as we receive our charter. We have been in conversation with several promising candidates, including one who is on our current Community Outreach Committee. The position is responsible for continuing the work of developing partnerships with organizations in the community, including after school programs that can provide enrichment opportunities for our students. We also offer our facility as a resource for community organizations that may need space to run educational programming, such as resume writing workshops, or parent education programs. In sum, we are committed to being a positive, active member of the greater South Shore community and a partner to those dedicated to the bettering of the South Shore as a whole.

# 2.2. DESIGN TEAM EXPERIENCE AND DEMONSTRATED TRACK RECORD IN DRIVING ACADEMIC SUCCESS

# 2.2.a. ROLES AND DEMONSTRATED EXPERIENCE

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

Starting and maintaining an exceptional school requires deep expertise across several areas, both instructional and non-instructional. The Design Team for Great Lakes Academy has a high degree of expertise across a variety of critical areas including law, finance, real estate, facility acquisition, marketing, strategic planning and design, accountability, governance, fundraising, operations, as well as educational leadership, instructional coaching, and curriculum and instruction design. Our team reflects a diversity of social, gender, and age and economic backgrounds, important in providing a variety of perspectives and fresh outlooks. Below is a description of each Design Team who is a member of the Founding Board, and is committed to joining the Governing Board upon authorization. (See also Appendix G.1 - Appendix G.10 for Design Team Member Resumes and Letters of Commitment, and Appendix G.19 for Design Team/Governing Board signed Assurances.) Figure 9 outlines the expertise and experience of our Founding Board/Design Team members.

Figure 9: Founding Board/Design Team Members' Expertise

Design Team/Founding Board Member	Area of Expertise	Past Experience
Fellow Building Excellent Schools  Lead Founder (Proposed Executive Director; ex officio, non- voting member of Founding Board)	School Leadership Instructional Coaching Teacher Professional Development Instruction Curriculum and Assessment Development Law; Corporate Litigation Strategic Planning	<ul> <li>Founding Teacher Coach at MATCH Teacher Coaching with statistically significant impact on student achievement as studied by Harvard University</li> <li>Founding ELA and 6<sup>th</sup> grade team lead at John Dibert Community School, a K-8 turnaround charter school in New Orleans</li> <li>Elementary and Middle School teacher serving low income, urban students in Brooklyn and New Orleans, respectively</li> <li>Attorney with trial experience in civil litigation and managing 12-person trial team</li> <li>2012 Building Excellent Schools Fellow, a program with a 3 percent selection rate; trained in all parts of school leadership, from operations to finance to curriculum; studied key components of high performing urban schools across the country</li> <li>Founding Board member of Every Future, a non-profit aimed at assisting high school students in SAT and ACT test prep and college application completion</li> <li>Co-Head of Women's Law Caucus and Co-head of Streetlaw at</li> </ul>

	Governance	University of Chicago
Aparupa Bhattacharya Senior Manager Management Consultant, Deloitte Consulting Vice Chair of Founding Board	Human Capital Strategic Planning Organizational Design, Development, and Transformations Education Policy	<ul> <li>Experienced management consultant leading assessment, design and execution of large scale organizational transformations in public and private sectors</li> <li>Trusted advisor supporting clients with strategic communications and change management expertise</li> <li>Past Chicago Public Education Fund, Fund Fellow supporting Chicago Public Schools with a human capital strategy focused on the recruitment, development, and retention of high quality teachers</li> </ul>
Kit Chaskin Partner Reed Smith LLP	Law Governance Strategic Planning Higher Education Management	<ul> <li>Nationally-recognized leader on women's success as Global Director of Reed Smith's award-winning Women's Initiative</li> <li>University of Chicago Resident Master in Snell-Hitchcock undergraduate residence hall</li> <li>University of Chicago Resident Head in Woodward Court undergraduate residence hall</li> <li>Board Chair of the Resource Center 2013; Board member since 2010</li> <li>Executive Committee representative, Reed Smith 2012</li> <li>Lawyer in the Classroom volunteer</li> <li>23 years in legal practice, including Cook County States Attorney and private firms</li> </ul>
David Feinberg Project Manager Canyon Agassi Charter Fund Canyon Capitol Advisors	Real Estate Development Real Estate Finance Economic Development Education (Instruction & Curriculum Development) Strategic Planning Urban Planning & Community Development	<ul> <li>Underwrite charter school investments and form regional client, vendor, authorizer, and government partnerships</li> <li>Create regional strategic to grow from \$5 mm to \$75mm in project investments</li> <li>Co-Founder Launchpad Development Company</li> <li>Developed, Built, and Managed five schools, totaling \$50 mm of assets</li> <li>Brokered Bond and New Market Tax Credit Financing for \$30 mm in school projects</li> <li>Created student and career programming as President of ASPD and Planner's Network Chapters at USC</li> <li>3<sup>rd</sup> grade lead teacher and lead coach of junior high sports</li> </ul>
Christopher Hoyes  Senior Consultant  Roland Berger Strategy Consultant  Treasurer of Founding Board	Strategic Planning Governance Finance Data Analysis and Modeling	<ul> <li>Management consultant with experience in the areas of strategy development, M&amp;A due diligence, industry trend analysis and operational design</li> <li>Senior Strategic Consultant at Roland Berger Strategy Consultants</li> <li>Strategic Planning Senior Analyst – Consolidated Edison Company of New York</li> </ul>

	Coxyamanaa	
	Governance	
Steven Kraus	Human Capitol	<ul> <li>Practice Leader for Deloitte's Midwest Human Capital Practice</li> <li>25 years governance experience: Member of several non-profit</li> </ul>
	Strategic Planning	and governmental Boards, including leadership and executive committee roles, and founding board member experience, and
Partner, retired	Higher Education	school board experience
Deloitte	Healthcare and	Graduate level teaching experience in a number of Human
Consulting	Benefits	Resource and compensation/benefit areas  Managed Fortune 500 clients including Walmart, State Farm,
Chair of Founding	Corporate	UAW Retiree Medical Benefits Trust, Comerica Bank,
Board	Recruitment	Northwestern Memorial and more
	Management	Practice Leader and Manager of staff over 1,000 at Deloitte
		National Executive Board Member, Delta Sigma Theta Sorority,
	Law	<ul><li>Inc.</li><li>Board Member, Chicago Committee for Minorities in Large Law</li></ul>
Sherina Maye		Firms
Commissioner	Community Relations	Mentor at Young Women's Leadership Charter School
Illinois Commerce	Governance	<ul> <li>Mentor with Delta Sigma Theta's Delta GEMS program</li> <li>Youngest Commissioner ever appointed to Illinois Commerce</li> </ul>
Commission		Commission by Governor Pat Quinn
Secretary of Founding Board	Management	Attorney by trade, practiced with two large law firms in the Am  Law 100
Tounding Board		<ul><li>Law 100</li><li>2013 National Urban League Empowerment Award Winner for</li></ul>
		distinguished professional and community service; 2012 keynote
	Business	speaker at Rhema Christrian Word Academy
	Development	Business Development / Strategy executive for Chicago White Sox backed digital media start-up, Silver Chalice
Wayne Moore	Management	Investment professional with Morgan Stanley
Vice President		• Former Naval Officer (Lieutenant) with experience leading cross-
Silver Chalice	Operations	functional teams within engineering and radar technology departments
Ventures	Strategy	Volunteer consultant for Junior Achievement
	Marketing	<ul> <li>Developed strategic plan for college program launch</li> <li>Volunteer mentor with Big Brother Big Sister, Chicago, IL</li> </ul>
	Digital Media	<ul> <li>Volunteer mentor with Junior Friends, East Palo Alto, CA</li> </ul>
	Strategic Planning	
	Organizational	Education Program Director at Joyce Foundation focused on human capital and charter school policy grant-making in
<b>Butch Trusty</b>	Design	Chicago, Minneapolis, and nationally
Program Director,	Community	Strategy consultant in the education practice at The Bridgespan
Education	Relations	<ul><li>Group</li><li>Business Development Specialist at Edison Schools</li></ul>
The Joyce Foundation	Education Policy	(EdisonLearning)
Foundation	Project Management	<ul> <li>Completed research on state graduation rate policy and ROI of federal investments in high school reform</li> </ul>
	Business Development	Founding Board, Canarsie Ascend Charter School
Ken Tsang	Marketing	Founding team member and Director of Marketing and IT at
Director of	Operations	Standard Market, a startup food retail and restaurant group
Technology and	Technology	<ul> <li>Management consultant at Monitor Group</li> <li>Various sales and warehouse operations management roles at</li> </ul>
Marketing	Community	McMaster-Carr Supply Company
	· · · · · · · · · · · · · · · · · · ·	-

Standard Market	Relations	Technical consultant at Forsythe
	Digital Media	

- Katherine Myers, Lead Founder and proposed Executive Director, a native of Chicago, is an educator and attorney with extensive experience as an urban educator and teacher coach. She has experience teaching in urban elementary school and middle schools, in Brooklyn and New Orleans, respectively. She has taught in both district and charter schools, and was a founding sixth grade team-lead and ELA grade 5-8 team lead, and sixth grade ELA teacher at the K-8 turnaround charter school, John Dibert Community School. She also helped found MATCH Nola, a teacher coaching organization, where she coached teachers in charter schools across New Orleans, from Kindergarten through AP English. Between working as an educator in Brooklyn and New Orleans, Ms. Myers attended law school and practiced civil litigation for several years in her hometown of Chicago. Most recently, Ms. Myers was selected as a Fellow with Building Excellent Schools, a highly selective Fellowship that trains school leaders to design, found, lead, and sustain locally controlled charter schools in high-need urban neighborhoods around the country. (For more detail on BES, see Appendix B.5; for Letter of Support from BES, see Appendix C.12.) Ms. Myers holds a BA from Duke University, MA in Elementary Education from St. John's University, and JD from the University of Chicago. Ms. Myers brings experience in urban education, including charter school start-up experience and teacher coaching experience, as well as corporate litigation. She is the Lead Founder, proposed Executive Director, and serves on all Board Committees.
- Aparupa Bhattacharya is a Senior Manager at Deloitte Consulting, specializing in human capital and organizational strategies. Ms. Bhattacharya has worked in consulting for over 12 years, and focuses on working with CEOs of healthcare providers to develop organizational strategies and structures to maximize their abilities to act as integrated systems and improve upon the quality of care for patients. A Chicago native, Ms. Bhattacharya's commitment to education in Chicago extends to her time in Business School when she was chosen as a Fund Fellow with the Chicago Public Education Fund (a program now part of Education Pioneers) to spend a summer developing a human capital strategy for Chicago Public Schools (CPS) to better recruit, hire, develop, measure, and retain teachers. Ms. Bhattacharya holds a BA from Vanderbilt University and MBA from Duke University's Fuqua School of Business. Ms Bhattacharya provides strategic planning experience, financial and managerial expertise, and education expertise from her summer with CPS. She holds the office of vice-chairperson, and will serve on the Board's Governance Committee, as well as the Community Outreach Committee, which she co-heads.
- **Kit Chaskin** is a Partner at Reed Smith LLP where she is the Global Director of the Women's Initiative Network and was also a member of the firm's Executive Committee in 2012. Ms. Chaskin has worked as an attorney for 23 years and specializes in representing corporations, directors, and officers in disputes with insurance companies. Ms. Chaskin's commitment to community in Chicago has been demonstrated through her work with The Resource Center, an environmental nonprofit. In addition, with her husband and two children, Ms. Chaskin spent eight years, first as Resident Head and later as Resident Master living in residence halls at University of Chicago, mentoring and developing undergraduate residents. Ms. Chaskin holds a BA from Northwestern and JD from Northwestern University School of Law. Ms. Chaskin brings extensive governance, educational, and legal expertise to the Board. She serves on the Board's Governance Committee and Development Committee.
- David Feinberg is a Project Manager at Canyon Agassi Charter Fund at Canyon Capital Advisors where he specializes in charter school real estate development for high performing charter schools invested in closing the achievement gap. Mr. Feinberg has extensive charter school and real estate experience; formerly he worked as the Director of Real Estate for Launchpad, a nonprofit charter school real estate developer that was spun out of Rocketship Education. He also taught third grade as a Teach For America corp member in Los Angeles. A Chicago native, Mr. Feinberg is deeply committed to the success of low-income, urban students, with whom he has worked for years in various capacities. He holds a BA from Hampshire College, MEd from Arizona State University, and MA from the University of Southern California. Mr. Feinberg brings extensive experience in charter school development, as well as elementary educational expertise from his time as an elementary school teacher. He serves on the Board's Facilities Committee and Academic Achievement Committee.

- Christopher Hoyes is a Senior Consultant with Roland Berger Strategy Consultants specializing in strategy and operations. He has experience in the automotive industry and working for Fortune 400 companies. Prior to his work at Roland Berger, Mr. Hoyes worked at Consolidated Edison Company of New York as a senior analyst and strategic planner. Mr. Hoyes' experience with community service and development started with his time with the New York Urban League Young Professionals where he served on the community service committee. He is currently an active member of the University of Chicago's Undergraduate Mentorship Program. Mr. Hoyes holds a BS from Georgetown University and MBA from The University of Chicago Booth School of Business. Mr. Hoyes brings extensive financial expertise to the Board, and a wealth of strategic operational knowledge. He holds the office of Treasurer, and serves on the Board's Finance Committee, which he heads, and the Development Committee.
- Steven Kraus worked for 25 years as a partner at Deloitte Consulting LLP. He was the firm's Midwest Human Capital Practice Leader for health care benefits strategy, and has worked with clients such as Walmart, State Farm, UAW Retiree Medical Benefits Trust, Comerica Bank, and numerous local hospitals including Northwestern Memorial, Alexian Brothers, and Northwest Community. He was also Deloitte's formal national leader on employer implications of health care reform. Mr. Kraus has taught graduate courses in a number of Human Resource and Compensation benefits areas. Mr. Kraus brings a strong commitment to student achievement and a deep desire to use his extensive professional expertise to make a difference in the lives of low-income students in Chicago. He has served on non-profit and governmental Boards for over 25 years, including in leadership and executive committee roles; he was a founding member of a number of Boards. Mr. Kraus holds a BA from St. Norbert's College and MA from the University of Texas at Austin, and is a Charter member of Certified Employee Benefits Specialist ("CEBS"), a professional program sponsored by the Wharton School of the University of Pennsylvania. Mr. Kraus brings a wealth and diversity of skills from his professional and volunteer work experiences. Mr. Kraus has served before as a Board Chairperson, and has successfully created and managed multiple nonprofit budgets. He holds the office of Board Chairperson, and as Chair is a member of the Finance Committee, Facilities Committee, Development Committee and Governance Committee, which he heads.
- Sherina Maye is Commissioner at the Illinois Commerce Commission. Formerly, she worked as an attorney at Locke Lord LLP. Ms. Maye brings several years of business and commercial litigation experience to the team. She also brings a strong commitment to the students of Chicago; she served in the past on the associate board of Young Women's Leadership Charter School and has volunteered in several schools on the South Side of Chicago, including Dunbar High School, Jackie Robinson Elementary School, and Andrew Carnegie Elementary School. Additionally, Ms. Maye serves as a mentor to at-risk students in Chicago through numerous volunteer programs, including Delta Sigma Theta and the National Urban League. Ms. Maye holds a BA from Spelman College and JD from Howard University School of Law. Ms. Maye brings extensive professional and public sector experience to the Board. She holds the office of Secretary, and serves on the Development Committee and Governance Committee.
- Wayne Moore is a Vice President at Silver Chalice Ventures, a digital sports media company where he handles strategy, marketing, and sales. Mr. Moore's extensive business experience comes from his past experience in several fields. After college, he spent four years as a Naval Officer, then worked as manager at a medical device manufacturer, and an associate at Morgan Stanley. He brings a strong commitment to giving back to children in Chicago; he spent several years as a big brother with the Big Brothers, Big Sisters organization in Chicago. Mr. Moore holds a BA from Stanford University and MBA from Kellogg School of Management at Northwestern. Mr. Moore brings a diversity of experience in finance, operations, business development, media and marketing to the Board. He serves on the Board's Community Outreach Committee and Marketing Committee.
- **Butch Trusty** is the Education Program Director at The Joyce Foundation, where he leads the foundation's \$8-10M in annual grant-making. Their grant-making is focused on closing achievement gaps in Chicago, Indianapolis, Minneapolis, and nationally by improving teacher quality, enhancing early reading policies, and exploring such innovations as charter schools. Prior to joining Joyce, Mr. Trusty was a manager with The Bridgespan Group, where he advised foundations, advocacy organizations, and school districts on strategies to accelerate their impact. He has also worked for Washington, D.C.-based policy organizations and for a national education management organization. Mr. Trusty earned an AB in

Public Policy from Brown University and MBA and MA in Public Policy from Duke University, where he also completed a master's project entitled "Using Urban District Reform Best Practices to Transform Public Schools in New Orleans." Mr. Trusty brings a strong foundation of education, policy, nonprofit strategic planning, and charter school start-up governance work to the Board. He serves on the Academic Achievement Committee and Community Outreach Committee.

• Ken Tsang is the Director of Technology and Marketing and a member of the founding team at Standard Market, a startup food retail and restaurant group. Mr. Tsang is the head of marketing at Standard Market, where he oversees print and online communications, brand identity, and public relations. Additionally, he leads all technology functions within the organization. Mr. Tsang has past experience as a consultant at the Monitor Group and Forsythe, as well as operational management experience at McMaster-Carr. Mr. Tsang holds a BA from Harvard University, MS in Computer Science from the University of Chicago, and MBA from the Kellogg School of Management at Northwestern University. Mr. Tsang brings a strong background in computers and digital media, as well as marketing to the Board. He serves on the Marketing Committee and Development Committee.

Beginning in the fall of 2012, the Founding Board/Design Team came together to discuss the need in Chicago for a high performing K–8 elementary school in the South Shore neighborhood. The neighborhood is not served by a single elementary school that meets the Chicago average on their composite ISAT score and not one school in the neighborhood is rated a "Level 1" by CPS. The neighborhood was listed #1 on the IFF's list of Chicago neighborhoods in need of a high performing elementary school. <sup>88</sup> Members of the Design Team share a passionate commitment to ensuring that all students have the opportunity to attend an elementary school that prepares them for success in high school and a college of their choice. The Team meets a minimum of once monthly, and corresponds frequently between sessions and meetings. Team members lend their particular expertise to various parts of the school design, all have informed and vetted the final application, and all have participated actively in multiple community outreach activities and community engagement events.

In addition to the Founding Board Design Team members, the following individuals were also a foundational part of Great Lakes Academy during the planning phase and have provided invaluable expertise as Consulting Design Team Members. These individuals do not intend to move forward as Founding Board members but will instead continue as trusted advisors for the school. Their resumes are included in **Attachments G.11-G.18**.

- Kris Clemmons, Attorney at Sidley Austin. BA from Holy Cross, and JD from Georgetown. Expertise in real estate law. Unpaid consultant and consulting member of Design Team and member of Facility Committee.
- Emily Krone, Director of Communications and Public Engagement at University of Chicago Consortium on Chicago School Research. BA from Princeton and MS from Medill School of Journalism at Northwestern. Expertise in urban education research on best practices in high performing public schools. Unpaid consultant and consulting member of Design Team.
- **Katherine Menendez**, Education Consultant. BA from Duke and Masters in Public Policy and MA in Social Work from the University of Chicago. Former elementary teacher and administrator with the Chicago Board of Education. Expertise in curriculum development, school budgeting, teacher evaluation and social work. Unpaid consultant and Consulting member of Design Team and member of Development Committee.
- Annette Moore, New Director of Admissions (starting October, 2013) for University of Chicago law school. Formerly attorney at Sidley Austin. BA from Emory University, JD from University of Chicago. Unpaid consultant and Consulting member of Design Team and member of Community Outreach Committee and Development Committee.
- **Molly Richard**, Elementary school teacher and Literacy Facilitator (grades Pre-K-3<sup>rd</sup>). BS from Bucknell University in Elementary Education, and MA from Pepperdine University in Education with

<sup>88</sup> Illinois Facilities Fund ("IFF"). "Here and Now2: Change We Can Measure: The Need for Performing Schools in Chicago's Neighborhoods" IFF April 2009. (http://www.iff.org/resources/content/3/0/documents/Change-We-Can-Measure.pdf).

- emphasis in Psychology. Expertise in elementary school curriculum development, literacy instruction and teaching. Unpaid consultant and Consulting member of Design Team.
- Aaron Rubens, Harvard Business School student and former head School Improvement Director at Alta Vista Charter School. BA from Tulane University. Former teacher and former Management Consultant. Expertise in curriculum development, non-profit development, teacher recruitment and strategic planning. Unpaid consultant and member of Design Team.
- Melinda Spooner, Executive Director of Achievement Network (ANET) in Chicago. BA from Davidson College and MBA from Kellogg School of Management at Northwestern. Former CPS administrator with the Chicago Board of Education. Expertise in data driven education. Unpaid consultant and member of Design Team.
- **John Washington**, Booth Business School student at University of Chicago. BA from Emery University, BBA from Emery University. CPA. Expertise in finance. Unpaid consultant and member of Design Team, and member of Finance Committee.

#### B. ACADEMIC TRACK RECORD SERVING SIMILAR STUDENT POPULATIONS

The proposal should demonstrate that the Design Team, whether an existing Chicago operator, existing national operator, or new operator, has a proven track record of success driving academic achievement and growth for students similar to those the school expects to serve. In addition to discussing the Design Team's proven track record of success in the proposal narrative, include an attachment that includes corresponding data.

Great Lakes Academy's school design is informed by some of the most successful urban schools serving low-income students in the country. Lead Founder and proposed Executive Director Katherine Myers has experience teaching in, and leading others in, urban public schools with similar populations as that of the community in which Great Lakes Academy is proposing to open, including in New Orleans and Brooklyn, and in both district and charter schools. She has taught second, sixth, seventh and eighth graders, and has coached experienced teachers from Kindergarten through AP English as a founding Teacher Coach with MATCH New Orleans Teacher Coaching, part of MATCH Education. <sup>89</sup>

As a 2012 Fellow with Building Excellent Schools, Ms. Myers has studied over 50 high performing charter schools that work to great success with similar low-income, minority populations in Boston, New York City, Los Angeles, Newark, Washington D.C., Nashville, Memphis, New Orleans, Sacramento, Columbus, Cleveland, Troy, and here in Chicago. (See **Appendix B.5** for more on BES Fellowship.) Among the schools visited and studied are well known names such as the Uncommon Network of Schools, the Noble Network of Schools, the Edward Brooke schools, the Excel Academy schools, and the Democracy Prep schools. Ms. Myers was inspired and informed by these schools, which share an educational philosophy with Great Lakes Academy, outlined in the education philosophy section (for more detail, please see **Section 1.1b**).

The strength of the educational model presented by Great Lakes Academy has been proven in schools across the country, and the experience of Design Team members will enable the model to be successfully implemented on behalf of, and with the community input of, families in the South Shore Community. Ms. Myers has received significant leadership training as part of the Building Excellent Schools Fellowship. In addition, Ms. Myers has experience successfully teaching and coaching teachers in high performing charter schools in New Orleans. She was the ELA Team Lead, and founding sixth grade teacher on a team that turned around John Dibert Community School from a K–8 district school in New Orleans into a high performing K–8 charter school as part of the Firstline School Network. She was a founding teacher coach and member of a three-person team founding team at MATCH NOLA's teacher coaching program. She has significant experience in educational start-up organizations, on both an administrative and staff level. Ms. Myers has worked with low-income, minority populations in both New York City and New Orleans in predominately African American neighborhoods that have similar demographic dispositions as the South Shore for six (6) years, both before and after working as an attorney in Chicago.

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<sup>&</sup>lt;sup>89</sup> MATCH Education is an organization that runs a Teacher Residency Training Program, a network of charter schools, Tutoring Corps and Teacher Coaching nationally. They have formed partnerships, with, among others, CPS. Match High School has been named an EPIC Gold-Gain award winner four times. Match Teacher Residency has called "the best from any graduate school of education in America." *See* www.matcheducation.org.

In addition to Ms. Myers' extensive educational experience, four additional teachers served as consultants to our Design Team, and a fifth served as an education reporter for years before joining the University of Chicago's Urban Education Institute and Consortium on Chicago School Research. Another consultant member has experience running SCORE! Learning Centers, as well as central office experience at CPS where she worked as a CPS district office employee. She is now leading Chicago's branch of the Achievement Network, leading efforts to push data-driven instruction and decision making in schools.

The Founding Board includes a former elementary school teacher who worked as a founding Real Estate Director for Launchpad, a nonprofit charter school real estate developer that was spun out of Rocketship Education. A Founding Board member has worked in business development for an education CMO, and currently serves as the Director of Education at the Joyce Foundation; he also served as a Founding Board member for an elementary charter school in Brooklyn, Aspire Charter School, and worked as an Education Pioneer Fellow in education policy while in Business School. A Founding Board member is an attorney who lived with her family as a Dorm Master in the University of Chicago student housing for eight years. Two Founding Board members were part of Education Pioneers; one worked for CPS during the summer while in Business School, the other worked at the Fordham Foundation. Another member taught in higher education as an adjunct professor at Roosevelt University.

The Great Lakes Academy Design Team and Founding Board has a strong track record of success in several key operational areas including educational leadership, teacher coaching and training, finance, operations, fund-raising and development, governance, law, facility acquisition and rehabilitation, financing, strategic planning, and human resources. On the Design Team are individuals who possess, collectively, six MBAs (plus two expected), three JDs, four Masters in Education, and ten Masters Degrees. Eight members of the Design Team have worked in education, including two who worked at Chicago Public School's central office, one of which now runs ANET, an organization that assists schools in creating data driven academics. Seven have taught. One was a member of the United States Navy, and ran operations for a pharmaceutical company's eastern region of the US. Another is the marketing director for a start-up supermarket, now expanding to three. Several Design Team members have legal experience, and several Founding Board members have served on previous non-profit Boards.

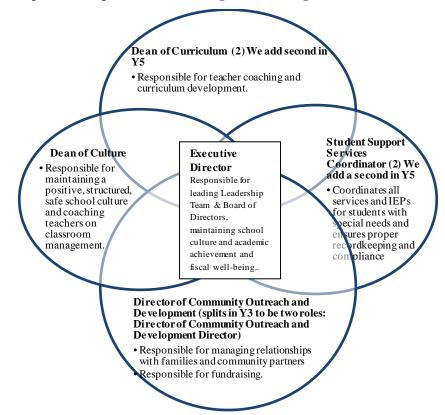
All Design Team and Founding Board members are committed to opening a school in and working with a population of students located in the South Shore of Chicago. All are Chicago residents; several reside on the South Side, and all have spent significant time engaging with the greater South Shore community over the past ten months. All understand the commitment and seriousness such work represents.

#### C. SCHOOL LEADERSHIP

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

Great Lakes Academy knows that a strong leadership team is a driving force behind successful schools and outstanding student achievement. The Leadership Team in Y1 is comprised of an Executive Director, a half-time Dean of Curriculum/half-time Dean of Culture in one combined role in Y1 (this becomes two separate FTE roles in Y2), a Director of Community Outreach and Development and Student Support Services Coordinator. **Figure 10** outlines the leadership team for the school when fully enrolled. As we grow over time, we will add a Dean of Curriculum and Student Support Services Coordinator for K-4 and 5-8, respectively. The school has one Dean of Culture, K-8.





In Y3, we split the role of the Director of Community Outreach and Development to include a full-time Development Director. The school adds a grade level chair in each grade, K-4, once the grade has been in operation for two years. When the school grows to include a Middle School, by Y5, the Leadership Team will add a second Dean of Curriculum to concentrate on the 5-8 curriculum and to assist in coaching the 5-8 teachers, and a second Teaching Assistant. In grades 5-8, there are Department Chairs for ELA, Math, Social Studies, and Science. All positions have varying responsibilities. The common requirements for any member of the Leadership Team are:

- Deep belief in Great Lakes Academy mission
- Alignment with the school's BE GREAT core values: Bravery, Endurance, Growth, Responsibility, Enthusiasm, Achievement and Team
- Unwavering belief that all children, regardless of demographics, can achieve at the highest academic levels
- Growth mindset: an ability to honestly self-reflect, an openness to feedback, and a commitment to personal and professional growth
- Outstanding work ethic, ability to take responsibility for, and perform several tasks, to a high quality
- Team orientation with a sense of humor and the ability not to take one's self too seriously
- Love of children coupled with a passion for challenging children to perform at their best at all times
- Ability to work in a fast-paced, flexible, high-stress environment
- Demonstrated ability to work diligently through challenges as a problem solver

Thorough job descriptions for all staff positions are provided in **Appendix E.5**.

At Great Lakes Academy, the Leadership Team is led by Katherine Myers, whom we have identified as our founding Executive Director. The job description is provided in **Appendix E.5**, and includes the criteria listed above as well as:

- Solutions-oriented leader with experience overcoming complex organizational challenges
- Results-driven leader with a demonstrated record of adult leadership
- Exemplary communicator with an ability to build bridges among individuals with a wide range of backgrounds and beliefs
- Team-builder with the ability to help teams prioritize and focus on key goals
- Humble leader, open to feedback, with a strong ability to self-reflect and to learn from mistakes
- Demonstrated excellent results in teaching low income, minority students
- Demonstrated excellent results in coaching teachers
- Deep experience in education, strategic planning, staff development and operations

The challenges of opening a high performing charter school are many, and the leader must be prepared to execute at a high level on a number of fronts. The Design Team/Founding Board has identified and supports Katherine Myers for the role of Executive Director. Ms. Myers has completed a highly competitive Fellowship with Building Excellent Schools, a nationally recognized and highly respected organization that trains, coaches, and supports high capacity individuals to found, build, lead, and sustain outstanding urban public schools. (For more detail, see Appendix B.5: Building Excellent Schools Fellowship Descriptor and Appendix C.12 for Building Excellent Schools letter of support.) Ms. Myers has demonstrated both private industry and public industry success, as a corporate litigator and as a teacher, teacher coach, and team leader. As a founding Teacher Coach with MATCH Nola, in New Orleans, she and her team posted measurable positive impact on student learning through teacher coaching in a study by Harvard University. She understands the challenges facing start-up charter schools, having worked as a founding teacher and team leader of a turnaround K-8 charter school in New Orleans. While acting as a founding ELA teacher at John Dibert Community School, Ms. Myers' students averaged two years of reading growth annually. Finally, Ms. Myers brings the passion, drive, and commitment to make Great Lakes Academy an outstanding charter school, setting a new bar for student outcomes for K-8 students, not just in South Shore, but citywide.

# 2.3 ACADEMIC GOALS AND ASSESSMENT PLAN 2.3.a. EDUCATIONAL GOALS AND METRICS

Identify academic, non-academic, and mission-specific goals and metrics for the proposed school. Include a table that details the school's quantifiable goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation. Please describe how your Design Team determined these goals and why these goals are appropriate for the school's intended population.

Our mission is to ensure the success for each of our students at a college preparatory high school and college or university of their choice, and thus to ensure that a foundational college preparatory education is firmly in place in grades K-8. A critical component of this mission, and therefore our primary responsibility, is to prepare our students academically in measurable and systematic ways and to report those results transparently with all stakeholders, at the heart of which are families, students and the larger Chicago Public Schools community. Specifically, we hold our progress to a set of absolute, growth, comparative, and value-added metrics which we share with the entire school community as well as with our authorizer, Chicago Public Schools.

#### **ACADEMIC GOALS**

Great Lakes Academy proposes a series of performance-based academic goals using absolute, comparative, and longitudinal measures that support the goals of Chicago Public Schools, the state of Illinois, and Federal No Child Left Behind legislation. Through such measures, we will be able to demonstrate the value-added component of our school to the larger Chicago educational landscape, and particularly to the families and children with whom we work.

A detailed and rigorous Accountability Plan guides our academic and organizational goals for the term of the charter. Students take criterion-referenced and norm-referenced standardized tests to assess and evaluate academic progress in the core content areas and their literacy growth each year and across years, a foundational priority for our K-8 school. For K-2 students, we establish goals and metrics using the

nationally normed NWEA MAP assessment in Reading and Mathematics and the Strategic Testing and Evaluation of Progress (STEP) reading inventory. Pursuant to Illinois Charter Law, Great Lakes Academy provides data on student performance and growth, as well as comparative and trend analyses; reporting includes all subgroups. Annual Reports are distributed to the chartering authority. We provide families with all student academic results on Great Lakes Academy interim assessments, Illinois state assessments and NWEA assessments. Current goals include absolute measures, growth measures, comparative measures, and indicators for both organizational and academic progress. Our performance goals are all focused on our mission of readying our students for college completion.

In order to assess the college readiness of our students throughout their time at Great Lakes Academy, we use a variety of measurements tools including, but not limited to, interim assessments, STEP tests, weekly quizzes, analysis of student work, and behavioral data so that we can have a thorough and nuanced understanding of every student at our school at any given point in time. This will allow us to support our students according to their individual academic needs, and prevent any student from slipping through the cracks. We use assessments to set up individualized and small group tutoring and leveled group support during our daily literacy blocks and, at times, during our math block.

We set our academic goals around these measurements in order to hold ourselves accountable to our mission, while also taking into account the reality that many of our students will enter kindergarten already 1–2 years behind their middle class peers.

# GOAL 1: Students Achieve Mastery in English Language Arts.

- Measure 1.01 (Absolute): Y1 90 70 percent of students in Kindergarten will be at a Step 3 by the end of the school year, demonstrating first grade reading readiness on the STEP assessment.

  Measure 1.02 (Absolute): Y2<sup>91</sup> – 80 percent of students in grade one will be at Step 6 by the end of the
- school year, demonstrating second grade reading readiness on the STEP assessment. In Y1, 90 percent of students entering the school in grade one will grow three STEP levels or greater.
- Measure 1.03 (Absolute)  $Y3^{92}$  90 percent of students in grade two will be at Step 9 by the end of the school year, demonstrating third grade reading readiness on the STEP assessment.
- Measure 1.04 (Growth) All Years 90 percent of students will grow a minimum of three steps of reading growth per year on the STEP assessment each year as tested.
- Measure 1.05 (Growth & Comparative): In a cohort analysis of longitudinal growth, average annual increases of percentiles among students in Reading Comprehension on the NWEA MAP or similar nationally norm-referenced test, average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 85.
- Measure 1.06 (Absolute): 70 percent of students who have attended the school for two or more years will score Proficient or Advanced on the PARCC Reading/Language Arts Assessment. 93
- Measure 1.07 (Absolute): 80 percent of all students who have attended the school for three or more years will score Proficient or Advanced on the PARCC Reading/Language Arts Assessment. 94
- Measure 1.08 (Absolute): 90 percent of all students who have attended the school for four or more years will score Proficient or Advanced on the PARCC Reading/Language Arts Assessment. 95
- Measure 1.09 (Comparative): All students who have attended the school for two or more years, on average, attain proficiency rates that are 10 percent higher than the surrounding district average in the Skyway Network, as measured by the PARCC<sup>96</sup> Reading/Language Arts Assessment, until the Skyway network achieves 80 percent proficiency or higher.

#### **GOAL 2: Students Achieve Mastery in Writing.**

 $<sup>^{90}</sup>$  We will maintain this same annual goal of 70 percent of Kindergarten students performing at Step 3 for each year of the charter term.

<sup>&</sup>lt;sup>91</sup> We will maintain this same annual goal of 75 percent of all first grade students performing at Step 6 for each year of the charter term.

<sup>&</sup>lt;sup>92</sup> We will maintain this same annual goal of 80 percent of all second grade students performing at Step 9 for each year of the charter term.

<sup>&</sup>lt;sup>93</sup> This goal, and all goals including the PARCC exam, assumes that the new Illinois state test will be the PARCC in coming years. This goal remains the same for the ISAT or any other Illinois state test which the district approves for annual state student achievement testing.

94 Ibid.

<sup>95</sup> Ibid.

<sup>96</sup> Ibid.

- Measure 2.01 (Absolute): 70 percent of students who have attended the school for two or more years will score Proficient or Advanced on the PARCC Writing Assessment.
- **Measure 2.02 (Absolute)**: 80 percent of all students who have attended the school for three or more years will score Proficient or Advanced on the PARCC Writing Assessment.
- **Measure 2.03 (Absolute)**: 90 percent of students who have attended the school for four or more years will score Proficient or Advanced on the PARCC Writing Assessment.
- Measure 2.04 (Comparative): All students who have attended Great Lakes Academy for two or more years, on average, attain proficiency rates on the PARCC Writing Assessment 10 percent higher than the surrounding district average in the Skyway Network, until the Skyway network achieves 80 percent proficiency or higher.

# **GOAL 3: Students Achieve Mastery in Mathematics.**

- Measure 3.01 (Growth & Comparative): In a cohort analysis of longitudinal growth, average annual increase of percentiles among students in Mathematics on the NWEA MAP, or similar nationally norm-referenced test, averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 85.
- **Measure 3.02 (Absolute):** 70 percent of students who have attended the school for two or more years will score Proficient or Advanced on the PARCC Math Assessment.
- **Measure 3.03 (Absolute):** 80 percent of all students who have attended the school for three or more years will score Proficient or Advanced on the PARCC Math Assessment.
- Measure 3.04 (Absolute): 90 percent of all students who have attended the school for four or more years will score Proficient or Advanced on the PARCC Math Assessment.
- Measure 3.05 (Comparative): All students who have attended the school for two or more years, on average, attain proficiency rates that are 10 percent higher than the surrounding district average in the Skyway Network, as measured by the PARCC Math Assessment until the Skyway Network achieves 80 percent proficiency or higher.

# **GOAL 4: Students Achieve Mastery in Science.**

- Measure 4.01 (Growth & Comparative): In a cohort analysis of longitudinal growth, average annual increase of percentiles among students in Science on the NWEA, or similar nationally norm-referenced test, averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 85.
- **Measure 4.02 (Absolute):** 70 percent of students who have attended the school for two or more years will score Proficient or Advanced on the ISAT or PARCC Science Assessment. <sup>97</sup>
- **Measure 4.03 (Absolute):** 80 percent of all students who have attended the school for three or more years will score Proficient or Advanced on the ISAT or PARCC Science Assessment.
- **Measure 4.04 (Absolute):** 90 percent of all students who have attended the school for four or more years will score Proficient or Advanced on the ISAT or PARCC Science Assessment.
- Measure 4.03 (Comparative): All students who have attended the school for two or more years will, on average, attain proficiency rates that are 10 percent higher than the surrounding district average in the Skyway network, as measured by the ISAT or PARCC Science Assessment, until the Skyway Network achieves 80 percent proficiency or higher.

# **GOAL 5: Students Achieve Mastery in Social Studies.**

• Measure 5.01 (Growth & Comparative): In a cohort analysis of longitudinal growth, average annual increase of percentiles among students in Social Studies on the Terra Nova, or similar nationally norm-referenced test, averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 85.

Each goal correlates to our school's mission of achieving academic success and personal excellence and with CPS goals for growth, absolute, and comparative measurement of student achievement. We recognize that no single assessment provides a comprehensive picture of student academic progress. In addition to the standardized measures noted above, we use a series of formal interim assessments

<sup>&</sup>lt;sup>97</sup> Great Lakes Academy students will take whatever Illinois state test is mandated for social studies (if there is one) and science.

appropriate to the grade level and in direct support of literacy development in early grades and college preparatory school studies in middle grades.

We arrived at these goals by analyzing the highest performing schools for low-income students across the country, and setting our goals to be comparable to their results. The Accountability Plan will be revised and evaluated annually by the Academic Accountability Committee of the Board of Directors and presented to the full Board for approval, in consultation with the Leadership Team of the school. The Board believes that setting ambitious goals prior to the school's opening will result in a culture of high expectations and high standards. The Board expects the school district to hold the school accountable, and will, in turn, hold the Executive Director responsible for achieving, meeting, and exceeding these goals.

Progress towards these goals will be monitored on an ongoing basis as part of the Board's monthly dashboard (see **Appendix B.10** for example dashboards). If the school is not on track to meet the goals, the Board and the Executive Director will create action plans to ensure that appropriate steps are being taken to address any gaps. If individual students are not on track to meet these goals, we have a variety of methods to remediate and address student needs including individual tutoring, small group tutoring, intense lesson planning and execution training professional development.

#### ORGANIZATIONAL GOALS

As a steward of public funds, we also set goals and measures for fiscal accountability. The school's organizational viability is measured and reported to ensure that fiscal and financial controls are effectively implemented and that the school remains a financially strong and healthy organization.

# GOAL 6: Great Lakes Academy demonstrates fiduciary and financial responsibility.

- **Measure 6.01:** External, annual audit reports demonstrate that the school meets or exceeds professional accounting standards.
- **Measure 6.02:** Budgets for each academic year demonstrate effective allocation of financial resources to ensure effective execution of mission as measured by yearly balanced budgets submitted to CPS. <sup>98</sup>

# **GOAL 7: Board of Directors provides effective school oversight.**

- **Measure 7.01**: Board conducts formal annual review of school leader.
- Measure 7.02: Board conducts annual self-evaluation to assess strengths/weaknesses.
- Measure 7.03: Board conducts formal annual review of by-laws and policies.
- Measure 7.04: Board conducts formal annual review of school's strengths/weaknesses.

# GOAL 8: Great Lakes Academy is fully enrolled, with high levels of attendance and reenrollment.

- Measure 8.01: Waiting list equals 50 percent of kindergarten enrollment annually.
- Measure 8.02: 90 percent of students who begin the school year remain throughout the year.
- Measure 8.03: 90 percent of students who complete the school year re-enroll the following year.
- **Measure 8.04:** School averages 95 percent (+) daily student attendance annually.

# GOAL 9: Great Lakes Academy rates highly on the Five Essentials Survey. 99

- Measure 9.01: School scores "strong" or "green" on Five Essentials survey for Effective Leaders.
- Measure 9.02: School scores "strong" or "green" on Five Essentials survey for Collaborative Teachers.
- Measure 9.03: School scores "strong" or "green" on Five Essentials survey for Involved Families.

<sup>&</sup>lt;sup>98</sup> We note that in the first three years of operation, our budgets do not balance due to our slow growth model, but due to our initial cash influx in start-up, we do not everrun a deficit that is greater than our cash reserves.
<sup>99</sup> The Five Essentials Survey is a survey created by the University of Chicago consortium on Chicago School research to measure the strength of

The Five Essentials Survey is a survey created by the University of Chicago consortium on Chicago School research to measure the strength of schools in five key areas: 1. Effective leaders, 2. Collaborative teachers, 3. Involved Families, 4. Supportive Environment and 5. Ambitious Instruction. See <a href="http://ccsr.uchicago.edu/surveys">http://ccsr.uchicago.edu/surveys</a>. The school can give teachers the survey in early years, and students the survey orally in early grades, and written by 6<sup>th</sup> grade. In Y1-Y5, we plan to read the student section of the survey aloud to students to gather data on Measures 9.04 and 9.05. If and when the parent survey becomes available, we will use that survey as well.

- **Measure 9.04:** School scores "strong" or "green" on Five Essentials Survey for Supportive Environment. 100
- Measure 9.05: School scores "strong or "green" on Five Essentials Survey for Ambitious Instruction. 101

# GOAL 10: Great Lakes Academy consistently maintains school wide systems for tracking student and school metrics.

- **Measure 10.01:** Attendance and student data is entered daily.
- Measure 10.02: Interim tests are graded and entered onto school's data system within 7 days of exams.
- **Measure 10.03:** Grades reports are sent to families on a weekly basis.
- Measure 10.04: Individual student academic and behavioral data is updated on school's student information system on a weekly basis.

#### 2.3.b. STUDENT ASSESSMENT PLAN

Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in Section 2.3.a. Educational Goals and Metrics over the course of the five-year contract. Create and include a table that details specific diagnostic, benchmark/interim, and summative assessments that will be used for each grade level, as well as the timing of their administration (ii) The proposal narrative should: explain the rationale for selecting or developing the identified assessments; describe each assessment's purpose, design and format; demonstrate the validity and reliability of any non-standardized assessments; note alignment of assessments with state standards and/or Common Core State Standards, where applicable; and identify who will be responsible for administering the assessments.

The ethos of the data driven culture at Great Lakes Academy is found in the question, "How do we know that they know?" In other words, it is less significant to ask what teachers they have taught than to ask what their students have learned. The answers lie in our frequent assessments and in teacher's consistent, careful review of student work.

#### **Academic Assessments**

Great Lakes Academy uses quality assessments to constantly monitor and propel students' learning, and we transparently communicate our results to all community stakeholders. Research shows that all high-performing schools serving low-income populations frequently assess student progress for multiple opportunities for improvement. As Paul Bambrick-Santoyo points out, "The proper use of datacentered methods in education isn't an empty platitude and isn't a matter of mindlessly teaching to the test—it's a clearly defined and incredibly effective pathway to academic success." Schools that deliver strong academic results for their students provide rigorous, regular tests and use those results to drive their instructional decisions as well as inform the student interventions, remediation, and acceleration.

Our Dean of Curriculum works in the summer to create our internal interim assessments with teachers in grades K-2. In grade 3, we move to the Common Core-aligned ANET interim assessments. The Dean of Curriculum also heads training of teachers to administer the STEP assessment in grades K-3, and the NWEA MAP tests in grades K-8. The Dean also works in the summer and throughout the year on Data Days to train teachers to analyze and action plan based upon interim assessments, weekly quizzes and STEP test data.

Great Lakes Academy has a minimum of five annual Data Days (for more detail, see **Annual Calendar** in **Section 2.4.d**) during which the entire staff analyzes assessment results and creates action plans, including trimester-specific tutoring schedules. We assess students' academic growth through a variety of daily, interim, and annual exams to provide multiple, formative data points on student achievement. The sources will include in-house, outsourced, state and national assessments and detailed reading inventories. As we are committed to continually re-evaluating our academic assessment tools, when necessary we may change our tools to reflect the most relevant, rigorous data tools available at that time. To organize, store, and efficiently communicate student achievement data, we use a well-researched, computer-based

 $<sup>^{100}</sup>$  This measure is not currently available until students can take the survey in  $6^{th}$  grade. We will measure Supportive Environment as soon as we have  $6^{th}$  graders, or if the survey becomes available to give to students younger than  $6^{th}$  grade.

See Reeves, Douglas B. "Accountability in Action: The 90/90/90 Schools." Englewood, CO Advanced Learning, 2005.

Bambrick-Sontoyo, Paul. *Driven by Data*. San Francisco, CA: Josey-Bass, 2010.

<sup>&</sup>lt;sup>104</sup> Carter, Samual Casey. "Lessons from 21 High-Performing, High Poverty Schools." Washington D.C. Heritage Foundation, 2000.

program such as Kickboard, a well-regarded online system used in several high-achieving charter schools. 105 **Figure 11** provides a description of the assessments to be used.

Figure 11: Description of Great Lakes Academy Assessment Tools

As s essment Type	Description
STEP Literacy Assessment	Grades K-3 (or until a student "Steps out" or passes level 12, the final STEP level), given every six to eight weeks. A literacy test that measures students' literacy growth over time. Used to create longer term, scheduled tutoring and dynamic guided reading groups.
Weekly Show What You Know Quizzes	Grades K-8, short 10-minute quizzes, given every Friday, based upon the standards taught in each core subject that week. Used to determine one-off, individual or small group tutoring the next week or class-wide, re-teach lessons.
Internally Created Math, ELA, and Science Interim Assessments	Grades K-2, internally created interim tests aligned to our Common Core driven standards. These tests are used to evaluate whether students are keeping pace for promotion, as well as whether they are mastering every individual grade-level standard. Used to determine longer term, scheduled tutoring, and any class-wide re-teach lessons.
ANET	Grades 3-8, 106 externally created, Common Core-informed, standards-driven tests in English Language Arts and Math, given approximately every eight (8) weeks. These tests are used to evaluate whether students are keeping pace for promotion, as well as whether they are mastering individual grade-level standards. Used to determine longer term, scheduled tutoring. If ANET does not add science tests by the time we add third grade, we will create our own interim assessments.
Daily Exit Tickets	Grades 5-8, 3-to-5 minute quizzes covering the class aim. Exit tickets are used by teachers to determine both the effectiveness of a lesson, and whether any student necessitates flexible tutoring on that aim. Used to determine whether a whole-class lesson re-teach is necessary, or individual students need immediate follow-up.
Nationally Normed Exams (NWEA MAP)	Grades K–8, administered at the start, middle and end of each school year. Measures longitudinal growth for cohorts of students in Reading and Mathematics and Science over multiple years and can be compared to national cohort. Used to provide national point of comparison and college trajectory in core subjects of Reading, Mathematics, and Science. We use the NWEA MAP test in all subjects except Social Studies where it is not offered.
Illinois State Testing (PARCC)	Grades 3-8, a state test given annually. Given to determine curricular and instructional effectiveness and to compare the school's performance with other schools across the city and state.
End-of-Year Assessments	In all grades, interim tests are given 4 or 5x annually. In grades 5-8, interim tests are given at the end of each Trimester, in each subject, and a comprehensive annual exam given in the last week of school. Tests are created internally based upon each core subject's standards. We give both trimester exams and ANETs in grades 5-8; in grades 3 and 4, ANET exams stand in place of our interim exams. Cumulative end of year exams begin in grade 5.

We carefully select our assessments to provide us with ongoing sources of data that allow us to evaluate our individual students, grade level performance, and school performance as a whole throughout the school year. Figure 12 outlines assessments we plan to use within each content area. Note that we will continually evaluate the assessments that we use, and may choose to incorporate new tests and eliminate others as tests are developed and altered.

All of our internally created assessments are created by teachers with significant input by our Dean of Curriculum. We hold annual professional development on creating, analyzing and action planning through the use of assessments. The Executive Director is responsible for overseeing the administration of

 $<sup>^{105}\</sup> Kickboard\ is\ a\ data\ management\ system\ used\ in\ several\ high\ performing\ charter\ schools\ including\ multiple\ BES\ schools\ and\ the\ Uncommon$ School Network. It allows teachers and staff to collect, organize, and analyze both academic and behavioral data on students.

106 Offered in Grade 2, but the pricing is a set \$30,000 per school, and therefore not cost effective for a single grade.

all state and national testing, supported by the Deans of Culture and Curriculum and the Director of Operations/Business Manager. Teachers will administer the tests directly to students, under that oversight and with that support. Student scores are always sent home to parents as part of our weekly student progress report. State tests scores are reported during our final parent-teacher conferences, if available.

Figure 12: Assessment Tools across Subject Areas and Grades

	Reading	Writing	Math	Science	Social Studies
K	STEP NWEA MAP Internal Interims	Internal Interims	NWEA MAP Internal Interims	Internal Interims	Internal Interims Terra Nova
1	STEP NWEA MAP Internal Interims	Internal Interims	NWEA MAP Internal Interims	Internal Interims	Internal Interims Terra Nova
2	STEP NWEA MAP Internal Interims	Internal Interims	NWEA MAP Internal Interims	Internal Interims	Internal Interims Terra Nova
3	STEP NWEA MAP ANET PARCC	Internal Interims	NWEA MAP ANET PARCC	NWEA MAP ANET	Internal Interims Terra Nova
4	NWEA MAP ANET PARCC	Internal Interims	NWEA MAP ANET PARCC	NWEA MAP ANET PARCC	Internal Interims Terra Nova
5	NWEA MAP ANET PARCC EOY	Internal Interims EOY	NWEA MAP ANET PARCC EOY	NWEA MAP ANET EOY	Internal Interims Terra Nova EOY
6	NWEA MAP ANET PARCC EOY	Internal Interims EOY	NWEA MAP ANET PARCC EOY	NWEA MAP ANET EOY	Internal Interims Terra Nova EOY
7	NWEA MAP ANET PARCC EOY	Internal Interims EOY	NWEA MAP ANET PARCC EOY	NWEA MAP ANET PARCC EOY	Internal Interims Terra Nova EOY
8	NWEA MAP ANET PARCC EOY EXPLORE	Internal Interims EOY	NWEA MAP ANET PARCC EOY EXPLORE	NWEA MAP ANET EOY EXPLORE	Internal Interims Terra Nova EOY

# **Non-Academic Assessments**

Great Lakes Academy is committed to measuring non-academic goals as well as academic ones. Our primary non-academic goals are the demonstration of non-cognitive social/emotional such as study habits, and organizational skills. In K-1, teachers send home daily BE GREAT reports on a behavior tracker for parent signatures. In grades 2-8, BE GREAT reports are sent home weekly for parent signatures, and evolve into a paycheck system that accumulate weekly trimester-long points in grade 5.

Our commitment to our students' social/emotional growth, and to collecting and analyzing data in these areas parallels our commitment to our students' academic growth. Teachers enter daily behavioral data onto an online system such as Kickboard, so that we can track and respond to student, grade level and school wide trends. Teachers also rate students' social/emotional growth using the Devereux Student Strengths Assessment ("DESSA") (or a similar character-based assessment system) on a trimester basis and include those in our report card. The DESSA "is a standardized, strength-based measure of social-

emotional competencies of children in Kindergarten through the grade 8." It uses 72 strength based measures that compromise the following eight scales: "optimistic thinking, relationship skills, self-awareness, personal responsibility, self-management, goal-directed behavior, social-awareness, and decision making. We also include daily and character assessment data on a Great Lakes Academy Character skills report card that accompanies students' academic report card.

In addition to the DESSA, the Great Lakes Academy Middle School (grades 5-8) employs a "paycheck" token economy system for students, with daily opportunities for students to earn dollars and lose dollars through merits and demerits. Every student begins the week with \$100. Students lose dollars for being absent, tardy, failing to complete homework, being unprepared with uniforms or supplies, and demonstrating misbehavior in class. For example, a student loses \$5 from their paycheck for being tardy to class, and loses \$10 from their paycheck for failing to complete one night's homework and therefore failing to demonstrate Responsibility. Students also lose points for misbehaviors. A relatively minor misbehavior, like calling out in class, is -\$5. A more serious violation, like disrespect to a peer, is -\$50. Students can earn dollars for timeliness, demonstrating core values, being prepared in uniform and with supplies, and for going above and beyond in their behavior. For example, a student who works through a difficult question in class and demonstrates *Endurance* may earn \$5 on their paycheck.

The paycheck is used as a summary of our Middle School student's non-academic progress for families. The paycheck report is printed out each Friday, and comments from teachers are included as well. The student's updated grades are included each week as well. Parents sign paychecks over the weekend and have the opportunity to comment as well.

The paycheck has a series of consequences and rewards associated with it. Students whose paychecks dip below \$80 cannot attend weekly Community Celebration on Friday. Students with a Trimester average below \$75 cannot attend field trips or other whole school rewards. Students can also use paychecks cumulatively (\$5000 total for a dress-down uniform day), or to purchase Great Lakes Academy gear (\$50 for a GLA pen) at the school store. Students whose paycheck dips below \$50 during the week earn after-school detention on Fridays.

**Surveys**. Great Lakes Academy is committed to receiving feedback through the solicitation of surveys from school visitors, parents/guardians, and the adults within the building. We use an online survey system to collect and compile data on everything from the cleanliness of the school facility to the demonstration of BE GREAT values by our staff and students. <sup>109</sup> We ask all visitors to complete surveys for us, and have all staff members complete surveys each trimester. We also solicit parental surveys a minimum of once annually. Our website includes a link to provide immediate feedback on the school.

Great Lakes Academy is also committed to asking students about their classrooms experiences; we ask students to complete annual, anonymous surveys regarding their teachers. Recent research suggests that one of the top indicators of teacher success is student feedback. We will create anonymous student surveys for students to complete based upon the CCSR's Five Essentials Survey (it is only administered to students 6<sup>th</sup> grade and older; we will alter it or administer it orally in grades K-5).

# **Means of Reporting Performance Data**

It is a top priority to maintain transparency at all levels of our school. From our Data Drill Down room, to our daily and weekly communications with parents, to our monthly data dashboards for our Board of

Great Lakes Academy Charter School

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DESSA information at: <a href="http://www.kaplanco.com/store/trans/productDetailForm.asp?CatID=17">http://www.kaplanco.com/store/trans/productDetailForm.asp?CatID=17</a> percent7CEA1000 percent7C0&PID=16430

A similar paycheck system is used at several high-performing charter schools observed by Katherine Myers during her time coaching teachers in New Orleans through her Building Excellent Schools Fellowship. Schools include several KIPP schools, and several BES ESN schools, including Excel Academy in Boston.

109 For example symmetry a least of the control of the contr

<sup>&</sup>lt;sup>109</sup> For example, survey monkey is a common online account used to collect and compile survey results.

MET project, "Asking Students about Teaching: Student Perception Surveys and their Implementation," September 2012; Bill & Melinda Gates Foundation, "Learning about Teaching: Initial Findings from the Measurer of Effective Teaching Project," December 2010. Student Surveys are nowused at Aspire Public Schools, Green Dot Public Schools, and at TNTP.

Directors, we are dedicated to data collection, analysis and action planning. As outlined in **Figure 13**, we are careful to cultivate a culture of analyzing data for analysis and improvement rather than for judgment.

Figure 13: Means of Reporting Student Data

Stakeholder	Means of Reporting			
Students and Families	Weekly BE GREAT reports that include behavioral and academic data will be sent home for parental signatures in grades K-1. In grades 2-8, progress reports that include behavior and grade reports are sent home weekly. In grades 5-8, behavior reports take the form of paychecks. Quizzes and Interim tests scores are reported on weekly progress reports. Report cards will be given out each trimester during parent-teacher meetings. Report card conferences are mandatory, and all report cards require parent signatures.			
Our Data Drill Down room has posted all student reading levels and math levels, as as interim tests scores, attendance records, and behavioral trends. Teachers post s student test data (growth), homework data and BE GREAT behavior stars in classrooms.  On Data Days, we copy all data for the full staff. Our ethos is to embrace and an data for ways in which to improve, not for ways in which to make judgment. Teachers work individually and in grade-level teams to analyze students' academic and behavioral trends. Teachers post s student test data (growth), homework data and BE GREAT behavior stars in classrooms.				
Board of Directors	Members of the Board will be given monthly updates during board meetings that include a dashboard with academic and non-academic performance indicators. See <b>Appendix B.10</b> for sample dashboards.			
Greater Chicago Community and the State	State tests scores along with STEP and nationally-normed assessment data will be published annually and made available to the general public via an Annual Report that contains academic and non-academic results and provides a plan for improvement as needed. The Report also will be available on our website: www.glachicago.org.			

# 2.3.c. DATA DRIVEN PROGRAMS AND INSTRUCTION

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

At Great Lakes Academy, we embrace student academic data because it enables us not only to serve our students, but to have a clear and honest assessment of our own effectiveness as we constantly push ourselves to grow and better educate our students.

We are committed to the use of data to inform our decision making, not only with our curricular decisions, but also to inform our school culture decisions, hiring decisions, etc. Our philosophy at Great Lakes Academy is "assess to address." We use a variety of assessments on a daily, weekly, and interim basis to develop a nuanced understanding of each individual student at our school and to effectively address their needs. In this way, we can ensure that no students are falling through the cracks, all students are being challenged, and we are truly teaching each standard to each student to mastery. If a student is struggling with a concept, we have a number of interventions for the student: individualized tutoring, small group instruction, or, if the entire class is struggling with a concept, re-teaching the concept to the entire class.

We follow the philosophy laid out clearly in  $Driven\ by\ Data$  for the collection and use of data in addressing individual student needs. 111 The essential elements are:

- 1. **Assessment**: Create rigorous interim assessments that provide meaningful data.
- 2. **Analysis**: Examine assessment data to identify where students are struggling and why.
- 3. **Action**: Implement new teaching plans to respond to the analysis.

<sup>&</sup>lt;sup>111</sup> Bambrick-Santoyo, Paul. *Driven by Data*. Josey-Bass San Francisco. 2010.

4. **Systems**: Create systems and procedures to ensure continual data-driven improvement.

At Great Lakes Academy, we also include:

5. **Transparent Culture**: Create a school culture in which teachers embrace data, the information provided therein, and the opportunity to grow as educators, and to feel empowered rather than judged by student data.

The school uses a variety of formative and summative assessments, as well as criterion-referenced and norm-referenced assessments, as detailed in **Section 1.3b:** Student Assessment Plan.

The staff spends one full day after each interim assessment analyzing their student data, and action planning around that data; new guided reading groups are created, long-term tutoring groups are created, lessons are selected for re-teach, and curriculum effectiveness is discussed. See **Appendix D.10** for more on our data analysis and action planning. **Figure 14** outlines how data gathered from these assessments is used to create action plans on four levels.

Figure 14: Great Lakes Academy Data Analysis and Associated Action Step

	Analysis	Action Step		
1	Are there common mistakes or misconceptions in 75 percent or more of my students?	Re-teach the standard/concept to the entire class during a re-teach block.		
2	Are there groups of students (5-10) demonstrating a lack of mastery over a skill?	Pull group of students during independent work time and re-teach skill.  OR  Re-teach skill during dynamic guided reading groups.  OR  Pull group of students during breakfast, lunch, or study-block to re-teach skill.		
3	Are there individual students missing large numbers of questions, and who might need an individual action-plan or RTI?	Create individual RTI or action plan for student and closely monitor progress over next 4-6 weeks.  OR  Create individualized tutoring plan and closely monitor student over next 4-6 weeks.		
4	Is there a minor misconception or a minor mistake a student is making?	Pull student during independent work time, before or after school, or during breakfast or lunch to address misconception.		

Throughout the day, week and trimester, there are several opportunities for each action step to occur:

- Whole-Group Re-Teach. At the K-8 level, teachers have time set aside on Fridays to re-teach lessons that over 75% of the class failed to master (based on recent quizzes or assessments). (For more detail, see Appendix D.2 for daily schedules.)
- **Dynamic Reading Groups.** At the K-8 level, students have an opportunity to read every day as part of an on-level guided reading group. In grades K-4, our guided reading groups are completely flexible based upon the latest STEP data. In grades 5-8, our Reading Clubs are flexibly grouped every eight weeks based upon student's Fountas and Pinnell Reading levels. 112
- Targeted, One-Off Intervention. Teachers can pull students for targeted one-off tutoring during breakfast, lunch, recess, Character and Fitness, and during Choice Time (K-4) or FOCUS time (5-8)
- **Targeted Remediation**. Teachers can pull students for more formal, long-term remediation in small groups during Choice Time (K-4) and FOCUS time (5-8).
- Extra Teaching Assistance. We have financed one Teaching Assistant who is assigned to assist teachers in grades 2-4, and to assist teachers in grades 5-8. These teachers provide one-on-one and

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 $<sup>^{112}\</sup> Fount as\ and\ Pinnell\ reading\ assessment\ is\ a\ comprehensive\ reading\ comprehension\ assessment\ used\ to\ gauge\ student\ reading\ levels.$ 

small group pull-out assistance during independent practice time in our literacy and math classes for any students struggling below grade-level. They are also considered in training to become lead classroom teachers in future years.

We also use data to drive our school culture by collecting and closely monitoring student behavioral data, and responding accordingly. Our Dean of Culture closely tracks student behavioral data for trends across grades, students, and teachers. On a weekly basis, we track the category of corrections that students are being given, and by whom. If we see a trend in a particular teacher's class, we can work with that teacher to proactively improve that specific area of his/her practice. For example, if we notice that many students are being given corrections for lack of focus in a particular class, we can work with that individual teacher to increase his or her student engagement techniques. If we see a behavior trend across the grade, such as a spike in demerits being given in the fifth grade for disrespect, we can incorporate additional professional development for fifth grade teachers on management, as well as lessons on respect during the fifth grade classes' Character and Fitness class or advisory.

Our Leadership Team holds an end-of-the-school year retreat where we analyze the year's summative results, and reflect on the factors that lead to those results. This, in hand, leads to action planning, and changes in practices in instruction, staffing, culture, and scheduling for the following year.

Our Board holds a yearly retreat to reflect upon the school's data as well, including attendance, enrollment, fundraising, budget, and summative academic results. During that meeting, the Board reflects upon its efforts in the past year to support the school, presents its own self-evaluation, and discusses any areas in which it may need to strengthen its efforts. It sets goals for the coming year, as well as associated measurements, which are tracked monthly on the dashboard.

We communicate with parents/guardians and students regarding academic progress a minimum of once weekly. Progress reports are shared with students in advisory each week, and sent home with students on Friday to be returned Monday with a parent/guardian signature. We also notify families of any extra tutoring groups their child may be accessing in the coming week(s).

Our commitment to data has been evident in our pre-authorization community outreach. We distributed surveys and feedback forms to local residents (see **Appendix C.4** and **Appendix C.5**). It became evident through our survey results and through thousands of one-on-one conversations that families were looking for after-school opportunities for their students. Accordingly, we made and continue to make an effort to locate after-school partnerships so that we could provide that service for our families. (For detail on those after-school partnerships, see Section 1.1.)

# 2.4 CURRICULUM AND INSTRUCTION \_\_\_\_

Our curriculum is designed to serve our mission of student success through college and beyond. We begin in Kindergarten, with a rigorous, college preparatory curriculum that includes 180 minutes of literacy and 90 minutes of math instruction each day.

What does rigor look like?

Rigor can be an overused word in education. It may be easier to describe some examples. At Great Lakes Academy it means all teachers are always asking students to answer in a complete sentence, even on day one of Kindergarten. It means teachers using high level vocabulary, calling a number an "integer" and requiring students to use similar Tier 2 and Tier 3 words with a high degree of frequency. It means students being asked to solve a math problem in three different ways, and to explain their solution in a written paragraph. It means students constantly being asked to explain their thinking, to articulate the "why?" and the "how do you know?" that informs their understanding of ideas, and to do so in text-based and evidentiary ways. It looks like teachers pre-scripting their questions up to the highest level of Bloom's taxonomy for every lesson, indicating students they may call on, and receiving feedback on

those questions by our Dean of Curriculum. Rigor also is defined by the scope and sequence of study, and the materials that inform that sequence, each of which is discussed below in further detail.

#### 2.4.a. CURRICULUM

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

Great Lakes Academy's mission is to prepare every student for an academically rigorous college preparatory high school and for success in a college or university of their choice. As part of the national work of education reform, Illinois has incorporated and adopted the Common Core standards in ELA and Math, and indicated its plans to implement the Next Generation Science Standards in Science. Accordingly, our curriculum is designed around the Common Core, the Next Generation Science Standards and the Illinois Social Studies standards and the Illinois Social/Emotional standards in every grade. See **Appendix D.21** for listing of the Kindergarten and First Grade standards for ELA, Math, Science, Social Studies and SEL. See Appendix D.21 for listing of the Kindergarten and First Grade standards for ELA, Math,

Using the Common Core standards and drawing from the standards developed by the Edward Brooke Charter School network<sup>116</sup> Uncommon Network, and other high performing schools with a strong track record of academic success in alignment with rigorous state standards, our Dean of Curriculum creates Great Lakes Academy pacing guides. S/he then works each year during our Summer Institute with teachers to break standards into a curriculum map for each grade and subject area to ensure that our students are working towards college preparation starting at the Kindergarten level. Our curriculum maps are aligned vertically, from grades K–8, to ensure that students do not miss any skills necessary for a rigorous high school experience. Our curriculum maps are also aligned horizontally within the grade level, meaning, for example, that as students learn to identify topic sentences in their non-fiction reading class, they are also focusing on writing clear topic-sentences in their writing class and incorporating these into their writing within social studies and science classrooms.

Within a grade, we rely upon both in-house and externally created curricular resources. Regardless, all curriculum must be aligned with the Great Lakes Academy Standards which are aligned to the Common Core aligned Illinois State Standards, and standards from high performing schools, such as Brooke schools in MA, which consistently score at the top of the state for all open enrollment schools. We also use externally created curriculum to create our lessons for Math, Social Studies and Science. For example, teachers use *enVisions Math* as a resource to develop their lessons for Math Procedures. Nevertheless, teachers in charge of these lessons must ensure that the scope and sequence for the year is aligned with, and fully covers, Great Lakes Academy Standards.

To lighten teachers' planning loads, and to allow teachers to specialize in one or two key subject areas even at the elementary level, teachers in grades K-4 collaborate and share lesson plans. For example, in Kindergarten, there are four teachers. The two more experienced teachers plan the Math Procedures, Math Problem Solving (Lead Teacher A), and Reading Comprehension/Read Aloud and Writing (Lead Teacher B). The less-experienced co-teachers plan for Social Studies and Science. All have a hand in creating Guided Reading lessons, whose scope and sequence changes every eight weeks depending on the most recent STEP test data. (See **Appendix D.22** for STEP-aligned Guided Reading Scope and Sequence.) In

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http://www.isbe.net/common\_core/default.htm; http://www.isbe.state.il.us/common\_core/default.htm. The Common Core incorporates the College and Career Readiness (CCR) standards, which clearly define those skills students need to be prepared to enter the workforce and college.

<sup>114</sup> See <a href="http://www.isbe.state.il.us/ils/Default.htm">http://www.isbe.state.il.us/ils/Default.htm</a> for link to all Illinois state standards.

115 Standards for grades 2-8 are available upon request. For the sake of space, we include only the standards of our opening grades, K and 1.

See Appendix D.30 for exemplar Edward Brooke Power Standards in ELA.

<sup>&</sup>lt;sup>117</sup>Edward Brooke students scored #1 or #2 in the state out of all public schools in Massachusetts in both Math and ELA. Their standards can be found here: <a href="http://www.ebrooke.org/wp-content/uploads/2010/09/teaching-standards.pdf">http://www.ebrooke.org/wp-content/uploads/2010/09/teaching-standards.pdf</a>. Lead founder, Katherine Myers, visited the school several times in the fall of 2012.

second through fourth grades, where there are three experienced teachers at each grade level, the planning load is divided up slightly differently, but the concept is the same: teachers plan one or two subject areas thoroughly, and share lesson plans across the team.

To ensure that shared lessons are understood and thorough, there is time each week during our Friday Professional Development to meet in grade-level teams and review the upcoming week's lessons. Teachers come having read lessons and prepared to ask questions, practice executing targeted pieces of the lesson, and share best practices on any of our pre-scripted curriculum such as Reading Mastery. We use student data to assist in selecting teachers to share-out best practices.

Curriculum Development. To develop our curriculum, each summer teachers work with our standards and pacing guides to create a Curricular Alignment Template (CAT) (essentially a curriculum map) for the course. The CAT is based upon the curriculum development system as developed and implemented at the highly successful Roxbury Preparatory Charter School (of the Uncommon Schools network). 118 The CAT allows teachers to plan for the year's curriculum by analyzing rigorous, standards-based assessments, and then using the Great Lakes Academy Standards to break down the year into units of study, and discrete, individual, daily teaching points or objectives. Teachers also rely on internally created pacing guides, created by our Dean of Curriculum. See Appendix D.22 - D.25 for sample Reading Comprehension and Writing Pacing Guides for grades K-1. We do not create internal CATs for the programs that we use for phonics and word study, such as Reading Mastery and Words Their Way, but we do create CATs for Math Procedures and Math Problem Solving using as a resource the research-based programs Investigations and enVisions Math. Our Dean of Curriculum and Executive Director leads PD on how to use standards and assessments to break down standards into daily objectives; they also provide a pacing calendar for every subject and grade. See Appendix D.15 for Curriculum Development Timeline. See Appendix D.26 - D.29 for sample CATs for Kindergarten and first grade Reading Comprehension and Writing. 120

During start-up, we select a focus area for teachers in grades K-4 as we work to refine our internal standards, and internal CATs for each grade. In every grade, the first year's focus area is the Reading Comprehension/Read Aloud CAT, and the Writing CAT. The second year is focused on the Math Procedures and the Math Problem Solving CATs. In year three, Science and Social Studies CATs. In the interim, we initially rely more heavily upon research-based and proven curricular programs aligned to Illinois State Standards such as *Investigations* and *enVisions* for Math, <sup>121</sup> the FOSS system for Science, and Pearson myWorld Social Studies for Social Studies. In all years, we revise the previously created CAT and assessments based upon the previous year's student assessment data. Figure 15 is a demonstration of our curricular development plan for grades K-1. This looks slightly different in grades 2-4 where there are three lead teachers, and we create our internal curriculum more quickly. In grades 5-8, teachers are specialized by subject (ELA, Math, Social Studies/Science), and our internal curriculum is developed for each subject in the first year of the grade, then revised annually thereafter.

Figure 15: Great Lakes Academy's Summer Institute Three-Year Curriculum Development Plan, K-1

	GLA Curriculum Development Timeline & Responsible Parties					
Yearly grade develo pment	FLA	Math	Science	Social Studies		

 $<sup>^{118}\</sup> In\ October\ 2012, Lead\ Founder\ Katherine\ Myers\ was\ trained\ by\ Uncommon\ Schools\ Boston\ Managing\ Director\ Dana\ Lehman\ , in\ the$ implementation of the CAT in designing curriculum for a school as part of the Building Excellent Schools Fellowship. We have provide pacing guides for grades K and 1, our Y1 grades, and the

<sup>120</sup> Id.

<sup>&</sup>lt;sup>121</sup> Information for Envision Math cam be found here: <a href="http://www.pearsonschool.com/index.cfm?locator=PS1zHe">http://www.pearsonschool.com/index.cfm?locator=PS1zHe</a>. Envision is aligned to the Common Core. Information for Investigations Math can be found here: http://investigations.terc.edu/index.cfm

	Reading Comprehension	Writing	Math Procedures	Math Problem Solving		
Y1	Lead Teacher A creates CAT & internal assessments	Lead Teacher B creates CAT, writing rubric	enVisions math program, supplemented as needed.	Investigations math program, supplemented as needed	Co-Teacher A creates internal assessments	Co-Teacher B creates internal assessments
Y2	Co-teacher A revises CAT & internal assessments	Co-Teacher B revises CAT & internal assessments	Lead Teacher A creates CAT & internal assessments	Lead Teacher B creates CAT & internal assessments	Co-Teacher A revises internal assessments	Co-Teacher B revises internal assessments
Y3	Co-Teacher A revises CAT and internal assessments	Co-Teacher B revises CAT & internal assessments	Co- Teacher A revises CAT & internal assessments	Co- Teacher B revises CAT & internal assessments	Lead Teacher A creates CAT & internal assessments	Lead Teacher B creates CAT & internal assessments
Y4 +	Lead Teacher A revises CAT and internal assessments	Lead Teacher A revises CAT and internal assessments	Co-teacher B revises CAT and internal assessments	Co-teacher B revises CAT and internal assessments	Co-Teacher A revises CAT & internal assessments	Co-Teacher B revises CAT & internal assessments

Once a subject's CAT has been developed and refined, teachers spend Summer Institute refining the scope and sequence based upon the previous year's academic data. For example, if student test scores were lowest during a particular unit in our writing course, teachers may work with the Dean of Curriculum to re-assess those standards and re-write that particular unit. In later years, we may also shorten our Summer Institute to 15 days for grades that have been operating with consistent teachers for more than three years.

Throughout the school year, teachers complete daily and weekly lessons using our lesson planning templates, as well as any accompanying materials, and submit those to our Dean of Curriculum, (and in later years, grade level chairs as well) 10 days prior to teaching the lesson. Our Dean of Curriculum then provides targeted feedback for revisions and returns them to teachers a minimum of five days before the lesson is taught. Teachers submit revised, final lessons the Friday before they will be taught, so that grade-level teams can review lessons together before teaching them. See **Figure 16** for our feedback plan.

Figure 16: Great Lakes Academy Lesson Planning Feedback Calendar

Timinş	Sun 5:00 PM 2 weeks pre- teaching lessons	Fri 2:00 PM 10 days pre- teaching lessons	Mon 10:00 PM 1 week pre- teaching lessons	Thu 10:00 PM 4 days pre- teaching lessons	Fri PD 3 days pre-teaching lessons
Action	Lessons submitted to Dean of Curriculum	Lesson returned to Teachers with comments.	Revised lessons submitted to Dean of Curriculum	Finalized lessons returned to Teacher.	Lessons reviewed in grade-level meeting; Materials printed for following week.

**Literacy First.** We prioritize developing strong, foundational literacy skills in all of our students. Research regarding the impact of strong literacy acquisition is unequivocal. Reading skills affect the entirety of a student's academic life. <sup>122</sup> Further, early reading ability is highly predictive of reading

<sup>&</sup>lt;sup>122</sup> Stanovich, Keith. "Matthew Effects in Reading." Reading Research Quarterly. Fall. 1986.

comprehension ability across a student's courses. 123 Researchers have noted "The Matthew Effect" in early, strong readers: "[T]he very children who are reading well and who have good vocabularies will read more, learn more word meanings, and hence read even better." <sup>124</sup> To create a positive Matthew Effect for our students, we push literacy heavily from day one, spending over three hours daily in Kindergarten and first grade, and spiraling key literacy skills into all subject areas. We use a balanced literacy approach that is recognized by the highest performing charter schools, and based explicitly on the work of the Uncommon Charter School Network and the Edward Brooke Schools, which have consistently posted among the highest reading scores in New Jersey, New York and Massachusetts while serving predominately low income, urban students of color. The approach is outlined in the recent book Great Habits, Great Readers, from Paul Bambrick-Santoyo of the Uncommon Charter School Network. 125 It includes daily, whole-groups lessons in Read Aloud, writing, and daily small-group lessons in reading comprehension, guided reading, phonics, vocabulary and word study. Small groups are dynamic and re-assigned every 6-8 weeks in accordance with interim STEP assessment data.

Small Class Size. In grades K and 1, we plan for 32 students and two full-time teachers in each classroom. We utilize this two-teacher system and blended learning on computers to teach the bulk of our math and literacy lessons in small groups of eight students or less. In whole group teaching in K and 1, the ratio is 16:1. Finally, in Y1, our student to adult ratio is 9:1. We keep our class sizes small through the lower elementary grades, with 16:1 teacher to student ratio in grades 2-4 (we have three classroom teachers per grade, and one floating Teaching Assistant for grades 2-4). In the upper grades (5-8), when research indicated that gains from small class size is negligible, we move to larger, 25-32 student classes. Research indicates that minority, low income students in lower elementary grades have shown greater gains in small classes, where the class size is under approximately 20 students. <sup>126</sup> Research also indicates that reducing class size without regard to teacher quality is meaningless in and of itself. Our approach is to hire and train the highest quality teachers, while also reducing K-4 class size, and utilizing small inclass groupings for increased individualized instruction and attention to the greatest extent possible.

# **Literacy Program in Great Lakes Academy Elementary (K-1)**

Our goal is to ensure that all students have the literacy skills to read and write at or above grade level when they enter second grade, or after they have been with us for two years. Our students develop decoding and reading fluency, and we lay the foundation for their expression of critical thought through writing. The K-1 schedule devotes over 200 minutes daily to our literacy program, including daily lessons in phonics, guided reading, reading comprehension skills and strategies, Read Aloud, vocabulary development, word study, writing, handwriting, and grammar. Our literacy block in K-1 is broken up into five core literacy components, three of which include small group instruction with no more than eight students per group. 127 Small group instruction is provided during a three-period rotation through guided reading, phonics instruction and, blended learning on an adaptive, literacy-based, research-based computer program such as River Deep. 128 Whole-group instruction is provided during writing/handwriting, Read Aloud, and vocabulary. We follow a balanced literacy approach, believing that

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<sup>&</sup>lt;sup>123</sup> Cunningham, Anne E., and Keith E. Stanovich. "Early Reading Acquisition and its relation to reading experience and ability 10 years later." Developmental Psychology. Vol. 33 Nov. 1997; Stanovich, Keith. (2000). Progress in Understanding reading: Scientific Foundations and New Frontiers (1 ed.). New York, NY: Guildford Press.; Cunningham, Anne & Keith Stanovich. (2003). "Reading Can Make you Smarter." Principal

<sup>&</sup>lt;sup>124</sup> Ibid.; Stanovich, Keith. "Matthew Effects in Reading." *Reading Research Quarterly*. Fall. 1986.

Bambrick-Santoyo, Paul, et al. *Great Habits, Great Readers*." San Francisco, CA. Jossey-Bass. 2013.

<sup>126</sup> See The Center for Public Education "Class Size and Student Achievement: Research Review" (http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-ac student-achievement-Research-review.html) for a comprehensive review of the Tennessee's Project ST AR, Wisconsin's SAGE, and California's CSR program; See also Mosteller, Frederick, "The Tennessee Study of Class Size in Early Grades." *The Future of Children.* Summer/Fall 1995; <sup>127</sup> North Star in Newark, NJ, is the highest scoring non-selective school in New Jersey, and implements a similar 3 group rotation through guided reading, phonics instruction and computer reinforcement.

128 River Deep is a research-based literacy program on computer used at high performing schools such as Uncommon Network charter schools.

strong leaders "overdetermine[d their] success by applying every path at their disposal and using them to reinforce one another." Figure 17 explains each component of the literacy block.

In K and 1, the literacy block begins with a 15-minute whole-group Morning Message that reviews phonics, grammar, and writing concepts. There is then a whole-class Read Aloud, based upon our Reading Comprehension scope and sequence. Students then break up into four small groups. Groups B and C work on phonics with the classes' co-teacher for the next hour. Group A moves to guided reading or reading comprehension (depending on the day) with the more experienced teacher for 30 minutes, while Group D works on a computer-based reading program. Groups A and D then flip-flop, while Groups B and C remain in Phonics. For the last 15 minutes, Groups B and C have a word study lesson, based upon *Words their Way*. After an hour, Groups A and D move to phonics, and Groups B and C move between the computer-based reading program and guided reading/reading comprehension. After two hours, there is recess and a snack, and then students move to whole-group writing, with the co-teacher pulling one small group of writers each day to work with them on their specific data-based skill needs. Figure 23 below is a same student daily schedule. Figure 17 is further explanation of the literacy block components.

Figure 17: The K-1 Literacy Program at Great Lakes Academy Elementary

Literacy Component	Rationale/Explanation
Read Aloud	Reading aloud to children has been referred to as the single most important activity for building the skills required for reading success. 130 Read Alouds allow students to focus on high-frequency sight words, to acquire new vocabulary, develop auditory skills, hear modeled reading fluency and expressive reading, and do practice reading skills on above-grade level texts. Read Alouds allow teachers to demonstrate the metacognitive processes necessary for successful reading comprehension. 131 It also builds an enjoyment of books and reading, developing life-long readers, and builds shared experiences for classes. We align our Read Aloud lessons to our Reading Comprehension curriculum, so that students receive a double-dose of exposure to a given objective each day. Our Read Aloud follows an "I Do/We Do/Check for understanding." 132 First, the teacher introduces the skill to the students and previews the text. S/he then introduces 4-8 vocabulary words that are in the text. Then, for the "I Do" portion, s/he reads aloud to students and models, or "thinks aloud" the critical reading skill being taught. For the "We Do," the teacher asks questions as key points in the text to allow students to practice the skill. The lesson ends with a check for understanding whereby students either answer a question through a "turn and talk" or by writing their answers. 133 See Appendix D.16 for a sample Read Aloud Lesson Template.
Reading Comprehension	Our Reading Comprehension scope and sequence is based upon the Common Core and follows the same scope and sequence as our Read Aloud. We work to develop metacognitive readers who think critically about the texts they read, whether it is non-fiction or fiction. Students receive small group, Reading Comprehension lessons 3x weekly in their guided reading groups. On other days, they receive group-specific, on-level, guided reading lessons. See <b>Appendix D.17</b> for a sample Reading Comprehension Lesson Template.
Vocabulary	Given their economic disadvantages, we recognize that our students are likely to enter our school with a less extensively developed vocabulary than their more affluent peers. <sup>134</sup> We

<sup>&</sup>lt;sup>129</sup> Bambrick-Santoyo, Paul, et al. *Great Habits, Great Readers*. San Francisco, CA. Jossey-Bass. 2013.

Rout man, R. (2000). Conversations: Strategies for teaching, learning and evaluating. Portsmout h, NH: Heineman.

<sup>131 &</sup>quot;Think Aloud" allows students to understand what teacher is thinking and why, modeling what students should consider as they complete similar tasks independently. Keene & Zimmerman. (1997). Mosaic of Thought. Portsmouth, NH: Heinemann.

The Read Aloud lesson guidelines are laid out on pp. 103-126 of *Great Habits, Great Readers*.

<sup>133</sup> Fountas, Irene C., and G. Pinell. (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8. Portsmouth, NH: Heinemann.

Hart, Betty, and T. Risley. "The Early Catastrophe: The 30 Million Word Gap by Age 3." American Educator. 2003.

	further recognize that "[t]he powerful relationship between comprehension and vocabulary knowledge is one of the most consistent findings in reading research." Accordingly, we weave vocabulary acquisition throughout our day in a variety of ways; words of the day, previewing vocabulary words before reading texts, having vocabulary word walls for science, social studies, and math. Our teachers consciously use high level vocabulary in classrooms, and demand our students use correct, high level vocabulary and grammatically correct sentences when speaking in class as well. We also begin our Read Aloud lessons with explicit vocabulary word instruction. See <b>Appendix D.17</b> for a sample Reading Comprehension Lesson Template, which includes Vocabulary.
Phonics	Phonological and phonemic awareness is a basic component of teaching children to read. We use research-proven programs such as Reading Mastery to ensure that all students develop phonemic awareness. Phonemic awareness is explicitly taught through visual, auditory, and tactile cues. Students learn to identify letters, then phonemes associated with letters, and finally to use phonics to read and write. Students are dynamically grouped during their phonics study, based upon their guided reading groups. It is part of our literacy block in grade K and 1, and for select group of students in grade 2, if necessary.
Word Study	Students study word relationships, including rhyming patterns. Using research-based programs such as <i>Words Their Way</i> , students apply their phonics foundations to understand word parts, spelling patterns and language constructions such as Greek and Latin roots. Students also learn to read and write sight words, based upon the Dolche sight words.
Guided Reading	All aspects of reading are taught during small group, guided reading lessons, from the basic concepts of tracking print and understanding punctuation, to reading fluency, and basic reading comprehension skills. Based upon the Fountas and Pinnell guided reading structure, groups are homogeneously grouped based on reading level, and instruction is individualized. <sup>138</sup> Groups are dynamic, meaning that students may change groups every 6-8 weeks depending on their STEP or interim reading assessments. A mini-lesson is taught on a discrete reading skill, and then practiced within the small group using texts that are 1/2 year above students reading levels. The lessons follow the "I Do/We Do, You Do" format, with the emphasis being on the "You Do" portion. Individual attention is paid and individual reading goals set for each student based upon the STEP tests and teacher observation. Guided reading lessons are taught two times weekly, with Reading Comprehension lessons occurring the other three days. See <b>Appendix D.19</b> for a sample K-1 Guided Reading Lesson template. See <b>Appendix D.20</b> for the STEP based scope and sequence guide.
Blended Learning	We use computer-based adaptive literacy programming such as River Deep's <i>Destination Reading</i> to give students individualized practice and more "at-bats" to practice the skills they have been explicitly taught in direct instruction lessons with their teachers. The programs we chose will be individualized and allow students to work at their own pace, while also providing mastery data for teachers.  Great Lakes Academy is proud to be a part of the Breakthrough Schools Chicago cohort working on Next Generation Learning Challenges applications, and through which we expect to continue to grow our understanding of the blended learning program options.
Writing & Handwriting	Students receive explicit writing instruction each day. We start teaching handwriting with <i>Handwriting Without Tears</i> , a curriculum that teaches handwriting sequentially. Students transition from telling stories through pictures and words in Kindergarten to communicating ideas through complete sentence and paragraph in first grade. We also use the well-regarded Lucy Caulkins writing program, <i>Units of Study for Teaching Writing</i> , in Kindergarten-4 <sup>th</sup> grade as a resource for our writing program. See <b>Appendix D.22 &amp; Appendix D.23</b> for K and 1Writing Pacing Guides and <b>Appendix D.28</b> & <b>Appendix D.29</b> for sample K and 1

Lehf, Fran, and Jean Osborn, "A Focus on Comprehension" *Pacific Resources for Education and Learning*. 2005.

136 Bear, Donald, et.al. (2012). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*. New Jersey: Pearson.
137 The Dolch word list includes the 220 words and 95 nouns most frequently seen in children's books. They are critical to reading fluency because they are both high frequency and difficult to sound out or illustrate.
138 Fountas, I., and G. Pinnell. (2005). *Leveled Books; K-8: Making Texts to Readers for Effective Teaching*. Portsmouth, NH: Heinemann.
139 US Dept. of Education. "Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies." *US Dept. of Education. Web*. Sept. 2010. (http://www.led.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf).
140 http://www.hwtears.com/hwt; Olsen, Janice, *Handwriting Without Tears*.
141 Caulkins, Lucy, "*Units of Study for Teaching Writing*;" http://www.unitsofstudy.com/writing-grade-by-grade/

writing CATs.

# **Literacy Program in Great Lakes Academy Elementary (2-4)**

In grades 2-4, we focus on moving students through the critical phase of "learning to read" to "reading to learn." 142 Transition to the reading to learn phase is critical since "if children are unable to make the transition from Stage 2 to 3 [learning to read to reading to learn], their academic success is usually severely challenged.",143

In grades 2-4, our morning literacy block is 120 minutes, and begins with a whole-group Reading Comprehension lesson through a Read Aloud. During the next 1.5 hours, students work independently and on blended learning programs on computers while the teacher meets with three guided dynamically grouped guided reading groups for 30 minutes each. In some instances, students may move to another classroom in their grade to join a reading group that is more level appropriate for them. To facilitate this, all classes have their morning literacy block at the same time. Our independence-driven literacy centers are based upon the well regarded book *The Daily Five*, and gives students a choice of the order of their independent practice from read to self, read to a partner, writing, word study, and blended learning computer-based practice. 144 We recognize that the more students read, the better readers they become, and we use this morning literacy block in part to give students time every day to read independently in books on their level. 145 We also use the literacy block in these as a time to develop independence and ownership over learning in our young students. Figure 18 provides an explanation of the Great Lakes Academy Literacy Program for grades 2-4.

Figure 18: The Literacy Program at Great Lakes Academy (Grades 2-4)

Literacy Component	Rationale/Explanation
Read Aloud	See <b>Figure 17</b> , above, for explanation. In grades 2-4, Read Alouds occur first thing in the morning and are used to teach our reading comprehension scope and sequence.
Phonics & Word Study	See <b>Figure 17</b> for explanation. In grades 2-4, we replace explicit phonics instruction with word study. Using the research-based program <i>Words Their Way</i> , students apply their phonics foundations to understand word parts, spelling patterns and language constructions such as Greek and Latin roots. Students who require additional phonics instruction will be pulled in small groups by our Assistant Teacher for grades 2-4 during Choice Time.
Vocabulary	Vocabulary instruction takes place both in Read Aloud and during Word Study.
Guided Reading	In grades 2-4, as students are ready, we transition students to student-led literature discussions, guided by teachers. Small groups together read just-above reading level chapter books. Students are grouped into dynamic, homogenous groups based upon reading level, and teachers plan explicit skill-based reading strategy lessons according to the groups' assessment based needs. During guided reading, students read just-above level reading books (1/2 a grade level) chosen by teachers. The lessons follow the "I Do/We Do, You Do" format, with the emphasis being on the "You Do" portion. Guided Reading lessons are individualized for each of the classes' three reading groups, and follow an individualized scope and sequence that depends on the individual groups' needs. See <b>Appendix D.19</b> for a sample grade 2-4 Guided Reading lesson plan template.
Reading Comprehension	In grades 2-4, we have a daily whole group Reading Comprehension lesson that focuses on a discrete reading skill. Students learn key reading skills and practice them on a variety of texts including making inferences, visualizing, generating and asking questions,

<sup>&</sup>lt;sup>142</sup> Chall, J.S. and V.A. Jacobs. "Poor Children's Fourth-Grade Slump." *American Educator*. Spring, 2003.

Boushey, Gail, et al. *The Daily Five*. Stenhouse Publishers 2006.

<sup>143</sup> Ibid.

Lehf, Fran, and Jean Osborn, "A Focus on Comprehension" Pacific Resources for Education and Learning, 2005. "For [reading comprehension] gains to occur, studies suggest, students need teacher support and guidance in a number of areas, including choosing books that match students' interests and abilities, setting specific goals and purposes for reading, and responding to what they read (Guthrie et al., 2001)."; see also Stanovich.  $^{146} \ \ \text{Bear, Donald, et.al.} \ (2012). \textit{Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction}. \ \ \text{New Jersey: Pearson.}$ 

	summarizing, and comprehension monitoring. They practice these skills in their independent
	practice time while the teacher works small guided reading groups.
Independent Practice in Literacy Centers/ Blended Learning	In grades 2-4 while the Lead Teacher works for 30 minutes each with three small guided reading groups, students work independently on independent reading, blended reading programs on the computers. Students have 60 minutes daily to work independently; 20-30 are spent on the computer with a blended learning program that allows them extra practice at their individual learning level, such as River Deep. The rest of the time is divided between independent writing time, independent reading time, and independent word study. <i>The Daily Five</i> explains the foundation of our literacy block in grades 2-4.
Writing & Grammar	In grades 2-4, students focus on learning the components of the three main genres of writing, from narrative to persuasive to expository. More focus is paid to formal grammar and spelling; students practice correcting and discussing a minimum of two sentences daily in a program such as <i>Daily Oral Language</i> . We teach students the formal writing process from brainstorming ideas, organizing and outlining, drafting, editing, revising to publishing. Teachers use <i>The Lucy Calkins: Units of Study for Teaching Writing</i> as a resource in planning. Teachers model good writing, lead students through analysis of good writing, and the writing of peers, as well as their own. We teach students our formal writing rubrics. We also begin incorporating more writing into Social Studies and Science, as well as Math, following our belief that students must develop the ability to write to learn. We use <i>Shurley Grammar</i> to supplement our grammar program, a program hat specifically targets students with special needs, ELL students, and at-risk students. The program is used in several high performing charter schools including BES ESN school Endeavor College Preparatory in Los Angeles. <sup>148</sup>
NonFiction/ Social Studies	In Grades 2-4, we use our Social Studies classes to teach explicit nonfiction reading skills which our students will use for the rest of their academic careers as they make the transition to reading to learn. We use our social studies class as a time to teach both grade level social studies standards and nonfiction reading skills.

# **Literacy Program in Great Lakes Academy Middle (5-8)**

The primary focus of ELA instruction in grades 5-8 (what we refer to as Great Lakes Academy Middle School) is to prepare all students for success within an academically rigorous, college preparatory high schools, so that they can graduate from a college or university of their choice. As outlined in **Figure 19**, the Great Lakes Academy Middle School Literacy block is broken into three discrete sections: Literature, Writing and Grammar, and Book Clubs. Students spend a minimum of two hours daily on core literacy programming.

Figure 19: The Literacy Program at Great Lakes Academy Middle (5–8)

Literacy Component	Rationale/Explanation
Lite rature	Reading groups become seminar discussions and increasingly student-driven in grades 5-8. Students read a variety of genres, and prepare for high school level textual analysis. Explicit skills necessary for textual analysis are taught and classes are led through complex, grade-level texts. Students complete writing assignments associated with texts read in their literature class to build critical analysis skills.
Writing & Grammar	Writing moves from five paragraph essays in fifth grade, to longer, more complex essays by the eighth grade. Our ELA teachers create writing scope and sequences based upon Common Core aligned Illinois State Standards, and pulling from resources such as <i>Lucy Caulkins' Units of Study for Teaching Writing</i> . Students write in a variety of genres including expository, persuasive, comparing and contrasting, and narrative following the Common Core standards. Grammar, spelling, and punctuation are part of the writing block, and students are taught to work independently through the writing process. We use

 $<sup>^{147}</sup>$  Boushey, Gail, et al. The Daily Five. Stenhouse Publishers 2006.

<sup>&</sup>lt;sup>148</sup> Shurley Grammar, Shurley Instructional Materials, Inc.; see < https://www.shurley.com/?15a765833b0f8c4c13970c16ee7b.>

	Grammar with a Giggle Series as part of our daily grammar practice, and pull from Shurley
	Grammar as well in our teacher-created grammar lessons. Students are taught to analyze
	writing using the Great Lakes Academy writing rubric which is aligned to high school
	writing standards. All courses have extensive and explicit writing components including
	Math Problem Solving, Science, and Social Studies.
Book Clubs	Students participate in teacher-facilitated, student-driven Book Clubs for at least 30 minutes
	per day. Students read the <i>Junior Great Books</i> series, and other seminal young adult novels,
	such as To Kill A Mockingbird and The Outsiders. 149 These book clubs are designed allow
	students a daily opportunity to enjoy rich literature, and to participate in deep group
	discussions. The groups are created based upon student reading level, as determined by the
	Fontas and Pinnell reading assessment.

# **Mathematics Program**

Literacy and Mathematics are at the core of our foundational approach to education. Great Lakes Academy has a comprehensive mathematics program, based upon the Common Core, that recognizes the importance of students being adept at fundamental calculation skills, as well as developing the critical thinking and problem solving skills with which to approach mathematics problems. Accordingly, our approach provides a comprehensive math program that develops within students strong foundational skills in procedural computation, as well as the accompanying conceptual understanding and capacity of multi-step applications. This dual approach is conducive to the new Common Core standards, which emphasize problem solving skills, and has been used in several high performing charter schools observed and studied by Lead Founder Katherine Myers, including Uncommon Network Charter Schools, Cornerstone Preparatory (a high-achieving turnaround K-8 in Memphis, TN), and several high performing BES schools including Memphis College Prep, Endeavor, Capitol Collegiate, and University Prep. <sup>150</sup> In all grades, K-8, students receive daily classes in both Math Procedures and Math Problem Solving.

Math Procedures focuses on number sense and the procedural math computation skills that students need to have mastered to solve more difficult word problems. For example, all students memorize their multiplication tables one through 12 in third grade. All students in 6th grade must learn how to balance an algebraic equation and solve for "x." Our Math Procedures program is based upon the Common Core aligned Illinois State Standards, and K-4 teachers use the Common Core aligned, research-based program *enVisions Math*. <sup>151</sup> In the second year a grade is operating, we begin to create our own internal Math Procedures curriculum aligned to the Illinois State Standards and drawing heavily from *enVisions*. In grade 5, we rely more heavily on an internally created scope and sequence based upon the Common Core, and informed by top performing schools nationally such as Edward Brooke in Boston.

Math Problem Solving focuses on students developing a deep understanding of math concepts and utilizing that deep conceptual knowledge to solve math word problems using a variety of approaches. Our Math Problem Solving program is based upon the Common Core aligned Illinois State Standards, and in grades 1-4 draws from *Investigations Math*, a research-based program used at several top performing charter schools nationally. <sup>152</sup> In the second year a grade K-4 is operating, we create our own internal Math Problem Solving curriculum aligned to the Common Core and drawing heavily from *Investigations*. In grade 5, we rely more heavily on an internally created scope and sequence that is similarly based upon the Common Core, and informed by top performing schools nationally such as Edward Brooke in Boston.

Calendar Math/Math Meeting is a daily math program that provides students in grades K-1 with the opportunity to quickly review concepts, and practice mental math problem solving. In later grades, 2-4, this becomes "CGI" math or Cognitively Guided Instruction that includes a daily word problem and

<sup>&</sup>lt;sup>149</sup> The Book Clubs are based on successful models seen by lead founder, Katherine Myers, on November 8, 2012, at two high performing BES charter schools, Nashville Preparatory Charter School and Liberty Collegiate Charter School in Nashville, TN, as well as at Valor Academy, a high performing BES charter school in Los Angeles in February, 2013.

These schools were all visited and studied by Lead Founder, Katherine Myers, as part of her BES Fellowship.

http://www.pearsonschool.com/index.cfm?locator=PS1zHe

http://investigations.terc.edu/

teaches students to read, retell, visualize, problem solve and is based upon the book by the same name. <sup>153</sup> **See Figure 20** for an explanation of the Great Lakes Academy Math Curriculum.

We are always researching and looking to implement the latest, most high-impact, research-driven programs to provide our teachers with resources in delivering the highest quality instruction to our students. Teachers never adopt and deliver any programs without supplementing them to ensure that they cover the Great Lakes Academy standards. Further, we believe that nothing compares to highly skilled and experienced teachers' self-created curriculum based upon the Common-Core aligned Great Lakes Academy standards. We are conscious that as teachers grow, and to prevent teacher burnout, they may initially draw more heavily from certain programs.

Our dual approach math program in grades K-4 is taught in small groups, with students rotating through mini-lessons with a teacher as well as independent math work on a computer using an individualized, game-based math program such as JiJi math. In K and 1, students are split into three groups. Two are always with a teacher, one on computers. In grades 2-4, students are similarly split into three groups, with two groups on computers while a third works with the teacher. This blended learning approach allows us to individualize instruction for students at their individual level during both small group instruction and during independent practice, particularly helpful to a wide variety of learners. We are constantly reassessing the best programs for our instruction as technology and programming continues to evolve. As part of the Breakthrough Schools Chicago cohort we are eager to build upon our knowledge of the best computer programming available for individualized instruction. To date, we have spoken with several high-performing schools and at their suggestion, we have been in talks with the research-based and well-regarded math program JiJi as an initial computer program for our students. Jiji math is a research-based conceptual math program that builds math concepts in students in a game-based format. It is produced by ST math, and Lead Founder Katherine Myers, has had preliminary talks with them about purchasing their program.

In grades 5-8, students may work independently on blended learning math programs during their block schedule and during FOCUS.

Figure 20: Description of Dual Mathematics Curriculum

Course	Description & Rationale
Calendar Math/ Math Meeting	Students in K and 1 enjoy a lesson every day from <i>Everyday Counts Calendar Math</i> , which provides lessons and activities to preview, review, practice and discuss critical math concepts and skills focused on place value, time, money, mental math, geometry, estimation, patterns graphing, statistics and algebra. The program improves students' oral fluency, mental math skills, and is an opportunity for cooperative, whole-class discussion based learning. It is research based, and used in high performing charter schools across the country.  In grades 2-4 we incorporate "CGI Math Meeting" based on the text <i>Children's Mathematics: Cognitively Guided Instruction</i> , and which is a daily opportunity for students to work through a word problem developing their reading, retelling, visualizing and problem solving skills. CGI is a systematic approach to solving mathematical problems that involves. In grades 5-8 this becomes the 10 minute "Problem of the Day" to begin Math Problem Solving.
Math	Students learn the basic components of math computation in a tightly spiraled, directly

<sup>&</sup>lt;sup>153</sup> Carpenter, Thomas, et.al. Children's Mathematics: Cognitively Guided Instruction. Portsmouth, NH, National Council of Mathematics, Inc. 1999.

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65 71

http://mindresearch.net/programs/

http://www.greatsource.com/GreatSource/pdf/EveryDayCountsResearch206.pdf.

<sup>156</sup> Carpenter, Thomas, et.al. *Children's Mathematics: Cognitively Guided Instruction*. Portsmouth, NH, National Council of Mathematics, Inc. 1999. This program is used at North Star, the highest performing open enrollment school in New Jersey and studied by lead founder, Katherine Myers during her BES fellowship in October, 2012.

Computations	taught curriculum that emphasizes learning clear steps, quality practice, and automaticity. Teachers use tightly spiraled curriculum such as <i>enVisions</i> to build their courses in grades K-4. <sup>157</sup> Examples include memorizing basic addition, subtraction, division and
Math Problem Solving	multiplication math facts, learning long division, conversion of fractions, etc.  Students learn the concepts behind mathematical operations and apply both their conceptual and computational knowledge to solve real-world example word problems. Teachers draw upon research-based curricula such as <i>Math Investigations in Number</i> , <i>Data and Space</i> (K-4), and create the scope and sequence in grades 5-8 using the Common Core aligned Great Lakes Academy, also drawing on the curriculum from other high-performing urban schools such as Edward Brooke, and North Star. In early grades, students use math manipulatives, such as number blocks or geometric shapes, to build their math understanding. Examples include a student reading a word problem and working through the answer on their own, then comparing their work with a partner, and finally sharing out their answer to the larger group.
Blended Learning	In grades K-4, we use a rotation system to teach our math block. Students spend 1/3 of their Math block on a individualized, game-based, math concept building computer program such as Jiji Math (by ST Math.)  In grades 5-8, students use individualized blended learning computer programs during math block, at their teacher's discretion, and during FOCUS time.

#### Science

We implement a rigorous science curriculum that maximizes student understanding and engagement with the world in which students live; to the extent possible we teach science by giving students hands-on experiences. We also draw upon philosophies of integrating science and social studies in cross-curricular units of study that emphasize reading and writing and field study. 158 Teachers teach to Illinois State Standards, which are slated to adopt the Next Generation Science Standards (NGSS) in 2013. 159 Initially. in Y1 of a grade, we rely more heavily on the research-based program Full Options Science Systems (FOSS) as a foundational, hands-on program for science. <sup>160</sup> In Y2 or Y3, teachers create internal CATs using FOSS and Pearson's Project STEM as a resource. Students develop and master scientific knowledge and skills through the study of multiple scientific fields, apply the scientific method, conduct experiments, and present findings. We integrate nonfiction reading and writing skills into our science courses for additional practice and to push students to deeper levels of conceptual understanding. In K and 1, Science and Social Studies are taught in a two-week on, two week off approach, sharing a time in the schedule. In grades 2-4, Science is taught daily for 30 minutes. In grades 5-8, Science is taught in a laboratory-based setting for a full block each day and the curriculum is entirely teacher created based upon Illinois State Standards, which will have incorporated the NGSS. This approach allows us to place more emphasis on key foundational literacy skills early in our students' academic careers and when they are the most likely to be behind their more affluent peers. As students catch up, we devote more time to both Science and Social Studies.

#### **Social Studies**

To decode and understand a text, one must have basic vocabulary and contextual information assumed by the author. Our Social Studies courses incorporate non-fiction textual reading skills into grade-specific Social Studies standards; we use Social Studies as an opportunity to teach our students to learn when reading non-fiction texts as well as how to take clear notes: key skills for student success in high school and college. As with Science, we draw upon learning philosophies of integrating cross-curricular units of

http://www.isbe.state.il.us/ngss/default.htm

<sup>157</sup> Studies suggest spaced, distributed practice results in higher performance and retention than a process of mass practice. Dhaiwal, 1987, Proctor, 1990; from <a href="https://www.saxonmathhomeschool.com/mth/index.jsp">www.saxonmathhomeschool.com/mth/index.jsp</a> p. 2.

http://elschools.org/.

<sup>&</sup>lt;sup>160</sup> FOSS is research-based science curriculum that provides meaningful science education for elementary school students and prepares them for life in the 21<sup>st</sup> century. It provides hands-on activities and readings in science. <a href="http://www.fossweb.com/">http://www.fossweb.com/</a>.

study that emphasize reading and writing and field study. <sup>161</sup> In grade K-1, in Y1 of the grade, we draw heavily *Pearson's myWorld* Social Studies curriculum and supplement it with teacher created materials. In Y2 or Y3, teachers create their own social studies curriculum based upon the Illinois State Standards. In grades 2-4, our Social Studies program is used as a forum to teach key nonfiction reading skills to our students, as we recognize the importance of reading independently to learn as a key skill in high school and college success. Teachers still draw from *Pearson's myWorld*. In grades 5-8, our teachers create their own Social Studies curriculum from day one, focusing on both content and on teaching key non-fiction reading skills through historical texts. We integrate non-fiction, expository writing skills into Social Studies through frequent short-answer paragraphs, as well as through longer, thematic essays.

#### **Character and Fitness**

At Great Lakes Academy, we combine social/emotional development with our physical education class in a daily class, Character and Fitness. Students' daily physical activity is in compliance with 105 ILCS 5/27-6. Daily fitness is also in keeping with a growing body of research highlighting the importance of physical activity for students in their ability to focus and learn. Students develop grade appropriate motor skills, learn lessons in teamwork, practice yoga relaxation techniques, and reinforce academic subjects, such as multiplication tables, all while stretching. Students learn about healthy lifestyle choices, such as daily fitness routines, and healthy eating. The Character and Fitness class also has a social/emotional character learning component that teaches students key social skills and core values. This scope and sequence is based upon the Illinois SEL state standards and on our BE GREAT core values. For example, in Kindergarten, students learn about controlling their feelings of frustration when they are upset, and the appropriate way to respond to anger.

#### **Enrichment**

We believe in the importance of arts enrichment, such as visual arts, music and theater. We make an effort to partners with local arts organizations to provide our after-school programming, such as the South Shore Arts Center or the Gary Comer Youth Center. We also plan to use performing arts to teach students public speaking skills such as articulation and diction and enunciation, as well as physical awareness of face and body. Eventually, each Friday, during our Great Lakes Academy Community Circle, groups of students perform songs, chants, skits and plays learned Performing Arts. We hire one Enrichment teacher for grades K-4, and 5-8, and this teacher focuses on teaching both Character and Fitness, and music, theater, or art, depending on their expertise. In grades K-4, students have an arts enrichment once weekly during Character and Fitness; in grades 5-8 they have arts enrichment daily as well as Character and Fitness class.

Figure 21 provide brief curricular outlines of the content and curriculum of each grade level and programmatic resources used by teachers.

Figure 21: Great Lakes Academy Scope and Sequence at a Glance

				Grade	
	K	1	2	3	4
Reading	Balanced Literac Reading (Teache leveled), <i>Readin</i> (Phonics, Phone	er created, g Mastery	Balanced Literacy. C Words Their Way (w reading, River Deep Reading (the Daily F	ord study), Vocabular (blended learning), In	y, Independent dependent

<sup>161</sup> http://elschools.org/

Performing Arts and Physical Education were chosen based upon the enrichment programs offered at North Star Charter School in Newark, visited by Lead Founder, Katherine Myers- October, 2012 as part of the Building Excellent Schools Fellowship. North Star consistently has the highest non-selective elementary test scores in the state of New Jersey. It offers PE and Performing Arts to promote student health, student self-confidence and to build strength of character based upon the school's core values.

163 See, for example, Institute of Medicine of the National Academies, "Educating the Student Body: Taking Physical Activity and Physical

<sup>&</sup>lt;sup>163</sup> See, for example, Institute of Medicine of the National Academies, "Educating the Student Body: Taking Physical Activity and Physical Education to School." May 2013 (<a href="http://www.iom.edu/~/media/Files/Report percent20Files/2013/Educating-the-Student-Body/EducatingTheStudentBody/rb.pdf">http://www.iom.edu/~/media/Files/Report percent20Files/2013/Educating-the-Student-Body/EducatingTheStudentBody/rb.pdf</a>);

	T1 \ T7 1 m1 .	TT7 / 1	D 11	- I	•		<u> </u>
	Fluency), Words Their			ng Comprehension across a variety of genres			
	study), Vocabulary, Riv	(teacher created).					
	(blended learning) Reading Comprehension across a variety of						
	genres (teacher created)						
	Handwriting Without To		Chunler	Chamman	Grammar), s	nallina	the writing
	Writing, spelling, gram						the writing
	punctuation, (Teacher c				sed on <i>Lucy</i> (		
Writing	material based on <i>Lucy</i>			/Writer's W		Cuikini	s Oniis Oj
	Units of Writing/Writer		,,,,,,,	, writer 5 w	orkshop,).		
	Workshop)						
3.5 (3. )	Dual focus on Procedur	es (computat	ion) and l	Problem Sol	ving and CGI	/Math	Meeting/Problem
Mathematics	of the day, (Teacher cre						
Science	FOSS Science Kits, Pea				Life Science		Earth Science
Science	created material				(biology)		
	Pearson myWorld Socie	al Studies &	Pearson	ı myWorld	Pearson		Pearson
	teacher created material			Studies &	myWorld Social myW		myWorld Social
				rcreated			Studies &
			Material on Early		Teacher created		Teacher created
Social Studies	dies Native America			material on		materials on	
				nities, and			Civics- US
				uropean	,	s,	Government
			America	ation of	capitals,	nd II	(teacher created)
			Americas		History	iliu IL	cleated)
					Thistory		
			(	Grade			
	5	6			7		8
	Reading Comprehension	n across geni	es (Teach	ner created)	Student drive	n Book	
English	Great Books (Teacher c			, .			
	Writing in different gen		es,	Research l	pased writing	& Lite	rature response
Writing	(teacher created), Gramm	nar, Punctua	ition,				
writing	writing process, editing	revising <i>Gra</i>	mmar	editing/rev	ising, Gramm	nar wit	h Giggles,
	with Giggles, Shurley Grammar			Shurley Grammar			
Mathematics	Dual focus on Procedur					eacher c	created)
Science	Earth Science	Life Scienc	e	Biology (t	eacher	Biolog	gy (teacher
Science	(teacher created)	(teacher cre		created)		create	
	US History, from indige						nt civilizations to
<b>Social Studies</b>	present; nonfiction read	ing skills (tea	acher		nes; nonfictio	on read	ing skills (teacher
	created)			created)			

#### 2.4.b. INSTRUCTIONAL STRATEGIES

Describe the instructional strategies that will be implemented at your school to support the education plan, including approaches to classroom management, checks for understanding, etc. Explain how the proposed instructional strategies support the proposed mission, vision, and educational philosophy of the school. (ii) Highlight evidence that the proposed instructional strategies are research-based and have been effective with students similar to those the school expects to serve. (iii) Describe any specific supports or requirements for implementing specific instructional strategies

To best support our students' mastery of a K-8 college preparatory curriculum, and to reach the needs of diverse learners, teachers use a variety of instructional strategies so that every minute of every day is maximizing instruction. We draw heavily from Doug Lemov's *Teach Like a Champion*, <sup>164</sup> Paul Bambrick-Santoyo's *Great Habits, Great Readers*, and *Driven by Data*, <sup>165</sup> Jon Spahier's *The Skillful Teacher*, <sup>166</sup> and Gail Boushey and Joan Moser's *The Daily Five*. <sup>167</sup> These strategies are used in numerous

<sup>&</sup>lt;sup>164</sup> Lemov, Doug. *Teach Like a Champion*. San Francisco, CA: Jossey-Bass, 2010.

<sup>&</sup>lt;sup>165</sup> Bambrick-Santoyo, Paul, et al. *Great Habits, Great Readers*." CA. Jossey-Bass. 2013; Bambrick-Santoyo, Paul. *Driven by Data*. CA. Jossey-Bass. 2011;

<sup>&</sup>lt;sup>166</sup> Saphier, Jon. The Skillful Teacher: Building Your Teaching Skills. Acton, MA. Research for Better Teaching, Inc. Print. 2008.

other high performing urban charter schools such as the Achievement First Network, the Uncommon Schools Network, and high-performing members of the BES Excellent Schools Network schools founded by BES Fellows such as Equitas Academy, Endeavor College Preparatory, and Valor Academy (all in Los Angeles, CA), Columbus Collegiate (in Columbus, OH), Excel Academy (in Boston, MA), and Achievement Preparatory (in Washington D.C.).

We are constantly improving our practice and improving our repertoire of skills as educators, as well as constantly questioning which technique would be most effective for any given situation, course, grade-level, learner or objective. We constantly draw from a variety of instructional strategies depending on the situation and student need. The variety of strategies also ensures that students are given multiple opportunities to access materials. Since our teachers all possess and draw from a variety of strategies, this allows them to utilize the strategy best suited to a particular lesson or group of students. To guide us in our instructional decisions, we always ask four key questions:

- 1. Is this the most effective and efficient way to teach this objective?
- 2. Does this provide students with the opportunity to access higher order thinking?
- 3. Does this strategy engage students and ask them to do the heavy cognitive lifting?
- 4. Is this strategy appropriate for students of all levels, including those who may be below grade level, English language learners, or special needs?

#### **Instructional Methods**

Our goal is to maximize every minute that students are in school and to pack each day with learning. Our teachers employ a host of engaging, instructional methods in order to ensure that every student is prepared for an academically rigorous college preparatory high school and for success in a college or university of their choice. Research indicates that "no one model [is] superior to others for achieving learning," and accordingly, our teachers have a full tool belt of techniques and instructional methods from which they pull to meet our goals. <sup>169</sup> This includes management and lesson execution techniques outlined in *Teach Like a Champion* and teaching strategies discussed in *The Skillful Teacher* and *Great Habits*, *Great Readers*.

At the heart of our early elementary model and in full support of our belief in the foundational power of early literacy skills is our small student to teacher ratio in grades K-4. In Kindergarten and first grade, we have two classrooms, each with two teachers serving 32 students, or a ratio of 16:1. Combined with an adaptive blended literacy model that is classroom-based, we are able to move students from whole group instruction to dynamic groupings of 7-10 students each throughout the day in guided reading, phonics instruction, word study, writing and reading comprehension. In the second grade through fourth grade, we move to a single teacher model with a small class size, moving 64 students in two classroom cohorts of 32 to three classroom cohorts of approximately 21 students per teacher. By the time we move to block scheduling and a departmentalized middle school model in grade 5, students have spent five years in classrooms with a student to teacher ratio averaging 18:1 and developing their literacy skills in small groups with an average student to teacher ratio averging 7 to 1.

No matter the instructional methods used, we apply the following key principles to all of our teaching:

- All students learn all standards to mastery. Every student must be ready for success at a rigorous high school and four-year college.
- All lessons are engaging for students. Every lesson is paced and double-planned for students to be active learners, thus limiting potential for misbehavior by maximizing engagement.
- All lessons include critical thinking components that push students to the highest level of Bloom's taxonomy and develop their conceptual framework within and across genres and

169 Ibid

<sup>&</sup>lt;sup>167</sup> Boushey, Gail, et al. *The Daily Five*. Stenhouse Publishers 2006.

Lead Founder, Katherine Myers, visited and studied these schools during her fellowship with BES.

subjects. Students are building the tools necessary to apply their knowledge and learning to the world around them, and engage with the higher expectation of the Common Core frameworks.

Based upon the best practices from schools eliminating the achievement gap across the country, the following are some of the best-practice instructional strategies we utilize:

- Extended Time. We provide 185 days of instruction, from 7:30 a.m. to 3:45 p.m. Extended time has a high impact on academic outcomes for low-income, minority students. 170
- Two-Teacher Model for Early Literacy. We have two qualified teachers for our students' literacy block in grades K-1; along with our blended learning computer station, this ensures a ratio of 8:1 during all rotating blocks when children are learning to read.
- Small Class Size. In grades 2-4, our class size is 21 students. In grades K-1, our class size is 32:1 with two teachers and a student to teacher ratio of 16:1. Average CPS class size is 30 students. Our small class size allows teachers to provide individualized instruction to our students, including ELA and Math in small group instructions with opportunities for one-on-one conferencing.
- Taxonomy of Teaching. We use a variety of academic, behavioral, and advanced instructional techniques that reinforce student expectations and build high levels of student engagement. <sup>171</sup>
- Small Group/Individualized Tutoring. Time is provided daily for targeted group re-teaching and individual remediation of skills and concepts. We use our assessment data to inform our formal and informal tutoring practices.
- Rap, Rhythm, and Rhyme. Chanting and rhyming create energy and excitement about learning, and help students remember key concepts. We use this teaching method to engage and excite our young learners. 172
- Color-Coding. To assist our students in their organizational needs, we color code as many of our class-based tools as possible, from our homework assignments and classroom folders to our class passes and students' binders.
- Kinesthetic Learning. Physical activity maintains student engagement and is fun. Students learn new concepts with hand signals, and support one another with snapping and other friendly and ritualized gestures to build teamwork, engagement, and peer-to-peer academic support.
- Blended Learning. During our rotating literacy centers, small groups of students rotate between computers and teachers. We utilize engaging, individualized computer programs such as JiJi math to give students quality "at bats" to practice key math and reading skills and concepts. <sup>173</sup>
- Format Matters. The manner in which a student responds and represents their thought, whether written or oral, is an important opportunity to build grammatical skills and self-presentation. Students are expected and supported to respond in grammatically correct, complete sentences whether responding to written or oral questions.
- Flexible Ability Reading Groups. Flexible grouping allows for more individualized instruction, and to ensure that students are not reading and learning at a frustration level. These groupings are used in literacy instruction small reading groups, and are not tracking, but flexible and responsive, changing with testing cycles and student needs.
- Guided Relaxation/Meditation. We begin the morning and the afternoon with a guided meditation called "Minute of Peace." This teaches students key relaxation techniques including deep breathing and visualization, and gives them tools to calm down in moments of stress. 174
- Goal Setting. We have a strong culture of goal setting in which we support students, classes and grades in setting, monitoring, and meeting both academic and non-academic goals. For example, students create individual behavioral goals every morning in Kindergarten and can articulate what

 $<sup>^{170}\</sup> Hoxby, Caroline\ M, et al.\ "How New York\ City's\ Charter\ Schools\ Affect\ Achievement." August\ 2009\ Report." \ NYC\ Charter\ Schools\ Affect\ Achievement.$ Evaluation Project. Sept. 2009.

Lemov, Doug. Teach Like a Champion. San Francisco, CA: Jossey-Bass. 2010

<sup>&</sup>lt;sup>172</sup> Carter, Samual Casey. *No Excuses: Lessons from 21 High performing, High-Poverty Schools.* The Heritage Foundation. 2000.

<sup>&</sup>quot;At bats" is a term used to describe the number of times a student is able to practice a discrete skill. For example, the more "at bats" or times that a student is able to practice reciting a math fact such as 4+5, the more likely they will memorize the fact. This practice is thanks to a visit to Noble Street's Gary Comer High School campus.

- they are working towards (i.e. "I will keep my hands to myself during recess so that I can earn Choice-time"). Whole classes also set daily and weekly behavioral goals, supported by class-wide rewards.
- Oral Drill. We begin each middle school math class with a 1 to 2 minute oral drill in which students stand and answer rapid-fire questions. This practice provides students with key oral speaking skills, the ability to think quickly on their feet, as well as practice with quickly recalling key ideas and skills.
- **Gradual Release: I Do/ We Do/ You Do** The lesson begins with a direct teacher demonstration/think aloud of the concept/skill (I Do), then provides for opportunities to practice and learn the concept or skill together (We Do), and finally releases students to practice and internalize the skill or concept on their own with individually focused teacher support (You Do). <sup>175</sup>
- The J Factor. We recognize the importance of infusing moments of joy in every lesson, both to engage and motivate students, and build their job of learning. We keep a constantly building "J-Factor" book that includes cheers, chants, songs. It is given out to each Great Lakes Academy teacher at the start of each year. For detail and illustration, see **Appendix D.14**, our J-Factor Book.

#### **Home work**

Homework is assigned every night, in every grade. In grades K-4, the homework is largely limited to reading and math and averages 20-40 minutes per night. In grades 5-8, homework is assigned for every core subject: reading, math, social studies, and science and averages 30-60 minutes per night. Homework is an opportunity for students to continue to independently practice the objectives taught during the day, and is a critical component to our students' success. The goal is for productive, high quality, in-depth practice, not busy work. We have a clear procedure for creating, assigning, checking, and communicating with families around homework. Every student has a homework folder that includes homework on one side and a nightly check-list for parental signature on the other. Parent/guardians are always able to check homework assignments on this form. Families are provided with teachers' phone numbers, and may call until 7:30 p.m. with questions regarding homework. Each morning, homework is checked by the student's homeroom teacher or classroom teacher during breakfast and morning work. Incomplete homework consequences include a phone call and/or note home. In grades K-4, students complete the homework assignment during morning snack/recess. In grades 5-8, students remain after school in Homework Club to complete their homework.

#### **Lesson Plan Review**

The Dean of Curriculum<sup>176</sup> reviews all unit plans and lesson plans two weeks prior to the teaching of a lesson, in order to ensure that effective, differentiated instruction is being planned for every lesson. The lesson plans are returned a minimum of one week before the lesson is taught, and teachers return a final lesson plan at least three days before it is taught. Finalized lessons are saved onto our school's online database. (We plan to use Google Apps for Education which allows for cloud-based document retention.) As our school adds grades, we designate a grade level lead once a grade has been operating for two years. Grade level leads then begin to assist in lesson plan review and feedback.

The school's common lesson plan templates provide teachers with a variety of suggestions and questions that guide them in making their instructional decisions. On Data Days, we build in reflection time to review and refine instructional decisions, so that we can grow and become more effective in the future.

The Leadership Team, including the Executive Director and Deans of Curriculum and Culture, also observes teachers on a daily basis (both formal weekly observations, and informal, pop-in observations) to ensure that teachers are choosing the most effective instructional methods that fit their classes' needs. Teachers are assigned a primary coach for formal weekly observations, in order to maintain continuity of scheduling and feedback. For example, if there is a significant increase in student demerits

<sup>&</sup>lt;sup>175</sup> Pearson, P.D. & Galliger. "The Instruction of Reading Comprehension" *Contemporary Educational Psychology.* 1983.

The Dean of Curriculum and Dean of Culture is one role in Y1 and becomes two in Y2.

<sup>&</sup>lt;sup>177</sup>Ibid.

for low student effort in a given class, the Dean of Culture may work with that teacher on creating more engaging lessons, or on ways for a teacher to improve his or her delivery.

If a teacher is struggling to select the most efficient, effective strategies, the coach will work with that teacher in the planning and execution stage, or both (depending on teacher need), in order to grow that teacher's skill set. This may include co-planning lessons, modeling lessons, co-teaching lessons, real-time coaching during class, or daily debriefing. The Leadership Team also relies on data to reveal school-wide trends and action plan around those.

Classrooms where students learn and teachers teach represent a tremendous opportunity to positively influence both groups with a joyous, academically minded, and clutter-free environment that reflects our core values. Some common features and expectations for our classrooms are:

- Common Blackboard Configuration (CBC). The CBC in each room consists of the date, daily schedule, and all course objectives, course agendas and homework; it sets academic expectations and instructional pacing. Objectives are measureable, ambitious learning goals for the lesson. Agendas let students and teachers alike know where the lesson is headed. We work towards students writing and monitoring their homework assignments based on it being posted.
- Word Walls. Vocabulary word walls and academic anchor charts provide an academically rich physical environment for students to refer to as they study. Every class is expected to maintain a vocabulary wall, and, in K-2, a sight word wall.
- Anchor Charts. Normed anchor charts are used throughout the school. In addition to anchor charts that might be content-specific (i.e. the writing process), all classrooms include Discussion Sentence Starters that norm professional, academic dialogue by providing sentence starters such as "I disagree with X because..." or "I agree with Y because..., and I would also add...."
- **Core Values.** Our school's BE GREAT core values are centrally posted in every classroom. They serve as a reminder and a reference point for teachers and students.
- Academic trackers. We encourage the visual tracking and celebration of academic growth through a variety of tracking charts. This includes STEP trackers, homework completion trackers, attendance trackers, and interim test trackers.
- Classroom Rules. We believe in clarity of expectations to maximize student success. Students who know what is expected of them are more likely to follow rules.
- Academic work. Examples of student work from all subjects are posted. We do not require perfection, but work must be neat, organized, titled, and exemplary of student effort and high quality.
- **Literacy Rotations.** Students' literacy rotations are clearly posted, meaning that teachers and students can always reference the chart to know at which station a student should be during the literacy block.
- Class Jobs. We encourage the use of classroom jobs to promote responsibility and investment.
- College Paraphernalia. Every classroom is named for a college, and every classroom includes a bulletin board with information about the college, pictures of the college, and college paraphernalia such as t-shirts and banners.

#### **Assessing Student Needs**

Describe the anticipated performance levels and academic needs of the students you intend to serve. Discuss how the school will assess all students upon enrollment and how these assessments will informinstructional planning for the school year.

Drawing from the economic data of the South Shore neighborhood, we know that even at the Kindergarten and first grade level the majority of our students will enter with an educational skill set that is significantly below grade level. We have made a number of curricular decisions to address this need, and to meet our academic goals.

Students are grouped heterogeneously in classrooms. Every classroom includes students who have tested at the high, middle, and low end of the diagnostic testing range. Throughout the day, there are a number

Great Lakes Academy Charter School

<sup>&</sup>lt;sup>178</sup> Barton, Paul and Coley, Richard, "The Black-White Achievement Gap: When Progress Stopped." Policy Information Report by *Educational Testing Service*. 2010. (https://www.ets.org/Media/Research/pdf/PICBWGAP.pdf)

of small-group structures through a dynamic grouping model that allow teachers to challenge students at their appropriate skill level and remediate any skill gaps. These groups are created through our interim assessments, including the STEP assessment, Words Their Way assessments, math interims, and more. During our new parent orientation and new student home visits each year, we give our incoming new students diagnostic tests so that we can have small groups according to reading level and phonics level for guided reading, phonics and tutoring on day one. These groups are flexible or dynamic, and students are re-grouped a minimum of once every six to eight weeks, or more often, depending on teacher observations and other assessments such as weekly quizzes. Research has demonstrated that dynamic grouping is a powerful student instructional tool: "When ability grouping has been noted in a flexible manner, with appropriate curricular adjustment, and with consistent expectations and assessments across groupings, significant achievement gains can be realized." 179

#### Remediation

Describe how your education programwill identify and meet the needs of all students who require remediation, including those who are below grade level, through specific instructional strategies, programs, services, and supports. Describe the level of growth expected in student achievement from these programs.

We anticipate that a significant number of our entering Kindergarten students each year will have a number of skill gaps that necessitate active and consistent remediation. We also know that for the majority of our students, they will arrive with a well-documented word gap in terms of vocabulary, words read, and words spoken to. Similarly, as we plan to back-fill students through the sixth grade, incoming students who have not been with us since the Kindergarten are statistically likely to enter our school significantly behind our current students. As such, we have a number of systems in place to support those students, bring them up to or above grade level, and ensure that they are prepared for success at an academically rigorous college preparatory high school and at a college or university of their choice.

Some remediation measures are built into our school model. For example, our longer school day and school year gives us almost 20 percent more time instruction time with students than provided within a traditional CPS district school. Our schedule allows for weekly re-teach classes on Fridays, during which standards over 75 percent of a class has not mastered can be re-taught. We have daily tutoring time built into our schedule - during "Choice Time" in grades K-4 and during "FOCUS" class in grades 5-8. Our student to teacher ratio is approximately 16:1 in Kindergarten and first grade, and 21:1 in second through fourth grade so that our lowest student to teacher ratio in our Kindergarten and first grade classes in order to prioritize assistance to students as they enter the school and build critical literacy skills. We keep that ratio low: 21:1 in grades 2-4 to focus on building each student's literacy skills before they enter our middle school and block scheduling. We continually assess and monitor our students' growth, and to carefully track any struggling students. Our weekly staff development time of 2.5 hours on Fridays allows us to have both a proactive professional development scope and sequence and a reactive scope and sequence. We have dedicated time each week to be responsive to school-wide or classroom-wide data. We have five (5) full Data Days to review interim tests and action plan during which we create dynamic reading groups and long term tutoring and intervention groups.

After enrollment into Great Lakes Academy, and during parent orientation and home visits, students are given diagnostic tests in reading, writing, and math including the STEP and an internally created math assessment. In Kindergarten, as explained above, we use these tests to ensure that our classrooms have a balanced, heterogeneous mix, as well as to create dynamic small groupings of students for guided reading, phonics groups, and tutoring. These dynamic groups continue throughout the year, and are modified every 6-8 weeks based on our interim assessments. Our monthly Professional Development includes five Data Days to give our teachers time to analyze and action plan around the information in their assessments.

When a student enrolls in Great Lakes Academy *after* Kindergarten (after Y1), the Dean of Curriculum gives the student diagnostic tests in literacy and math, and, if the student is below grade level, creates an

<sup>&</sup>lt;sup>179</sup> Tieso, Carol. "Ability Grouping is not Just Tracking Anymore." *Roeper Review* 29. Print.2003.

<sup>&</sup>lt;sup>180</sup>We anticipate that a number of first grade students will need remediation in Y1.

Hart, Betty and Todd Risley, "The Early Catastrophe: The 30 Million Word Gap by Age 3," *American Educator*, Sept. 2003.

Individual Action Plan for the student that focuses on growing their skills to grade level. To support grades 2-4, there is one non-classroom assigned Associate Teacher who has a schedule that includes small group pull-outs of students in need of remediation in reading or math. Students are never pulled from core literacy math and reading lessons, but may have small group work during larger lessons, or during independent work time so that they do not get further behind their peers. Our enrichment teachers are also expected to pull small groups of individual students during Choice Time, FOCUS time, lunch or recess.

In grades K-1, the classroom's second teacher pulls groups of struggling readers for remediation during choice time, breakfast, lunch, Character and Fitness, and Social Studies and Science.

In grades 5-8, we add a second Associate Teacher to support struggling students and who pull groups of students during non-core class time or at breakfast, lunch, during FOCUS, or during non-core classes.

We schedule a weekly re-teach block on Fridays that includes the opportunity for teachers in grades K-4 to re-teach up to two lessons. These are based upon the previous week's quizzes, and interim test scores. In grades 5-8, math and ELA teachers each have a weekly re-teach block scheduled on Fridays.

#### **Accelerated Learning**

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

Just as we use our assessments to ensure that any student who is in need of remediation is properly planned for, our assessments also allow us to identify students who may need to be challenged further, and require accelerated learning. For example, a student who is consistently scoring in the top 20 percent nationally may be identified as requiring additional support to challenge them at a more advanced level. The majority of support for gifted or advanced students comes from differentiated instruction in class and small group pull-out. For example, in reading, students may have more challenging novels in their guided reading groups. Students may have similar assignments in writing, but their rubric may pull from the grade above. In math, classes often have scaffolded lessons that include challenge problems at the end that not all students complete. Accelerated students may get through those problems and be given additional problems as well. Finally, we use computer programs during our blended learning time to challenge those students at their individual levels with additional challenges and goals.

Our academic program itself is structured to be rigorous, and to become increasingly challenging as students progress through the school. We structure our K-4 instruction to ensure that by fifth grade our students are ready for a middle school college preparatory curriculum that is departmentalized by subject and preparing students for a rigorous college preparatory high school. Additionally, we are already speaking with community partners such as Chicago Youth Centers, Horizons for Youth, South Chicago Arts Center and Communities in Schools, Coach Across America and Americorps, and City Year to provide after school programming enrichment options. In particular, we are focused on bringing in partners who can provide arts curriculum and sports teams to our students, as well as additional tutoring to struggling students.

### 2.4.c. SPECIALIZED INSTRUCTION \_

Articulate how the curriculum/educational program of the proposed school will meet the needs of all enrolled students, including students with disabilities, students who are English Language Learners (ELL), and students who are homeless. Discuss how course scope and sequence, daily schedule, staffing plans, instructional strategies, and available student supports will be flexible and adjusted to support these student populations.

Great Lakes Academy will provide a rigorous, college preparatory education to all students. All students receive robust supports within the school community in order for them to excel and meet our high academic performance standards. Our educational program, including a multi-tiered student support system, frequent assessments, and a college preparatory curriculum for all, is designed to effectively support each K–8 student in their education, including Students with Disabilities, English Language Learners, and students in temporary living situations ("homeless students").

Our support is provided in a variety of ways. Beginning in Y0, we hire a full-time Director of Community Outreach and Development to ensure that we have comprehensive and inclusive outreach into the community, and ensure that all families are aware of the school and our supports for all students, including those with disabilities, students who are English Language Learners ("ELL"), and students who are homeless. Beginning in Y1, our staffing includes a Student Support Services Coordinator who is a fully licensed special educator. We devote prioritized and targeted time during our 32 full days and 180 minutes per week of professional development to train teachers in ways to support and challenge students of all skill levels and abilities. All teachers receive full training each summer from our Student Support Services Coordinator in our referral process, detailed below, as well is in the successful implementation of modifications and accommodations within the classroom.

#### **Students with Special Needs**

In serving students identified as having disabilities under the law or whom we suspect may have such disabilities, Great Lakes Academy provides a Free and Appropriate Public Education ("FAPE") and complies with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 ("ADA"), the Individuals with Disabilities Education Act ("IDEA"), and Section 504 of the Rehabilitation Act of 1974. We provide students with disabilities the least restrictive environment ("LRE") and with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan ("IEP"). Great Lakes Academy does not discriminate in its admission and enrollment practices against students having or suspected to have disabilities.

To the greatest extent possible, Great Lakes Academy will implement an inclusive, heterogeneous educational model that serves all students in a manner that maximizes their academic potential. Our approach is based upon high-performing urban schools serving similar students with disabilities and/or special circumstances that put them at risk for academic failure. All of our special education students will participate in Illinois standardized state testing, unless they qualify for the Illinois Alternative Assessment ("IAA") due to significant cognitive disabilities. <sup>183</sup> Within the legal compliance requirements, we hold the following philosophy: all students can achieve at high levels given the proper supports. We work with *all* students who may be struggling to develop plans for them to minimize the impact of their individual challenges and/or disabilities and maximize their learning and academic achievement.

To identify any students with Special Education needs, after enrollment, we ask families to identify if their student has a pre-existing IEP or has been receiving any Special Education Services at their previous schools(s). We then contact their previous schools and secure their IEPs and provide any services indicated within that plan. We also recognize that many children entering Kindergarten may have special education needs that were not identified through the Early Childhood Intervention process. Based on the available data from the surrounding community, we anticipate a 10-14 percent special education student population. See **Appendix C.11** for more data.

### **Identification of Students**

To identify students who have not previously been identified as having Special Education needs, our teachers and Leadership Team carefully monitor all of our students, identifying any students who are not meeting minimum levels of academic progress on a weekly and monthly basis; we set aside time to review struggling students during our weekly professional development on Fridays, during grade-level meetings, and during our monthly professional development days. We train teachers to carefully monitor individual student progress through weekly and daily assessments, qualitative observations, and an ongoing analysis of student-level performance data. The Student Support Services Coordinator holds formal training for all staff during Summer Institute to review guidelines for the determination of student eligibility for special education services, the IEP Team process, and their obligations under IDEA's Child Find Provisions. They will also receive training on the implementation of IEPs and 504s, including

<sup>&</sup>lt;sup>182</sup> Our Student Support Services Coordinator is the position that may be referred to as a "Case Manager" within CPS district schools.

<sup>183</sup> Or the PARCC exam. We will comply with the Illinois state test that is being implemented; http://www.isbe.state.il.us/assessment/iaa.htm

modifications and accommodations within the classroom, and push-in support. The Student Support Services Coordinator also holds targeted professional development during our weekly professional development schedule and during our monthly professional development days, ensuring that all staff are working on proper identification of students in potential need of services. The Student Support Services Coordinator also holds annual training with families whose children are identified as receiving special education services, reviewing with families the IEP process and documentation, the difference between modifications and accommodations, and the due process rights of families within the process.

Once a student has been identified by their teacher as not meeting adequate academic progress, or by our Dean of Culture through our behavioral data as struggling with behavior, we employ a three-step process. First, there is a pre-referral, Response to Intervention ("RTI") process in which the student's teachers and a member of the Leadership Team meet to set out a clear, six-week research based intervention plan. These interventions proactively address any behavioral or academic struggles the student may be having. Throughout that intervention period, our intervention choices and the student's response are closely monitored on a weekly basis. If we see progress, we continue with our chosen intervention(s). If after two weeks there is no progress, we may alter our intervention response, while continuing to track the student's progress. If, after the six-week process, the student is not progressing, we may recommend to that student's parent/guardian(s) that the student be evaluated for a potential disability.

The second step is a Domain Meeting to initiate a Case Study Evaluation ("CSE"). The Student Support Services Coordinator will convene the meeting, which includes themselves, the General Education teacher, a Leadership Team Member, the students' parent/guardian(s) and the relevant clinicians. Once we have secured written parental/guardian consent, the student will be evaluated by properly trained and licensed professionals.

Our third step is a Eligibility Meeting, where the team reconvenes to discuss the results of the CSE. If a student is deemed eligible for Special Education Services, and with parental support and consent, the team will develop an Individualized Education Plan (IEP) using the Chicago Public Schools (CPS) form and following all of the procedures from the CPS Manual for Educating Students with Disabilities. If the student is not eligible for Special Education services, the team will consider whether a 504 plan is appropriate for the student. If so, they will develop a 504 plan for the student. If neither a 504 plan nor an IEP is appropriate, but a student is still struggling, we will meet with parent/guardian(s) to determine a behavioral or academic support plan that may include small group tutoring, individual tutoring, a behavior plan, and other student specific supports.

### **IEP Development and Implementation**

Our Student Support Services Coordinator oversees the implementation of the IEP services for all students receiving special education. A copy of the IEP, along with procedural safeguards, is given to all of the student's teachers and the student's parent(s)/guardian(s). We carefully monitor the progress of students in the RTI process or possessing IEPs through a bi-weekly standing debrief between the Student Support Coordinator, and Special Service Providers, Special Education teachers, and the student's General Education teachers. Each student's most current assessment data from weekly quizzes, STEP reading assessments, interim tests, daily class work, and from running teacher records (including behavioral reports) is collected and analyzed.

As a student with an IEP grows and develops, our staff closely monitors their progress, as we do with all of our students. If the staff believes that a re-evaluation is necessary, they may request such at a bi-weekly meeting with the Student Support Services Coordinator. All students with IEPs are re-evaluated a minimum of once every three years. Additionally, if a parent/guardian requests that their child is re-evaluated, we will respond to that request promptly. Communication with families/guardians of our Special Needs students is a priority, and they participate in an additional special services meeting during our Parent-Teacher conferences. At a minimum, our staff and parents of special needs students convene annually to review each student's IEP and update the IEP as needed.

Great Lakes Academy is committed to constantly evaluating our effectiveness at meeting the needs of all of our students. After our interims, the ISAT (or PARCC as implemented), and NWEA MAP Testing, our Leadership Team disaggregate assessment results by ELL and Non-ELL students, special education students and non-special education students, students eligible for Free and Reduced Lunch (FRL) and students not eligible for FRL, to determine the efficacy of our services and support systems and practices. We also review and disaggregate our students' behavioral data. The Academic Achievement Committee of the Board reviews the same data and evaluates the efficacy of the school's special education programs. The Executive Director works with the Leadership Team to improve the school's best practices in its Special Education Programming and evaluations. Any changes are integrated into staff training for the next year's Summer Institute, if not sooner during monthly professional development days.

### Great Lakes Academy:

- Adheres to all provisions of federal and state law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable to it.
- Acts consistently with applicable law, and works with Chicago Public Schools to ensure that all students with disabilities that qualify under the IDEA:
  - o have available a free and appropriate public education (FAPE);
  - o are appropriately evaluated;
  - o are provided with an IEP;
  - o receive an appropriate education in the least restrictive environment;
  - o are involved in the development of and decisions regarding the IEP, along with their parents and guardians; and
  - o have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school or the school district's provision of FAPE.
- Employs, at a minimum, a properly certified individual as the school's Student Support Services Coordinator.
- Ensures that parents/guardians of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.
- Abides by the applicable provisions of IDEA, Family Educational Rights Privacy Act of 1974 as they relate to students with disabilities, including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access according to ISSRA.

IEP requirements, including any requirements of extended year services, are provided by Great Lakes Academy or by an appropriate and qualified partnering organization. Please see **Appendix E.8** for the ISBE Special Education Certification Form.

### **At-Risk Students**

The design of Great Lakes Academy is based upon the most successful schools serving low-income students nationally. That design has proven successful in populations with high proportions of at-risk students, including children challenged by poverty, homelessness, temporary living situations, trauma, truancy, behavioral issues, and histories of low academic achievement.

The Great Lakes Academy Student Support Services Coordinator's job description includes serving as the point person for coordination of Special Education needs at Great Lakes Academy, but also includes monitoring and acting as a support for any students who are at risk and struggling with other challenges including behavioral or emotional issues, truancy challenges, and homelessness. In the latter capacity, the Student Support Services Coordinator works with the Director of Community Outreach and Development who is responsible for creating and maintaining relationships with organizations in the community that can assist our students and their families. The Director of Community Outreach and Development then

connects the Student Support Coordinator to the appropriate organizations. For example, if a family becomes homeless during the time their child is enrolled with us, the Director of Community Support can connect the Student Support Coordinator with a local shelter, a local job training program (such as those run by the local Black United Fund of Illinois), and local food kitchens (such as that run by the Church of St. Neri, the Church of St. Bride, or the Church of Christ). The Student Support Services Coordinator then communicates directly with families.

In the event a student is homeless, or becomes homeless while at Great Lakes Academy, the Student Support Services Coordinator and the Director of Community Outreach and Development will work closely with the family to ensure that the student is able to get the school support they need. This includes ensuring that the student had access to the free transportation to and from school as accorded to them under law, and that the school makes any adjustments needed during this time. For example, perhaps the student is enrolled in the after-school program at no cost to allow the parent more travel time to and from the shelter where a student is staying. The Student Support Services Coordinator will ensure all homeless children receive their rights and will coordinate with the CPS office of Students with Temporary Living Situations, as well as access outside providers to help meet the needs of the students and families as well.

In full compliance with all federal nutrition guidelines, students are provided with breakfast, snack, and lunch at the school, with free/reduced lunch students having their costs assumed by the school and federal government, and full-price students (if any) bearing the costs themselves. Breakfast is served first thing in the morning, and lunch at mid-day. Students are provided with a light, healthy snack during the afternoon (crackers, fruit, etc.).

### **English Language Learners**

Great Lakes Academy will serve English Language Learners (ELL) in accordance with all applicable Federal Laws and regulations. Based upon our projected student population, we anticipate few ELL students (less than 1 percent). However, our school design is well designated to serve ELL students with our focus on literacy, vocabulary, small group instruction, and individualized computer adaptive software. Additionally, our teacher strategies will be effective in meeting the specific literacy needs of our ELL population including: pre-teaching of key vocabulary; peer tutoring from students with advanced English skills, additional phonics, decoding and fluency instruction during Choice Time or FOCUS time, a supportive culture of high expectations and discipline, predictable class structure in all content areas, Word walls to reinforce academic vocabulary, extended literacy instruction time each day, in-school tutoring, small group learning in literacy and math, systematic writing and grammar instruction, group work in all content areas, frequent "Turn-and-Talks" and other cooperative learning strategies, and frequent communication with parents/guardians.

ELL students will not be separated from the mainstream classrooms, acknowledging the importance of the immersion method of language acquisition as the most expedited and effective manner to educating ELL students. <sup>185</sup> ELL students will be remain in mainstream classes for core academic subjects, and will receive additional English Language instruction as necessary during non-core class time. ELL Students will participate in all state standardize testing, as well as any other assessments or quizzes administered by the school. ELL students will have full access to all extra-curricular activities, and all communications to families will be made available in their home language, including parent-teacher conferences.

We will proactively identify and support any ELL students who enroll at the school at any time. If the home language is other than English, and for any student suspected of having limited English proficiency, we administer the WIDA-ACCESS placement test or similar assessment (In Kindergarten, this will be the W-APT test Results from these assessments are used to provide identification of and avoid

 $<sup>^{184}</sup>$  See  ${\bf Appendix}\,C.11$  for relevant ELL figures in the community.

<sup>185</sup> Arizona Department of Education, July 2004, "The Effects of Bilingual Education Programs and Structured English Immersion Programs on Student Achievement: A Large-Scale Comparison" located at http://www.public.asu.edu/~macswan/ade/ade\_document.pdf.

misidentification of ELL students, inform instruction, and ensure all students can access academic content and master performance and content standards.

All ELL students have tutoring time in small, like-skilled groups during Choice Time or FOCUS time, daily. Great Lakes Academy will implement an ELL Master Plan that includes identification, serves, program and evaluation. The proficiency of an identified ELL student receiving pull-out services is measured at least twice a year to determine whether continued special services are warranted. All pull-out and special services continue until a student attains fluency in English language proficiency as measured by the ACCESS. No student is exited from the ELL program unless they can read, write, and comprehend English well enough to participate fully in Great Lakes Academy's academic program.

For more information on our services for students with special needs, see **Appendix E.8**, ISBE Special Education Certification Form.

### 2.4.d. SCHOOL CALENDAR/SCHEDULE

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

Great Lakes Academy's school calendar, schedule, and school structure are all driven by our mission to prepare each student for a rigorous, college preparatory high school and graduation from a four-year college. We operate on a trimester schedule and provide 185 days of instruction. Our schedule reflects our values: one day per month is a staff development day, including 5 Data Days during which our staff analyzes and action plans around student assessment data from the recently administered interim assessment. One Saturday per month, we host parent-student workshops that have topics ranging from parent-student reading clubs to how to help your child with homework. Our extended day schedule, from 7:30 - 3:45 p.m. in grades K-4 (until 5:00 p.m. for grades 5-8), allows us to increase the amount of time spent on core academic subjects such as math and literacy. We also maximize our time during the day for instruction. Our month long staff development in the summer gives us more time to develop and train our teachers, as well as more time to create, review, and hone our curriculum on a yearly basis. On Fridays, we provide instruction until 2:00 p.m., and staff remains until 5:00 p.m. for targeted and responsive professional development. 186 We offer after school enrichment for students through partnerships with local organizations, as part of our commitment to community partnerships and families, ensuring that our students are provided quality opportunities beyond the school day while their parents work. (For more detail on these partnerships, see **Section 1.1.**)

**Figure 22** provides a time comparison of Great Lakes Academy's school days and instructional hours to those of traditional district CPS schools and the national average. On an annual basis, Great Lakes Academy offers over nearly 25 percent more learning time than students are provided nationally and locally. In addition, the total time devoted daily to literacy is 3.05 hours and the daily time devoted to math is 1.50 hours. Per 105 ILCS 5/27-7, students participate in daily physical education as part of the Character and Fitness class; they also have recess two times daily.

Figure 22: Annual and Daily Time Comparisons

Annual and Daily Time Comparison				
Kindergarten through Grade 8				
	Instructional Days	Avg. Daily Hours	Total Annual Hours	
National Average 187	180	6.7	1,206	

 $<sup>^{186}</sup>$  On Fridays, our after-school program may end at 5:00 rather than 6:00.

http://nces.ed.gov/surveys/pss/tables/table 15.asp.

CPS, as of 2012-13 <sup>188</sup>	181	7.0	1,267
Great Lakes Academy <sup>189</sup>	185	8.25	1,526.25
Annual Differences between Great Lakes Academy and National Average	+5 days	+1.55	+320.25
Annual Differences between Great Lakes Academy and CPS	+4 days	+1.25	+259.25

The daily calendar at Great Lakes Academy provides us with a flexible yet consistent school day that is innovative in its ability to constantly identify, group, and remediate any students needing extra support. **Figure 23** is a sample schedule for our two Kindergarten classes (which would also apply to first grade) in 2014. (See **Appendix D.2** for complete sample schedules for students and teachers, broken out by grades K-1, 2-4, and 5-8.)

Figure 23: Daily Student Schedule for K-1

Time	K-1, Class A	K-1, Class B	Friday Exemplar
7:15	Entry	Entry	Entry
a.m. 7:30	Breakfast	Breakfast	Breakfast
7:45	Class Community Meeting	Class Community Meeting	Morning Message
8:00	Morning Message & Vocabulary	Morning Message & Vocabulary	Re-Teach #1
8:15	Read Aloud	Read Aloud	Re-Teach #1
8:30	Read Aloud	Read Aloud	Guided Reading Group A, Phonics Groups B & C, blended Learning Group D
8:45	Guided Reading Group A, Phonics Groups B & C, blended Learning Group D	Guided Reading Group A, Phonics Groups B & C, blended Learning Group D	Guided Reading Group A, Phonics Groups B & C, blended Learning Group D
9:00	Guided Reading Group A, Phonics Groups B & C, blended Learning Group D	Guided Reading Group A, Phonics Groups B & C, blended Learning Group D	Guided Reading Group D, Phonics groups B & C, Blended Learning, Group A
9:15	Guided Reading Group D, Phonics groups B & C, Blended Learning, Group A	Guided Reading Group D, Phonics groups B & C, Blended Learning, Group A	Guided Reading Group D, Phonics groups B & C, Blended Learning, Group A
9:30	Guided Reading Group D, Word Study groups B & C, Blended Learning, Group A	Guided Reading Group D, Word Study groups B & C, Blended Learning, Group A	Guided Reading Group B, Phonics groups A & D, Blended Learning, Group C
9:45	Guided Reading Group B, Phonics groups A & D, Blended Learning, Group C	Guided Reading Group B, Phonics groups A & D, Blended Learning, Group C	Guided Reading Group B, Phonics groups A & D, Blended Learning, Group C
10:00	Guided Reading Group B, Phonics groups A & D, Blended Learning, Group C	Guided Reading Group B, Phonics groups A & D, Blended Learning, Group C	Guided Reading Group C, Phonics groups A & D, Blended Learning, Group B
10:15	Guided Reading Group C, Phonics groups A & D, Blended Learning, Group B	Guided Reading Group C, Phonics groups A & D, Blended Learning, Group B	Guided Reading Group C, Phonics groups A & D, Blended Learning, Group B

<sup>188</sup> Cps.edu

We calculate our instructional hours based on student time in class; we omit lunch and recess from instructional "hours."

10:30	Guided Reading Group C, Phonics groups A & D, Blended Learning, Group B	Guided Reading Group C, Phonics groups A & D, Blended Learning, Group B	Recess & Snack
10:45	Recess & Snack	Recess & Snack	Math Meeting (K Calendar math)
11:00	Writing - Handwriting	Writing - Handwriting	Math Quiz
11:15	Writing	Writing	Writing
11:30	Writing	Writing	Writing
11:45	Lunch & Recess	Lunch & Recess	Word Study Test
12:00 PM	Lunch & Recess	Lunch & Recess	Lunch & Recess
12:15 PM	Character & Fitness	Math Meeting (K Calendar math)	Lunch & Recess
12:30 PM	Character & Fitness	Math Groups A-Procedures, B- Problem Solving, C-Blended Learning	Math Block- 20 minute rotations through Math Procedures, Math Problem Solving and blended
12:45 PM	Character & Fitness	Math Groups A-Procedures, B-Problem Solving, C-Blended Learning	learning
1:00 PM	Math Meeting (K Calendar math)	Math Groups B-Procedures, C- Problem Solving, A-Blended Learning	
1:15 PM	Math Groups A-Procedures, B- Problem Solving, C-Blended Learning	Math Groups B-Procedures, C- Problem Solving, A-Blended Learning	
1:30 PM	Math Groups A-Procedures, B- Problem Solving, C-Blended Learning	Math Groups-C-Procedures, A- Problem Solving, B-Blended Learning	Community Meeting
1:45 PM	Math Groups B- Procedures, C- Problem Solving, A- Blended Learning	Math Groups-C-Procedures, A- Problem Solving, B-Blended Learning	Community Meeting
2:00 PM	Math Groups B-Procedures, C- Problem Solving, A-Blended Learning	Character & Fitness	Dismissal
2:15 PM	Math Groups - C-Procedures, A- Problem Solving, B-Blended Learning	Character & Fitness	
2:30 PM	Math Groups - C-Procedures, A-Problem Solving, B-Blended Learning	Character & Fitness	
2:45 PM	Social Studies/Science	Social Studies/Science	
3:00 PM	Social Studies/Science	Social Studies/Science	
3:15 PM	Choice Time/Tutoring	Choice Time/Tutoring	
3:30 PM	Choice Time/Tutoring	Choice Time/Tutoring	
3:45 PM	Dismissal	Dismissal	
4:00 PM	After School Enrichment	After School Enrichment	

Our annual calendar and daily schedule are a direct reflection of the Great Lakes Academy anchor beliefs about what it will take to achieve success in our mission to provide a college preparatory education for all students. Detailed descriptions of these design elements can be found in the Educational Philosophy **Section 2.2.b**, pages 11-20 of this document. Below, **Figure 24** shows our 2014-15 calendar.

Figure 24: Great Lakes Academy Annual Calendar, 2014-15

			Important Dates
			July 21- First day of Staff PD
Great Lakes Acade	my 2014-2015 Acad	emic Calendar	
			July 21-August 15- Summer Institute (PD)
July S M T W T F S	August S M T W T F S	September S M T W T F S	Aug. 4-8- Parent Orientation & STEP testing  Aug. 19- 1st Day of School
1 2 3 4 5	3 M 1 W 1 F 3	1 2 3 4 5 6	Aug. 19-1st Day of School  Aug. 19-22- Student Orientation (1/2 Day)/ PD (1/2 Day)
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13	Aug. 26-27- NWEA & Pre-tests
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20	Sept. 1- Labor Day, No School
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27	Sept. 2- Staff PD/Data Day
27 28 29 30 31	24 25 26 27 28 29 30	28 29 30	Sept. 13- Parent/Student Sat Reading Goals & STEP Workshop
	31		Sept. 17- Parent Go to School Night
9 PD	9 Instructional Days/12 PD	20 Instructional Days/1 PD	Sept.29-Oct.3, Interim Tests, STEP tests
715	7 Histractional Days/12 1 D	(Data Day)	^
			Oct. 4 -STEP tests & HW Help Workshop
October	November	December	Oct. 6- Staff PD / Data Day
S M T W T F S	S M T W T F S	S M T W T F S	Oct. 10- Mid-Trimester Report to Families
5 6 7 8 9 10 11	2 2 4 5 6 7 8	1 2 5 4 5 6 7 8 9 10 11 12 13	Oct. 13- Columbus Day, No School
	2 3 4 5 6 7 8 9 10 11 12 13 14 15	7 8 9 10 11 12 13 14 15 16 17 18 19 20	Nov. 11- Veterans' Day, No School, Staff PD  Nov. 17-21- Interim Tests & STEP
12 13 14 15 16 17 18 19 20 21 22 23 24 25	9 10 11 12 13 14 15 16 17 18 19 20 21 22	21 22 23 24 25 26 27	Nov. 22- Parent/Student Sat STEP tests, Read Aloud Workshop
26 27 28 29 30 31	23 24 25 26 27 28 29	28 29 30 31	Nov. 26-28- Thanksgiving Break, No School
20 27 28 27 30 31	30	20 27 30 31	Dec. 1-Staff PD / Data Day
21 Instructional Days/1 PD		14 Instructional Days/ 1 PD	
(Data Day)	16 Instructional Days/1 PD	(Data Day)	Dec. 2- 2nd Trimester Begins
			Dec. 2 & 3 Parent/Teacher Conferences, Trimester 1 Report Cards
January	February	March	Dec. 22-Jan. 2- Winter Break, No School
S M T W T F S	S M T W T F S	S M T W T F S	Jan. 5- Staff PD
1 2 3	1 2 3 4 5 6 7	1 2 3 4 5 6 7	Jan. 12-13- Nationally Normed Assessment (Midyear)
4 5 6 7 8 9 10	8 9 10 11 12 13 14	8 9 10 11 12 13 14	Jan. 19- MLK Day, No School
11 12 13 14 15 16 17	15 16 17 18 19 20 21	15 16 17 18 19 20 21	Jan. 24- Parent/Student Sat, - Numeracy Workshop
18 19 20 21 22 23 24	22 23 24 25 26 27 28	22 23 24 25 26 27 28 29 30 31	Jan. 30- Progress Reports to Parents
25 26 27 28 29 30 31	18 Instructional Days/1 PD	29 30 31	Feb. 9-13 Interim Tests & STEP
18 Instructional Days/ 1 PD	(Data Days/1 PD	19 Instructional Days/ 1 PD	Feb. 14- Parent/Student Sat STEP tests, Guided Reading Workshop
	(Data Day)		Feb. 16- President' Day. No School
April	May	June	Feb. 17- Staff PD/ Data Day
S M T W T F S	S M T W T F S	S M T W T F S	March 7- Parent/Student Sat STEP tests, Phonics Workshop
1 2 3 4		1 2 3 4 5 6	March 13 Staff PD
5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13	March 16- 3rd Trimester Begins
12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20	March 17 & 18- Parent/Teacher Conferences, Trimester 2 Report Cards
19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27	March 30-April 3- Spring Break
26 27 28 29 30	24 25 26 27 28 29 30	28 29 30	April 13-18- Interim Tests
	31		April 18- Parent/Student Sat STEP Tests, Co-Reading Workshop
18 Instructional Days/ 1 PD Day (Data Day)	19 Instructional Days/ 1 PD	13 Instructional Days/ 2 PD	April 20- Staff PD/Data Day
			May 1- Mid-Trimester Reports to Families
Professional Development	Vacation/Holidays	NWEA	May 4 - Staff PD
Student Orientation/Half Day	Parent Orientation/Conference	es	May 18-30 Home visits for new students
Interim Assessments/STEP	Parent/Student Sat		May 25- Memorial Day, No School
1st/Last Day of School	STEP tests, Workshops		June 1-3 - Nationally Normed Assessments (End of Year)
School Closed	New Trimester		June 4 & 5- Interim Tests/STEP
Home visits for upcoming year	Trimester Report		June 6- Parent/Student Sat STEP tests, First Year Celebration
			June 12- Trimester 3 Reports to Parents
32 total Staff PD days			June 15 & 16- Parent/Teacher Retention Conferences, as needed
185 Total School Days			June 17- Last Day of School, Half Day
163 Total School Days			· · · · · · · · · · · · · · · · · · ·
			June 18 & 19- Staff PD & End of Year Work

The school plans to open with 64 Kindergarten and 64 first grade students and will enroll 64 Kindergarten students each year following until the school reaches capacity, serving approximately 561 total students in K–8, assuming an average of 8 percent attrition after grade six. <sup>190</sup> We do not currently plan to admit new students after sixth grade; to deliver on our mission for all students, students need three years with us to prepare for a rigorous college preparatory high school.

#### **Student Schedule**

The school day commences at 7:30 a.m., with doors opening at 7:15 a.m. for students. Staff may come as early as 6:15 a.m. Dismissal is at 3:45 p.m. After-school programming for grades K-4 is voluntary and is held at school until 6:00 p.m. through partnerships with after school programs such as After School All-

<sup>&</sup>lt;sup>190</sup> This attrition numbers are conservative and based similar schools serving a similar student population.

Stars or Chicago Youth Centers. For grades 5-8, students are in mandatory tutoring, after school enrichment, team sports, or Homework Club until 5:00 p.m.

## Description of a Sample Day for a Kindergarten Student at Great Lakes Academy

Students are greeted by the Executive Director at the front door of the school. They shake her hand, and tell her one thing they are excited to learn that day. Students then walk to their classroom doors where they pause, take out their HW folder from their backpacks, and wait for eye contact and a greeting from a teacher before entering the room. Students place their HW folders in the bin near the HW checking teacher, unpack further, hang up their belongings on their labeled hooks, and sit at their assigned tables, which have their breakfast and morning work laid out. Music plays softly in the background, and students talk quietly while they eat breakfast and work on morning "bright work."

Teacher A checks attendance, homework, and assists any students who struggled with homework questions. Teacher B pulls a small group of 2 to 4 students to review a counting skill, such as counting by 2s on odd numbers, something the students' previous "Show What You Know" quiz demonstrated that they have not yet mastered.

On Mondays and Fridays, there are whole-school Community Celebrations to frame the beginning and end of the academic week that the whole school attends in the Multi-Purpose Room. On Mondays, the students sing academic songs, advisories do their college chants, and the school and individual classes announce their goals for the week. These goals might be 100 percent homework completion, or everyone in the class ending the day on "green" all week. Then students are given time to create and share an individual academic and behavioral goal for the week. On Fridays, the Community Celebration is at the close of the day, and involves songs, school chants, college cheers and goal reporting. There are also awards given to students and homerooms based on the BE GREAT values and any recent competitions.

On Tuesday through Thursday, the day begins with students remaining in their classrooms and moving to the rug for a Community Meeting that has topics ranging from student led "book talks," to build public speaking practice, to conducting mini-conversations during which students practice social skills they have been learning, such as asking someone how their day is going. This time allows teachers to responsively address and teach lessons around issues that may be arising in class, such as cutting in line, sharing, and playground behavior. The class also sets a daily behavioral goal and reviews the daily agenda.

To transition from Classroom Community Meeting, all classes have a "minute of peace" to settle in; students practice breathing techniques and visualization techniques in a guided meditation led by their teachers. <sup>191</sup> After one minute, the class begins Morning Message, which is modeled after those at Edward Brooke and Ms. Hurst's (the 2012 TN charter school teacher of the year) Kindergarten classroom at Memphis College Preparatory Charter School. The Morning Message is a 15-minute review of phonics, math, social skills, word study and academic songs. After Morning Message, students sing a song to celebrate their focus and efforts and get re-settled for the morning's Read Aloud, which is a Reading Comprehension lesson during which Teacher A reads a book and focuses on a reading skill. The teacher uses "think aloud" techniques to model the skill, and then has students practice the skill together, either in "turn-and-talks" or in whole group discussion. To close the lesson, students review the skill they were working on, and give one to three quick "scholar hollers" to teammates based on the school's core values.

Students then sing another song as they transition to their first center for their morning literacy block. Students rotate among a computer-based literacy program which is adaptive and responsive to their learning needs, a guided reading center with Teacher A, and a Reading Mastery-based phonics center with Teacher B. Every 30 minutes, the groups transition among the centers. Group A, for example, will have 30 minutes of Guided Reading or Reading Comprehension instruction with Teacher A. Then they will have 30 minutes on the Computer with a blended learning program. Group A then joins Group D

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<sup>&</sup>lt;sup>191</sup> This is based on a technique observed at Noble Street's Gary Comer High School, one of the highest performing open enrollment high schools in Chicago and visited by Lead Founder Katherine Myers.

with Teacher B for 45 minutes of Phonics (via *Reading Mastery*) and 15 minutes of Word Study (using *Words Their Way*). Students are re-grouped according to their latest STEP tests every 6 to 8 weeks so that teachers can target their lessons to the students' individual reading needs. Students learn a signal that tells them when there is one minute left to pack up, and when to move to their new center.

After the morning literacy centers, students have a 15-minute recess and snack break outside during which they socialize and play a variety of games that teachers have taught them such as jump rope, 4-square, and freeze tag. The Kindergarten and first grade students all play together and are supervised by a minimum of two teachers and an administrator. Any students in need of extra help may receive tutoring during recess. Students know that when the whistle blows, they have 30 seconds to line up with their respective classes.

Once back inside, students quickly hang up their coats on their way to their desks where they immediately begin their writing lesson with a five-minute "free write" journal that teachers respond to nightly. Once students are all seated, the class pauses while Teacher A leads another one minute guided meditation called "minute of peace," which is how they began the day. Students then complete their journals, and work on handwriting for eight minutes, and then have a five-minute lesson on the daily writing objective, such as writing a sentence with a subject and a verb, followed by 10 minutes of independent practice. A small group of students struggling with the previous day's lesson is pulled in back by Teacher B.

Teacher A then lines students up as they sing a phonics song, and leads them to lunch, where food has been set out, and the Leadership Team is in place to monitor the multi-purpose room. The first grade begins lunch outside at recess, and the Kindergarten begins eating. After 15 minutes, the groups swap.

After lunch, students are picked up by their teacher and return to class to their designated spots on the rug for their Math Meeting. In Kindergarten, this is Calendar Math, and students work with Teacher A on the rug through a series of questions from the date to the number of days they have been in school. Teacher B sets up for math rotation. The class is split into three groups for Math block: Math Procedures, Math Problem Solving, and Blended Learning on the computers where we plan to use ST Math/ Jiji or a similar program. Group A begins in Math Procedures with Teacher B, the Co-Teacher. Math Procedures begins with a math chant, and by counting as a class to 100 by 5s and 10s. During Math Procedures students work through a lesson focused on foundational algorithm practice. Math Procedures ends with a class cheer, and a 30 second "silent dance party" to celebrate the efforts of the class throughout the session. After 30 minutes, students rotate to the computer station to work independently on a research-based blended learning program such as ST Math's JiJi Program. For the final 30 minutes Group B works on Math Problem Solving with Teacher A. The group begins with a problem of the day that they solve and explain to a partner. Students then move through a problem solving lesson, building their conceptual and problem solving skills. These lessons typically involve hands-on manipulatives that deepen conceptual understanding and allow students to both represent and articulate their thinking. Math groups are dynamically grouped, and change groups every 6 to 8 weeks, informed by student data.

After Math, students put away their materials and line up for Character and Fitness class, led by the Dean of Culture/Curriculum in Y1. This class takes place outside, depending on weather. Students have an opportunity to be physically active, and to learn character skills, such as how to breathe deeply to calm down when they are upset. Character and Fitness begins with a 5-minute warm-up run, then yoga stretching and yoga breathing. Students then learn a character lesson through a brief story, or review a concept they have been working on with a turn-and-talk. Students then participate in a physical activity, such as relay teams or soccer. Afterwards there is a debrief during which the character skill students have been reviewing is discussed. Teachable moments from the day's activity are identified, and the class discusses the pros and cons of how situations were handled.

The class returns and heads straight to the rug for a Social Studies or Science lesson (these change every two weeks). These lessons involve group, exploratory, hands-on activities and a wrap-up class discussion, followed by time to write in their Science notebooks or Social Study notebooks.

The last 30 minutes of the day is Choice Time: students are able to choose what they would like to dobuild blocks or legos, play a word game or puzzle, work on an academic game on the computers, read in pairs or independently, etc. Teacher A monitors and pulls set groups of students needing extra help in reading, while Teacher B monitors and pulls set groups of students to tutor them in math. During the last 15 minutes, Teacher A calls one group of students at a time to pack up, and to complete their daily reflection on their behavior chart for parent signature.

For the last five minutes of class, Teacher A leads the whole class in a reflection of the day's goals and BE GREAT values: Did the class meet its goal? Why or why not? Did classmates support each other and show teamwork? What are some examples? What about Enthusiasm? How can we do even better tomorrow? Students line up for dismissal. Walkers are taken to the back school door with Teacher A. Riders are walked to the front door with Teacher B. Students sit in lines with their bags on, playing a clapping game led until their name is called and their parent/guardian arrives.

## **Teacher Sample Schedule**

Our teachers work from 7:10-4:45 p.m. They receive at least 3.0 hours of daily preparation time.

Figure 25: Kindergarten Teacher Sample Schedule

Time	K-1 Teacher A	K-1 Teacher B
	Experienced "Lead" teacher	Newer "Co" teacher
7:10	Morning Staff Huddle	Morning Staff Huddle
7:15	Entry Post outside classroom	Entry Post in classroom
7:30	Checking Homework	Pull Small Group
7:45	Community Meeting	Community Meeting
8:00	Leading Morning Message & Vocabulary	Prep
8:15	Leading Read Aloud-whole group	Prep
8:30	Leading Read Aloud-whole group	Prep & Literacy Group Set-up
8:45	Guided Reading, Group A	Phonics, Groups B & C
9:00	Guided Reading, Group A	Phonics, Groups B & C
9:15	Guided Reading, Group D	Phonics, Groups B & C
9:30	Guided Reading, Group D	Word Study, Groups B & C
9:45	Guided Reading, Group B	Phonics, Groups A & D
10:00	Guided Reading, Group B	Phonics Groups A & D
10:15	Guided Reading, Group C	Phonics Groups A & D
10:30	Guided Reading, Group C	Word Study Groups A & D
10:45	Recess & Snack- tutoring	Recess & Snack
11:00	Writing-Large Group	Writing- Small group
11:15	Writing-Large Group	Writing- Small group
11:30	Prep	Social Studies/Science
11:45	Prep	Social Studies/Science
12:00 p.m.	Lunch/Prep	Lunch/Prep
12:15 p.m.	Lunch/Prep	Lunch/Prep
12:30 p.m.	Math Meeting (Calendar math for K)	Prep & Math Calculation Set-up
12:45 p.m.	Math Problem Solving, Group B	Math Procedures, Group A
1:00 p.m.	Math Problem Solving, Group B	Math Procedures, Group A
1:15 PM	Math Problem Solving, Group C	Math Procedures, Group B
1:30 PM	Math Problem Solving, Group C	Math Procedures, Group B
1:45 p.m.	Math Problem Solving- Group A	Math Procedures Group C
2:00 p.m.	Math Problem Solving- Group A	Math Procedures Group C
2:15 p.m.	Prep	Prep
2:30 p.m.	Prep	Prep
2:45 p.m.	Prep	Prep
3:00 p.m.	Prep & HW folder prep	Word Study

3:15 p.m.	Choice Time	Pull Small Group
3:30 p.m.	Choice Time	Pull Small Group
3:45 p.m.	Dismissal	Dismissal
4:00 p.m.	Prep	Prep
4:15 p.m.	Prep	Prep
4:30 p.m.	Prep	Prep
4:45 p.m.	Prep	Prep

3.0 hours total prep

3.25 hours total prep

For complete student and teacher sample schedules for grades K-8, please see **Appendix D.2**.

# 2.5 TALENT MANAGEMENT

#### A. RECRUITMENT AND STAFFING

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

**Figure 26** outlines our hiring plan for the years in which Great Lakes Academy is growing. An organizational chart, outlining all reporting relationships and aligned with our growth chart and budget, can be found in **Appendix E.3.** 

Figure 26: Great Lakes Academy Growth Chart

Year	Grades Served	# Students	# Teachers (+ Enrichment)	SpEd Teachers <sup>192</sup> (SSSC)	Op Fellows (Teaching Associates)	# Classrooms	Administrators <sup>193</sup>
2014-15 (Y1)	K-1	128	8 (+0) = 8	(1) Student Support Services Coordinator	1 (+0) = 1	4	4
2015-16 (Y2)	K-2	192	11 (+1) = 12	1 + (1) = 2	1 (+1) = 2	7	5
2016-17 (Y3)	K-3	256	14 (+1) = 15	1 + (1) = 2	2 (+1) = 3	10	6
2017-18 (Y4)	K-4	320	17 (+1) = 18	2 + (1) = 3	2 (+1) = 3	13	6
2018-19 (Y5)	K-5	384	20 (+2) = 22	2 + (2) = 4	3 (+2) = 5	15	7
2019-20 (Y6)	K-6	448	23 (+2) =25	2 + (2) = 4	3 (+2) = 5	17	7
2020-21 (Y7)	K-7	507	26 (+2) = 28	3 + (2) = 5	3 (+2) = 5	19	7
2021-22 (Y8)	K-8	561	29 (+2) = 31	3 + (2) = 5	3 (+2) = 5	21 (+1 Enrichment) = 22	7

### **Teachers**

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 $<sup>^{192}\</sup> The\ SpEd\ column\ in\ this\ chart\ includes\ both\ our\ Student\ Support\ Services\ Coordinator\ and\ our\ Special\ Education\ teachers$ 

<sup>&</sup>lt;sup>193</sup> Administrators include our Executive Director, Dean of Curriculum, Dean of Culture, Director of Community Outreach and Business Manager/Director of Operations. In Y3 we add a Director of Development. In Y7, we add a High School Counselor. We count our Student Support Services Coordinator under Special Education teachers for purposes of this chart.

At Great Lakes Academy, nothing is given more importance than the recruitment, development, and retention of our teachers. Teachers drive student success. That is our most deeply held belief: "More than any other variable in education – more than schools or curriculum – teachers matter." <sup>194</sup>

We propose to hire a mix of experienced teachers with a track record of success, and newer teachers who are towards the beginning of a promising teaching career. Our goal is always to hire career teachers who want to grow as professionals and to develop with the school over time. All staff will meet the criteria detailed in section 27A-10(c) of the Illinois Charter Schools Law. Our two teacher model in Kindergarten and first grade naturally lends itself to hiring one experienced and one newer teacher for each class. In grades 2-4, as the model shifts to a small-class size, one teacher classroom, we recruit more experienced teachers with a record of success with similar student populations. We also hire one Teaching Associate to assist grades 2-4, and another Teaching Associate to assist in grades 5-8, whom we plan to train, and, if they meet benchmarks of progress, hire the following year as lead classroom teacher. In this way, we create an internal pipeline for new teachers as we grow for our first seven (7) years of operations.

We have budgeted \$1000 per staff member for recruitment, with the majority of those funds being spent towards the recruitment and hiring of teachers. Chicago is the third largest city in the country, and as such, boosts a tremendous pool of talent. We also plan to recruit and hire nationally, drawing on Lead Founder Katherine Myers' education networks and connections in New Orleans, New York, Boston, Memphis, Nashville, and Los Angeles, and her network from Building Excellent Schools. We recruit from a variety of networks including: Alain Locke Initiative/Inner City Teaching Corps, Teach For America corps members and alumni, the National Association of Black Educators, the National Board for Professional Teaching Standards, New Leaders for New Schools, the Stanford STEP graduate school, Harvard Graduate School of Education, career services at graduate schools, notices to career services offices at colleges and universities, advertising in national and local publications, web site postings and advertisements on sites including the Illinois Network of Charter Schools, Facebook, Google Plus, Idealist.org, School Spring, the Center for Education Reform, Monster.com, JobTrak, Project Connect, Education American, and, upon authorization, our website, <a href="www.glachicago.org">www.glachicago.org</a>. We also cultivate relationships and use resources to locate individuals who come highly recommended through awards such as the Golden Apple Foundation and the Milken Educator Award.

Our most important recruitment tool, ultimately, will be word of mouth, and the networks of relationships that Great Lakes Academy staff members have. Currently, our mailing list reaches nearly 600 individuals who are supportive of our school. We post and promote positions through our mailing list and website, and constantly connect with individuals to ensure we are reaching top candidates locally and nationally. We are never *not* engaging educators in conversations about the school and actively recruiting teachers.

Our official recruiting season begins each year on December 1, and we recruit, interview, and hire people on a rolling basis until all positions are filled for the following year. We understand that in the competitive hiring season and within a competitive hiring arena, we need to act quickly to hire high capacity candidates; we do this not by skipping recruiting steps, but by condensing the amount of time between them if we are particularly excited about a candidate. See **Appendix E.7** for a full description of our staff recruitment plan. See **Appendix E.6** for our Hiring Guide Start to Finish.

Our criteria, articulated in our Staff Job Descriptions (see **Appendix E.5**) is based upon the well-regarded organizational hiring book, *Who: A Method for Hiring*, <sup>195</sup> as well as on several conversations with, and studies of, high performing charter school across the country. <sup>196</sup> Our organizational chart, found in **Appendix E.3** is based upon the best practices of high performing urban schools like North Star and Nashville Prep. For example, our K-1 two teacher model is used by North Star Elementary in Newark, the

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Ripley, Amanda. "What Makes a Great Teacher?" The Atlantic Online. January/February 2010.

<sup>195</sup> Smart, Geoff and Street, Randy. Who: A Method for Hiring. NY, NY. Random House. 2008.

<sup>&</sup>lt;sup>196</sup> Smart, Geoff and Street, Randy. *Who: A Method for Hiring*. NY, NY. Random House, 2008. (This is a framework for hiring the right person for the right job, and has been recommended by charter school leaders including Ben Marcovitz of SciAcademy, the highest performing open enrollment high school in Louisiana. Lead Founder Katherine Myers coached teachers at SciAcademy.).

highest performing open enrollment school in New Jersey. The position of Operations Fellow is based upon a program piloted at Nashville Prep, a BES school, and the highest performing charter school and 2012 innovative charter school of the year in the state of Tennessee. 197

A rigorous interview process, including resume screening, phone interview, demonstration lesson, feedback, re-teaching based upon feedback, and in-person interview, will be utilized to ensure the high quality of all teaching candidates before offering them a position. The full process is outlined in detail in **Appendix E.6**, Hiring Start to Finish.

Our Leadership Team consists of experienced educators with a track record of success in the classroom and with leading adults. We use the same recruiting techniques to locate and recruit those individuals as we do our teachers. Our interview process consists of short-answer essay questions, phone screen, inperson interview, role plays, and a live teacher coaching demonstration with feedback and re-coaching.

Our Operational Staff consists of individuals with experience in finance and operations, as well as education. We recruit from local graduates of MBA programs as well as individuals with school operational experience looking to relocate from elsewhere in the country. Our interview process includes short-answer essay questions, phone screen, in-person interview, case studies drawn from common experiences facing school operations staff, and role plays.

#### B. PROFESSIONAL DEVELOPMENT

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

Great teachers are at the heart of great schools. Great Lakes Academy is constantly developing teachers and instructional coaches, reflecting the importance of our belief in constant growth. The majority of professional development is done internally, though we also devote \$1000 per staff member per year for professional development conferences and outside school visits. Our professional development has six core elements, all detailed in the section below:

- 1. Summer Institute
- 2. Weekly Professional Development
- 3. Professional Development Days
- 4. Data Days
- 5. Individualized Teacher Coaching
- 6. Outside Professional Development

Professional Development at Great Lakes Academy is divided into the following areas: Teacher Taxonomy, Curriculum, Diverse Learners, School Culture, Data Collection & Analysis, School Systems and Procedures and School Operations. We have both proactive Professional Development (based upon an annual plan) and responsive Professional Development (based upon academic and behavioral data and teacher observation). **Figure 27** below describes what elements fit into each area of focus.

Figure 27: Elements of Summer Professional Development

Professional Development Area	Goals for Summer Institute & Annual Professional Development
Teacher Taxonomy Training	<ul> <li>Teacher video analysis &amp; reflection</li> <li>Execution of any scripted curriculum</li> <li>Classroom Management Training and live Practice</li> <li>Lesson Execution Training and live Practice</li> <li>Practice &amp; coaching on execution of scripted programs such as Reading Mastery.</li> </ul>

<sup>&</sup>lt;sup>197</sup> Lead Founder Katherine Myers visited and studied Nashville Prep and met with 2010 BES Fellow, Founder and Executive Director Ravi Gupta twice during her BES Fellowship year - in November, 2012 and April, 2013. Additionally, Mr. Gupta provided leadership training to Ms. Myers and the BES Fellowship cohort in April, 2012, with a focus on teacher recruitment and teacher training.

	Creation of all Interim Assessments & Final Assessments
	• Creation of all course scope and sequences: K-4, this includes Reading
	Comprehension, Read Aloud, Writing, Math, Social Studies, Science) and is divided
	up among grade level teachers
Curriculum	Planning and scripting of Student Induction Week
	Norming on STEP testing
	Norming on use of rubrics in writing
	Daily lesson planning for the first month of school
	Training on lesson planning and execution
	Training on Great Lakes Academy Curriculum for our literacy and math approach
	• The referral process for Special Education students, from identification, to pre-
	referral, to individual action plans and monitoring, to testing to IEP writing.
	• Implementation of IEPs.
D	Collaboration with Student Support Services Coordinator and Learning Specialists
Diverse Learners	• The referral process of ELL students from identification to pre-referral to individual
	action plans and monitoring to testing to individual plans.
	Behavior Intervention Plans and Academic plans
	Accommodations and Modifications
	• 504s v. IEPs
	Teambuilding and adult culture building, including improvisational practices.
	• Shared Texts (Teach Like a Champion, Leverage Leadership, Difficult
	Conversations, Better, Mindset, The Checklist Manifesto, The Five Dysfunctions of
	Team, Driven By Data, Great Habits, Great Readers, Practice Perfect, and more)
	Norming on language and enforcement of core values
School Culture	Norming on our "Fiercely Positive" culture of warm/strict
	Norming on School Mission and Vision
	• Norming on expectations for school culture, including rewards and consequences for
	student behavior
	Sharing of videos to norm staff "lens" and school vision
	Weekly Community Celebration planning and practice
	• Creation and practice of all classroom procedures, including classroom transitions,
	homework procedures, literacy center rotations, etc.
School Systems	Discipline & Reward system norming & practice
and Procedures	• Creation and practice of all school-wide transitions including entrance and exit,
	cafeteria procedures, homework, attendance, drop-off and pick-up, etc.
	• Creation and practice of all classroom procedures, including classroom transitions,
	homework procedures, literacy center rotations, etc.
	• All HR needs for staff
School Operations	Ordering of supplies, including classroom materials
behoof Operations	Classroom set up of all classrooms, including shared space and teacher workroom
	• School bulletin boards, including all hallways
	Technology disbursement & support  Formiliarity, with all aggregation from Interim toots, to STED testing.
	• Familiarity with all assessments, from Interim tests, to STEP testing
	Alignment in students testing, particularly STEP testing.  Analysis training.
<b>D</b> . G	Analysis training     Action planning training
Data Collection &	Action planning training     Dynamia grouping head your multiple data courses.
Analysis	Dynamic grouping based upon multiple data sources  Individualized any dent manifering.
	Individualized student monitoring  Lesson and unit effectiveness analysis based upon data
	Lesson and unit effectiveness analysis based upon data     Informal data collection such as running records.
	Informal data collection, such as running records      Perhapitation and Academic data collection and applying
	Behavioral and Academic data collection and analysis.

We devote 32 full days to professional development each year. We have 38 PD Fridays, from 2:30 to 5:00 p.m. and weekly staff meetings on Mondays from 4:00 to 4:30p.m., which together add 114 hours of professional development, or an additional 14 eight-hour days. Together, this results in the equivalent of 46 full days of professional development for our staff each year, *not* including teachers' weekly

individualized coaching sessions. It is because of our time investment in our teachers' development that we are able to grow and develop into skilled, data-driven teachers that will support strong academic outcomes for all students. See **Figure 28** for our Calendar of Professional Development.

Figure 28: 2014-15 Calendar of Professional Development

Great Lakes Academy 2014-2015 Professional															
Development Calendar															
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### **Summer Institute**

Summer Institute is a 21-day professional development period for the staff to prepare for the coming year. This follows the practices of a number of the highest performing charter schools nationally which implement a similar summer professional development structure. We use our Summer Institute to norm on our professional development practices, and to ensure teacher practices are primed for maximizing student gains during the school year. We plan out each minute of Summer Institute to maximize our staff's time, and to model the successful planning of tight, detailed lessons to our teachers; we expect the same degree of detail for lessons taught to our students during the school year.

During Summer Institute the staff comes together and trains around our seven professional development goals: Teacher Taxonomy (this term refers to key teacher skills in classroom management and following goals), Curriculum Planning, Diverse Learners, School Culture (adult and student culture), School Systems and Procedures, School Operations, Data Collection & Analysis. **Figure 27** outlines the goals for our Summer Institute, by area of focus. **Appendix D.4** is our Y1 Teacher Induction Plan.

### **Weekly Professional Development**

<sup>&</sup>lt;sup>198</sup> Schools that hold three to five week professional developments include every BES Network schools, Boston Collegiate, Edward Brooke, and Noble Street Network Schools.

We continue our commitment to teacher development by holding Professional Development each Friday afternoon from 2:30 to 5:00 p.m.; our students are released at 2:00 p.m. and may remain in after school enrichment until 5:00 p.m. We have a weekly staff meeting on Mondays from 4:00 to 4:30 p.m. as well. Together, this adds 180 minutes of weekly professional development for our teachers.

Our Friday Professional Development has the same areas of focus as our Summer Institute, and contains both a Proactive and a Responsive component. In order to preserve our time for Professional Development on Fridays, we hold our weekly staff meetings on Monday afternoons, directly after school. We also hold morning huddles to check in, focus, and make any brief announcements for the upcoming day. Before each school year, our Leadership Team creates a scope and sequence for the school's Professional Development, including Monthly Professional Development Days, Data Days, and Friday Professional Development. See **Appendix D.3** for our Professional Development Calendar for Y1. Planned, proactive professional development takes up approximately the first half of each week's time. The second half of weekly Friday Professional Development is responsive to the school's academic and cultural data. During our Leadership Team Meeting each Monday, the Team has time on the agenda to review assessment data, teacher observation data, and student discipline data. They use this analysis to plan a topic for the week's upcoming Friday Professional Development. We also have a 30 grade-level meeting each week. See **Figure 29** for a sample agenda.

Figure 29: Sample Friday Professional Development Agenda

Item	Time	Activity
1	15 min.	<b>Opening</b> —One win- staff shares stories of growth, academic/behavioral wins of the week.
2	30 min.	Curriculum—Staff norming on delivering and grading STEP tests (proactive)
3	30 min.	<b>Teacher Taxonomy</b> —"Do it Again" in a positively framed way (responsive)
4	30 min.	<b>Systems and Procedures</b> — Staff practices lunch room cafeteria drop off and pick up of classes as well as end of day dismissal routine. (responsive)
5	30 min.	Grade Level Weekly Team Meeting
7	15 min.	Close—Shout outs (staff thanks one another for instances of assistance during the week) and Gratitude (staff shares moments of gratitude from the week)

## **Professional Development Days**

Just like our Friday Professional Development, our full-day Professional Development Days contain both a proactive and a responsive component. Professional Development Days run from 8:00 a.m. to 4:30 p.m. and are held at the school. At least two hours of the day are dedicated to our annually pre-planned Proactive Professional Development. Topics vary from learning and practicing Teacher Taxonomy techniques (such as "positive framing") to planned shared readings for the staff, such as chapters from *Driven by Data* by Paul Bambrick-Santoyo. We always contain a teambuilding component to the day to build staff culture. We also always contain some live practice. As described in *Practice Perfect*, we believe in the importance of constant live practice to hone our skills and improve as educators. During Professional Development Days, teachers as well as the Leadership Team might present on a best practice; we will choose teacher presenters based upon observations of their strengths. For example, a teacher who excels at unobtrusive student corrections might present on nonverbal correction techniques. We typically include a video analysis component, where the staff watches videos together and norms on the school "vision," calibrating and sharpening our collective lenses for what we are seeing and striving towards in the classroom.

<sup>&</sup>lt;sup>199</sup> Lemov, Doug, Erica Woolway & Katie Yezzi. *Practice Perfect*. Jossey Bass. San Francisco, CA 2012; Additionally, Lead Founder Katherine Myers has visited author Katie Yezzi's school, Troy Prep, on multiple occasions and observed her teacher training.

There is time weekly that is always dedicated towards Responsive Professional Development. The Leadership Team analyzes data and school-wide trends based upon teacher observations, teacher surveys, and student academic and behavioral data. Topics are chosen based upon academic and culture data, as well as teacher observations and teacher feedback. For example, if the school is seeing a mis-alignment in the way in which the STEP test is being administered, we might plan a session to norm our administration of the STEP test. We reserve at least three hours during Professional Development days for teachers to lesson plan, and catch up on pressing administrative tasks. If a parent-teacher conference is coming up, we might spend time practicing best practices for parent-teacher meetings, and provide teachers with time to work on report cards. See **Figure 30** below for a sample Professional Development Day Schedule.

Figure 30: Sample Professional Development Day Schedule

Item	Time	Activity
	8:00 a.m.	
1	30 min.	Team Building Activity & Inspiration
2	30 min.	Teacher Taxonomy Training: "Break it Down" (Proactive)
3	30 min.	Scripting higher level questions in guided reading lessons (Proactive); pre-reading from <i>Great Habits, Great Readers</i>
4	60 min.	Teacher Taxonomy Training: Positive Framing "Narrating the Positive & Assume the Best" (Responsive), includes live practice
5	30 min.	Video analysis and School Vision norming
	12:00 p.m.	
6	60 min.	Lunch & Group Reading Discussion, chs 2-4 The Five Dysfunctions of Team (Proactive)
7	30 min.	Review of Hot Spots—any changes to School-wide systems and procedures
8	75 min.	Independent Planning Time
9	45 min.	Grade-level meeting and planning time
10	30 min.	Time to update classroom bulletin boards
11	30 min.	Time to call parents
12	60 min.	Independent and collaborative planning time.
	4:30 p.m.	

## **Data Days**

Data Days are day-long Professional Development Days during which we focus on the analysis of interim assessments and STEP tests, and action planning for ongoing instruction of our students. We schedule a minimum of five such days per year as part of our Professional Development Days Calendar, and they closely follow our interim testing calendar. During these days, the entire staff spends time reviewing student assessments, analyzing the results on a question-by-question, standard-by-standard basis, student by student, cohort by cohort, subject by subject, and grade by grade.

We believe that teachers must be deeply invested in and empowered by their student data to drive ever better instruction and student growth in their classrooms. As Bambrick-Santoyo notes, "Data-driven instruction succeeds only when it is truly teacher-owned, meaning teachers must personally analyze their own classes' data. Only when teachers feel that data-driven instruction in *theirs* will fundamental improvement begin." <sup>200</sup> Time is spent during Summer Institute promoting a culture of transparency with data, and empowerment by data so that these days become not evaluative, but reflective and informative, as teachers are able to gauge best practices, instruction, and student learning. Teachers practice analyzing sample student data and action planning around results.

<sup>&</sup>lt;sup>200</sup> Bambrick-Santoyo, Paul. *Driven by Data*. San Francisco, CA. Jossey-Bass. 2010.

During Data Days, teachers meet with grade-level teams, to analyze and action plan around their student's interim testing, and STEP testing. They also meet individually with our Dean of Curriculum to confirm their action plans for the next interim, including plans to re-teach, re-group, and tutor. <sup>201</sup>

### **Individualized Teacher Coaching**

We are committed to the individual professional development of each Great Lakes Academy teacher. We know that the best schools cultivate and develop talent. Our proposed Executive Director Katherine Myers has extensive experience coaching teachers across the K-12 spectrum. She was a founding Teacher Coach for MATCH Nola, which is a subsidiary organization to MATCH Education. 202 MATCH Education is an organization that runs three high performing charter schools in Boston, and MATCH Teacher Residency, one of the highest regarded teacher training programs in the country. They have formed partnerships to bring tutoring corps to cities such as Chicago, and teacher coaching to cities such as New Orleans. Drawing on her teacher coaching expertise, Ms. Myers will drive the Leadership Team and ensure that every teacher has a meaningful weekly observation and debrief that includes an observation for 15-45 minutes and a debrief/coaching session for 30 minutes.

In Y1, the Executive Director and Dean of Culture/Curriculum split teacher coaching responsibilities. From Y2 going forward, the Dean of Culture, Dean of Curriculum, and Executive Director share coaching responsibilities. The Executive Director also coaches the Deans. Coaching is divided strategically depending on individual teacher needs. For example, teachers needing to focus on classroom management may be coached by the Dean of Culture. Teachers focusing on lesson execution may be coached by the Dean of Curriculum.

Teacher observations are also powerful tools for teachers themselves. We encourage teachers to spend planning periods in one another's rooms observing. Additionally, teachers must make two peer observations per month that include feedback and written reflections, as well as two self-video observations and written self-reflections per month. The weeks alternate: one week a teacher watches a video of themselves and reflects, and the next week a peer teacher observes them and offers feedback.

We use all of our observations – peer, self and Leadership Team - to inform our Responsive Professional Development. Trends, such as patterns of unclear directions being given, are addressed; we use this observational data to improve areas of weakness, as well as to select individuals to lead development in their areas of strength. The power of frequent, action driven observations is that our trimester based teacher evaluations are not based upon one formal observation, but on a compilation of data on our teachers and on teacher growth on clear goals. See **Appendix E.9** for sample teacher evaluations.

### **Outside Professional Development**

As a school that is built upon the best practices of the most successful schools in the country, Great Lakes Academy staff is constantly looking to the best practices in other schools to further inform and develop ourselves as educators. The best teachers are the best collectors and executors of others' best practices that then become their own. Each year that a teacher is at Great Lakes Academy, we increase our investment into their outside professional development. Figure 31 is a sample of our outside professional development timeline. Once a teacher has been at our school for two years, we pay to send them to an exceptional school outside of the state. When they have been with us for three years, we pay for them to attend a conference in or out of state. When they have been at our school for four years, we reimburse them for a summer workshop anywhere in the country, as long as the program is pre-approved and applicable to the school. After a teacher has been with us for five years, we reimburse them to take a local continued education or graduate course. Teachers can always participate in any step they have previously passed, and we always reserve the right to provide additional professional development to teachers before

<sup>&</sup>lt;sup>201</sup> In Y1, the role of Dean of Curriculum and Dean of Culture is combined for financial purposes. In Y2, this role becomes two FTES: the Dean of Culture and Dean of Curriculum.

202 MATCH Education is nationally recognized as a leader in urban school initiatives; they recently formed a partnership with the University of

Chicago to provide one on one tutoring for students in CPS.

they technically qualify. Finally, we always encourage our staff to spend time in the classrooms of any teachers at other schools they know are having exceptional results with students, or to observe video of these teachers at work. We encourage staff members to submit a brief written application for any outside professional development that provides a brief explanation as to why this will help their development and how it will positively impact student learning. We allocate an average of \$1000 per staff member, per year, to spend on our staff's professional development. We believe that this investment into our staff pays off in great dividends for our students.

Figure 31: Teacher Development Plan

Years with School	Outside Development	Example
1	Observe at a local school for 2 to 5 hours	Teacher visits Polaris Charter School for observation. Teacher completes reflection, and creates three concrete action steps to take away from the observation.
2	Observe at exceptional school out of state	Teacher observes at Equitas Academy, a BES school in Los Angeles for two days. Teacher completes reflection, and creates PD for staff presenting three concrete steps to implement from the school.
3	Attend pre-approved local or out-of state education conference	Teacher attends out-of-state professional development such as BES Weekend Warrior Series or an Uncommon Workshop training. Teacher completes reflection and prepares a mini-workshop to present the material to the staff during summer PD or weekly PD.
4	Summer workshop reimbursement	Teacher attends two week writing workshop by Lucy Calkins in New York. Teacher completes reflection, and integrates what s/he has learned into course design, scope and sequence in the coming year. Teacher presents changes to staff during Summer Institute.
5	Take summer graduate course, i.e. Early Literacy at DePaul School of Education	Teacher takes continued education course to complete reading specialist certification. Teacher completes reflection paper when course is complete. Teacher presents PD to staff that includes best practices learned during attendance.

Lead Founder and proposed Executive Director Katherine Myers has networked with dozens of top charter schools and educational organizations. We utilize these networks to bring in practitioners to train our staff. For example, during her BES Fellowship, Ms. Myers was able to both attend a workshop by, and observe in the kindergarten classroom of Elise Hurst, 2012 Tennessee Elementary Charter School Teacher of the Year. Ms. Hurst is a master teacher, who is particularly adept at planning and executing Morning Meetings in Kindergarten. She has preliminarily agreed to do a whole-staff training for the Great Lakes Academy Kindergarten staff, pending approval of our charter. Ms. Myers also trained with Ravi Gupta, Founder of Nashville Prep, on staff professional development. Nashville Prep's fifth grade had the highest growth in Reading Science and Social studies in Tennessee last year.

#### **Best Practices**

There are several best practices in teacher Professional Development that Great Lakes Academy draws upon during sessions. For example, based upon Doug Lemov's *Practice Perfect*, teachers practice techniques, receive feedback, and practice them again. We approach teacher practice like basketball practice: lots of breakdowns of key skills, drilling to automaticity, then scrimmages where we role play as students for one another. We incorporate whole-staff video analysis to reflect upon our practice, and hone our collective vision for classroom culture and instruction. We also have teachers present to one another on areas of their practice at which they are particularly adept. At least once per year, teachers plan a professional development for a Professional Development Day or during a Friday Professional

<sup>&</sup>lt;sup>203</sup> Lemov, Doug, Erica Woolway, Katie Yezzi. *Practice Perfect Josey Bass. San Francisco*, CA 2012.

Development based upon an area of their particular expertise. We are always looking to improve upon our teacher and staff through professional development opportunities. See **Appendix D.3** and **D.4** for more on the Great Lakes Academy Professional Development Plan.

# C. TEACHER INDUCTION \_\_\_\_\_

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

Every school year begins with four weeks of summer professional development at the Great Lakes Academy Summer Institute (21 days in Y1). All teachers attend Summer Institute. As the school grows, and beginning in Y4, new teachers attend four weeks of Summer Institute, and returning staff members may attend three weeks. We weave our seven focus areas of Professional Development throughout our Summer Institute, and each week has one to two focuses:

- Week 1: School Culture, and Teacher Taxonomy Training
- Week 2: Curriculum & Data Collection and Analysis
- Week 3: School Systems and Procedures & Diverse Learners
- Week 4: School Environment

The first week of Summer Institute is focused on teambuilding, and ensuring that our staff shares a common mission and vision for the school. During this week, we also take care of any human resources needs, such as health insurance sign-up. Sharing a common mission and vision for the school, including student and staff culture, is foundational for all future success during the school year. We also begin building a common language for teaching techniques in our Teacher Taxonomy Training, based upon classroom management and lesson execution techniques discussed in Lemov's, *Teach Like a Champion* as well as *Teach Like a Champion Field Guide*. Skill practice begins on day one. Once we have established a common language, mission, and vision for our school culture, we begin working on curriculum planning and assessment creation, as well as data collection and analysis in week two.

Week two includes an introductory session on our curricular vision, and the Great Lakes Academy curriculum. K-4 teachers learn all components of the day, from the math curriculum to the ELA curriculum. In grades 5-8, teachers familiarize themselves with the expectations for the year's scope and sequence in their subject area. Next, there is a session on the Curricular Alignment Template, "CAT Template," as well as a session on the importance of assessing to address. Thereafter, there is time set aside each day for teachers to build their interim assessments and create the scope and sequence and CAT for their course so that they leave Summer Institute with a scope and sequence approved for the year. We also align teachers on how to administer our common assessments, such as the STEP test, and teach them how to analyze data and action plan based upon student data.

In week three, we dig into our school-wide systems and procedures, including entrance, exit, transitions, cafeteria, homework, parent partnering, and more. We continue to build our curriculum and assessments, and to practice teaching techniques. We wait to introduce systems until week three because we share the philosophy that if our teachers have a strong foundation of management and instructional strategies as well as a shared vision for school culture, we will be able to implement any system or tweak any system that is necessary all year long. During week 3, our Student Support Services Coordinator trains our staff regarding our diverse learners. We review concepts from IEPs to 504s, modification and accommodation, the referral process from start to finish, and collaboration between our special education teachers and general education teachers. We review ELL referrals and services as well.

It is not until week four that we turn towards the physical school environment—setting up classrooms and preparing hallways for our students. The week-by-week priorities builds on one another and reflect our belief that the school is not the building- it is the staff and students working and learning inside of the facility that makes it a school. Please see **Appendix D.4** for a sample Teacher Induction Plan.

#### D. PROFESSIONAL CULTURE

Describe the professional culture of the new school, how the school will establish and maintain this culture, how it will contribute to staffretention, and how the school will assess success. Discuss how faculty and staffwill be involved in school-level decisions and in developing new initiatives.

A healthy, positive professional culture is a necessity for the retention of a strong staff of teachers who affect positive student outcomes. Great Lakes Academy's professional culture can be described as fiercely positive. Every person shares a belief in our mission: all students can achieve and attend college, regardless of their background or home circumstances. Every staff member shares a belief in Constant Growth and in our core BE GREAT values of Bravery, Endurance, Growth, Responsibility, Enthusiasm, Achievement, and Team. We always assume the best in students and in one another. We apply our same core values to our staff that we do to our students. Similarly, we bring our fiercely positive approach to constant growth to every person in the building – students and staff alike. We never ask our students for efforts that we do not make ourselves.

We spend the first day of our Summer Institute each year revisiting our core values, defining them, discussing them, as well as re-familiarizing ourselves with our mission and vision. We also present our Professional values diagram (see **Figure 33**) and develop a common understanding of the expectations these values inform across our school. By focusing on our core values and shared expectations from the beginning, we give our staff a frame of reference for our daily interactions, a shared language with which to speak, and a standard of conduct through which we will treat one another. This fosters a strong sense of shared mission, vision, and team. Finally, we have shared texts that all staff members read and discuss.

Another way to understand our culture is to understand these shared texts and the meaning and values that we derive from each of them, as shown in **Figure 32**. We consistently add to our reading list, and have time every month during our professional development day to discuss new readings as a staff.

Figure 32: Great Lakes Academy School-Wide Shared Texts

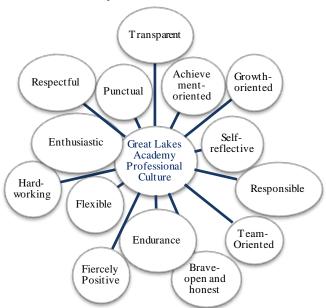
Book	Shared Understanding
Better Atul Gawande	<ul> <li>Importance of pushing to improve processes and systems as an organization</li> <li>Small, seemingly insignificant details have large impact</li> <li>Importance of discipline in maintaining a steady course that "sweats the small stuff"</li> </ul>
Mindset Carol Dweke	<ul> <li>Difference between fixed and growth mindset, with emphasis on importance of having a growth mindset</li> <li>Importance of teaching students from growth mindset</li> <li>Importance of approaching life, and teaching, as process of growth</li> <li>Intelligence is not fixed, but product of hard work and growth</li> </ul>
Driven by Data Paul Bambrick- Santoyo	<ul> <li>Importance of analyzing, reflecting, action planning from variety of student assessments</li> <li>Importance of consistent, rigorous assessments</li> <li>Attacking/understanding data produced by quality assessments on grade-wide, class-wide, and individual student bases</li> </ul>
Good to Great Jim Collins	<ul> <li>Every company has to understand what its "hedgehog" is, and stay true to that mission</li> <li>Great companies are honest with themselves by being transparent about their performance – in our case, student academic performance – so that they can grow</li> <li>Great leadership puts mission and team first before self</li> <li>Right people must be on the bus, in the right seats</li> </ul>
Teach Like a Champion & TLAC Field Guide Doug Lemov	<ul> <li>Shared language around different teacher management and instructional techniques</li> <li>Importance of 100 percent</li> <li>Students must do the cognitive heavy lifting</li> <li>Great teachers are like great artists – fundamental mastery, and individual style</li> <li>Consistency of high behavioral and academic expectations</li> </ul>

<sup>&</sup>lt;sup>204</sup> This term is borrowed from Collegiate School of Memphis and leader Dr. Durant Fleming, visited in November, 2012, by Great Lakes Academy Lead Founder Katherine Myers. Dr. Fleming trained with Building Excellent Schools as an Emerging Leader in 2009.

Practice Perfect Doug Lemov, Katie Yezzi	<ul> <li>Practice improves the "game time" live teaching</li> <li>Skills should be isolated and practiced to automaticity</li> <li>Quick practice and feedback, followed by more practice, causes enormous improvement</li> <li>Focus on the 20% of key skills and continue to practice and drill</li> </ul>
Leverage Leadership Paul Bambrick- Santoyo	<ul> <li>Importance of consistent, high quality teacher feedback and coaching</li> <li>Building a transparent, data driven school culture</li> <li>How to run productive professional development that benefits all teachers</li> </ul>
Great Habits, Great Readers Paul Bambrick- Santoyo	<ul> <li>Lays out backbone of K-4 literacy program including our balanced literacy approach</li> <li>How to design Reading curriculum</li> <li>How to run high-leverage guided reading groups</li> </ul>
The Daily Five Gail Boushey, Joan Moser	<ul> <li>Students must be able to do independent work and be given choices with accountability</li> <li>High levels of student independence coupled with high levels of student accountability and carefully scaffolded support and training.</li> <li>Building culture of literacy involving choice and high levels of mutual student support</li> </ul>
The Five Dysfunctions of Team Patrick Lencioni	<ul> <li>Importance of hashing out a decision, hearing from everyone, getting everyone on same page, agreeing to move in same direction</li> <li>Common pitfalls that erode adult culture at organizations, and how to avoid those</li> <li>Importance of building trust in workplaces</li> </ul>
Difficult Conversations Douglas Stone, Bruce Patton, Sheila Heen	<ul> <li>Importance of assuming the best in colleagues</li> <li>How to frame conversation to productively air frustrations and bring about resolution</li> <li>What to say in conversation that lets other person(s) know they have been heard</li> <li>How to remain professional and productive in disagreements with colleagues</li> </ul>
Switch Chip and Dan Heath	<ul> <li>The importance of appealing to a person's rational and emotional sides to impact change.</li> <li>Laying out a clear path for change and eliminating situational challenges.</li> </ul>
Articles	Shared Understanding
"Slow Ideas" Atul Gawande	<ul> <li>Importance of relationship building in changing people's ideas/spreading new thinking</li> <li>Importance of face to face time v. social media for affecting change</li> </ul>
"The Seven Habits of Highly effective People, Ch. 1" Stephen R. Covey	<ul> <li>The importance of being a proactive, solution oriented person.</li> <li>The GLA definition of responsibility: response ability. Being self-reflective and choosing a response that is productive, positive, solutions driven.</li> <li>Circle of influence and circle of concern-how to grow influence and shrink concern by focusing on being proactive.</li> </ul>

We are always in the process of building our adult culture, knowing that this culture directly impacts our student culture, and, ultimately, our student's academic and behavioral outcomes. Because teachers are the most important lever for students' success, we place a great deal of importance on our adult culture. Another way to describe the professional culture is through **Figure 33** below:

Figure 33: Diagram of Great Lakes Academy Professional Culture



Every staff member at Great Lakes Academy treats one another professionally, but more than that, our staff views itself as a team working towards a common goal – matriculating each and every student to high school prepared to excel, and ready to be successful through college and in their career of choice. We all share a commitment to making Great Lakes Academy the pride of its community and one of the top charter schools in the nation. We also share a commitment to one another and our students. Yet this shared mission and culture of support is not enough - we must all be exemplary at executing our individual jobs, constantly pushing one another to grow and improve, yet always supportive.

We are always looking to celebrate the school's successes, an individual's success, and creating traditions that recognize one another's efforts. In our staff room, there is a white-erase board where staff can write "shout-outs" to one another, recognizing one another for helping out. There is also a spot on our board soliciting feedback. We have school traditions that are built over time and include semi-annual t-shirts that have uplifting slogans on the back. Friday meetings include close-outs with the sharing of shout-outs and statements of gratitude, and the annual calendar includes an end-of-year staff picnic, and an annual Holiday party hosted by the Board of Directors. We host frequent staff events such as staff BBQs. We are always in the process of building traditions, and learning from other schools with strong staff culture.

The professional culture of the school is the foundation upon which the school culture is built, which is the foundation upon which our students' academic success is built. We are vigilant about building this culture, as well as reflecting upon ways in which we can improve.

We solicit feedback from staff regarding our staff culture through teacher feedback surveys given each trimester and through a standing agenda item on our weekly staff meeting called "solutions." Our Leadership Team maintains a standing agenda item on its weekly check-in to discuss any staff culture issues that may come up. After Y1, we have a monthly Teacher Retention Meeting which all teachers are invited to attend. Teachers can raise concerns, ask questions, and talk through issues perceived as in need of attention.

#### **Teacher Retention**

At Great Lakes Academy, retaining our teachers and staff is a priority. We spend an enormous amount of time and resources recruiting, coaching, and training our teachers, whom we see as the number one asset

<sup>&</sup>lt;sup>205</sup> In Y1, the school is so small, a Teacher-Leader meeting is unnecessary.

and most important investment that we can make as a school. We plan to be a school where teachers can grow and teach for many years; this creates deep ties within our community, consistency for our students, and retains our institutional knowledge. We take retaining our teachers as seriously as training and recruiting them.

One of the most important ways to affect teacher retention is the maintenance of a highly professional culture reflective of our shared core values. As described above, the professional culture is a priority for the school, and an area of focus we constantly revisit. We will form a Teacher Retention Committee, to be formed in Y2, modeled after that used at Boston Collegiate Charter School. Anyone who is interested may join the monthly Teacher Retention Committee meetings, which meet with the Leadership Team and make recommendations directly to the Executive Director.

Our bonus structure provides for a 5% bonus annually, for all returning staff members, based upon a group trigger. This trigger involves a school-wide goal. In Y1, that goal is three levels growth on the STEP for all students. The group-trigger us based upon our core value of Team, and our belief that strong student achievement is influenced by every person in the building. Strong staff members are invited to remain, and receive their bonus in their first paycheck in September.

In addition, as a maturing school, there are a number of growth opportunities for individuals at the school over the next nine years. For example, once a grade has been operating for two years, the Leadership Team selects a grade-level lead. At both the elementary (K-4) and middle (5-8) schools, we have grade level leads and subject matter leads for ELA, Mathematics, Social Studies and Science.

# E. EVALUATION\_\_\_\_\_

Discuss how school leadership will monitor and evaluate faculty and staff performance. Describe the processes, protocols, framework/criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching teachers. Cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. Specify who is responsible for overseeing these procedures.

#### **Teachers**

Formal teacher evaluations are conducted three times annually, tracking our trimester system with our students. These are completed by the Leadership Team (Executive Director, Dean of Curriculum, Dean of Culture) and include a written component and a formal debrief.

The culture at Great Lakes Academy is one of constant growth and self-reflection. Because teachers are used to having one another and the Leadership Team observing in their classrooms on a daily and weekly basis, formal evaluations should not be a source of stress for teachers, nor should they raise any new, undiscussed issues with teachers; evaluations should summarize the teacher's progress throughout the year and report on goals jointly set with our teachers. Our teacher evaluations include a self-reflection and administrative evaluation, and are always followed with an in-person debrief. They include measures of teacher growth on goals, student test scores, and core value alignment. See **Appendix E.9** for sample teacher evaluation. Our teacher evaluation system is based upon that of SciAcademy, one of the highest performing high schools in Louisiana.

Throughout the year, we capture teacher's developmental goals, observations, and growth online in a teacher data system. Teachers and the Leadership team have access to the system. One of our goals as a member of the Breakthrough Schools Chicago cohort is to build our online systems for teacher training and development. We have also had preliminary discussions with Whetstone Education, an online teacher evaluation data system developed in New Orleans and based on *Leverage Leadership*, and used in over 35 schools. The system is built based upon Great Lakes Academy determined teacher evaluation rubrics. It allows us to track individual teachers, and determine school-wide trends through our weekly evaluations.

#### **Leadership Team**

Our Leadership Team, including the Dean of Culture, Dean of Curriculum, Director of Student Support Services, Director of Community Outreach and Development, and Operations Manager/Director of Operations, are evaluated twice annually by the Executive Director. As with teacher evaluations,

Leadership Team evaluations include a written evaluation and a debrief meeting to discuss the evaluation. Our Leadership Team evaluations include measures that are school-wide. See Appendix E.10 for a sample Leadership Team evaluation. The Executive Director is evaluated once annually by the Board. See **Appendix B.12** for a sample Executive Director Evaluation.

### Surveys and Whole School Feedback

The full staff completes Great Lakes Academy created surveys regarding the school three times annually. This data is aggregated and presented to the staff during Friday Professional Development. Action plans are created around any trends.

We use the Urban Education Institute's Five Essentials parent, teacher, and student surveys annually. <sup>206</sup> We read it to students in grades K-5, before they can read it to themselves. Additionally, we solicit feedback from parents through Families for Great Lakes Academy once annually with our own family survey. See Appendix D.13 for parent survey. Our Community Outreach Committee also constantly gathers feedback through their meetings and present their results to our Board during monthly meetings.

# **SECTION 3: OPERATIONAL CAPACITY**

# 3.1 GENERAL OPERATIONS \_\_

This section should clearly describe school operations and governance. Responses should clearly provide evidence to demonstrate that the teamcan successfully open and manage a high-quality school.

### 3.1.a. OPERATIONAL PLAN, GOALS, AND METRICS

Explain how non-academic services will be managed once your school is in operation. In a table, identify quantitative operational metrics and goals for the proposed school for each of its first five years of operation. Discuss how these metrics will be used to monitor progress and impact corrective actions. Identify who is

Great Lakes Academy's mission is to prepare students to excel in high school and college, and to live a life of great opportunity. Great instruction is not enough by itself; it is essential that our school operations run smoothly and support our academic program. Figure 34 outlines our operational goals.

Figure 34: Great Lakes Academy Operational Goals

Goal	Y1	Y2	Y3	Y4	Y5
Average daily attendance rates show strong student attendance.	95 percent	95 percent	95 percent	95 percent	95 percent
Strong annual rates of student retention, averaging 90 percent over five (5) years.	90 percent	90 percent	90 percent	90 percent	90 percent
High percentage of families satisfied with the communication between home and school as measured by annual survey. 207	80 percent <sup>208</sup>	85 percent	85 percent	85 percent	85 percent
High percentage of families satisfied with the education their child is receiving as measured by annual survey. <sup>209</sup>	80 percent	85 percent	85 percent	85 percent	85 percent

 $<sup>^{206} \</sup> The \ teacher \ and \ students \ surveys \ are \ available \ now; the \ parent \ survey \ is \ being \ completed. \ Until it \ is \ available, \ we \ use \ our \ own \ parent \ survey.$ 

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We will measure this goal using UEI's Five Essential's survey, given annually to parents, teachers, and students.

We begin with a goal of 80 percent in Y1 knowing that every single family will be learning the communication systems and ways of operations at Great Lakes Academy. Given that, our goal is still high but goes even higher in Y2-Y5.

We will measure this goal using UEI's Five Essential's survey, given annually to parents, teachers, and students.

All financial compliance requirements met annually.	100 percent				
School operates with minimal discrepancy between budget projections and budget actuals.		5 percent	5 percent	5 percent	5 percent

In addition to the goals outlined above, the school will run a cumulative surplus in any given two-year period of at least 2 percent over the year's annual budget. The school's finances will be in accordance with GAAP and will receive unqualified opinions during each annual audit.

The attendance, retention, and compliance metrics will be monitored on a monthly basis by the Board, as part of our school dashboard. Our budget, including our monthly cash flow, state of surplus, and audit readiness, will also be monitored each month. The appropriate Committees will evaluate the data via academic, operational and financial dashboards. (See **Appendix B.10**.) The Finance Committee will review our cash flow, surplus, and audit readiness each month through the financial dashboard and monthly financial reports. It also reviews all financial reports. (See **Appendix B.9** for a list of financial reports generated.) Our Academic Achievement Committee will review our Interim Test data, STEP data, and end of year state test data.

In the event that the school is not on track to meet an annual goal, the associated Committee or the full Board will work with the Executive Director to create an action plan around the goal. This proactive measure is there to ensure that both governance and management are monitoring the school's goals.

#### 3.1.b. STARTUP PLAN

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

Great Lakes Academy is committed to planning as seamless as possible a transition from pre-application through post-authorization to the opening of our school doors to students. We have an Operational Start-Up Plan; see **Appendix E.1** that includes operational start-up planning, hiring planning, facility planning, curricular planning, Board transition to governance, and other relevant tasks and projects. We are constantly updating and modifying our Start-up Plan. **Figure 35** is an abridged timeline describing our start-up plan. Note: our start-up plan anticipates a January 2014 approval time-line. Proposed Executive Director and Lead Founder Katherine Myers will continue to have the support of Building Excellent Schools throughout the planning year and during start-up in the form of an experienced and successful charter school leader and member of the BES senior staff whose full-time job involves consulting and planning support for BES Fellows in their planning year. The Board will continue to have the support of BES in the form of a full time Director of Governance who acts as an advisor and conducts trainings.

Figure 35: Great Lakes Academy Start-up Plan

Start Date	End Date	Project Description	Project Manager
Oct. 2013	March 2014	Sign lease of independent facility; procure contractor and start renovations.	Executive Director (w/ Facility Committee)
Oct. 2013	Feb. 2014	Determine payroll provider, back-office finance service provider and set up system.	Executive Director
Oct. 2013	Feb. 2014	Approve fiscal policies: set up systems for reporting information and ensuring financial controls.	Board of Directors Executive Director
Feb. 2014	May 2014	Begin hiring teachers and administrative staff for coming year.	Executive Director
Feb. 2014	Feb. 2014	Hold Founding Board Organizational meeting, hire Executive	Board of Directors

<sup>&</sup>lt;sup>210</sup> We will make every effort to forecast and budget as accurately as possible before operation. It is our expectation though, that the most reliable way to forecast a budget is based on the previous year's expenses. Since we will not have had a full year of operation with students before this, our goal is slightly less aggressive in Y1 than it is in Y2-Y5, since in those later years we have data on which to base our budgets and forecasts.

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	Director	
Feb. 2014	On-board Director of Community Outreach and Development and Director of Operations/Business Manager	Executive Director
April 2014	Reach out to community partners, including day-care providers: begin accepting applications for enrollment.	Director of Community Outreach and Development
March 2014	Complete needs analysis of class room furniture, technology, office equipment, books.	Business Manager/Director of Ops
April 2014	Prepare building infrastructure (prepare phone service, lease	Business Manager/Director of Ops
April 2014	Identify and contract with vendor for school lunch program	Business Manager/Director of Ops
April 2014	Hire Operations Fellow, summer intern, and administrative staff.	Business Manager/Director of Ops Executive Director
April 2014	Order all classroomfurniture, technology, accessories and equipment including overhead screens and projectors, table, tasks, chairs, staff and student computers, shelving, white boards, etc.	Business Manager/Director of Ops
March 2014	Create student database for student records, test scores, grades, attendance, tardiness and discipline.	Business Manager/Director of Ops Executive Director
April 2014	Hold lottery for incoming kindergarten and first grade class.	Business Manager/Director of Ops
April 2014	Conduct search for independent auditor and consulting service, if necessary.	Business Manager/Director of Ops Board of Directors
April 2014	Conduct search for healthcare and insurance provider.	Business Manager/Director of Ops
May 2014	Order student, classroomand office supplies.	Business Manager/Director of Ops
June 2014	Hire Custodial staff & contract for waste removal.	Business Manager/Director of Ops
June 2014	Collect all acceptance packets from families, conduct additional outreach to complete enrollment.	Director of Community Outreach & Development
May 2014	Develop arrival/dismissal plan, traffic flow plan.	Leadership Team
May 2014	Inventory and tag all computers, monitors, IT; inventory all school supplies in labeled cabinets	Business Manager/Director of Ops
May 2014	Ensure that network and technology is functional.	IT Consultant Business Manager/Director of Ops
May 2014	Schedule final health and safety inspections.	Business Manager/Director of Ops Executive Director
June 2014	Prepare building for opening, paint rooms/halls, wax floors, order cleaning supplies.	Business Manager/Director of Ops Executive Director
June 2014	Finalize family handbook and finalize staff handbook.	Business Manager/Director of Ops
June 2014	Procure signage for inside and outside of building.	Business Manager/Director of Ops
June 2014	Complete hiring of teaching staff	Executive Director
June 2014	Complete building renovations	Business Manager/Director of Ops Executive Director
July 2014	All staff reports to school.	Executive Director
	April 2014 May 2014 June 2014 May 2014 May 2014 June 2014	April 2014 Reach out to community partners, including day-care providers: begin accepting applications for enrollment.  March 2014 Complete needs analysis of class room furniture, technology, office equipment, books.  April 2014 Prepare building infrastructure (prepare phone service, lease copiers, furniture, etc.).  April 2014 Identify and contract with vendor for school lunch program and schooldata information systems.  April 2014 Hire Operations Fellow, summer intern, and administrative staff.  Order all class room furniture, technology, accessories and equipment including overhead screens and projectors, table, tasks, chairs, staff and student computers, shelving, white boards, etc.  March 2014 Create student database for student records, test scores, grades, attendance, tardiness and discipline.  April 2014 Hold lottery for incoming kindergarten and first grade class.  April 2014 Conduct search for independent auditor and consulting service, if necessary.  April 2014 Create student, classroomand office supplies.  June 2014 Hire Custodial staff & contract for waste removal.  June 2014 Collect all acceptance packets from families, conduct additional outreach to complete enrollment.  May 2014 Develop arrival/dismissalplan, traffic flow plan.  Inventory and tag all computers, monitors, IT; inventory all school supplies in labeled cabinets  May 2014 Ensure that network and technology is functional.  May 2014 Prepare building for opening, paint rooms/halls, wax floors, order cleaning supplies.  June 2014 Prepare building for opening, paint rooms/halls, wax floors, order cleaning supplies.  June 2014 Procure signage for inside and outside of building.  June 2014 Complete hiring of teaching staff  June 2014 Complete building renovations

June 2014 July 2	July 2014	Conduct Parent Orientation and home visits. Pre-STEP test all	Executive Director
June 2014	July 2014	incoming students.	Teachers

We believe in the importance of hitting the ground running, and starting our first year as a school as strongly as our tenth. Great Lakes Academy has already begun conversations with vendors and service providers in order to ensure that the budget is reflective of current pricing, and to ensure quality service as relationships are built over time. While no contracts have been signed, we are ready to begin making agreements official upon successful authorization.

See **Appendix E.1** more detailed Operations Start-up plan **Appendix E.2** for our sample School Operations Checklist.

#### 3.1.c. STUDENT RECRUITMENT, APPLICATION, AND ENROLLMENT

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

We have already begun our student recruitment for Great Lakes Academy. At the time of this writing, we have received 110 Intent to Enroll forms (available upon request), nearly 1500 signatures of community support (available upon request), and added hundreds of email addresses from interested families and community members to our list-serve. As a community school, it is a priority to recruit a local student population that reflects the community in demographics, including students with disabilities, English Language Learners, or students in temporary living situations, including homeless families.

Accordingly, we have a diverse and multi-faceted approach to our student recruitment efforts. In an effort to recruit a local student population that includes all demographics, including our most at-risk students, we have formed, and will continue to form, partnerships with a diversity of local organizations. We have been in consistent and productive communication throughout 2013 with multiple local day care providers, local churches, and local nonprofit organizations to form partnerships for student recruitment (see **Appendix C.9** for list of community partners). We had a booth at the annual South Shore Festival (where we collected 27 Intent to Enroll Forms), and plan to attend that and other local festivals in future years. Starting in October, we will conduct monthly Read Alouds at the South Shore Library one Saturday per month in an effort to provide early literacy opportunities for local children, and to introduce the school to local families. Starting in September, we began what will be semi-monthly Family Meet and Greets at the South Shore Library. We also have a facebook page, twitter account, and a website. We have networked with local block clubs through Val Free's South Shore Block Club Coalition, and will use the network to spread the word to residents through local Block Clubs. We have networked with the Chamber of Commerce and Connects South Shore, who have large email followings already built.

Perhaps our largest recruiting efforts involve our "Sneakers on the Street" events, of which we have already held five (5). 211 During these events, Great Lakes Academy team members and supporters including our Founding Board, Community Outreach Committee, and dozens of additional volunteers spend four hours on a given Saturday walking throughout the community in Great Lakes Academy tshirts, speaking with local residents about education, and introducing residents to the school. We entered businesses such as beauty salons, barber shops, restaurants, coffee shops, dollar stores, and more, to speak with interested parties. We also knocked on residential homes, public housing, and apartment buildings, leaving brochures and fliers. Sneakers on the Street has been a way for us to ensure that we are reaching residents who may not have access to computers and email, but are still interested in the school. Through Sneakers on the Street and Stop and Chats (where we strategically stand outside high traffic businesses such as the mini-mall on 71st and Jeffrey), we have reached thousands of residents, and plan to continue to use the strategy to reach thousands more. Sneakers on the Street connects us not only with interested

<sup>&</sup>lt;sup>211</sup> Sneakers on the Street events were held on 5.18.13, 6.15.13, 7.13.13, 8.03.13, and 9.07.13.

families but with community supporters; we have added two Community Outreach members as a direct result of our Sneakers on the Street efforts. See **Appendix C.1-Appendix C.8** for materials used as part of our Sneakers on the Street community outreach and engagement activities. See **Appendix E.4** for more on our student enrollment plan.

#### 3.1.d. TRANSPORTATION

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

Great Lakes Academy is a proposed neighborhood school for the greater South Shore neighborhood. We plan to draw the vast majority of our students from the community bounded approximately by 67<sup>th</sup> St. on the north, 90<sup>th</sup> St. on the south, Stony Island Parkway and I-90 on the west, and the lake on the east. As a neighborhood school, we anticipate that students will either walk to school, or, if their families choose, take public or private transportation. We work with families in several ways to facilitate drop-off and pick-up, including training both staff and parent volunteers to help direct traffic, act as cross-guards, and walk students from car to school door. We invite and help families to create car-pools, and provide a family directory including all families who provide written permission to include their name and contact information.

We are committed to providing transportation to students with disabilities, as required by law. Our Student Support Services Coordinator will work with those students and their families to ensure that transportation plans are created and executed on an individual basis. See **Appendix E.11** for more on our student transportation plan.

#### 3.1.e. ADA COMPLIANCE

The American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of disability and requires accessibility in all aspects of school operations, including employment, buildings, programs and activities, communications, and information technology. Briefly describe the processes the school will implement to ensure ADA compliance and include a complete version of the ADA Compliance Table provided found on p. 26 of the Answer Manual.

Great Lakes Academy will be in full compliance with the Americans with Disabilities Act (ADA). **Figure 36** outlines activities and staff responsibilities to ensure full compliance.

Figure 36: ADA Compliance

ADA Compliance Activity	Staff Member Responsible
Addressing accommodations in hiring and employment	Executive Director
Ensuring facility is in full ADA compliance	Executive Director
Ensuring relocation of activities from any inaccessible room or space identified on the ADA report	Director of Community Outreach and Development
Obtaining accommodations for parents or visitors to school events who have hearing or visual impairments	Director of Community Outreach and Development
Ensuring that school website and all information technology in the school, including hardware, software, and web-based applications are accessible to persons with disabilities	Business Manager/Director of Operations

#### 3.2 GOVERNANCE MODEL

#### 3.2.a. GOVERNANCE STRUCTURE

(i) Describe the structure of the governing Board at the proposed school. (If an existing Chicago replicator, describe how the structure of the Board will adapt to support the additional grade configurations or the new school/campus.) Identify any proposed Board committees or advisory councils and explain their role, planned membership, and reporting structure as they relate to the governing Board and school leadership. (ii) Clearly articulate the procedures that the Board will utilize to continually monitor academic, financial, and operational aspects of the school. (iii) How will the 2013 Request for Proposals for New Schools Page 34 of 52 Board evaluate the performance of the school leader. (iv) Specify where and how frequently the Board plans to meet.

Great Lakes Academy will be governed by a Board of Directors that will maintain active and effective governance of the school. The Board will hold the school to its mission, ensure that it remains true to the terms of the charter, and oversee financial viability, regulatory compliance, and organizational health over

time. The Board will establish and approve policies that oversee the execution of all management responsibilities, including but not limited to, fiscal, personnel, and school policies. See Appendix B.7 for our Governance Plan. See Appendix B.6 for our annual Board Operations Calendar. See Appendix B.13 for our Leadership Sustainability Plan.

The Board will set compensation for, hire, support, and evaluate the Executive Director, and will delegate all day-to-day management decisions to the Executive Director. The Executive Director will report to the Board and will hire, support, and evaluate all school staff, oversee the instructional program, and report back through written management reports, financial, operational and academic dashboards provided to the Board at monthly Board meetings, publicly held in full accordance with the Illinois Open Meetings Act. The Board will set evaluative measures in place to monitor and report on the effectiveness of the Executive Director in this capacity, will provide an annual written evaluation to the Executive Director, and will maintain this evaluation as part of the personnel file for the Executive Director. See **Appendix B.12** for sample Executive Director evaluation.

Great Lakes Academy will have a Board composed of 5 to 15 members, will maintain an odd number of members for voting purposes, will function according to its Bylaws (including Conflict of Interest policy) provided in **Appendix B.1**, with elected officers of Chair, Vice Chair, Secretary, and Treasurer, and will utilize the committee structure outlined below.

The Great Lakes Academy Board will represent a variety of skill sets from law, real estate/facilities, finance, accounting, marketing/public relations, development, governance, operations, education, community work, human resources, and strategic planning. Some members may encompass several areas of expertise; our goal is to build a board with as many areas of expertise as possible in order to support the varied areas of need required in operating and governing a highly effective school. Believing also in the importance of bringing a variety of viewpoints to the table, Great Lakes Academy Board members will represent a variety of backgrounds and experiences, gender, age ranges, and racial and cultural backgrounds. Where we find a skill-set lacking on our Board of Governors, we either recruit such an individual to the Board, or seek out an individual to join one of our committees. For example, we added a CPA to our Finance Committee where we felt such expertise would be beneficial.

The Board of Directors will include four elected positions to meet specific organizational needs.

#### The **Chair of the Board of Directors** leads the Board. Responsibilities include:

- Presiding over all meetings of the Board of Directors and other meetings as required.
- Coordinating with the Executive Director, other Board officers, and Committee chairs to develop the agendas for Board meetings.
- Disseminating important information to the other members of the Board.
- Reviewing organizational efficacy and setting organizational priorities for future development.
- Appointing Committee chairs.
- Monitoring the effectiveness of the Board's governing processes and addressing deficits of Board operations.

The **Vice-Chair** serves in the capacity of the Chair in the event the Chair is absent.

The **Treasurer** is entrusted with financial responsibilities of the Board. Responsibilities include:

- Serving as the chair of the Finance Committee.
- Ensuring that Great Lakes Academy complies with district, state, federal, and other statutory reporting requirements.
- Working with the Board Chair and the Executive Director to ensure financial records are current and accurate.
- Vetting and recommending an external auditor to the Board for the annual financial audit.
- Working with the school's administration to ensure that complete financial records are available if requested by auditors, the district, or other entitled parties.

- Reviewing monthly financial statements prepared by the school's administration.
- Ensuring that required financial reports are prepared accurately and in a timely manner.
- Reporting to the full Board regularly to ensure that the Board fully understands the financial health of the organization.
- Co-signing any purchases exceeding \$10,000.00 for the school.

The **Secretary** is the chief record keeper for the Board. Responsibilities include:

- Certifying and keeping both a hard copy and an electronic copy of up to date bylaws.
- Recording official minutes of all meetings. Minutes shall record the location, start and end time of the
  meeting, whether regular or special, how called, how notice was given, the names of those present or
  represented at the meeting, and the proceedings thereof.
- Keeping copies of agendas and minutes of all meetings and committees and ensuring these documents are available at the school's main office.
- Ensuring that all notices are duly given as described in the bylaws or as required by law.
- Maintaining Board records including agendas and minutes, and ensuring timely and appropriate notice for meetings, per the Illinois Open Meeting Act.
- Performing other duties incident to the Office of Secretary.

The inaugural slate of Founding Board members was initiated by Lead Founder Katherine Myers, Great Lakes Academy's proposed Executive Director and contact person for purposes of this application, with consultation with Building Excellent Schools (BES). Ms. Myers is an experienced public educator and attorney, with successes leading both students and adults. She has worked in low-income, urban schools in New Orleans and Brooklyn, serving some of our nation's neediest youth. She has coached teachers with proven impact on student learning, as part of MATCH Nola, a teacher coaching program in New Orleans, where her coaching was part of a study by Harvard University that recognized statistically significant growth in coached teachers. She also has valuable experience in the private sector working as a civil litigator in Chicago for three years. Through the BES Fellowship, Ms. Myers has studied the design and operations of dozens of the nation's top-performing charter schools to inform and strengthen the application for Great Lakes Academy. A letter of Support from BES can be found in **Appendix C.12**. A complete resume for Ms. Myers can be found in **Appendix G.1**.

We have appointed officers for the Founding Board:

- Steven Kraus, *Chair*
- Aparupa Bhattacharya, Vice Chair
- Christopher Hoyes, *Treasurer*
- Sherina Maye, Secretary

Resumes for our officers and all Founding Board members can be found in **Appendix G.1** – **Appendix G.10**. Credentials can also be found in **Section 2.2.a.** 

Great Lakes Academy Board Committees have been meeting since early summer to address the needs of the school. **Figure 37** is a listing of our committees and members. Several Committees include members from the community, listed in the far right column.

Figure 37: Great Lakes Academy Committees

Committee	Chair/ Co-Chairs	Founding Board Members	Chicago Area Members
Governance	Steven Kraus	Steven Kraus, Aparupa Bhattacharya, Wayne Moore, Kit Chaskin, Katherine Myers	
Development	TBD	Ken Tsang, Kit Chaskin, Sherina	Annette Moore, JD, Meredith Levin
		Maye, Christopher Hoyes, Steven	MBA, marketing, Katherine

		Kraus, Katherine Myers	Menendez, MSW, MPP.	
Facilities David		David Feinberg, Steven Kraus,	Kris Clemmons, real estate attorney at	
	Feinberg	Katherine Myers	Sidley Austin.	
Finance	Christopher	Christopher Hoyes, Steven Kraus,	John Washington, CPA	
	Hoyes	Katherine Myers		
Community	Aparupa	Aparupa Bhattacharya, Butch	Kevin Truitt, community member,	
Outreach	Bhattacharya	Trusty, Wayne Moore, Katherine	Trenity Washington, community	
out cuen	Bilattacharya	Myers	member, Sequoya Hayes, community	
	Butch Trusty	1.19 015	member, Annette Moore, Chicago	
	Baten Hasty		resident.	
Marketing	Wayne Moore	Wayne Moore, Ken Tsang,		
	Ken Tsang	Katherine Myers		
	TDD.	D 11E11 D 1E 1		
Academic	TBD	David Feinberg, Butch Trusty, Ken		
Accountability		Tsang, Katherine Myers		

Our Executive Director is evaluated annually by a subset of the Governance Committee, organized annually. The evaluation includes data on the school's academic and operational goals. For more detail, see **Appendix B.12.** Our Board completes self-evaluations annually. See **Appendix B.11** 

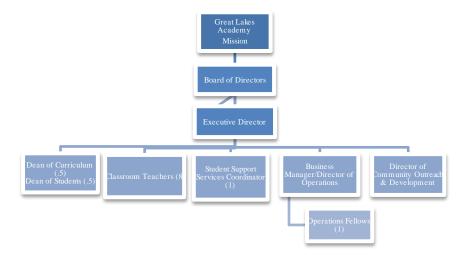
We hold all of our Board meetings in compliance with Illinois' Open Meeting Act, 5 ILCS Section 120, and comply with all aspects of the Freedom of Information Act. 212

#### 3.2.b. ORGANIZATIONAL CHART DEVELOPMENT

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

Immediately upon authorization, in January, 2014, we hire our Executive Director, who will in turn immediately hire a Business Manager/Director of Operations and a Director of Community Outreach and Development to work on operationalizing the school in Y0. The Executive Director reports directly to our Board of Directors. The Executive Director is charged with all managerial decisions of the school, from hiring to final curricular decisions. See **Appendix E.5** for job roles and descriptions. **Figure 38** provides our Y1 organizational chart:

Figure 38: Great Lakes Academy Y1 Organizational Chart<sup>213</sup>



 $<sup>^{212}\</sup> Our\ Founding\ Board\ is\ planning\ a\ training\ per\ the\ requirements\ of\ the\ Illinois\ Open\ Meeting\ Act\ in\ November,\ 2013.$ 

Great Lakes Academy Charter School

107 113

<sup>&</sup>lt;sup>213</sup> We recognize the social and emotional challenges of students entering our school. While we anticipate our Dean of Culture/Curriculum will be able to address the needs of our students in Y1, and plan on hiring a full time social worker in Y2, we will contract with, and potentially hire, a social worker in Y1 as needed.

**See Appendix E.3** for the full Y1-Y8 (full capacity) organizational chart. See **Section 4.1.b** for a narrative of our hiring decisions.

#### 3.2.c. BOARD EXPERIENCE

CPS expects that by the time of Tier 1 proposal submission, Design Teams will have identified at a minimum the proposed Board Chair, Vice Chair, and Treasurer.24 Please identify who will fill these roles, as well as any other founding Board members already identified, and discuss their qualifications to serve on a public charter school Board.

Each member of the Design Team and Founding Board was selected for his/her involvement in the community, dedication to education and student achievement, professional skill sets that contribute to sound governance and oversight of a public charter school, and support of Great Lakes Academy's mission and vision.

Collectively, this committed group of individuals has the skills and experiences necessary to guide Great Lakes Academy to fiscal and academic health. Where any skill-sets have been lacking, we have sought individuals with those skills and invited him or her to join either our Founding Board or a Committee. For example, when we needed a real estate attorney to assist us in real estate negotiations, we sought out and added such an individual to the Facilities Committee. Some members of the Design Team have served as teachers or have worked in Chicago Public Schools. Many are Chicago natives, and all have lived and worked in the city for several years. The Founding Board's diverse expertise in a number of fields – education, community development, finance, law, non-profit organizations, real estate, marketing, digital media, human resources, governance and consulting for business and organizational development – will allow it to provide strong governance and oversight of Great Lakes Academy. For more detail on each member, please see brief biographies in **Section 2.2a** of this document and all resumes and statements of commitment in **Appendix G.2 - Appendix G.10** We have identified our Board Officers, based upon appropriate expertise. See **Section 3.2.a** above for all founding officer designations.

#### 3.2.d. BOARD DEVELOPMENT

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

#### **Board Training and Evaluation**

The Board will participate in ongoing governance training from Building Excellent Schools ("BES") and will secure other outside consultants that it deems necessary. The BES Governance Director led an indepth charter governance training on May 4, 2012 during a full-day Founding Board retreat, and will conduct a full-day strategic planning session in November, 2013. At a minimum, BES will provide ongoing support to the Board throughout the planning year and the first two years of the school's operation.

The Board has a committee system for allocating and conducting the work of the Board. Each member of the Board is a member of at least two committees. Non-Board Members also populate our Community Outreach, Facilities, Development and Finance Committees. Our standing Committees include Governance (and an annual evaluation sub-committee), Academic Achievement, Development, Finance and Community Outreach Committee. In Y0, we also have Committees for Facilities and Marketing; we will determine the need for these additional committees on an annual basis. These committees meet monthly, and their heads (all Founding Board members) report out to the full Board during monthly Board meetings, which are open to the public, in full compliance with the Illinois Open Meeting Act (5 ILCS § 120).

We identified initial Board Officers in July 2013, and created Committees (see **Section 3.2.a**, above):

• Steven Kraus, *Board Chair*, Head of Governance Committee

- Aparupa Bhattacharya, Vice Chair, Co-Head of Community Outreach Committee
- Christopher Hoyes, *Treasurer*, Head of Finance Committee
- Sherina Maye, Secretary

Each year the Board completes a self-evaluation to better understand the strengths and weaknesses of the Board and to identify areas for improvement. See **Appendix B.11** for draft self-evaluation tool. The self-evaluations are distributed, collected, synthesized and the results presented to the rest of the Board by the Governance Committee. During the Board's annual retreat, an action plan is created around these self-evaluations; any systematic changes and changes to the bylaws are put to a vote and implemented during the annual retreat as well.

Agendas for regular monthly meetings will be published in advance and distributed to each member of the Board of Directors; agendas will also be posted near the school office and on the school website for public viewing at least 48 hours in advance of the meeting in compliance with the Illinois Open Meeting Act (5 ILCS § 120). Agendas for emergency meetings will be posted as soon as possible, and immediately after the decision to hold the meeting is called. The Secretary of the Board of Directors will record minutes during each meeting. These minutes will be available at the school's office and on the website.

While we do not reserve pre-selected roles on our Board, such as "educator" or "parent," we have a number of systems in place to ensure community engagement and staff input in the school's governance. We have both a Families for Great Lakes Academy founded in Y1, and a Community Outreach Committee, populated with community members, who both report to the Board. Families and Community members are always invited to attend Board meetings, and given a place in the Agenda to voice their opinions. We always invite staff members and other experienced educators to sit on our Academy Achievement Committee. Results of our thrice annual staff surveys are provided to the Board and staff members are always invited to attend our Board meetings. We also maintain a chart of Board skill sets that the Board refers to annually as part of its self-evaluation, highlighting any gaps in expertise to ensure strong academic, operations and financial oversight. For missing skills, our Governance Committee annually creates and implements an action plan to recruit such individuals to the Board or its Committees.

#### **School-Level Committees**

Great Lakes Academy's Board of Directors will include the following Committees, detailed below:

- The **Governance Committee** will be responsible for ensuring the Board's compliance with all rules and regulations, and maintains and develops a healthy Board membership.
- **Finance Committee** provides financial oversight of Great Lakes Academy and ensures that the school can provide for its educational and support programs in a fiscally responsible way.
- Community Outreach Committee builds and maintains community support, ensuring that local residents are engaged and involved in the school, and ensuring that the school is a strong partner to community organizations. This Committee is populated by a number of community members.
- **Development Committee** builds community and business support and ensures that Great Lakes Academy attracts the necessary financial resources to remain viable and competitive.
- **Facilities Committee** identifies and acquires Great Lakes Academy's initial facility, as well as facilitates any renovation work necessary. It determines both short-term plans and long-term plans for acquiring a permanent facility as the school reaches capacity.
- Academic Achievement Committee works with Great Lakes Academy's Executive Director to analyze academic progress and ensures that the school is meeting the stated academic accountability goals of its charter application, as well as any additional measures of academic success that the Board and school leadership establish and deem appropriate.
- Marketing Committee maintains the school's public image and media presence, including website development, social media development, brochure creation, monthly newsletters, etc.

#### 3.2.e. CONFLICTS OF INTEREST

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

Great Lakes Academy takes its conflict of interest policy very seriously. Included in the Great Lakes Academy By-Laws is a Conflict of Interest Policy that was developed with input from Building Excellent Schools and attorneys at Reed Smith LLC. All Board members receive annual training in the Conflicts of Interest policy, and must sign a conflict of interest understanding on an annual basis. See **Appendix B.1** for the Great Lakes Academy Conflict of Interest policy within our Bylaws.

There is one perceived conflict of interest at this time. One member of our Founding Board, David Feinberg, works for a charter school real estate development firm, Canyon Agassi. The firm focuses on the facility needs of schools with several years of operation. In the event that Great Lakes Academy should conduct any discussions with Canyon Agassi in the future, Mr. Feinberg would abstain from all conversation and all voting on the topic.

We have no other conflict of interests perceived at this time. Should they appear, we would immediately implement our Conflict of Interest policy.

#### 3.2.f. BOARD TRANSITION, TRAINING, AND SELF-EVALUATION

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

The Design Team for Great Lakes Academy is prepared to serve as the founding Board of Directors for the school (see **Section 2.2.a**). The team was carefully vetted by Lead Founder Katherine Myers for their expertise in all areas of a start-up school's operations and governance and for their commitment to the school's mission. All members are all deeply invested in community involvement and the mission, and have written letters of commitment to that effect. (See **Appendix G.2 - Appendix G.10.**) Upon authorization, the Founding Board will hold an organizational meeting and transition to the governing Board of Directors of the school.

The Board has designated its initial Board Officers: Steven Kraus as Chairperson, Aparupa Bhattacharya as Vice Chairperson, Sherina Maye as Secretary, and Christopher Hoyes as Treasurer (see **Section 3.2.a**). We have begun holding Committee Meetings in Development, Community Outreach, Finance, Facility, and Marketing. Upon authorization, we will begin holding Committee meetings for our Governance Committee and Academic Achievement Committee, each of which are preliminarily populated.

A stable, dedicated Board with the full complement of professional skill sets and perspectives is essential for Great Lakes Academy's success, and we are committed to a careful screening process in order to ensure additional Board members share the same core beliefs and values for student achievement and that they complement the existing expertise represented on the Board. Selection of additional Board members post-authorization will be the responsibility of the full Board.

The Governance Committee will implement the following process for adding members to the Board:

- Each spring (or as needed due to unplanned vacancies), the Governance Committee will identify existing vacancies, members whose terms are about to expire, and the skills, expertise, and other qualifications necessary to complete the Board.
- Any member of the Board may identify potential members and submit a resume to the Governance Committee for review.
- The Governance Committee will review resumes of, have conversations with, discuss, and rank all prospective candidates.
- Candidates are invited to serve on a Great Lakes Academy Committee for a period to ensure mission fit, skillset fit, and commitment.

- The Governance Committee will recommend candidates to the Board and bring the nomination to the Board for a vote at the next Board meeting.
- The Board will review the candidate's resume(s), Committee service, and vote to approve new members.
- As outlined in the Bylaws, it requires a 2/3 vote, with a quorum present, to approve a new member.

In anticipation of the eventual transition from founding to governing responsibilities, as specified above, the Founding Board participated in a day-long retreat on May 4, 2013, led by a national governance expert from BES. Comprehensive training included focus on the distinction between governance and management, the structure and make-up of Board committees, and the roles and responsibilities of Board members. The Board intends to hold a strategic meeting in November, 2013, to plan for the school's next year of milestones, and goals.

Upon authorization, the Board will hold an Organizational Meeting, during which it will officially approve Bylaws and Conflict of Interest Policies, elect officers, hire the Executive Director, and make official the Committees and their membership.

Each year the Board completes a self-evaluation to better understand the strengths and weaknesses of the Board and to identify areas for improvement. See **Appendix B.11** for draft self-evaluation tool. The self-evaluations are distributed, collected, synthesized and the results presented to the rest of the Board by the Governance Committee. During the Board's annual retreat, an action plan is created around these self-evaluations; any systematic changes and changes to the bylaws are put to a vote and implemented during the annual retreat as well.

#### **SECTION 4: ECONOMIC SOUNDNESS**

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

#### 4.1 SCHOOL BUDGET

#### 4.1.a. FINANCIAL FORMS

Complete the budget workbook. Please note that all assumptions should be clearly detailed in the budget workbook. If the space on the Excel worksheet is insufficient for any given budget line, please include an explanation in the budget narrative. Financial forms that do not include assumptions will be considered incomplete.

See **Appendix A.1** for the five year budget of Great Lakes Academy.

#### 4.1.b. BUDGET NARRATIVE

Include a budget narrative that provides a high-level summary of the budget and describes how the budget reflects the mission, vision, education plan, and overall strategic development of the proposed school. Discuss how resources will be used to support identified school priorities, including any changes in that allocation over the first five years of the school's existence. The narrative should include descriptions of revenue and expenditure estimates. If applicable, provide supplemental assumptions and/or explanations for budget line items as necessary.

The Great Lakes Academy budget's revenue and expenditure projections are based on information provided by a wide variety of sources including federal, state, and district funding sources, and leaders of high performing charter schools. Notes are included on all line-items that are not self-explanatory.

#### **Revenue Sources**

We have relied on the formulas from CPS for our per pupil funding calculation, Title I and II Funds, Supplemental General State Aid funds, and other funding sources. To remain as conservative as possible, we have assumed that these rates stay flat, and allocate 0 percent inflation increase in revenue over the next five (5) years. We base all student enrollment numbers on our school design, which is a slow growth model based upon the best practices of high performing charter schools nationally, starting with 64 Kindergarten and 64 first grade students in Y1 and growing one grade level per year.

We backfill students through sixth grade, and based upon the mobility of our anticipated population and experiences of similar schools, anticipate eight (8) percent attrition annually. Our special education

population projection of 13 percent, English Language Learner projections of .5 percent, and Free/Reduced lunch projections of 93 percent were all based on a table of the 12 elementary schools in the greater South Shore neighborhood (see **Appendix C.11**, South Shore Elementary School Analysis).

#### **Expenditures**

The largest expenditure in our budget is on personnel and, in our first two years, facilities. This reflects our commitment to hiring and retaining high quality teachers and to maintaining a low class size, particularly in grades K-4.

**Salaries**. Salaries levels were set by comparing the salaries in other charter schools around the city. We also compared those salaries with CPS district salary charts. Based on projected hiring dates, salaries in planning year are projected 1.0 FTE for the Executive Director, .2 FTE for the Dean of Curriculum/Dean of Culture, .5 FTE for the Office Manager/Director of Operations and .5 FTE for the Director of Community Outreach and Development. Our salaries increase at 2.0 percent COLA each year.

#### **Organizational Decisions**

- In Y1, to be financially conservative, we combine the Dean of Curriculum/Dean of Culture role into one role.
- In Y1 and Y2, we have the lowest student to adult ratio than at any other time, ensuring our ability to open strong and establish a strong school culture. The ratio is 9:1.
- In Y2, depending on the expertise of the person filling that role in Y1, we add a Dean of Curriculum or a Dean of Culture, such that there is a full time Dean of Culture in Y2.
- In Y2, we add second grade, and move from two classrooms per grade (K and 1) of 32 students and two teachers to three classrooms of 21/22 students and one teacher. We make this decision to keep class size low (~21 students) through fourth grade, during the time students make the shift from learning to read to reading to learn.
- In Y2, we add a full time Enrichment Teacher to teach our Character and Fitness class part time, and to do targeted reading group intervention through small group pull-out part time. In Y5, we add an Enrichment Teacher for the middle school to teach Character and Fitness.
- In Y2, we add an Associate Teacher to the elementary school to support grades 2-4, a position that we intend to be either a first year teacher or someone in the process of becoming certified. This individual is responsible for targeted reading intervention and math intervention, assisting teachers in grades 2-4, and eventually teaching some social studies and science courses for grades 2-4. In particular, students who enter our school in older grades, without the benefit of our intense literacy program, will benefit from the additional support.
- In Y3, we add a Development Director to focus full time on grant writing and fundraising from corporate and individual donors.
- In Y5, we add a second Dean of Curriculum for the middle school. We also add an Enrichment Teacher for the middle school and an Associate Teacher for grades 5-8.
- We have budgeted one special educator (Student Support Services Coordinator and/or Learning Specialist) for every 12-15 students. In Y1, we hire a Student Support Services Coordinator to serve as our Coordinator and instructional Special Education provider. This individual is charged with writing and assuring compliance for students with IEPs. In Y2, we add a Special Education Learning Specialist to provide special education services as well.
- Our Co-teacher positions for grades K and 1 are designed such that there is an experienced, master teacher and a less experienced, newer, first or second year teacher in each classroom. We label our less-experienced teachers "Co-teachers" and pay them a lower salary. These teachers may be participating in a certification program, such as Teach For America, and may not participate in the Chicago Teachers Pension Fund (CTPF). This structure is modeled after the highly successful Uncommon Network two-teacher classrooms, and allows the majority of our

fundamental literacy and math lessons to be taught in small groups. It also provides us with a constant pipeline of teachers who are ready or prefer to move from the Co-teacher model to a single teacher model.

#### **Non-personnel Expenses**

- Great Lakes Academy intends to provide food services for breakfast, lunch and snacks which costs no more than federal food subsidies for those services. We have spoken to several local charter schools about their food services and intend to participate in a formal, FRP process.
- Our non-personnel expenses are estimates derived from input of other local and national charter schools, as well as direct contacts to companies.

#### **Other Expenditure Notes**

- We have budgeted 2.0 percent of each year's annual operating budget in a reserve line item for financial contingencies that may occur. This is in addition to cash carryover surpluses.
- Our expenses associated with start-up and growth are covered by the CPS funds allocated for start-up and the Walton Family Foundation Grant.
- We are preparing to locate an independent facility, and we take into account the \$750 per student facilities fee that we receive from CPS.
- We have been selected to join the cohort of Breakthrough Schools Chicago to compete for a \$100,000 start-up grant through a partnership between New Schools for Chicago and the Next Generation Learning Challenge. As part of this cohort, we will also prepare an application for a \$350,000 Next Generation Learning Challenges grant. These grants are as of now not certain, and are therefore not currently reflected in our budget.

#### **Fundraising**

Our budget is conservatively projected and does not include any fundraising revenues aside from an extremely conservative \$100,000 per year, \$28,000 of which our Board of Directors alone has committed to giving on a yearly basis. (See **Appendix B.2** for Board Letter of Commitment.) Neither does it include our Director of Community Outreach and Development, who will work half-time on development and grant writing beginning in Y1. Conservatively, we expect the Director of Community Outreach and Development and our Development Committee to raise \$100,000 per year. We will allocate any money raised above this amount to the following additional programming for students including:

- **Field Trips and College Visits**. Each year, every grade goes on a college visit to a local college so that by grade eight, our students have visited Northwestern, University of Chicago, DePaul, UIC, the University of Illinois, Marquette, and more. Families are invited to join us on these trips.
- End-of-Year Trips. Starting in grade five in middle school, our students take an end-of-year trip to expose them to national destinations and opportunities such as Washington D.C. and New York City. Students qualify for these trips based upon their cumulative paychecks.
- Start-of-Year Teambuilding Trips. Starting in grade five, our students take annual team-building trips with their advisories that build from a ropes course in grade five to a three-day overnight camping trip in grade eight.
- **Technology**. We plan to add SMART board technology to classrooms in grades K-8 in phase II of our building upgrades. We also plan to buy one tablet for each student beginning in fifth grade.



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

Great Lakes Academy proposes a budget that is not dependent on outside funding other than the initial Walton Family Foundation Grant of \$250,000 and a modest \$100,000 a year in private donations. <sup>214</sup> The Design Team and proposed Board of Directors has written a letter, included in **Appendix B.2**, which details a commitment to personally donate or raise a minimum of \$100,000 annually for the next five years, \$28,000 of which will always come directly from the Board. Though we plan to fundraise beyond this amount, and our Director of Community Outreach and Development will be charged with fundraising along with our Board beginning in Y0, we believe that the organization must be viable predominately through public funds, and propose a budget based on this belief.

We have had a Development Committee meeting since summer, 2013, focused on planning for both long-term and short-term fundraising for the school above our annual Board gifts, as well as researching potential grants and foundations to apply to.

We will also focus our efforts on local organizations such as A Better Chicago, Chicago Community Trust, Chicago Public Education Fund, Crown Family Philanthropies, Michael and Susan Dell Foundation, Field Foundation of Illinois, Mayer and Morris Kaplan Family Foundation, New Schools for Chicago, Osa Foundation, Polk Bros. Foundation, Pritzker Traubert Family Foundation, The Donald P. and Ada L. Rice Foundation, The Farny R. Wurlitzer Foundation, and RootStock. We also focus on national education programs such as Kaboom (for playgrounds), the Gates Foundation, the Walton Family Foundation, and more. We will also apply for grants include the Next Generation Learning Challenges grant, the Breakthrough Chicago Schools grant, the Walton Family Foundation grant, and more. Finally, we will work with corporate entities, to obtain sponsorships and annual contributions.

See also **Appendix B.3:** Great Lakes Academy Development Plan.

#### 4.2 FINANCIAL CONTROLS

#### 4.2.a. FINANCIAL MONITORING

Great Lakes Academy takes financial oversight of the school extremely seriously and as such, we address it in two ways: first, through the day-to-day financial operations of the school and the monitoring therein; second, through the financial oversight that the Board provides.

The Executive Director oversees the Business Manager/Director of Operations, who administers the daily fiscal functions of the school and ensures legal compliance at each step. Through the Building Excellent Schools Fellowship, proposed Executive Director Katherine Myers participated in several day-long training sessions led by national charter school financial expert Michael Buerger of Abacus Education Partners LLC, developing an expertise around fiscal policies and financial compliance for charter schools. The Business Manager/Director of Operations oversight by the Executive Director will provide a layer of checks and balances and will ensure proper fiscal systems and procedures are followed at the school.

Great Lakes Academy will contract with a back-office service provider or a certified public accountant (CPA) to provide support in analyzing, reconciling, and adjusting account balances and to ensure that records are being maintained in accordance with GAAP and are legally compliant. The accountant may also be contracted to assist in establishing the school's chart of accounts and implementation of accounting software. The Board will select a firm each year to conduct an annual audit, as required by Illinois Charter School law.

The Great Lakes Academy Founding Board considers the fiscal soundness and legal compliance of the school with utmost seriousness. There are five MBAs and three JDs on the Board, ensuring a level of business and financial expertise necessary for the oversight of a public charter school. A Finance Committee has been operating since early 2013. The Finance Committee has been meeting several times

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<sup>&</sup>lt;sup>214</sup> The Walton Family Foundation has already granted the school a pre-authorization grant in March, 2013. The organization maintains a close partnership with Building Excellent Schools, and historically every single Building Excellent Schools Felloweligible has secured a full Walton grant upon authorization.

each month since summer 2013, and upon authorization will meet at least monthly to review the school's financial dashboard, and to strategically plan for the school's short and long term health.

Below is a listing of the school's major financial controls. Please see **Appendix B.8** for Great Lakes Academy's Draft Fiscal Policy Manual and **Appendix B.9** for a listing of Financial Reports Generated.

#### i. Financial Statements: Statement of Activity/Balance Sheet/Cash Flow

**Policy:** A statement of activity, balance sheet, and cash flow projections shall be prepared monthly for the Executive Director and the Board of Directors by the third party service provider. **Procedure:** The third party service provider runs monthly budget versus actual reports on the capital and operating budget, balance sheet reports, and a cash flow report that are shared with the Executive Director by the 21<sup>st</sup> of each month. Variances of \$5,000 or more and/or 5 percent of overall monthly allotted budgeted amount shall be explained in the notes section. The Executive Director is responsible for making sure that significant differences are thoroughly researched and ultimately identify variances as permanent or temporary. The Executive Director will send the statement of activity, balance sheet, and cash flow to the Finance Committee one week before each Board meeting, and will include: (a) budget versus actual report for the operating budget; (b) budget versus actual report per grade for General Education and Special Education students, and the monthly cash flow sheet. The Finance Committee presents these reports to the Board monthly.

#### ii. Financial Statements: Budget

Policy: The annual budget shall be approved annually by the full Board.

**Procedure:** The Executive Director develops a proposed budget for the organization, with input from relevant staff, and presents it to the Finance Committee of the Board for review. The budget includes the previous year's proposed budget versus actual figures, and is presented to allow adequate time for the Finance Committee to discuss with the Executive Director and present to the Board. The Board shall approve the budget by June 30 of each year. The Executive Director is permitted to make minor adjustments to the budget throughout the year, such as shifting dollar amounts between line items without changing the overall budget or changing an expense in response to a change in revenue.

#### iii. Financial Statements: Audit

**Policy:** The annual audit results shall be reviewed annually by the full Board.

**Procedure:** The Board shall select an independent audit firm to conduct an annual audit, based on the recommendation of the Finance Committee by June 30 before the start of the new fiscal year. The audit will be conducted in accordance with GAAP. If necessary, the Board may appoint an Audit Committee to aid with the selection of the audit firm. No person with expenditure authorization or recoding responsibilities for the school shall serve on the Audit Committee. The audit shall include, but not be limited to: an audit of the accuracy of the school's financial statements; an audit of attendance accounting and revenue accuracy practices; and an audit of the school's internal controls. Financial regulatory forms and reports shall be completed as necessary and filed with the appropriate committees. The Business Manager/Director of Operations and the third party vendor shall work to complete all required forms, which shall be reviewed by both the Executive Director and the Finance Committee of the Board. As required by Illinois state law, a copy of the audit and Form 990 will be filed with the state no later than December 1 of each year.

#### iv. Bank Account Management: Issuing/Signing Checks.

**Policy:** Check signing procedures as established by the Board shall be adhered to by the staff. **Procedure:** School checks shall be signed by the Executive Director. Checks below \$10,000 shall require only the Executive Director's signature; checks of \$10,000 or more shall require the signature of the Treasurer of the Board of Directors and the Executive Director. In the event the Board Treasurer is not available for signature, the Chairperson of the Board of Directors shall be

able to sign checks in the Treasurer's place. Checks shall be issued only with the approval of the Executive Director, and shall be prepared for signature by the Business Manager. The Business Manager/Director of Operations shall not have check signing authority or withdrawal authority.

#### v. Bank Account Management: Opening/Closing Accounts.

**Policy:** Board approval is required for the opening and closing of all new accounts.<sup>215</sup>

**Procedure:** In a meeting on the Board agenda, the Board will discuss the reason for opening a new account and determine the purpose of the account, signatories and signatories' authority. The vote to approve and all associated determinations shall be recorded in the Board minutes.

#### vi. Bank Account Reconciliation.

**Policy:** Reconciliation of each account shall be done with sixty (60) days of receipt of bank statements.

**Procedure:** The Executive Director shall reconcile all bank accounts monthly. The Executive Director will open all bank statements, review cancelled checks and monthly bank statement activity, and compare the cash receipts log (prepared by the mail opener) to the deposits listed on the bank statement. This will be reviewed by the Board Treasurer.

#### vii. Petty Cash

**Policy:** It is the policy of Great Lakes Academy not to use petty cash and to instead reimburse employees for pre-approved expenses.

**Procedure:** Not applicable.

#### viii. Contracts 216

**Policy:** The execution of contracts with vendors and grants shall be within the scope of Great Lakes Academy's mission, goals, and annual plans.

**Procedure:** Great Lakes Academy may enter into contracts with vendors for such things as professional services or rentals or to perform a function within the scope of the charter school's mission, goals, and annual plans. All contractual agreements shall be in writing, and signed and dated by the Executive Director. All vendor contracts in excess of \$15,000 for the charter school must be approved by the Board of Directors.

#### ix. Purchasing Controls.

**Policy:** The school uses sound business practices when procuring all goods and services, including price quotes from at least three vendors for contracts greater than \$20,000.

**Procedure:** When there is a contract for more than \$20,000, the school seeks quotes from at least three vendors and awards the contract to the responsible vendor offering the supply or service needed for the lowest price. The Business Manager and/or Executive Director solicits these quotes and the Board provides final approval. An award may be made to a vendor other than the lower bidder in circumstances where the higher bid demonstrates the best value contracting procedures to the school. In such situations, the Executive Director shall prepare a justification statement for such awards, furnishing a brief explanation of the factors leading to such a decision. The Board approves the final bid.

For smaller purchases, all staff members complete a Purchase Request form. The Business Manager reviews and approves, ensuring adherence to the school's procurement. It is then submitted to the Executive Director, who grants final approval for all purchases approved in the budget for up to \$10,000. Purchases over \$10,000 approved in the fiscal year budget are approved

 $<sup>^{215}\</sup> The\ proposed\ school\ currently\ has\ a\ checking\ bank\ account\ at\ Urban\ Partnership\ Bank\ , located\ at\ 71^{s}\ and\ Jeffrey.$ 

<sup>216</sup> This refers to contracts with vendors; the one employment contract in its specificity that the Board approves is that of the Executive Director. They also approve the general terms of a staff contract for the school, although the Executive Director, under a policy to be established by the Board, will approve all individual contracts for staff within the parameters of the school's annual budget as approved by the Board.

by the Executive Director and the Board Treasurer. In the event of any purchases not originally included in the Board-approved budget will require the Executive Director and Board Treasurer's approval if over \$10,000.

#### 4.3 FACILITIES

#### 4.3.a. FACILITY PLAN

Describe the plan to secure an appropriate facility for the school. If proposing an independent facility, attach a proposed timeline for securing that facility and completing necessary renovations to make the facility suitable for school by the proposed opening date.

The Great Lakes Academy Design Team and Founding Board is fortunate to include an individual with in-depth charter school facility experience, David Feinberg. Mr. Feinberg is the Project Manager for Canyon Agassi Charter School Facilities Fund, and works on a daily basis helping charter schools across the Midwest to secure, renovate, and finance facilities. Since January, 2013, Mr. Feinberg and Ms. Myers have been working on locating a facility for the school in our targeted South Shore community. In summer 2013, Great Lakes Academy formed a Facility Committee, headed by Mr. Feinberg, with the addition of our Board chair, Steven Kraus, and real estate attorney, Kristopher Clemmons, of Sidley Austin LLP in Chicago.

Figure 39 outlines our facilities timeline; Appendix F.1, Facilities Timeline, gives greater detail on our facilities timeline.

Figure 39: Great Lakes Academy Facility Plan Timeline

Date	Action	Responsible Party(ies)		
Jan June 2013	Tour available facilities in greater South Shore area	Founding Board members Katherine Myers and David Feinberg		
Jan June 2013	Conduct demographic research of greater South Shore neighborhood	Founding Board members Katherine Myers, David Feinberg, Steven Kraus		
June 2013	Form Facility Committee	Founding Board members Katherine Myers, David Feinberg, Steven Kraus		
June 2013	Narrow list of potential facilities to three	Facility Committee		
June 2013	Hire Architect	Facility Committee		
June 2013	Tour three potential facilities with Architect and narrow to two potential school sites	Facility Committee, Architect		
July 2013	Reach out to minimum of three contractors to tour two sites and create renovation budgets for each site to compare	Facility Committee, Contractors		
Aug. 2013	Hire real estate attorney to represent proposed school during facility contract negotiations	Facility Committee		
Aug. 2013	Meet with landlord to initiate lease terms	Facility Committee		
Aug. 2013	Architect completes ADA compliance reports, site plans, and renovation narrative	Architect		
Aug. 2013	Compare facility renovation budgets and select primary and secondary facility	Facility Committee		
OctNov. 2013	Obtain Memorandum of Understanding or Letter of Intent from landlord	Facility Committee		
Jan. 2014	Sign lease with landlord upon authorization.	Facility Committee and Full Board		
Feb. 2014	Sign loan papers with Illinois Facilities Fund or other subsidized charter school renovation funding source	Facility Committee and Full Board		
Feb May 2014	Hire contractor and conduct renovations on facility	Facility Committee and Full Board		
May 2014	Schedule all necessary health and safety inspections	Executive Director and Business Manager/Director of Operations		

#### 4.3.b. SPACE REQUIREMENTS

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

Great Lakes Academy's space requirements include classroom, administrative, and common space to serve as both a recreation area and assembly space. We also require outdoor space and/or indoor space in which to conduct our Character and Fitness classes, year round. **Figure 40** details our space requirements.

Figure 40: Great Lakes Academy Facility Plan Timeline

Grades served	Year	# stud- ents	# Classrooms	Pull out & Social Worker rooms	Admin offices	Overall Sq. ft., minimum (80 per student)	Additional space	CPS facilities budget (\$750 per student)
K-1	Y1 2014- 15	128	4	2	1	10,240	Multi - Purpose Room	\$96,000
K-2	Y2 2015- 16	192	7	2	1	15,360	MP room	\$144,000
K-3	Y3 2016- 17	256	10	2	1	20,480	MP room	\$192,000
K-4	Y4 2017- 18	320	13	2	1	25,600	MP room	\$240,000
K-5	Y5 2018- 19	384	15	3	1	30,720	MP room	\$288,000
K-6	Y6 2019- 20	448	17	3	1	35,840	MP room	\$336,000
K-7	Y7 2020- 21	507	19	3	1	40,560	MP room	\$380,250
K-8	Y8 2021- 22	561	21 (+1 art room)	3	1	44,880	MP room	\$420,750

#### 4.3.c. SCHOOL SITE

The address and a general description of the property, including its current owner and previous use. ii. An Inspecting Architect's Report completed by a CPS-approved architect. iii. An ADA Compliance Report completed by a CPS-approved architect. iv. If the property is not currently ADA compliant, a plan for bringing the building into compliance. v. Evidence that the site is or will be secured (Letter of Intent or Memorandum of Understanding) and a description of your team's plan to meet lease or purchase requirements. vi. A plan detailing how rehabilitation work will address issues raised by the architect, meet applicable building codes, and support the proposed school's educational program, including: a. The scope of work to be completed; b. A description of persons/managing parties responsible for project management and related qualifications; c. A project timeline for any necessary renovations; and d. A completed Sources and Uses of Funds Report for Facility Development and the planned funding mechanism to cover projected costs. vii. The address and a general description of a secondary or back-up facility, including its current owner and previous use.

We are in a proactive and productive discussions with the Archdiocese of Chicago to secure an initial facility that meets the space needs of our school for 4-5 years, as well as meets all compliance and ADA requirements. The process is being managed by Lead Founder, Katherine Myers, and our Facilities Committee Members, Katherine Myers, Steve Kraus, David Feinberg, and Kris Clemmons.

We initially reviewed several facilities and evaluated them through a variety of factors including surrounding neighborhood population, ease of access, safety for students, outdoor space, ADA compliance, and renovation needs. We have narrowed our facility options to two locations:

- St. Brides School, 7811 S. Coles Ave., primary choice
- St. Mary Magdalene School, 8426 S. Marquette Ave., secondary choice

We have visited each both sites over 10 times with our architect, Facility Team Members, Design team/Founding Board Members, and potential contractors. T

Our architect, Larry Kearns, of Wheeler Kearns Architects, has completed ADA Compliance reports and Inspecting Architect's reports for both sites. (See **Appendix F.2** and **Appendix F.3** for the St. Brides ADA Compliance Report and St. Brides Architects report, respectively. See **Appendix F.4** and **Appendix F.5** for the St. Mary Magdalene ADA Compliance report and St. Mary Magdalene Architects report,

respectively.) Mr. Kearns has also completed floor drawings and scope of work renovation narratives for both sites. See **Appendix F.6** and **Appendix F.7** for the St. Brides scope of work description and schematic drawings, respectively. See **Appendix F.8** and **Appendix F.9** and for the St. Mary Magdalene scope of work description and schematic drawings, respectively.

We have also had multiple contractors tour both sites: the Macon Construction Group, Pacific Construction Services ("PCS") and the Heartland Construction Group. They have all provided initial budgets for renovations at each facility. These documents are available upon request. See **Appendix F.10** for a *draft* Sources and Uses for Facility Development based upon PCS's bid on St. Bride.

We will fund our facility renovation through a mixture of CPS facilities funding (currently set at \$750 per student per year), lease terms that take into account capital improvements, and a private loan from an organization such as the Illinois Facilities Fund, which has a strong track record of supporting start-up charter schools.

#### **SUMMARY REFLECTION**

Great Lakes Academy believes that the most important gift that we can give to the next generation is an outstanding education that enables individuals to take advantage of the great opportunities that our country provides: the world's best colleges and universities, an endless array of careers and professions, and the opportunity to build a bright future for themselves, their families, and their communities.

Our greatest risk lies in not properly preparing all of our children to take advantage of these opportunities. Many of the country's most successful and highest performing charter schools began with similarly humble beginnings to that of Great Lakes Academy: one small group of highly committed and passionate individuals looking to combine their talents and expertise to build a great school that sends all students through college. We have learned from the lessons of those who have walked the path before us, and have made every attempt to incorporate the best practices of the highest performing schools nationally – and to be prepared with the leadership and oversight necessary to successfully execute on those practices for the City of Chicago, and specifically for the many families raising children in greater South Shore.

We have been working with the greater South Shore community throughout the year to ascertain their needs and develop a school that will serve the needs of the community and the families and children residing there. Over 110 families have already signed up to attend the proposed school that seeks to serve the young and growing generation of children in our target community. Nearly 1500 community members believe that Great Lakes Academy, a college preparatory elementary school, would greatly serve the families of greater South Shore.

Lead Founder and proposed Executive Director Katherine Myers brings significant urban education expertise and a track record of success in schools that serve a similar urban low-income, minority community. She and the Great Lakes Academy Design Team and Founding Board are and will be supported by the national organization Building Excellent Schools, which has started over 50 high-performing schools nationally, including one chartered last year in Chicago, Chicago Collegiate.

We are confident that our team has the expertise and the humble self-reflectiveness necessary to build a great public school serving the South Shore families and educating their children towards the opportunity and promise that college and career provide. We bring a national network of support that will allow us to draw on resources as needed. We are grateful for and will continue to develop and honor the community and family partnerships that are a necessary component of any strong school within start-up and future growth. The entire Design Team and Founding Board - Katherine Myers, Aparupa Bhattacharya, Kit Chaskin, David Feinberg, Christopher Hoyes, Steven Kraus, Sherina Maye, Wayne Moore, Butch Trusty, and Ken Tsang, are all committed to making Great Lakes Academy one of the strongest K–8 charter schools in the country and to being a proud member of the public school landscape in our beloved city.

## APPENDIX B.1 GREAT LAKES ACADEMY BYLAWS & CONFLICT OF INTEREST POLICY

Bylaws of Great Lakes Academy Inc. (an Illinois not-for-profit corporation)

#### **ARTICLE I**

#### NAME AND CORPORATE PURPOSES

#### SECTION A. GENERAL PURPOSES

The name of the organization shall be Great Lakes Academy Inc. The purposes for which Great Lakes Academy Inc., an Illinois not-for profit corporation (the "Corporation"), is organized are:

- 1. To operate exclusively for charitable, educational, religious or scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law) (the "Code"); and
- 2. Subject to, and within the limits of the purpose set forth in paragraph 1 above, the Corporation's purpose is also to prepare K-8 students to excel in and graduate from high school and college.

#### SECTION B. STATEMENT OF NONDISCRIMINATION

The Corporation shall not directly or indirectly discriminate against any person or organization because of race, color, gender, age, religion, disability, national origin, ancestry, marital status, sexual preference, parental status, military discharge status or source of income.

#### SECTION C. POWERS AND LIMITATIONS

- 1. The Corporation, being organized exclusively for charitable and educational purposes, may make distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code.
- 2. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section A above, and no Director or officer of the Corporation or any private individual shall be entitled to share in any distribution of any of the assets of the Corporation upon its dissolution.
- 3. No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation except as may otherwise be permitted in accordance with an election pursuant to Section 501(h) of the Code; nor shall it in any manner or to any extent participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office; nor shall the Corporation engage in any activities that are unlawful under applicable federal, state or local laws.

4. Notwithstanding any other provision of these Bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under section 501 (c)(3) of the Code or (2) by a corporation, contributions to which are deductible under section 170 (c)(2) of the Code.

#### SECTION D. PRINCIPAL OFFICE

The Corporation shall continuously maintain in the State of Illinois a registered office and a registered agent whose office is identical with such registered office. The Corporation may have other offices within or without the state and need not be identical with the principal office in the State of Illinois. The address of the registered office and registered agent may be changed from time to time by the Board of Directors of the Corporation (the "*Board*"). The initial registered office of the Corporation shall be at 415 E. North Water Street, Unit 604W, Chicago, Illinois 60611, and the name of the initial registered agent shall be Katherine P. Myers.

#### **ARTICLE II**

#### **MEMBERSHIP**

There shall be no members of the Corporation, and the organization shall be governed by a self-perpetuating board of directors.

#### **ARTICLE III**

#### **BOARD OF DIRECTORS**

#### SECTION A. GENERAL POWERS

The affairs and overall policy of the Corporation shall be administered by, and under the supervision of, the Board. The members of the Board (the "*Directors*") need not be residents of the State of Illinois.

#### SECTION B. NUMBER AND TENURE

The number of Directors shall initially be [nine]. The number of Directors may be fixed or changed from time to time, within a minimum of five (5) and a maximum of fifteen (15) by resolution of the Board without amendment to these Bylaws. The Executive Director of the Corporation, if one is elected or appointed by the Board, shall be an ex-officio non-voting member of the Board for purposes of notice and quorum but shall not be elected for a term as a Director and shall not count towards the minimum or maximum number of Directors for purposes of this Section B of Article III. The Board may, from time to time, by amendment of these Bylaws, change the minimum and maximum number of Directors, but in no case shall the minimum number of Directors be less than five (5). Each Director shall hold office for a term of three (3) years unless the Board shall expressly resolve to elect a Director for a shorter term. Beginning after the date of the implementation of these bylaws, the first Board election shall provide for staggered terms of office so that, as nearly as practicable, one-third (1/3) of the Directors shall thereafter be elected at each annual meeting of the Board. Directors shall not be permitted to serve more than two (2) consecutive terms. Notwithstanding the foregoing, the initial members of the Board shall have terms fixed by resolution of the Board.

#### SECTION C. QUALIFICATIONS

Those who seek to be Directors of the Corporation must abide in all respects with the corporate policies set forth in these Bylaws and must characterize personal commitment to the values of the Corporation.

#### **SECTION D. ELECTION**

Directors shall be elected at the annual meeting of the Board. Directors shall be elected by a majority vote of the Directors present at such meeting, provided that there is a quorum present. Directors so elected shall serve a term beginning on the date of his or her appointment. Each Director shall hold office until the first of the following to occur: (i) his or her successor shall have been duly elected and shall have qualified; (ii) his or her death or disability; (iii) he or she shall resign in writing; or (iv) he or she shall have been removed in the manner hereinafter provided.

#### SECTION E. RESIGNATION AND REMOVAL

Any Director may resign at any time by giving written notice to the Chair of the Board. Such resignation, which may or may not be made contingent on formal acceptance, shall take effect on the date of receipt or at any later time specified therein; provided, however, that if such resignation would cause the number of Directors to be less than the minimum as provided in <u>Section B</u> of this <u>Article III</u>, such resignation shall not be effective until a successor Director is elected by the Board. Any member of the Board may be removed with or without cause at any time by resolution adopted by a majority of the Board.

#### **SECTION F. VACANCIES**

Notwithstanding Section D above, any vacancy occurring in the Board, including, without limitation, a vacancy by reason of an increase in the number of Directors and a vacancy as a result of the resignation or removal of a Director, shall be filled by the Board as soon as is practicable and shall require approval by a two-thirds (2/3) vote of the remaining Directors. A Director so elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. If a vacancy is filled pursuant to this Section and there is no applicable predecessor in office, then the new Director's term shall be concurrent with the term of the upcoming Board election conducted pursuant to Section D of this Article III.

#### SECTION G. DIRECTORS

Members of the Board of Directors:

- (i) Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Corporation activities in accordance with Corporation policies.
- (ii) Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.
- (iii) All participants in Board work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- (iv) Shall have no direct or indirect financial interest in the assets or leases of the Corporation; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

#### **ARTICLE IV**

#### MEETINGS OF THE BOARD OF DIRECTORS

#### SECTION A. PUBLIC MEETINGS AND NOTICE

The Board shall in all respects comply with Illinois' Open Meetings Act, 5 ILCS 120 et seq. (the "Open Meetings Act"), by making its meetings open to the public. Notice of regular meetings shall be made in accordance with the Open Meetings Act.

#### SECTION B. MANNER OF ACTING

Except as provided by applicable law, these Bylaws or the Articles of Incorporation of the Corporation (the "Articles"), any decision, action, approval or consent required or permitted to be taken by the Board of Directors may be taken by the Directors only (i) with approval by a majority of the votes by Directors present at a meeting at which a quorum is present, or (ii) by written consent in accordance with applicable law.

## ARTICLE V COMMITTEES

#### SECTION A. COMMITTEES

The Board shall have power to appoint committees for the purpose of conducting certain aspects of the corporate business not otherwise delegated. Committees may not act on behalf of, and have no authority to bind, the Corporation. The designation of such committees shall not operate to relieve the Board, or any individual Director, of any responsibility imposed upon it, her or him by law. The Chair or the chairperson of any committee may create an ad hoc committee or sub-committee. The creation, purpose and membership of any such ad hoc committee or subcommittee shall be reported to the Board. Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board.

#### SECTION B. GOVERNANCE COMMITTEE

There shall be a standing nominating committee, known as the Governance Committee. The Governance Committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each Governance Committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The Governance Committee shall elect its own chair. The duties of the Governance Committee shall be: (i) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions on the Board; (ii) to present a slate of nominees for Officers to the Board for election at the annual meeting; (iii) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process; (iv) to provide ongoing orientation to Directors; (v) to oversee an annual Executive Director assessment process to ensure optimum performance; and (vi) to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

## ARTICLE VI OFFICERS AND AGENTS

#### **SECTION A. OFFICERS**

The officers of the Corporation shall consist of a Chair, a Vice Chair, an Executive Director, a Secretary and a Treasurer, and may also include such other officers as may be elected in accordance with the provisions of this Article, each of whom shall be elected by the Board. The Board of Directors may elect or appoint such other officers as it shall deem desirable, such officers to have the authority and perform

the duties prescribed, from time to time, by the Board. The Executive Director will be an advisory, non-voting member of the Board (*ex officio*).

#### **SECTION B. CHAIR**

The Chair shall convene, and preside at, regularly scheduled Board meetings, and shall arrange for other members of the Board to preside at each meeting. The Chair shall concentrate on the business affairs of the Corporation and bring to the attention of the Board any matter that she or he believes requires the attention or action of the Board. In general, the Board Chair shall perform such duties as from time to time may be prescribed by the Board or these Bylaws.

#### SECTION C. VICE CHAIR

During the absence or disability of the Chair, the Vice Chair shall exercise all of the functions of the Chair. The Vice Chair shall have such powers and discharge such duties as may be assigned to him or her from time to time by the Board.

#### SECTION D. EXECUTIVE DIRECTOR

The Executive Director shall have such powers and discharge such duties as may be assigned to him or her from time to time by the Board. The term of office of the Executive Director shall be such term as set by the Board. The annual salary paid to the Executive Director shall be determined by the Board.

#### SECTION E. SECRETARY

The Secretary shall: (a) be responsible for the keeping of the minutes of the Board and committee meetings in one or more books provided for that purpose and shall submit such minutes to the Board within thirty (30) days of such meeting; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, including, but not limited to, keeping a register of the post office address of each Director, which shall be furnished to the Secretary by each Director; (d) have the authority to certify the bylaws, resolutions of the Board of Directors and committees thereof, and other documents of the Corporation as true and correct copies thereof; and (e) in general, discharge all duties incident to the office of secretary and such other duties as from time to time may be assigned to him or her by the Chair or by the Board.

#### SECTION F. TREASURER

The Treasurer shall: (a) oversee that the Corporation maintain adequate financial books; (b) oversee the regular books of account of the Corporation, and make them available for inspection to the Directors; (c) render to the Board from time to time as may be required of him or her, an account of the financial condition of the Corporation; (d) oversee all funds and securities of the Corporation; (e) oversee that the Corporation deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and (g) in general, discharge all duties incident to the office of treasurer, and such other duties as may be assigned to him or her by the Chair or by the Board.

#### SECTION G. DELEGATION OF AUTHORITY

In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term or until the Chair is replaced. In the event that the office of Vice-Chair or Secretary or Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held. In case of the absence of any officer of the

Corporation, or for any other reason that it may deem sufficient, the Board may either delegate the powers or duties of such officer to any Director or employee of the Corporation for a time specified by the Board, or may eliminate some or all of such powers or duties of such officer, provided a majority of the entire Board concurs therewith.

#### SECTION H. ELECTION AND TERM OF OFFICE

The Governance Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board. The Officers of the Corporation shall be elected by the Board for a term of one (1) year at a meeting of the Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected. Each officer shall hold office until the first of the following to occur: (i) his or her successor shall have been duly elected and shall have qualified; (ii) his or her death or disability (iii) he or she shall resign in writing; or (iv) he or she shall have been removed in the manner hereinafter provided. Election or appointment of an Officer or agent shall not in itself create contract rights.

#### SECTION I. REMOVAL

Any Officer or agent may be removed by the Board whenever, in its judgment, the best interest of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

#### **SECTION J. VACANCIES**

A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by the Board for the unexpired portion of the term.

#### **ARTICLE VII**

#### ADVISORY COUNCILS OR BOARDS

The Board may, from time to time, appoint advisory boards or special councils for specific purposes that do not require corporate action. The composition of such advisory groups may include persons with professional skills or special experience necessary to advise and inform the Board. Such advisory groups shall not have the authority to commit the Corporation to any legal contracts or agreements whether or not related to the business of the Corporation. The Board shall not lend "apparent authority" to such advisory groups, and all related corporate resolutions shall expressly limit the group's authority in this respect.

#### ARTICLE VIII

#### FINANCIAL POLICIES

#### SECTION A. FISCAL YEAR

The fiscal year of the Corporation shall be from July 1st to June 30th.

#### SECTION B. SALE OF ASSETS

A sale, lease, exchange, mortgage, pledge or other disposition of property or assets of the Corporation outside the normal course of business may be made by the Board upon such terms and conditions and for such consideration, which may consist in whole or in part of cash or property, real or personal, as may be

authorized by the Board; provided, however, that a sale, lease, exchange or other disposition of all or substantially all the property and assets of the Corporation shall be authorized only upon receiving the affirmative vote of three-fourths (3/4) of the Directors then in office.

#### SECTION C. CONTRACTS

The Board may authorize any officer or officers, agent or agents, in addition to the officers so authorized by these Bylaws, to enter into any contracts or execute and deliver any instrument in the name of, and on behalf of, the Corporation, and such authority may be general or confined to specific instances.

#### SECTION D. LOANS

No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances.

#### SECTION E. CHECKS, DRAFTS, ETC.

All checks, wire transfers, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such Officer or Officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. The Executive Director is authorized to negotiate contracts for the purchase of goods or services in furtherance of the corporate objectives. Items exceeding \$10,000 shall require the signature of the Treasurer in addition to the signature of the Executive Director.

#### **SECTION F. DEPOSITS**

The Board of Directors may designate such fiscal agents, investment advisors and custodians to direct the management of the Corporation's assets. The Board of Directors may at any time, with or without cause, discontinue the use of the services of any such fiscal agent, investment advisor or custodian.

#### SECTION G. GIFTS

The Board or the Chair may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

#### **ARTICLE IX**

#### INDEMNIFICATION OF DIRECTORS AND OFFICERS

The Corporation shall, to the fullest extent now or hereafter permitted by law, indemnify any person (and/or such person's estate) made, or threatened to be made, a party to any action or proceeding by reason of the fact that such person was an associate, director, officer or other agent of the Corporation, or of any other organization served by him or her in any capacity at the request of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. The Corporation shall purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article.

#### **ARTICLE X**

#### **MISCELLANEOUS**

#### SECTION A. TAX-EXEMPT ORGANIZATION

The Corporation shall function as an organization qualifying under Section 501(c)(3) of the Code.

#### SECTION B. NOT FOR PROFIT CORPORATION

The Corporation shall have all of the general powers set forth in the provisions of the Illinois General Not For Profit Corporation Act of 1986, as amended, together with the power to solicit and receive grants, contributions and bequests for any corporate purpose and the power to maintain a fund or funds of real or personal property for any corporate purposes, provided, however, that the Corporation shall not have the power to engage in any activities which are not in furtherance of its purposes as set forth in Article I. The Corporation shall have the right to exercise such other powers as now are, or hereafter may be, conferred by law upon a corporation organized for the purposes hereinabove set forth or necessary or incidental to the powers so conferred, or conducive to the furtherance thereof.

#### SECTION C. GENERAL LIMITATIONS

The Corporation shall neither have nor exercise any power, nor shall it directly or indirectly engage in any activity, that would (a) prevent it from obtaining an exemption from Federal income taxation as a corporation described in Section 501(c)(3) of the Code, or (b) cause it to lose such exempt status. The Corporation shall not be operated for the purpose of carrying on a trade or business for profit.

#### SECTION D. PRIVATE FOUNDATION

If for any period the Corporation is a private foundation as defined in Section 509 of the Code, then during such period, the Corporation shall be subject to the following restrictions and prohibitions:

- a. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code.
- b. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code.
- c. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code.
- d. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code.
- e. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

#### SECTION E. DISSOLUTION

Upon the dissolution of the Corporation and after paying or making provisions for the payment of all liabilities and obligations of the Corporation, the Board of Directors shall, pursuant to a plan of dissolution, distribute the Corporation's assets to such organization or organizations organized and

operated exclusively for charitable, educational, religious, or scientific purposes, as shall at such time qualify as exempt organization(s) under Section 501(c)(1) or Section 501(c)(3) of the Code, as the Board of Directors shall determine.

#### SECTION F. EFFECT

The provisions of this Article shall be effective at all times, and notwithstanding merger, consolidation, reorganization, termination, dissolution or winding up of the Corporation, voluntarily or involuntarily, or by operation of law or any other provision hereof.

#### SECTION G. AMENDMENTS

The Articles and these Bylaws may be altered, amended or repealed, and new articles of incorporation and bylaws may be adopted by a two-thirds (2/3) majority of the Directors present at any regular meeting or any special meeting called for that purpose. Notice of the proposed amendment (including the suggested text of the change) shall be given in writing to all Directors at least fifteen (15) days before the meeting at which the vote thereon is to be taken, and shall identify the persons proposing the amendment.

#### SECTION H. SEVERABILITY

The invalidity or unenforceability of any provision in these Bylaws shall not affect the validity or enforceability of the remaining provisions.

#### SECTION I. DIRECTOR CONFLICT OF INTEREST

Directors should scrupulously avoid transactions in which the Director has a personal or material financial interest, or with entities of which the Director is an officer, director or general partner. Therefore, the policy of the Corporation concerning conflict of interest and matters involved with compensation of employees has been set forth and attached hereto as <u>Addendum A</u> to these Bylaws.

#### SECTION J. BOOKS AND RECORDS

The Corporation, at its offices, shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees, and shall keep a record of the names and addresses of all Board and committee members. All books and records of the Corporation may be inspected by a Director, or his or her agent or attorney at any reasonable time.

#### ADDENDUM A TO BYLAWS OF GREAT LAKES ACADEMY INC. CONFLICT OF INTEREST POLICY

#### Purpose:

The purpose of the conflict of interest policy is to protect Great Lakes Academy's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, employee of Great Lakes Academy, or their family members. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

#### **Definitions**:

- 1. <u>Interested Person</u>: Any director, officer, key employee or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an Interested Person.
- 2. <u>Financial Interest</u>: A person has a financial interest if the person has, directly or indirectly, through business, investment, or through a family member:
  - a. An ownership or investment interest in any entity with which Great Lakes Academy has a transaction or arrangement.
  - b. A compensation arrangement with Great Lakes Academy or with any entity or individual with which Great Lakes Academy has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with any entity or individual with which Great Lakes Academy is negotiating a transaction or arrangement.
- 3. <u>Family Member</u>. The term "family member" shall include the spouse, life partner, parent, child, sibling, and mother-, father-, sister-, or brother-in-law of a person.
  - a. Compensation includes direct and indirect compensation, as well as gifts or favors that are not insubstantial.

#### Procedures:

- 1. <u>Duty to Disclose</u>: 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 considering the proposed transaction or arrangement.
- 2. Procedures for Addressing the Conflict of Interest
  - a. When an Interested Person who is NOT a director determines that he/she should not make a decision because of a financial interest, he/she should submit a written disclosure of the financial interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of an Interested Person who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority (i.e. the Board).
  - b. Interested Persons who are directors:
    - i. <u>Material financial interest in a contract</u>: Where a director has a personal, material financial interest in a contract, the financial interest will be reviewed to

determine a remote or non-interest exception apply. An Interested Person may make a presentation at a Board meeting, but after such 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. If the Board determines that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

ii. All other (non-contract) financial interests: Directors shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws. If a more advantageous transaction or arrangement is not reasonably possible under the circumstances, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Great Lakes Academy'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.

#### 3. Violations of the Conflicts of Interest Policy

- a. If the Board has reasonable cause to believe an Interested Person has failed to disclose actual or possible conflicts of interest, it shall inform the Interested Person of the basis for such belief and afford them an opportunity to explain the alleged failure to disclose.
- b. If after hearing the Interested Person's response and after making further investigation as warranted by the circumstances the Board determines the Interested Person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, and/or up to removal from the Board or immediate termination, as may be applicable.

#### Records of Proceeding:

The minutes of the Board and all committees with Board-delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the governing board of director's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### **Annual Statements:**

Each director, officer, and member of a committee with Board-delegated powers shall annually sign a statement that affirms such person:

- a. Has received a copy of this Conflict of Interest Policy.
- b. Has read and understands the Policy.
- c. Has agreed to comply with the Policy.
- d. Understands Great Lakes Academy is a nonprofit public benefit corporation which operates a public charter school, and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

#### Periodic Reviews:

To ensure Great Lakes Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted.

This policy shall also be reviewed annually by each member of the Board. Any changes to the policy shall be communicated immediately to all Interested Persons.

## ACKNOWLEDGEMENT OF GREAT LAKES ACADEMY'S CONFLICT OF INTEREST POLICY

I
I understand that Great Lakes Academy is a nonprofit public benefit corporation, and in order to maintain its tax exemption, it must engage primarily in activities which accomplish one or more of its tax exempt purposes. I also understand that Great Lakes Academy is a public charter school, and is also subject to the conflict of interest laws applicable to public charter schools.
Date:

#### APPENDIX B.2:

#### GREAT LAKES ACADEMY FOUNDING BOARD LETTER OF COMMITMENT



Board of Education Chicago Public Schools 125 S. Clark St. Chicago, IL 60603

Dear Members of the Board,

The Great Lakes Academy Charter School Founding Board of Directors recognizes that fundraising requires the efforts of the entire Board as well as of the Development Committee. While much of the day to day efforts may be delegated to the Development Committee, each member of the Founding Board recognizes the importance of ongoing fundraising efforts for the school. As such, each Founding Board Member has committed to both a personal contribution and individual fundraising efforts.

Our Founding Board of Directors has together pledged \$30,000 in personal contributions during the 2013-14, Y0 planning year. This amount is exclusive of grants and corporate donations we will seek, as well as any fundraising efforts the Development Committee will implement.

In addition, as a Board we have committed to raising an additional \$70,000 during the 2013-14, Y0 planning year.

On behalf of the entire Great Lakes Academy Founding Board,

Steven Kraus

Chair, Great Lakes Academy Charter School Founding Board.

# APPENDIX B.3: GREAT LAKES ACADEMY DEVELOPMENT PLAN

The Great Lakes Academy proposed budget is based on conservative projections and careful use of funds that allow us to ensure we can run our core programmatic model without the need of supplemental funds.

The grant monies included in our budget are:

- \$250,000 from the Walton Family Foundation. \$30,000 was secured in a pre-authorization grant in March, 2013.
  - o We will apply for the remaining \$220,000 immediately upon authorization.
  - The Walton Family Foundation maintains a strong partnership with Building Excellent Schools, and historically every Building Excellent Schools Fellow has secured the full Walton grant.

We included Chicago Public Schools start-up monies of \$160,000.

Additionally, Great Lakes Academy has been accepted into the Breakthrough Schools Chicago Cohort, organized by New Schools for Chicago and the Next Generation Learning Challenges. We are considered competitive for the Breakthrough Schools Chicago grant of \$100,000 upon authorization, and will be applying for the Next Generation Learning Challenges Grant of \$350,000 as well.

Great Lakes Academy will fundraise, and will hire a Director of Community Outreach and Development in Y0 who will be responsible for development work. However, our fundraising inclusion on our budget is based solely on committed Board contributions (\$28,000 per year) and the additional \$72,000 in direct Fundraising efforts to which the Board has committed. (See **Appendix B.2** for the Founding Board Letter of Commitment.)

The Director of Community Outreach and Development will lead Great Lakes Academy's efforts to establish relationships with local and national foundations, corporations and organizations that have historically funded charter schools and other educational efforts. We will begin our prospect research efforts focusing on:

- A Better Chicago
- Chicago Community Trust
- Chicago Public Education Fund
- Crown Family Philanthropies
- Michael and Susan Dell Foundation
- Lloyd Fry Foundation
- Field Foundation of Illinois
- Hewlett Foundation
- Mayer and Morris Kaplan Family Foundation
- New Schools for Chicago
- Next Generation Learning Challenges
- Osa Foundation
- Polk Bros. Foundation
- Pritzker Traubert Family Foundation
- The Donald P. and Ada L. Rice Foundation
- The Farny R. Wurlitzer Foundation
- The Gates Foundation

- US Dept. of Education (Office of Innovation and Improvement's Charter Schools Program)
- Walton Family Foundation

Below is a brief timeline for our Fundraising plan:

Timeline	Action	Responsible Person
Planning year (Y0),	Research and compile list of eligible grants	Executive Director
pre-authorization	including eligibility, due dates, reporting	
	requirements, etc.	
Y0	Create Development Committee including	Executive Director
	members of Founding Board and additional	Board of Directors
	Chicagoans with networks of support.	
Y0, post-	Leverage networks and Board to contact local	Executive Director
authorization	foundations and make connections with local	Chair of Development
	foundations.	Committee
Y0, post-	Apply for any eligible grants including Federal	Executive Director
authorization	Start-up grant, balance of Walton Family	
	Foundation Grant,	
Y0	Founding Board Pledge and Founding Board	Development Committee
	"Friends and Family" networking online	Board of Directors
	solicitation campaign	
Y0	Create online fundraising campaign, linked to	Development Committee
	website, allowing public to "invest" in school	
	supplies for school's opening year.	
Y0	Host three fundraising events for the school	Development Committee
Y1 +	Build relationships with local and national	Director of Community Outreach
	foundations, as well as individual donors.	Development
		Chair of Development
		Committee
Y1+	Create cyclical fundraising events, including	Development Committee
	monthly donor's breakfasts at the school,	
	annual gala at South Shore Cultural Center,	
	host team for marathon, etc.	
Y1+	Create fundraising plan	Director of Community Outreach
		and Development
		Chair of Development
		Committee

# APPENDIX B.4 ACADEMIC GOALS, OPERATIONAL GOALS, AND ACCOUNTABILITY PLAN

Our mission is to ensure the success for each of our students at a college preparatory high school and college or university of their choice, and thus to ensure that a foundational college preparatory education is firmly in place in grades K-8. A critical component of this mission, and therefore our primary responsibility, is to prepare our students academically in measurable and systematic ways and to report those results transparently with all stakeholders- at the heart of which are families, students and the larger Chicago Public Schools community.

Specifically, we hold our progress to a set of absolute, growth, comparative, and value-added metrics which we share with the entire school community as well as with our authorizer, Chicago Public Schools.

#### I. ACADEMIC GOALS

Great Lakes Academy proposes a series of performance-based academic goals using absolute, comparative, and longitudinal measures that support the goals of Chicago Public Schools, the state of Illinois, and Federal No Child Left Behind legislation. Through such measures, we will be able to demonstrate the value-added component of our school to the larger Chicago educational landscape, and particularly to the families and children with whom we work.

A detailed and rigorous Accountability Plan guides our academic and organizational goals for the term of the charter. Students take criterion-referenced and norm-referenced standardized tests to assess and evaluate academic progress in the core content areas and their literacy growth each year and across years, a foundational priority for our K–8 school. For K-2 students, we establish goals and metrics using the nationally normed NWEA MAP assessment in Reading and Mathematics and the Strategic Testing and Evaluation of Progress (STEP) reading inventory. Pursuant to Illinois Charter Law, Great Lakes Academy provides data on student performance and growth, as well as comparative and trend analyses; reporting includes all subgroups. Annual Reports are distributed to the chartering authority. We provide families with all student academic results on Great Lakes Academy interim assessments, Illinois state assessments and NWEA assessments. Current goals include absolute measures, growth measures, comparative measures, and indicators for both organizational and academic progress. Our performance goals are all focused on our mission of readying our students for college completion.

In order to assess the college readiness of our students throughout their time at Great Lakes Academy, we use a variety of measurements tools including, but not limited to, interim assessments, STEP tests, weekly quizzes, analysis of student work, and behavioral data so that we can have a thorough and nuanced understanding of every student at our school at any given point in time. This will allow us to support our students according to their individual academic needs, and prevent any student from slipping through the cracks. We use assessments to set up individualized and small group tutoring and leveled group support during our daily literacy blocks and, at times, during our math block.

We set our academic goals around these measurements in order to hold ourselves accountable to our mission, while also taking into account the reality that many of our students will enter kindergarten already 1–2 years behind their middle class peers.

#### **GOAL 1: Students Achieve Mastery in English Language Arts.**

• **Measure 1.01 (Absolute):** Y1<sup>1</sup> – 70 percent of students in Kindergarten will be at a Step 3 by the end of the school year, demonstrating first grade reading readiness on the STEP assessment.

<sup>&</sup>lt;sup>1</sup> We will maintain this same annual goal of 70 percent of Kindergarten students performing at Step 3 for each year of the charter term.

- Measure 1.02 (Absolute): Y2<sup>2</sup> 80 percent of students in grade one will be at Step 6 by the end of the school year, demonstrating second grade reading readiness on the STEP assessment. In Y1, 90 percent of students entering the school in grade one will grow three STEP levels or greater.
- Measure 1.03 (Absolute) Y3<sup>3</sup> 90 percent of students in grade two will be at Step 9 by the end of the school year, demonstrating third grade reading readiness on the STEP assessment.
- Measure 1.04 (Growth) All Years 90 percent of students will grow a minimum of three steps of reading growth per year on the STEP assessment each year as tested.
- Measure 1.05 (Growth & Comparative): In a cohort analysis of longitudinal growth, average annual
  increases of percentiles among students in Reading Comprehension on the NWEA MAP or similar
  nationally norm-referenced test, average a minimum of five (5) percentiles of growth per year until the
  average percentile score reaches 85.
- **Measure 1.06 (Absolute):** 70 percent of students who have attended the school for two or more years will score Proficient or Advanced on the PARCC Reading/Language Arts Assessment.<sup>4</sup>
- **Measure 1.07 (Absolute)**: 80 percent of all students who have attended the school for three or more years will score Proficient or Advanced on the PARCC Reading/Language Arts Assessment.<sup>5</sup>
- **Measure 1.08 (Absolute)**: 90 percent of all students who have attended the school for four or more years will score Proficient or Advanced on the PARCC Reading/Language Arts Assessment. 6
- Measure 1.09 (Comparative): All students who have attended the school for two or more years, on average, attain proficiency rates that are 10 percent higher than the surrounding district average in the Skyway Network, as measured by the PARCC<sup>7</sup> Reading/Language Arts Assessment, until the Skyway network achieves 80 percent proficiency or higher.

#### **GOAL 2: Students Achieve Mastery in Writing.**

- Measure 2.01 (Absolute): 70 percent of students who have attended the school for two or more years will score Proficient or Advanced on the PARCC Writing Assessment.
- **Measure 2.02 (Absolute)**: 80 percent of all students who have attended the school for three or more years will score Proficient or Advanced on the PARCC Writing Assessment.
- **Measure 2.03 (Absolute)**: 90 percent of students who have attended the school for four or more years will score Proficient or Advanced on the PARCC Writing Assessment.
- Measure 2.04 (Comparative): All students who have attended Great Lakes Academy for two or more
  years, on average, attain proficiency rates on the PARCC Writing Assessment 10 percent higher than the
  surrounding district average in the Skyway Network, until the Skyway network achieves 80 percent
  proficiency or higher.

#### **GOAL 3: Students Achieve Mastery in Mathematics.**

- Measure 3.01 (Growth & Comparative): In a cohort analysis of longitudinal growth, average annual increase of percentiles among students in Mathematics on the NWEA MAP, or similar nationally norm-referenced test, averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 85.
- Measure 3.02 (Absolute): 70 percent of students who have attended the school for two or more years will score Proficient or Advanced on the PARCC Math Assessment.
- **Measure 3.03 (Absolute):** 80 percent of all students who have attended the school for three or more years will score Proficient or Advanced on the PARCC Math Assessment.
- **Measure 3.04 (Absolute):** 90 percent of all students who have attended the school for four or more years will score Proficient or Advanced on the PARCC Math Assessment.
- Measure 3.05 (Comparative): All students who have attended the school for two or more years, on average, attain proficiency rates that are 10 percent higher than the surrounding district average in the

<sup>&</sup>lt;sup>2</sup> We will maintain this same annual goal of 75 percent of all first grade students performing at Step 6 for each year of the charter term.

<sup>&</sup>lt;sup>3</sup> We will maintain this same annual goal of 80 percent of all second grade students performing at Step 9 for each year of the charter term.

<sup>&</sup>lt;sup>4</sup> This goal, and all goals including the PARCC exam, assumes that the new Illinois state test will be the PARCC in coming years. This goal remains the same for the ISAT or any other Illinois state test which the district approves for annual state student achievement testing.
<sup>5</sup> Ibid.

<sup>&</sup>lt;sup>6</sup> Ibid.

<sup>&</sup>lt;sup>7</sup> Ibid.

Skyway Network, as measured by the PARCC Math Assessment until the Skyway Network achieves 80 percent proficiency or higher.

#### **GOAL 4: Students Achieve Mastery in Science.**

- Measure 4.01 (Growth & Comparative): In a cohort analysis of longitudinal growth, average annual increase of percentiles among students in Science on the NWEA, or similar nationally norm-referenced test, averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 85.
- **Measure 4.02 (Absolute):** 70 percent of students who have attended the school for two or more years will score Proficient or Advanced on the ISAT or PARCC Science Assessment.<sup>8</sup>
- **Measure 4.03 (Absolute):** 80 percent of all students who have attended the school for three or more years will score Proficient or Advanced on the ISAT or PARCC Science Assessment.
- **Measure 4.04 (Absolute):** 90 percent of all students who have attended the school for four or more years will score Proficient or Advanced on the ISAT or PARCC Science Assessment.
- Measure 4.03 (Comparative): All students who have attended the school for two or more years will, on average, attain proficiency rates that are 10 percent higher than the surrounding district average in the Skyway network, as measured by the ISAT or PARCC Science Assessment, until the Skyway Network achieves 80 percent proficiency or higher.

#### **GOAL 5: Students Achieve Mastery in Social Studies.**

• Measure 5.01 (Growth & Comparative): In a cohort analysis of longitudinal growth, average annual increase of percentiles among students in Social Studies on the Terra Nova, or similar nationally norm-referenced test, averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 85.

Each goal correlates to our school's mission of achieving academic success and personal excellence and with CPS goals for growth, absolute, and comparative measurement of student achievement. We recognize that no single assessment provides a comprehensive picture of student academic progress. In addition to the standardized measures noted above, we use a series of formal interim assessments appropriate to the grade level and in direct support of literacy development in early grades and college preparatory school studies in middle grades.

We arrived at these goals by analyzing the highest performing schools for low-income students across the country, and setting our goals to be comparable to their results. The Accountability Plan will be revised and evaluated annually by the Academic Accountability Committee of the Board of Directors and presented to the full Board for approval, in consultation with the Leadership Team of the school. The Board believes that setting ambitious goals prior to the school's opening will result in a culture of high expectations and high standards. The Board expects the school district to hold the school accountable, and will, in turn, hold the Executive Director responsible for achieving, meeting, and exceeding these goals.

Progress towards these goals will be monitored on an ongoing basis as part of the Board's monthly dashboard (see **Appendix B.10** for sample dashboards). If the school is not on track to meet the goals, the Board and the Executive Director will create action plans to ensure that appropriate steps are being taken to address any gaps. If individual students are not on track to meet these goals, we have a variety of methods to remediate and address student needs including individual tutoring, small group tutoring, intense lesson planning and execution training professional development.

#### **ORGANIZATIONAL GOALS**

As a steward of public funds, we also set goals and measures for fiscal accountability. The school's organizational viability is measured and reported to ensure that fiscal and financial controls are effectively implemented and that the school remains a financially strong and healthy organization.

<sup>&</sup>lt;sup>8</sup> Great Lakes Academy students will take whatever Illinois state test is mandated for science.

#### GOAL 6: Great Lakes Academy demonstrates fiduciary and financial responsibility.

- Measure 6.01: External, annual audit reports demonstrate that the school meets or exceeds professional accounting standards.
- **Measure 6.02:** Budgets for each academic year demonstrate effective allocation of financial resources to ensure effective execution of mission as measured by yearly balanced budgets submitted to CPS. <sup>9</sup>

#### GOAL 7: Board of Directors provides effective school oversight.

- **Measure 7.01**: Board conducts formal annual review of school leader.
- Measure 7.02: Board conducts annual self-evaluation to assess strengths/weaknesses.
- Measure 7.03: Board conducts formal annual review of by-laws and policies.
- Measure 7.04: Board conducts formal annual review of school's strengths/weaknesses.

#### GOAL 8: Great Lakes Academy is fully enrolled, with high levels of attendance and re-enrollment.

- **Measure 8.01:** Waiting list equals 50 percent of kindergarten enrollment annually.
- Measure 8.02: 90 percent of students who begin the school year remain throughout the year.
- **Measure 8.03:** 90 percent of students who complete the school year re-enroll the following year.
- **Measure 8.04:** School averages 95 percent (+) daily student attendance annually.

#### **GOAL 9:** Great Lakes Academy rates highly on the Five Essentials Survey. <sup>10</sup>

- Measure 9.01: School scores "strong" or "green" on Five Essentials survey for Effective Leaders.
- **Measure 9.02:** School scores "strong" or "green" on Five Essentials survey for Collaborative Teachers.
- Measure 9.03: School scores "strong" or "green" on Five Essentials survey for Involved Families.
- **Measure 9.04:** School scores "strong" or "green" on Five Essentials Survey for Supportive Environment.<sup>11</sup>
- Measure 9.05: School scores "strong or "green" on Five Essentials Survey for Ambitious Instruction.<sup>12</sup>

## GOAL 10: Great Lakes Academy consistently maintains school wide systems for tracking student and school metrics.

- **Measure 10.01:** Attendance and student data is entered daily.
- Measure 10.02: Interim tests are graded and entered onto school's data system within 7 days of exams.
- **Measure 10.03:** Grades reports are sent to families on a weekly basis.
- **Measure 10.04:** Individual student academic and behavioral data is updated on school's student information system on a weekly basis.

<sup>&</sup>lt;sup>9</sup> We note that in the first three years of operation, our budgets do not balance due to our slow growth model, but due to our initial cash influx in start-up, we do not ever run a deficit that is greater than our cash reserves.

The Five Essentials Survey is a survey created by the University of Chicago consortium on Chicago School research to measure the strength of schools in five key areas: 1. Effective leaders, 2. Collaborative teachers, 3. Involved Families, 4. Supportive Environment and 5. Ambitious Instruction. See <a href="http://ccsr.uchicago.edu/surveys">http://ccsr.uchicago.edu/surveys</a>. The school can give teachers the survey in early years, and students the survey by 6<sup>th</sup> grade. If and when the parent survey becomes available, we will use that survey as well. In Y1-Y5, we plan to read the student section of the survey aloud to students to gather data on Measures 9.04 and 9.05.

<sup>&</sup>lt;sup>11</sup> This measure is not available until students can take the survey in 6<sup>th</sup> grade; in Y1-Y5, we plan to read the student section of the survey aloud to students to gather data on Measures 9.04 and 9.05.

<sup>12</sup> Ibid.

# APPENDIX B.5 BUILDING EXCELLENT SCHOOLS FELLOWSHIP DESCRIPTION



The mission of Building Excellent Schools (BES) is to identify, develop, and support school leaders who have the capacity to design, found, lead, and sustain consistently high performing schools and who view solid academic achievement as a necessity for transforming children's lives. BES develops in leaders the skills to: articulate a powerful mission and vision; translate that mission and vision into reality; successfully share the mission and vision with others and build strong community support; recruit and develop a powerful school team, and thus develop the skills of others; and, most importantly, drive student achievement for the children and families within the community.

Building Excellent Schools works with high capacity, community-minded, and committed individuals and teams to transform the quality of public—especially urban—education through the development of new, independently managed schools that are unambiguously focused on academic excellence. Building Excellent Schools has made a multi-year commitment to establishing, supporting, and sustaining the schools founded through the BES Fellowship – working closely with the local leader and team during the planning and start-up phases to support the execution of high quality public education.

### The Fellowship

The BES Fellowship includes the following elements: in-school observations of the highest performing schools across the country and consultations with school principals and their senior staff; training towards and intensive supports for the development of a high quality school design that encompasses all academic, governance, and business elements; leadership residency at a high performing charter school and continuous networking opportunities with high performing school leaders. In collaboration with schools across the country, BES has documented field-tested best practices and has developed leadership training materials recognized for their strong ability to deliver trained leaders and quality public schools. The Fellowship is complimented by ongoing support through its Connect to Excellence program, which comprehensively supports all action planning and start-up phases and responsibilities.

In addition to the services described above, Building Excellent Schools includes the following programmatic components:

- Dedicated training space for leadership seminars and off-site school "action team" meetings.
- Opportunities for cross fertilization of ideas and best practices with other BES leaders through a regular series of informal events and focused workshops.
- Development of additional leadership trainers, recruited from the graduates of Building Excellent Schools.

Unlike other school leadership training programs, which are delivered in an academic environment over a period of days or at most weeks, BES provides participating charter school leaders with over 100 days of training and support, regular, sustained and ongoing feedback and support, grounded in practice and customized to the specific circumstances of each school.

#### **List of Schools Studied in 2012-13 BES Fellowship**

A full list of the 45 schools studied in the 2012-2013 BES Fellowship is below. In addition, we have underlined new schools (those within the first two years of operation) whose study provided specific insight into successful charter start-up.

- 1. Nashville Preparatory (BES school, Nashville, TN)
- 2. Liberty Collegiate Academy (BES school, Nashville, TN)
- 3. <u>Cornerstone Preparatory</u> (BES trained leader, Memphis, TN)
- 4. Freedom Preparatory (BES school, Memphis, TN)
- 5. Memphis College Preparatory (BES school, Memphis, TN)
- 6. Collegiate School of Memphis (BES trained leader, Memphis, TN)
- 7. Memphis Grizzlies Preparatory (BES trained leader, Memphis, TN)
- 8. <u>Aurora Academy</u> (BES school, Memphis, TN)
- 9. North Star Academy Elementary (Newark, NJ)
- 10. North Star Academy Middle (Newark, NJ)
- 11. North Star Academy High (Newark NJ)
- 12. Robert Treat Academy (Newark, NJ)
- 13. Troy Preparatory (Troy, NY)
- 14. Akili Academy (BES school, New Orleans, LA)
- 15. SciAcademy (New Orleans, LA)
- 16. Harriet Tubman (New Orleans, LA)
- 17. KIPP Academy Lynn (Lynn, MA)
- 18. Excel Academy East Boston (BES school, Boston, MA)
- 19. Excel Academy Chelsea (BES school, Boston MA)
- 20. Excel Academy Orient Heights (BES school, Boston, MA)
- 21. Boston Preparatory (BES school, Boston, MA)
- 22. MATCH High School (Boston, MA)
- 23. MATCH Middle School (Boston, MA)
- 24. MATCH Community Day Elementary School (Boston, MA)
- 25. Boston Collegiate (Boston, MA)
- 26. Brooke Roslindale (Boston, MA)
- 27. Brooke Mattapan (Boston, MA)
- 28. Roxbury Preparatory, Lucy Stone Campus (Boston, MA)
- 29. Roxbury Preparatory, Mission Hill Campus (Boston, MA)
- 30. Democracy Preparatory (BES school, Harlem, NY)
- 31. Democracy Preparatory, Endurance (BES school, Harlem, NY)
- 32. Democracy Preparatory Harlem Elementary (BES school, Harlem, NY)
- 33. South Bronx Classical (BES school, Harlem, NY)
- 34. Coney Island Preparatory (BES school, Brooklyn, NY)
- 35. Brownsville Ascend (Brooklyn, NY)
- 36. Crown Preparatory (BES school, Los Angeles, CA)
- 37. Valor Academy (BES school, Los Angeles, CA)
- 38. Futuro Preparatory (BES school, Los Angeles, CA)
- 39. Equitas Academy (BES school, Los Angeles, CA)
- 40. Endeavor College Preparatory (BES school, Los Angeles, CA)
- 41. Capitol Collegiate Academy (BES school, Sacramento, CA)
- 42. Columbus Collegiate Academy Main Campus (BES school, Columbus, OH)
- 43. Columbus Collegiate Academy West Campus (BES school, Columbus, OH)
- 44. E Prep Village Academy (BES school, Cleveland, OH)
- 45. E Prep Middle School (BES school, Cleveland, OH)

# APPENDIX B.6: ANNUAL BOARD OPERATIONS CALENDAR

Note: The following calendar should be reviewed and updated yearly.

	Regular Board Activity	Approximate Date
1.	Fiscal year begins	July 1
2.	Conduct Board Self-Evaluation	March-April (do shortly before evaluating Executive Director)
3.	Evaluate Executive Director	March-May
4.	Review and update Board policies and personnel policies	March-May (do concurrent to Board and Executive Director evaluations)
5.	Conduct Board Retreat (address board self- evaluation results, team building, review strategic plan, set annual Fundraising plan and goals, etc.)	May
6.	Begin recruiting new Board Directors	January (should be done continuously)
7.	Conduct strategic planning to produce organizational goals and resources need to reach goals	May-July
8.	Elect new Board Directors	June
9.	Select firm for annual audit	June
10.	Establish Executive Director's goals for next year (as produced from strategic planning, charter contract, administrator annual review process)	June (as organizational goals are realized from planning)
11.	Hold Annual Strategic Planning Meeting	June
12.	Ensure filing of annual audit	End of November (by December 1)
13.	Approve next year's budget	March-May
14.	Develop fundraising plan	July-August-September
15.	Conduct second board retreat (address board orientation/training, re-organize or form new committees based on goals from strategic plan, develop work plans, update board operations calendar, review planning status, etc.)	August (in time to orient new Board directors soon after they join the board)
16.	Conduct fund-raising plan	September-May

# APPENDIX B.7: GOVERNANCE PLAN



## Governance Plan

### **Table of Contents:**

- Board Bylaws, p. 2
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- Division of Responsibilities between Board and Executive Director, p.14
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- Sample Agenda, p. 17
- Sample Organizational Dashboards, p. 18

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## Bylaws of

## Great Lakes Academy Inc. (an Illinois not-for-profit corporation)

#### NAME AND CORPORATE PURPOSES

## **GENERAL PURPOSES**

The name of the organization shall be Great Lakes Academy Inc. The purposes for which Great Lakes Academy Inc., an Illinois not-for profit corporation (the "Corporation"), is organized are:

- 1. To operate exclusively for charitable, educational, religious or scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law) (the "Code"); and
- 2. Subject to, and within the limits of the purpose set forth in paragraph 1 above, the Corporation's purpose is also to prepare K-8 students to excel in and graduate from high school and college.

## STATEMENT OF NONDISCRIMINATION

The Corporation shall not directly or indirectly discriminate against any person or organization because of race, color, gender, age, religion, disability, national origin, ancestry, marital status, sexual preference, parental status, military discharge status or source of income.

## POWERS AND LIMITATIONS

- 1. The Corporation, being organized exclusively for charitable and educational purposes, may make distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code.
- 2. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section A above, and no Director or officer of the Corporation or any private individual shall be entitled to share in any distribution of any of the assets of the Corporation upon its dissolution.
- 3. No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation except as may otherwise be permitted in accordance with an election pursuant to Section 501(h) of the Code; nor shall it in any manner or to any extent participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office; nor shall the Corporation engage in any activities that are unlawful under applicable federal, state or local laws.
- 4. Notwithstanding any other provision of these Bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under section 501 (c)(3) of the Code or (2) by a corporation, contributions to which are deductible under section 170 (c)(2) of the Code.

## PRINCIPAL OFFICE

The Corporation shall continuously maintain in the State of Illinois a registered office and a registered agent whose office is identical with such registered office. The Corporation may have other offices within or without the state and need not be identical with the principal office in the State of Illinois. The address of the registered office and registered agent may be changed from time to time by the Board of Directors of the Corporation (the "Board"). The initial registered office of the Corporation shall be at 415 E. North Water Street, Unit 604W, Chicago, Illinois 60611, and the name of the initial registered agent shall be Katherine P. Myers.

#### **MEMBERSHIP**

There shall be no members of the Corporation, and the organization shall be governed by a self-perpetuating board of directors.

#### **BOARD OF DIRECTORS**

## **GENERAL POWERS**

The affairs and overall policy of the Corporation shall be administered by, and under the supervision of, the Board. The members of the Board (the "*Directors*") need not be residents of the State of Illinois.

## NUMBER AND TENURE

The number of Directors shall initially be [nine]. The number of Directors may be fixed or changed from time to time, within a minimum of five (5) and a maximum of fifteen (15) by resolution of the Board without amendment to these Bylaws. The Executive Director of the Corporation, if one is elected or appointed by the Board, shall be an ex-officio non-voting member of the Board for purposes of notice and quorum but shall not be elected for a term as a Director and shall not count towards the minimum or maximum number of Directors for purposes of this Section B of Article III. The Board may, from time to time, by amendment of these Bylaws, change the minimum and maximum number of Directors, but in no case shall the minimum number of Directors be less than five (5). Each Director shall hold office for a term of three (3) years unless the Board shall expressly resolve to elect a Director for a shorter term. Beginning after the date of the implementation of these bylaws, the first Board election shall provide for staggered terms of office so that, as nearly as practicable, one-third (1/3) of the Directors shall thereafter be elected at each annual meeting of the Board. Directors shall not be permitted to serve more than two (2) consecutive terms. Notwithstanding the foregoing, the initial members of the Board shall have terms fixed by resolution of the Board.

## **QUALIFICATIONS**

Those who seek to be Directors of the Corporation must abide in all respects with the corporate policies set forth in these Bylaws and must characterize personal commitment to the values of the Corporation.

## **ELECTION**

Directors shall be elected at the annual meeting of the Board. Directors shall be elected by a majority vote of the Directors present at such meeting, provided that there is a quorum present. Directors so elected shall serve a term beginning on the date of his or her appointment. Each Director shall hold office until the first of the following to occur: (i) his or her successor shall have been duly elected and shall have qualified; (ii) his or her death or disability; (iii) he or she shall resign in writing; or (iv) he or she shall have been removed in the manner hereinafter provided.

## RESIGNATION AND REMOVAL

Any Director may resign at any time by giving written notice to the Chair of the Board. Such resignation, which may or may not be made contingent on formal acceptance, shall take effect on the date of receipt or at any later time specified therein; provided, however, that if such resignation would cause the number of Directors to be less than the minimum as provided in <u>Section B</u> of this <u>Article III</u>, such resignation shall not be effective until a successor Director is elected by the Board. Any member of the Board may be removed with or without cause at any time by resolution adopted by a majority of the Board.

## **VACANCIES**

Notwithstanding Section D above, any vacancy occurring in the Board, including, without limitation, a vacancy by reason of an increase in the number of Directors and a vacancy as a result of the resignation or removal of a Director, shall be filled by the Board as soon as is practicable and shall require approval by a two-thirds (2/3) vote of the remaining Directors. A Director so elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. If a vacancy is filled pursuant to this Section and there is no applicable predecessor in office, then the new Director's term shall be concurrent with the term of the upcoming Board election conducted pursuant to Section D of this Article III.

## **DIRECTORS**

Members of the Board of Directors:

- (i) Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Corporation activities in accordance with Corporation policies.
- (ii) Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.
- (iii) All participants in Board work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- (iv) Shall have no direct or indirect financial interest in the assets or leases of the Corporation; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

#### MEETINGS OF THE BOARD OF DIRECTORS

## **PUBLIC MEETINGS AND NOTICE**

The Board shall in all respects comply with Illinois' Open Meetings Act, 5 ILCS 120 et seq. (the "Open Meetings Act"), by making its meetings open to the public. Notice of regular meetings shall be made in accordance with the Open Meetings Act.

## **MANNER OF ACTING**

Except as provided by applicable law, these Bylaws or the Articles of Incorporation of the Corporation (the "Articles"), any decision, action, approval or consent required or permitted to be taken by the Board of Directors may be taken by the Directors only (i) with approval by a majority of the votes by Directors present at a meeting at which a quorum is present, or (ii) by written consent in accordance with applicable law.

#### **COMMITTEES**

## **COMMITTEES**

The Board shall have power to appoint committees for the purpose of conducting certain aspects of the corporate business not otherwise delegated. Committees may not act on behalf of, and have no authority to bind, the Corporation. The designation of such committees shall not operate to relieve the Board, or any individual Director, of any responsibility imposed upon it, her or him by law. The Chair or the chairperson of any committee may create an ad hoc committee or sub-committee. The creation, purpose and membership of any such ad hoc committee or subcommittee shall be reported to the Board. Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board.

## **GOVERNANCE COMMITTEE**

There shall be a standing nominating committee, known as the Governance Committee. The Governance Committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each Governance Committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The Governance Committee shall elect its own chair. The duties of the Governance Committee shall be: (i) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions on the Board; (ii) to present a slate of nominees for Officers to the Board for election at the annual meeting; (iii) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process; (iv) to provide ongoing orientation to Directors; (v) to oversee an annual Executive Director assessment process to ensure optimum performance; and (vi) to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

### **OFFICERS AND AGENTS**

## **OFFICERS**

The officers of the Corporation shall consist of a Chair, a Vice Chair, an Executive Director, a Secretary and a Treasurer, and may also include such other officers as may be elected in accordance with the provisions of this Article, each of whom shall be elected by the Board. The Board of Directors may elect or appoint such other officers as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board. The Executive Director will be an advisory, non-voting member of the Board (*ex officio*).

## <u>CHAIR</u>

The Chair shall convene, and preside at, regularly scheduled Board meetings, and shall arrange for other members of the Board to preside at each meeting. The Chair shall concentrate on the business affairs of the Corporation and bring to the attention of the Board any matter that she or he believes requires the attention or action of the Board. In general, the Board Chair shall perform such duties as from time to time may be prescribed by the Board or these Bylaws.

## **VICE CHAIR**

During the absence or disability of the Chair, the Vice Chair shall exercise all of the functions of the Chair. The Vice Chair shall have such powers and discharge such duties as may be assigned to him or her from time to time by the Board.

## **SECRETARY**

The Secretary shall: (a) be responsible for the keeping of the minutes of the Board and committee meetings in one or more books provided for that purpose and shall submit such minutes to the Board within thirty (30) days of such meeting; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, including, but not limited to, keeping a register of the post office address of each Director, which shall be furnished to the Secretary by each Director; (d) have the authority to certify the bylaws, resolutions of the Board of Directors and committees thereof, and other documents of the Corporation as true and correct copies thereof; and (e) in general, discharge all duties incident to the office of secretary and such other duties as from time to time may be assigned to him or her by the Chair or by the Board.

## <u>TREASURER</u>

The Treasurer shall: (a) oversee that the Corporation maintain adequate financial books; (b) oversee the regular books of account of the Corporation, and make them available for inspection to the Directors; (c) render to the Board from time to time as may be required of him or her, an account of the financial condition of the Corporation; (d) oversee all funds and securities of the Corporation; (e) oversee that the Corporation deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and (g) in general, discharge all duties incident to the office of treasurer, and such other duties as may be assigned to him or her by the Chair or by the Board.

## EXECUTIVE DIRECTOR

The Executive Director is an advisory, ex officio non-voting member of the Board, and is the Chief Executive Officer of the organization. S/he shall have such powers and discharge such duties as may be assigned to him or her from time to time by the Board. The term of office of the Executive Director shall be such term as set by the Board. The annual salary paid to the Executive Director shall be determined by the Board.

## DELEGATION OF AUTHORITY

In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term or until the Chair is replaced. In the event that the office of Vice-Chair or Secretary or Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held. In case of the absence of any officer of the Corporation, or for any other reason that it may deem sufficient, the Board may either delegate the powers or duties of such officer to any Director or employee of the Corporation for a time specified by the Board, or may eliminate some or all of such powers or duties of such officer, provided a majority of the entire Board concurs therewith.

## ELECTION AND TERM OF OFFICE

The Governance Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the

annual meeting of the Board. The Officers of the Corporation shall be elected by the Board for a term of one (1) year at a meeting of the Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected. Each officer shall hold office until the first of the following to occur: (i) his or her successor shall have been duly elected and shall have qualified; (ii) his or her death or disability (iii) he or she shall resign in writing; or (iv) he or she shall have been removed in the manner hereinafter provided. Election or appointment of an Officer or agent shall not in itself create contract rights.

## **REMOVAL**

Any Officer or agent may be removed by the Board whenever, in its judgment, the best interest of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

## **VACANCIES**

A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by the Board for the unexpired portion of the term.

#### ADVISORY COUNCILS OR BOARDS

The Board may, from time to time, appoint advisory boards or special councils for specific purposes that do not require corporate action. The composition of such advisory groups may include persons with professional skills or special experience necessary to advise and inform the Board. Such advisory groups shall not have the authority to commit the Corporation to any legal contracts or agreements whether or not related to the business of the Corporation. The Board shall not lend "apparent authority" to such advisory groups, and all related corporate resolutions shall expressly limit the group's authority in this respect.

#### FINANCIAL POLICIES

## FISCAL YEAR

The fiscal year of the Corporation shall be from July 1st to June 30th.

## SALE OF ASSETS

A sale, lease, exchange, mortgage, pledge or other disposition of property or assets of the Corporation outside the normal course of business may be made by the Board upon such terms and conditions and for such consideration, which may consist in whole or in part of cash or property, real or personal, as may be authorized by the Board; provided, however, that a sale, lease, exchange or other disposition of all or substantially all the property and assets of the Corporation shall be authorized only upon receiving the affirmative vote of three-fourths (3/4) of the Directors then in office.

## **CONTRACTS**

The Board may authorize any officer or officers, agent or agents, in addition to the officers so authorized by these Bylaws, to enter into any contracts or execute and deliver any instrument in the name of, and on behalf of, the Corporation, and such authority may be general or confined to specific instances.

## <u>LOANS</u>

No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances.

## CHECKS, DRAFTS, ETC.

All checks, wire transfers, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such Officer or Officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. The Executive Director is authorized to negotiate contracts for the purchase of goods or services in furtherance of the corporate objectives. Items exceeding \$10,000 shall require the signature of the Treasurer in addition to the signature of the Executive Director.

## **DEPOSITS**

The Board of Directors may designate such fiscal agents, investment advisors and custodians to direct the management of the Corporation's assets. The Board of Directors may at any time, with or without cause, discontinue the use of the services of any such fiscal agent, investment advisor or custodian.

## **GIFTS**

The Board or the Chair may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

#### INDEMNIFICATION OF DIRECTORS AND OFFICERS

The Corporation shall, to the fullest extent now or hereafter permitted by law, indemnify any person (and/or such person's estate) made, or threatened to be made, a party to any action or proceeding by reason of the fact that such person was an associate, director, officer or other agent of the Corporation, or of any other organization served by him or her in any capacity at the request of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. The Corporation shall purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article.

#### **MISCELLANEOUS**

## TAX-EXEMPT ORGANIZATION

The Corporation shall function as an organization qualifying under Section 501(c)(3) of the Code.

## **NOT FOR PROFIT CORPORATION**

The Corporation shall have all of the general powers set forth in the provisions of the Illinois General Not For Profit Corporation Act of 1986, as amended, together with the power to solicit and receive grants, contributions and bequests for any corporate purpose and the power to maintain a fund or funds of real or personal property for any corporate purposes, provided, however, that the Corporation shall not have the power to engage in any activities which are not in furtherance of its purposes as set forth in Article I. The Corporation shall have the right to exercise such other powers as now are, or hereafter may be, conferred by law upon a corporation organized for the purposes hereinabove set forth or necessary or incidental to the powers so conferred, or conducive to the furtherance thereof.

## **GENERAL LIMITATIONS**

The Corporation shall neither have nor exercise any power, nor shall it directly or indirectly engage in any activity, that would (a) prevent it from obtaining an exemption from Federal income taxation as a corporation described in Section 501(c)(3) of the Code, or (b) cause it to lose such exempt status. The Corporation shall not be operated for the purpose of carrying on a trade or business for profit.

## PRIVATE FOUNDATION

If for any period the Corporation is a private foundation as defined in Section 509 of the Code, then during such period, the Corporation shall be subject to the following restrictions and prohibitions:

- a. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code.
- b. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code.
- c. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code.
- d. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code.
- e. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

## <u>DISSOLUTION</u>

Upon the dissolution of the Corporation and after paying or making provisions for the payment of all liabilities and obligations of the Corporation, the Board of Directors shall, pursuant to a plan of dissolution, distribute the Corporation's assets to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes, as shall at such time qualify as exempt organization(s) under Section 501(c)(1) or Section 501(c)(3) of the Code, as the Board of Directors shall determine.

## **EFFECT**

The provisions of this Article shall be effective at all times, and notwithstanding merger, consolidation, reorganization, termination, dissolution or winding up of the Corporation, voluntarily or involuntarily, or by operation of law or any other provision hereof.

## **AMENDMENTS**

The Articles and these Bylaws may be altered, amended or repealed, and new articles of incorporation and bylaws may be adopted by a two-thirds (2/3) majority of the Directors present at any regular meeting or any special meeting called for that purpose. Notice of the proposed amendment (including the suggested text of the change) shall be given in writing to all Directors at least fifteen (15) days before the meeting at which the vote thereon is to be taken, and shall identify the persons proposing the amendment.

## **SEVERABILITY**

The invalidity or unenforceability of any provision in these Bylaws shall not affect the validity or enforceability of the remaining provisions.

## **DIRECTOR CONFLICT OF INTEREST**

Directors should scrupulously avoid transactions in which the Director has a personal or material financial interest, or with entities of which the Director is an officer, director or general partner. Therefore, the policy of the Corporation concerning conflict of interest and matters involved with compensation of employees has been set forth and attached hereto as <u>Addendum A</u> to these Bylaws.

## **BOOKS AND RECORDS**

The Corporation, at its offices, shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees, and shall keep a record of the names and addresses of all Board and committee members. All books and records of the Corporation may be inspected by a Director, or his or her agent or attorney at any reasonable time.

## ADDENDUM A TO BYLAWS OF GREAT LAKES ACADEMY INC. CONFLICT OF INTEREST POLICY

## Purpose:

The purpose of the conflict of interest policy is to protect Great Lakes Academy's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, employee of Great Lakes Academy, or their family members. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

## Definitions:

- 1. <u>Interested Person</u>: Any director, officer, key employee or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an Interested Person.
- 2. <u>Financial Interest</u>: A person has a financial interest if the person has, directly or indirectly, through business, investment, or through a family member:
  - a. An ownership or investment interest in any entity with which Great Lakes Academy has a transaction or arrangement.
  - b. A compensation arrangement with Great Lakes Academy or with any entity or individual with which Great Lakes Academy has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with any entity or individual with which Great Lakes Academy is negotiating a transaction or arrangement.
- 3. <u>Family Member</u>. The term "family member" shall include the spouse, life partner, parent, child, sibling, and mother-, father-, sister-, or brother-in-law of a person.
  - a. Compensation includes direct and indirect compensation, as well as gifts or favors that are not insubstantial.

## **Procedures**:

- 1. <u>Duty to Disclose</u>: 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 considering the proposed transaction or arrangement.
- 2. Procedures for Addressing the Conflict of Interest
  - a. When an Interested Person who is NOT a director determines that he/she should not make a decision because of a financial interest, he/she should submit a written disclosure of the financial interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of an Interested Person who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority (i.e. the Board).
  - b. Interested Persons who are directors:
    - i. <u>Material financial interest in a contract</u>: Where a director has a personal, material financial interest in a contract, the financial interest will be reviewed to determine a remote or non-interest exception apply. An Interested Person may make a presentation at

- a Board meeting, but after such 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. If the Board determines that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.
- ii. All other (non-contract) financial interests: Directors shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws. If a more advantageous transaction or arrangement is not reasonably possible under the circumstances, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Great Lakes Academy'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.

## 3. <u>Violations of the Conflicts of Interest Policy</u>

- a. If the Board has reasonable cause to believe an Interested Person has failed to disclose actual or possible conflicts of interest, it shall inform the Interested Person of the basis for such belief and afford them an opportunity to explain the alleged failure to disclose.
- b. If after hearing the Interested Person's response and after making further investigation as warranted by the circumstances the Board determines the Interested Person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, and/or up to removal from the Board or immediate termination, as may be applicable.

## Records of Proceeding:

The minutes of the Board and all committees with Board-delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the governing board of director's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

## Annual Statements:

Each director, officer, and member of a committee with Board-delegated powers shall annually sign a statement that affirms such person:

a. Has received a copy of this Conflict of Interest Policy.

- b. Has read and understands the Policy.
- c. Has agreed to comply with the Policy.
- d. Understands Great Lakes Academy is a nonprofit public benefit corporation which operates a public charter school, and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

## Periodic Reviews:

To ensure Great Lakes Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted.

This policy shall also be reviewed annually by each member of the Board. Any changes to the policy shall be communicated immediately to all Interested Persons.

## 

# **Division of Responsibilities between Board and Executive Director**

(Adapted from "Building and Managing an Effective Board of Directors," Center for Nonprofit Management in Southern California)

This chart describes the roles and responsibilities of the board and the Executive Director in critical areas. This chart should be reviewed on an annual basis and updated if necessary.

Responsibility	<b>Board Of Directors</b>	<b>Executive Director</b>
Legal	<ul> <li>Exercises fiduciary role to ensure that the organization is properly managed. The Board should have a mechanism to validate information from the Executive Director.</li> <li>Maintains legal status; insures the proper paperwork is submitted to governmental agencies as required.</li> <li>Reviews financial and business dealings and exercises proper judgment in self-dealing transactions avoidance of conflicts of interest.</li> </ul>	<ul> <li>Provides information to the Board to demonstrate that the organization is well managed.</li> <li>Compiles information for annual filing requirements.</li> <li>Signals to the board if the organization may be out of compliance with regard to legal or financial matters.</li> </ul>
Finance and Accounting	<ul> <li>Approves annual budget.</li> <li>Reviews periodic financial reports (balance sheet, income statement, changes in financial position).</li> <li>Ensures that proper internal controls are in place.</li> <li>Ensures annual audit happens.</li> </ul>	<ul> <li>Prepares annual budget with input from staff and Board's finance committee.</li> <li>Oversees preparation of periodic financial reports.</li> <li>Implements proper financial controls.</li> <li>Facilitates annual audit.</li> </ul>
Planning	<ul> <li>Establishes mission and program direction for the organization and approves goals and objectives designed to achieve those ends.</li> <li>Reviews strategic plan and progress.</li> <li>Assesses compliance/progress in achieving educational and other outcomes agreed to.</li> <li>Assesses programevaluation plan.</li> </ul>	<ul> <li>Participates in establishing mission and program direction for the organization. Contributes to vision of the organization; and assists the board in maintaining focus and momentum for the organization.</li> <li>Develops specific program goals and objectives based on the mission and strategic plan</li> <li>Develops reports or oversees staff development of reports to demonstrate program and service progress.</li> </ul>
Policy	<ul> <li>Adopts written board level policies.</li> <li>Responsible for reviewing policies periodically.</li> </ul>	<ul> <li>Identifies need for new policies.</li> <li>Responsible for implementation of policies and for assisting the board in analyzing policy options.</li> </ul>
Personnel	<ul> <li>Sets and reviews personnel policies.</li> <li>Hires Executive Director and evaluates the Executive Director's performance.</li> </ul>	<ul> <li>Implements personnel policies.</li> <li>Recommends changes in personnel policies to the Board.</li> <li>Hires all personnel and evaluates performance of staff members (or delegates to appropriate supervisor).</li> </ul>
<b>Responsibility</b>	<b>Board Of Directors</b>	<b>Executive Director</b>
Resource Development	Adopts a fund development plan and defines board and staff roles in implementation.	Develops a fund development plan and submit to the board for adoption which may include preparation of grant and other funding applications, fund-raising events,

	Reviews and approves all major grant proposals.	and business ventures to support mission.				
Board Accountability	<ul> <li>Establishes and communicates clear expectations of Board directorship.</li> <li>Assures effective participation of Board directors.</li> </ul>	<ul> <li>Facilitates training and information exchange for members in preparation for selection of Board directors.</li> <li>Facilitates effective communication among Board directors.</li> </ul>				
Decision-making	<ul> <li>Defines and communicates the role of Board, Executive Director in making decisions.</li> <li>Assures appropriate involvement of Board directors in organization decision making.</li> </ul>	Makes action decisions within parameters set by the Board, collaborates both with the other staff and Board in some decisions.				
Community Relations	<ul> <li>Promotes the organization to members, the state and national charter school community and the general public, including serving as an emissary of the organization to the broader community.</li> <li>Promotes cooperative action with other organizations including activities and occasions when the organization should take part in coalitions, shared programs, joint action, etc.</li> </ul>	Interprets the mission of the organization to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the board for an effective division of labor.				
Contracts and Grants	Approves and monitors those contracts under the purview of the Board.	<ul> <li>Administers contracts approved by the Board.</li> <li>Approves and monitors all other contracts.</li> <li>Notifies board of any compliance issues.</li> </ul>				

## **Consent Agendas**

To expedite business at a Board meeting, the Board can approve the use of a consent agenda that includes those items considered to be routine in nature. A consent agenda would appear as part of the regular board meeting agenda. Full information about these items will be provided to the board in advance in the board packet and any questions or concerns can be directed to the makers of the motions and answered prior to the meeting. This allows thorough examination of the routine items without using up precious board meeting time.

Any item which appears on the consent agenda may be removed from the consent agenda by a member of the board. The remaining items will be voted on by a single motion. The approved motion will then be recorded in the minutes, including a listing of all items appearing on the consent agenda. Use of a consent agenda eliminates the need to vote separately on many of the routine items and resolutions not requiring explanation or board discussion. There is generally one motion to approve all items on the consent agenda, but it takes only the request of any one Board director—generally not a formal vote—to remove any item from the consent agenda before the vote. If removed from the consent agenda, the item will be taken up later in the regular agenda. That item is then discussed and voted on separately, after the rest of the consent agenda has been approved.

In all cases, it is assumed there is nothing controversial about these items and therefore no need for discussion. Grouping agenda items like these facilitates the meeting and allows time to be properly spent on issues that do need discussion.

Here are some examples of routine items that can be included in a consent agenda:

- Committee and previous board meeting minutes.
- Minor changes in a procedure.
- Routine revisions of policy.
- Updating documents, for example, address change for the organization.
- Standard contracts that are used regularly (confirmation of using the traditional in-house contract with a new vendor).
- Confirmation of conventional actions that are required in the bylaws (for example, signatory authority for a bank account or acceptance of gifts).

#### Consent Agenda Resources:

- The Consent Agenda: A Tool for Improving Governance. http://www.boardsource.org/dl.asp?document\_id=484.
- Consent Agenda. <a href="http://bsbpa.umkc.edu/mwcnl/board">http://bsbpa.umkc.edu/mwcnl/board</a>% 20resources/Consent% 20Agendas.pdf.

## Sample Board Meeting Agenda

#### Call to Order

Welcome by the chair who shares the objectives of the meeting and reviews the agenda.

#### Consent Agenda Items - Items Previously Sent To the Board

As previously described, the consent agenda includes items that are approved by consent (without a vote, if there is no objection) or by formal vote. Single items can be taken off calendar in considered separately, it even only one member wishes to do so. Typical items in this calendar are:

- Minutes.
- Routine ratifications.
- Board approval required by the bylaws, such as the approval of banking relations.

#### Treasurer's Report - Item Previously Sent To the Board

This is an opportunity for the treasurer to answer questions on financial reports or bring items for action.

#### **Executive Director's Report - Item Previously Sent To the Board**

Opportunity for board directors to ask questions on the written report and for the Executive Director to share any confidential items she/he did not want to put in writing. The Executive Director can also use time to update Board directors regarding emerging issues.

### **Committee Reports - Items Previously Sent To the Board**

Begin with committees that have action items that allow time for questions on other committees' reports. Remember, committees do not need to be on every agenda if they have not sent out a report or have no action items.

#### Issues Discussion/Board Education - Items Previously Sent To the Board

This is the part of the agenda or the board can, if appropriate, break up into smaller groups and or have interactive education or training.

#### **Old (Unfinished) Business**

Items that have been postponed from or not finished from previous meetings are handled here.

#### **New Business**

This is an opportunity for a Board director to bring up items that have not been placed on the agenda. In the case of major issues, there likely would not be enough time for a thorough discussion of the item. The Board could agree that such an issue would be scheduled for discussion at future Board meeting or delegated to the appropriate committee for initial discussion with a report back to the board at a future meeting.

#### **Evaluation of the Meeting**

This can be a quick, two-minute appraisal. Board directors answer questions: "What went well?" and "What did not?"

#### Adjournment

## **Organizational Dashboards**

Another tool that can be used to increase the effectiveness of board decision-making is the "organizational dashboard." Chait, Holland and Taylor describe this tool in *Improving the Performance of Governing Boards*. The dashboard incorporates key success factors of the organization – the most essential areas of performance. These are the variables that most determine whether the organization will succeed or fail. Once the critical success factors have been identified, the board and the organization administrator (and other key staff) can then propose and consider strategic performance indicators – the qualitative and quantitative data that most accurately measure and convey the critical areas of performance. These critical success factors should be linked to the organization's strategic plan. By focusing on these indicators, the board can position itself to place its focus on the priority areas of governance.

As the "dashboard" metaphor implies, the board will regularly refer to the organizational dashboard for feedback on how well the organization is doing relative to the critical success factors. In this way, corrective action can be taken before – not during or after – a crisis erupts. The latest version of the dashboard will be included in the board packet of information. The review of the dashboard will be a standard part of each regular board meeting. A "most current version" can be maintained on the organization's website, available for board members anytime.

Picture the critical performance indicators for an organization displayed as a 1-3 page chart that would enable the board to regularly answer the following questions:

- Are our programs and services achieving expected outcomes, as aligned with our strategic plan?
- What is the level of student/parent/constituent satisfaction?
- Are we attracting and retaining skilled, dedicated paid staff and volunteers?
- What is our overall financial performance? Is our revenue structure balanced? Are we deploying our funds appropriately and according to the approved budget?
- What is the status of key financial ratios (for example, current assets to current liabilities, fixed assets to long term debt)?
- How well are we acquiring the resources we need?
- How well are we using and managing our resources?
- Are we in compliance with applicable laws, regulations and contracts?
- Others:

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<sup>&</sup>lt;sup>1</sup> Chait, Richard, Thomas Holland, and Barbara Taylor. *Improving the Performance of Governing Boards*, Phoenix: Oryx Press, 1996.

## **Sample Dashboards**



## GLA Monthly Dashboard - Current Month, Year

Student Demographics						
	Current Month	% of Total	Prior Month	,,,,,	Change	Change
Total enrollment					-	
Free & Reduced Lunch					-	
English Language Learners					-	
Special Education					-	
Hispanic/Latino					-	
African American					-	
White					-	
Male to Female Ratio						
Student to Teacher Ratio						

Over/

(Under)

Student Enrollment & Attendance			
	Current Month	Prior Month	PY Monthly Average
Enrollment - Actual	-	-	
Enrollment - Budget			
Over/(Under) Budget	-		
Additions			
Attritions			
Current Attrition Reasons		•	
Average Daily Attendance			
Tardies			
Suspensions			

Finance Summary - Revenue and Expenses									
	YT Actual		Over/ (Under) Budget	Actual % of Total					
Revenue	Actual	Buuget	Buuget	TOtal					
State / CPS									
Federal									
Fundraising									
Grants									
Total									
Expenses									
Payroll and Benefits									
Instructional									
Facilities									
Loan Payments									
Other Administrative									
Total									

YTD

Actual Budget Budget

Personnel			
	Current Month	Prior Month	PY Monthly Average
Total Headcount			
Hires			
Attrition			
Sick Days Taken			
Vacation Days Taken			

Board		
	Prior Month	YTD Avg
Board size		
Meeting Attendance		

School Calendar	
Upcoming Events	

Operational updates

News and Notes
Red Flags

|--|

Finance Summary - Cash-on-hand

Cash
Cash-on-hand
Days of Cash-on-hand

## GLA Historical Data Dashboard, P.1



# GLA Monthly Dashboard - Historical Month, Year

Student Demographics													
	Current	Historic											
	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Year	Year	Year
Total enrollment													
Free & Reduced Lunch													
English Language Learners													
Special Education													
Hispanic/Latino													
African American													
White													
Male to Female Ratio													
Student to Teacher Ratio													

Student Enrollment & Attendance													
	Current	Historic											
	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Year	Year	Year
Enrollment - Actual	-	-	-					-	-	-	-	-	-
Enrollment - Budget													
Over/(Under) Budget	-	-	-					-	-	-	-	-	-
Additions													
Attritions													
Average Daily Attendance													
Tardies													
Suspensions													

Student Attrition Reason									
Date	Reason								

## GLA Historic Dashboard, p.2

		Interim 1		Interim 2		Interim 3		Interim 4		Interim 5		Historic Yr Avg		Historic Yr Avg	
	Cut for %		Avg Raw Score	% Prof/ Adv	Avg Raw Score		Avg Raw Score	% Prof/ Adv	Avg Raw Score		Avg Raw Score	% Prof/ Adv	Avg Raw Score		Avg Raw
Reading															
K-A															
К-В															
1-A															
1-B															
Math															
K-A															
K-B															
1-A															
1-B															
STEP	·														
	Kindergarten											First	Grade		

STEP																			
		Kindergarten											First Grade						
	Current Year Interim		Historical Year Interim			Historical Year Interim			С	urrent Ye	ar	Historical Year Interim							
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3				
Level 1																			
Level 2																			
Level 3																			
Level 4																			
Level 5																			
Level 6																			
Level 7																			
Level 8																			
Level 9																			
Level 10																			
Level 11																			
Level 12																			

## GLA Historic Data, p.3

GLA HISTORIC Data, p.5													
Personnel													
	Current	Historic Month	Historic Year	Historic Year	Historic Year								
Total Headcount													
Hires													
Attrition													
Sick Days Taken													
Vacation Days Taken													
Board													
	Prior	Historic	Historic	Historic	Historic								
	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Year	Year	Year
Board size													
Meeting Attendance													
Finance Summary													
	Current	Historic Month	Historic Year	Historic Year	Historic Year								
Revenue	IVIOTILIT	WOTILIT	WOITHI	WOITHI	WiOnui	WIOTILIT	WIOITUI	WIOTILIT	WOTILIT	WOITH	Ieai	Ieai	Ieai
State / CPS													
Federal													
Fundraising													
Grants													
Total													
Expenses													
Payroll and Benefits													
Instructional													
Facilities													
Loan Payments													
Other Administrative													
Total													
								I					
							i	i				i	
Cash													

# APPENDIX B.8 DRAFT FISCAL POLICY MANUAL

## Great Lakes Academy Charter School

## Financial Policies and Procedures Manual



This document will describe the policies and procedures for the accounting and administrative functions conducted by Great Lakes Academy Charter School. The Board of Directors is to review the manual every year, and may amend it as needed. <sup>1</sup>

<sup>&</sup>lt;sup>1</sup> Thank you to Coney Island Preparatory, founded by Building Excellent Schools Fellow Jacob Mnookin, who provided much of the guidance and recommendations in this manual.

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#### INTRODUCTION

Great Lakes Academy Charter School ("Great Lakes Academy") is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, and accountability in accordance with Generally Accepted Accounting Principles (GAAP) and rules and regulations of the Financial Accounting Standards Board (FASB). Great Lakes Academy will follow all the relevant laws and regulations that govern the Charter Schools within the City of Chicago and State of Illinois. As a nonprofit organization, Great Lakes Academy is entrusted with funds granted by government agencies, private foundations, and individual contributors and it will adhere to the highest of standards of accounting. Clear financial policies and procedures will enable the school to meet its financial needs and obligations, ensure long-term financial stability and viability, and protect its tangible assets and reputation.

#### **Financial Policies**

- Great Lakes Academy shall comply with the laws, rules, and regulations applicable to it in regard to financial matters and with the terms of the contract by which it is bound.
- Control procedures shall be in place to ensure the security of the organization's assets.
- Timely and accurate financial information shall be produced to fulfill all reporting requirements and management needs.

#### Financial Leadership and Management

- The financial management team of Great Lakes Academy consists of:
  - Board of Directors
  - o Finance Committee
  - o Treasurer of the Board of Directors
  - o Executive Director
  - o Director of Community Outreach and Development
  - o Business Manager
  - o Administrative Assistant
  - o Third Party Service Provider
- The day-to-day fiscal responsibilities of Great Lakes Academy are assigned to a third party service provider, to be determined at a later date, and the school's fiscal staff. However, ultimate fiduciary responsibility for the overall management of the organization lies with the Board of Directors.
- The Board of Directors will meet at least 10 times per year to ensure that its fiduciary duty is maintained. Great Lakes Academy will establish a Finance Committee by the first full Board meeting. This committee will be responsible for selecting an audit firm, reviewing the financial policies and procedures manual on an annual basis, approving the annual budget, and working with the school's finance team to review the monthly financial statements.
- The Finance Committee of the Board of Directors shall be responsible for the primary Board-level oversight of school financial matters, as defined by the Board. The Executive Director will have the primary responsibility of executing all financial matters. All members of the fiscal management team will work together to make certain that all financial matters of the organization are addressed with care, integrity, and in the best interest of Great Lakes Academy.
- The Executive Director is responsible for administering the school's adopted policies and ensuring compliance with procedures that have been approved by the Board of Directors. Exceptions to written policies may only be made with the prior approval of the Finance Committee. Changes or amendments to these policies shall be conducted by the Finance Committee and approved by the Board of Directors every year.

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• Any violation of these policies and procedures is considered to be cause for termination or removal and, depending upon the nature of the infraction, civil and/or criminal prosecution.



#### INTERNAL CONTROL STRUCTURE

### **Background**

This manual describes the policies and procedures of Great Lakes Academy. The policies are designed to safeguard the assets of the school, facilitate compliance with applicable law, and produce timely and accurate financial information in accordance with GAAP and rules and regulations of the FASB. It is the responsibility of the leadership team to safeguard the school's assets, which include cash, cash equivalents, and fixed assets. The contents of this chapter will demonstrate the internal controls that will be/have been implemented to assure assets are safeguarded appropriately.

The internal control structure is composed of four basic elements, described in detail below.

## 1. Internal Control Environment

The internal control environment reflects the importance Great Lakes Academy places on internal controls as part of its day-to-day activities. Factors that impact the internal control environment can include management and Board philosophy, organizational structure, ways of assigning authority and responsibility, methods of management and control, personnel policies and practices, and external influences such as significant donor expectations.

#### 2. Accounting System

Great Lakes Academy has established an accounting system comprised of the methods and records used to identify, assemble, classify, record, and report accounting transactions. The methods are set up to: (1) identify and record all of the organization's transactions, (2) verify that recorded transactions actually took place, (3) describe the transactions in enough detail to allow classification for financial reporting, (4) ensure transactions are recorded at the appropriate amounts, (5) indicate the time period in which transactions occurred in order to record them in the proper accounting period, and (6) ensure that transactions were properly authorized. The fiscal year is from July 1st to June 30th. The school's audited financial statements must be approved by the Board of Directors and provided to the appropriate oversight entity according to all applicable requirements. Furthermore, the school's budgets for the following fiscal year must be drafted for Board review and approved prior to the end of the current fiscal year. The budget may later be revised and approved as necessary.

#### 3. Internal Control Procedures

Great Lakes Academy has adopted a number of internal financial controls. These procedures are set up to strengthen Great Lakes Academy's internal control structure in order to safeguard the organization's assets.

The internal financial controls consist of the following:

- Segregation of Duties: A hierarchical structure of authority and responsibility has been developed at Great Lakes Academy. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the school from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control has been created at the school.
- Restricted Access: Physical access to valuable and moveable assets is restricted to authorized personnel.
- *Document Control:* In order to ensure that all documents are captured by the accounting system, all documents must be initialed and dated when recorded and then filed appropriately.
- Records Retention: To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with GAAP. Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, OMB A133 audit requirements, if applicable, and other legal needs as may be determined. Record retention

- requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes.
- *Processing Controls:* These are designed to identify any errors *before* they are posted to the general ledger. Common processing controls are the following: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking.
- Reconciliation Controls: These are designed to identify any errors after transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers.
- Annual Independent Audit: Great Lakes Academy's financial statements are audited annually by an independent audit firm selected by the Board of Directors on the recommendation of the Finance Committee. The audit firm should be engaged to perform the audit by the June 30th before the start of the new fiscal year.
- Security of Financial Data: The school's accounting software is accessible only to the Executive Director, Business Manager, and third party service provider. Individual ID codes and passwords are in place for every user and limit their access and functionality depending on their role within the school. All other hard copies of financial data, when not in use, will be secured in a locked closet or cabinet at the school.
- Risk Assessment: This is designed to identify, analyze, and manage risk relevant to the preparation of accurate financial statements. It includes mitigating risks involving internal and/or external factors that might adversely affect the school's ability to properly record, process, summarize and report financial data.

### 4. The Accounting Cycle

The accounting cycle is designed to accurately process, record, summarize, and report transactions of Great Lakes Academy. Great Lakes Academy will maintain their accounting records and related financial reports on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized when services are incurred or goods are received.

The component bookkeeping cycles fall into one of five primary functions:

I. Revenue, Accounts Receivable, and Cash Receipts

Key tasks in this area include:

- o Processing cash receipts
- o Making deposits
- o Recording cash receipts in the general ledger and subsidiary records
- o Performing month-end reconciliation procedures
- o Processing general ledger integration for private donations/revenue
- o Processing wire transfers into school accounts

### II. Purchases, Accounts Payable, and Cash Disbursements

Key tasks in this area include:

- o Authorizing the procurement of goods and/or services
- o Processing purchases (credit card, check, reimbursement)
- o Processing invoices
- Issuing checks
- o Recording checks in the general ledger and in cash disbursement journals
- o Performing month-end reconciliation procedures
- o Year-end reporting: Preparing 1099 forms
- o Processing wire transfers out of school accounts

#### III. Payroll

## Key tasks in this area include:

- o Obtaining and gathering payroll information
- o Preparing payroll checks and depositing payroll taxes
- o Submitting information to the third party service provider for processing
- o Performing quarterly reconciliation
- o Preparing quarterly payroll tax returns
- o Preparing W-2s, the W-3, and other annual payroll tax returns
- Great Lakes Academy's payroll process will be performed by a third party service provider like ADP, to
  be determined at a later date. Their responsibilities include calculating appropriate amounts for taxes to
  be remitted to the Federal, State and City government agencies and voluntary and/or statutory
  deductions that may or may not require remittance to retirement plan directors, child support agencies,
  etc.

#### IV. General Ledger and Financial Statements

#### Key tasks in this area include:

- o Preparing monthly journal entries
- o Reconciling bank accounts and other general ledger accounts
- o Reviewing general ledger activity and recording adjusting journal entries
- o Preparing the financial statements
- o Preparing the annual budget
- The ongoing maintenance of the general ledger and preparation of financial statements will be performed by the third party service provider. Financial information will be provided by the third party service provider to the Executive Director and Business Manager for monthly review, as this information is ultimately the responsibility of management.
- The general ledger process consists of posting the period's transactions to an accounting software, which produces the financial statements. The third party service provider will reconcile bank and credit card accounts, enter payroll, review the general ledger, and assist the Executive Director in preparation for the annual audit.
- The Executive Director presents monthly statements to the Board of Directors at each Board meeting. The required statements are outlined in the following section.
- The Executive Director is responsible for creating and updating 5-year budget projections for the school. In addition, the Executive Director will prepare the annual operating budget of income and expenses and the capital budget for the school. These budgets and the 5-year projection are reviewed and approved annually by the Finance Committee of the Board and finally by the school's Board of Directors and modified as necessary, with approval by the last day of the closing fiscal year. This process is described below.

#### V. Budgets and Financial Reporting

#### Budgets

Budgets are created per program annually and updated semi-annually based on actual expenditures and
programmatic changes that occur during the year. Creation of the annual operating budget and capital
budget is an iterative process led by the Executive Director with input from other staff members as
appropriate. This process is necessary to ensure enrollment is accurately represented per the charter
agreement and to make certain the staff can properly support the proposed number of enrolled students.

Critical school program expenses should be represented in the budgets to ensure reality is properly reflected. Historical information is used when available and applicable. The iterative process is repeated until the overall budget fairly represents the revenues and expenses for the operating budget as well as the cash requirements for capital expenditures under the capital budget.

- Once complete, the Executive Director presents the overall budget to the Finance Committee for review. If/when the committee is satisfied, the budget is then presented to the entire Board for a vote of approval. The budget must be approved and passed by the June 30th before the start of the new fiscal year. Once approved, the implementation of, and accountability for, the budget is the sole responsibility of the Executive Director.
- After approval, the Business Manager uploads the budget into the accounting system. This budget is then used to run monthly budget vs. actual expense reports that are shared with the Executive Director. Variances of more than \$5,000 and/or 5% should be explained in the notes section. The Executive Director is responsible for making sure that significant differences are thoroughly researched and ultimately identified as either permanent or temporary variances.
- From a day-to-day operational standpoint, the Executive Director may work with the Treasurer of the Board of Directors or the Chairperson of the Board of Directors to resolve questions or issues related to the budget.

#### Financial Reporting

- One week before each Board meeting, the following will be sent to the Finance Committee for review: (1) the budget vs. actual report for the operating budget; (2) the budget vs. actual report for the capital budget; (3) the balance sheet; and (4) the enrollment budget vs. actual report per grade for General Education and Special Education students. The Executive Director will present these reports to the entire Board at each meeting. The Finance Committee may also request cash flow projections through the end of the fiscal year to identify the months that cash flow may run negative.
- In addition, monthly budget vs. actual reports for the operating budget and capital budget will be produced by the third party service provider and provided to the Executive Director by the 21st of each month.
- At the end of the year, the following key financial statements are produced:
  - o Balance Sheet
  - o Income Statement
  - o Statement of Cash Flows
  - o Statement of Functional Expenses

#### PROCESSING CASH RECEIPTS AND REVENUE

### Background

- Great Lakes Academy records revenue on the accrual basis of accounting in accordance with GAAP.
- Great Lakes Academy receives revenues from the following primary sources:
  - o Federal Government
  - o State Government
  - o City Government
  - o Corporations
  - Foundations
  - o Individuals
- If total federal support for the fiscal year should exceed \$500,000, an additional audit under the guidance of OMB Circular A-133 will be conducted.

## **Processing and Recording Cash Receipts**

- The Business Manager is responsible for recording cash receipts as well as various other functions.
- The Operations Fellow sorts and delivers all mail. Any mail addressed to a specific staff member should be transferred, unopened, to the addressee. Any mail addressed generally to the school that is <u>not</u> sent by a credit card company or bank may be opened by the Operations Fellow, Business Manager, or Executive Director. All documents contained within should be transferred to the most appropriate individual. In the case of mail sent by a credit card company or bank, the <u>unopened</u> envelope should be stamped as received by the Operations Fellow with the date. The envelope should then be transferred immediately to the Executive Director, or held in a locked, secure location until the Executive Director is on site. Any credit card or bank statements must be marked "Reviewed by" (with initials and date) and "Approved by" (with signature) by the Executive Director. The credit card or bank statement should then be transferred immediately to the Business Manager for review, payment, and filing.
- The financial institutions should send an additional copy of the credit card and bank statements directly to the Board Treasurer for review.
- The Director of Community Outreach and Development may open mail that appears to contain a check and is addressed generally to the school. Once opened, all checks must be stamped immediately in the designated endorsement area with "For Deposit Only" and the appropriate bank account number and the name of the school. The receipt of the check must be logged in the Cash Receipts Log by the Business Manager maintained as an ongoing Excel file. The Excel file will be emailed to the Executive Director on the last day of each month. The Executive Director will reconcile the Cash Receipts Log with the Cash Receipts and Transfers Binder to ensure that all check receipts have been accounted for. The check should then be copied. Any correspondence accompanying the check should also be retained. The check, check copy, and any accompanying documents should be transferred in a secure manner to the Executive Director.
- The Business Manager will keep the photocopy of the check and all correspondence (check copy on top) together and scan the packet into the Cash Receipts and Transfers folder on the shared drive, sorted by bank account number and date. When a donation is received, a pre-numbered contribution acknowledgement letter will be drafted by the Director of Community Outreach and Development, signed by the Executive Director, and sent to the donor by the Director of Community Outreach and Development.
- Whenever reasonably possible, the Business Manager will deposit all checks on the day received. Checks that cannot be deposited immediately will be placed in a locked location. Before depositing a

- check, the Business Manager will prepare a deposit slip, copy it, and staple this to the copied check. When deposited, a deposit receipt with bank-endorsed proof of deposit will be obtained for each check.
- Deposits may be recorded either as invoices or as general ledger entries. After the check has been deposited, the Executive Director records the receipt of funds in a Cash Deposits Journal, organized by check number, date and name. The Cash Deposits Journal should be provided to the third party service provider along with copies of source documentation (copy of the check, copy of the deposit slip, deposit receipt with bank-endorsed proof of deposit, and any correspondence that arrived with the check). If an invoice has already been created by the third party service provider, then the deposit will be applied against the outstanding invoice(s). If not, a sales invoice is created, recognizing the revenue in the correct month(s). If the cash is not yet earned, it will be applied against the deferred revenues/unearned income general ledger account. Journal entries associated with cash receipts will be recorded by the third party service provider.

## **Processing and Recording Revenue**

• Typically, grants received will be accompanied by specific agreements that explicitly or implicitly restrict their use and which impose unique reporting requirements – financial as well as performance. Great Lakes Academy's accounting and documentation system must be such that it is capable of meeting the individual requirements imposed by such grant agreements. Job codes and/or class codes will be attached to applicable expenses and assets so that associated grant revenues may be earned on an accrual basis. Inasmuch as the quality of grant agreements impacts its financial strength, Great Lakes Academy is committed to absolute adherence to this requirement in its reporting system. Accordingly, a reporting calendar shall be established wherein grantor accountability deadlines are tracked for compliance purposes.

### Processing Wire Transfers into School Accounts

Government contracts which execute payments via wire transfer remit a wire transfer advice indicating
the date and amount of the funds to be deposited in Great Lakes Academy's account. This wire transfer
advice is processed in the same fashion as a deposit to the bank; with mail opened by the Business
Manager and delivery of wire transfer notices to the Executive Director. All relevant documentation
(wire transfer advice, wire transfer confirmation, Cash Receipts Journal, etc.) should be scanned and
stored in the Cash Receipts and Transfers Folder on the shared drive under the proper bank account, in
date order.

## Processing and Recording Transfers within School Accounts

- In order to maximize interest income, cash will be maintained in the savings account and transferred to the checking account, as necessary for payroll and vendor payments. Transfers between Great Lakes Academy bank accounts shall be made only when properly authorized. A Transfer Authorization form will be completed in order to transfer cash between accounts. The Business Manager must obtain the Executive Director's signature for transfers below \$25,000. Transfers above \$25,000 require approval by both the Executive Director and the Board Treasurer. In the event the Executive Director or Board Treasurer is not available for a signature, the Chairperson of the Board of Directors will be authorized to approve transfers in place of one of those individuals.
- In the event that one of these individuals is not available for an in-person signature, the signatory may send an email stating his or her name and granting permission to execute the transfer, with the promise to sign the Transfer Authorization form in person at the first opportunity. The transfer may then be executed. As soon as the signatory is back on site, the original Transfer Authorization form will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding transfer documents.

 Once transfer is authorized by the proper individual(s) and executed, the Transfer Authorization form, transfer confirmation statements, and the Cash Receipts Journal will be scanned and stored in the Cash Receipts and Transfers Folder on the shared drive in date order, under the bank account receiving funds.

#### Revenue Recognition for Grants

• In instances where grant funds are received in advance of Great Lakes Academy expending money applicable to the grant, the grant funds are recorded in the accounting system as deferred revenue or a liability until the applicable expenses have been incurred. If the grant funds are received after the school has already expended money on goods or services that are covered under the grant, the grant funds can be recorded as revenue at the time of receipt. If the school has expended part of the grant before receiving the actual funds, the only funds that may be recorded as revenues are those that have already been spent. Any remaining grant money must be recorded as deferred revenue or a liability until the time the funds are actually expended by the school.

#### Pledges or Grants Receivable

• When revenues are earned yet the cash has not been received for all or a portion of the grant/pledge, a receivable is recorded in the accounting system. When Great Lakes Academy receives an Unconditional Pledge to Contribute, it will be acknowledged in a pre-numbered contribution acknowledgement letter drafted by the Director of Community Outreach and Development, signed by the Executive Director, and sent to the donor by the Director of Community Outreach and Development. The Director of Community Outreach and Development will add the pledge to the Pledges to Contribute listing to be provided to the third party service provider for record into the general ledger. Pledges that go beyond a year should be discounted to their net present value. The school will only recognize the pledge as revenue when it is actually paid to the school, just as it does for all other restricted funding. The Director of Community Outreach and Development will evaluate all Pledges to Contribute quarterly to verify that each item is still collectible.

#### Revenue Recognition for Per-Pupil Funding

• Per-pupil funding is received by Great Lakes Academy on a quarterly basis, but recognized as revenues on a monthly basis.

#### Government Cost Reimbursement Contracts

When an expense is incurred that is eligible for reimbursement through a government contract, the third
party service provider attaches the appropriate Job/Class Code to the expense in the accounting system.
The third party service provider compiles a monthly report of expenses with Job/Class Codes so that
revenue can be recognized accordingly in that month.

#### Donated Goods and Services

• Donated goods and services can include professional services such as outside counsel's legal advice, food, clothing, furniture and equipment, or bargain purchases of materials at prices less than market value. In addition, volunteers can provide free services, including administrative services, participation in fundraising events, and program services that are not accounted for. Donated services should be recorded in the system at fair value or avoided cost, as determined by the donor and documented in writing. When a good or service is donated to the school, a pre-numbered contribution acknowledgement letter will be drafted by the Director of Community Outreach and Development, signed by the Executive Director, and sent to the donor by the Director of Community Outreach and Development. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

#### Donated Materials and Supplies

• Donated materials are recorded as contributions to inventory or expenses in the period received and are recorded at their fair market value at the date of receipt. If materials are donated for a specific use, they are considered to be temporarily restricted contributions. Donated materials and supplies should be recorded in the system at fair value or avoided cost, as determined by the donor and documented in writing. When a material or supply is donated to the school, a pre-numbered contribution acknowledgement letter will be drafted by the Director of Community Outreach and Development, signed by the Executive Director, and sent to the donor by the Director of Community Outreach and Development. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

### Donated Property and Equipment

Property donations received without donor-imposed stipulations are recorded as unrestricted
contributions. When property or equipment is donated to the school, a pre-numbered contribution
acknowledgement letter will be drafted by the Director of Community Outreach and Development,
signed by the Executive Director, and sent to the donor by the Director of Community Outreach and
Development. General Ledger entries are recorded to recognize the in-kind revenues and in-kind
expenses.

#### Donated Stocks

• In the event that the school receives donated stocks from a donor, the stocks should be valued and recorded in the accounting system at the time of receipt. The value of the stock donation will be calculated as the average of the stock's high and low price on the day it was donated. When stocks are donated to the school, a pre-numbered contribution acknowledgement letter stating the value of the donated stocks will be drafted by the Director of Community Outreach and Development, signed by the Executive Director, and sent to the donor by the Director of Community Outreach and Development. General Ledger entries are recorded to recognize transactions related to the donation of stocks.

#### **Accounts Receivable Aging**

• Accounts receivable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The third party service provider should review the accounts receivable aging monthly, and the Business Manager should assist in determining which invoices are collectible, follow the necessary requirements based on the type of funding, and select which items to collect.

### PROCESSING PURCHASES

# **Background**

- Great Lakes Academy records expenses on the accrual basis of accounting, consistent with GAAP.
- By the adoption of the operating budget by the Board of Directors, the Executive Director becomes both responsible for, and generally authorized to expend, the amounts budgeted. This authorization may, however, be qualified by Board action based upon availability of funds. Such a qualification may necessitate a prioritization of expenditures based upon an incremental implementation of the organization's Business Plan.
- While a capital budget may be approved, the authority of the Executive Director to solely commit to individual expenditures under that budget is limited to \$10,000 per transaction. Commitments for expenditures exceeding that amount must have the co-signature of either the Board Treasurer or the Chairperson of the Board.
- Great Lakes Academy procures only those items and services that are required to fulfill the mission and/or fill a bona fide need. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance and price. This is achieved partly by the Business Manager, who also has the annual responsibility of reviewing the newly approved budget to uncover patterns of orders and opportunities for clustering orders to achieve volume discounts.

Great Lakes Academy adheres to the following objectives:

- Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, quality, etc.
- The school will make all purchases in the best interests of the school and its funding sources.
- The school will obtain quality supplies/services needed for delivery at the time and place required.
- The school will buy from reliable sources of supply.
- The school will obtain maximum value for all expenditures.
- The school will deal fairly and impartially with all vendors.
- The school will be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in Great Lakes Academy supplier relationships. The school's conflict of interest policies are described in its bylaws.

In purchasing situations that do not relate to professional development (for example, expenditures related to capital improvements, building maintenance, acquisition of supplies, etc.), Great Lakes Academy utilizes the following procurement guidelines:

- If the vendor has a contract with the city of Chicago and/or the state of Illinois then they are called "preferred vendors" and no bidding is required.
- If the vendor's price is lower than the city of Chicago and/or the state of Illinois, approved vendor pricing for comparable products/services then no bidding is required.
- If the vendor is providing a unique service that is not offered by other vendors then they are called "sole vendors" and no bidding is required. However, it does require a letter describing the unique service.
- If the vendor is not a "preferred vendor" or a "sole vendor" then a competitive bidding procedure is put into effect. This only applies to purchase orders with a total exceeding \$20,000. A description of the competitive bidding procedure follows.

### Competitive Bidding Procedure

- *Contracts under* \$20,000 The school uses sound business practices when procuring goods and services for amounts less than \$20,000.
- Contracts greater than \$20,000 The school seeks price quotes from at least three vendors and awards the contract to the responsible vendor offering the supply or service needed for the lowest price. The

Business Manager is responsible for soliciting these quotes, and the Executive Director provides final approval. Award may be made to a vendor other than the low bidder in circumstances where the higher bid demonstrates best value contracting procedures to the school. In such situations, the Business Manager shall prepare a justification statement for such awards, furnishing a brief explanation of the factors leading to such a decision, and the Executive Director approves the final bid.

# Approval

- Approval to fulfill a purchase order is garnered by first filling out a Purchase Request form. Any staff member may fill out a Purchase Request form. Once complete, the form is submitted to the Business Manager for review, and then submitted to the Executive Director for final approval and signature. Twice weekly, the Executive Director reviews the submitted purchase requests and grants final approval. Once the Executive Director has given final approval, the Purchase Request form is transferred to the Business Manager for processing.
- In the event that an item must be purchased and the proper signatory is not available to provide an inperson signature, the signatory may send an email stating his or her name and granting permission to execute the purchase, with the promise to sign the Purchase Request form in person at the first opportunity. The Purchase Order may then be executed. As soon as the signatory is back on site, the original Purchase Request form will be signed in person.
- If necessary, teachers may purchase supplies directly from vendors and apply for reimbursement. Teachers may only acquire up to \$300.00 worth of materials under this policy per academic year, and purchases made in this way must be pre-approved in order to guarantee reimbursement. The school is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax Exempt Certificate may be obtained from the Business Manager. A detailed description of reimbursement policies can be found below.

# **Issuance and Monitoring of Purchase Orders**

- The Business Manager works closely with the Executive Director to ensure that all necessary instructional and administrative purchases are made in a timely and cost-effective manner and, when applicable, in accordance with grant restrictions.
- For all products and services that need to be ordered, a Purchase Request form must be filled out and approved, as outlined above. The approved Purchase Request form is submitted to the Business Manager for processing. The Business Manager is responsible for ensuring adherence to the school's procurement guidelines and determining whether the order exceeds the thresholds requiring competitive bidding. All purchasing thresholds apply to the entire order, not single items. For instance, although one computer may cost \$1,500 (under the \$20,000 threshold requiring competitive bidding), if 20 computers are being requested, the order total will be \$30,000 (above the \$20,000 threshold), and as such, require bids from at least three vendors. The Business Manager is responsible for conducting all competitive bidding procedures, when required. In these cases, all documentation of applicable bids and/or quotes obtained will be scanned and stored in the Vendor Bids folder on the shared drive, organized by the check number that ultimately paid for the item(s) in the order.

The Business Manager creates a Purchase Order (PO), and based on the total value of the Purchase Order, forwards it to the proper individual(s) for approval. The chart below outlines the thresholds related to preapproval of purchase orders:

Pre-Approval Purchase Order and Credit Card Authorization Guidelines								
Type of Purchase	Threshold	Approver						

All purchases approved in the fiscal year budget (i.e.	Up to \$10,000	Executive Director
insurance, professional services, student assessment		
expenses, etc)***	Greater than	Executive Director & Board
	\$10,000	Treasurer

<sup>\*\*\*</sup>Purchases not originally included in the Board-approved budget will still require the Executive Director <u>AND</u> Board Treasurer's approval if over \$5,000.

- In the event the Executive Director or Board Treasurer is not available for a signature, the Chairperson of the Board of Directors will be able to approve purchase orders in place of one of those individuals.
- In the event that an item must be purchased and the proper signatory is not available to provide an inperson signature, the signatory may send an email stating his or her name and granting permission to execute the Purchase Order, with the promise to sign the Purchase Order in person at the first opportunity. The purchase may then be executed. As soon as the signatory is back on site, the original Purchase Order will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding purchase documents.
- Once the Purchase Order is approved with the proper signatures, the Business Manager reviews the PO for accuracy of dates, account coding, quantities, and arithmetic extensions. The Business Manager then sends the order to the vendor, accompanied by any required documentation.
- The Business Manager notes the vendor confirmation number(s) on the hard copy PO and files it into the Purchasing Binder under the Purchase Orders Placed tab.

### Receipt of Goods

- All goods purchased by the school are delivered directly to the school. It is the responsibility of the Business Manager to sign for delivery. The Business Manager is also responsible for opening the box(es) and obtaining the packing slip(s). The packing slip will be reviewed for accuracy, checked against the original PO, stamped as received and signed by the Business Manager. In instances where there is no packing slip, a Substitute Packing Slip form is to be filled out by the Business Manager. If everything is correct and the contents of the entire purchase were received and documented on the packing slip, the packing slip will be combined with the original PO. This packet is then scanned and saved in the Purchasing folder on the shared drive in order by vendor name. If only part of the purchase was received, the packing slip for the received items is filed under the Partially Received tab in the Purchasing Binder in order by vendor name, until the remaining items are received.
- If everything is not correct with the order, the Business Manager will contact the vendor for a return/credit to the account. When discrepancies occur, they are to be resolved by the Business Manager and/or Executive Director.

#### **Exemption from Sales Tax**

• Great Lakes Academy is exempt from state and federal tax. As such, the school is exempt from sales taxes on goods purchased for their own internal use and services. It is the responsibility of the Business Manager to ensure that all vendors have a copy of the exemption letter or "E" number and 501(c)3 forms allowing the organization to be exempt from sales taxes.

### **Reimbursable Expenses**

• In situations where a purchase is required in short order and the total of the purchase is under \$300.00, staff may make the purchase with their own funds and apply for reimbursement. Reimbursable expenses under \$300.00 will require pre-approval by the Executive Director via the Expense Reimbursement Pre-Approval form. Expenses that have not been pre-approved will not be reimbursed. In the event that the

Executive Director requires reimbursement, the Treasurer of the Board must approve his/her expenses. It is the employee's responsibility to seek approval prior to incurring costs.

- In the event that an item must be purchased and the Executive Director is not available to provide an inperson signature on the Expense Reimbursement Pre-Approval form, the Executive Director may send an email stating his or her name and granting permission to execute the purchase, with the promise to sign the Expense Reimbursement Pre-Approval form in person at the first opportunity. The purchase may then be executed. As soon as the Executive Director is back on site, the original Expense Reimbursement Pre-Approval form will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding purchase documents.
- Receipts are required for all expenditures requiring reimbursement. Once expenses have been incurred, requests for reimbursement should be made within 30 days of expense via an Expense Reimbursement form. All receipts should be taped onto blank sheets of paper and attached to the form, along with a copy of the original Expense Reimbursement Pre-Approval form. These documents are submitted to the Executive Director for review and approval.
- Employees should note that the school is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax Exempt Certificate may be obtained from the Business Manager.

### **Travel Expenses**

• Travel arrangements will be purchased using the school credit card. In situations where expenses are incurred during the course of business travel, staff may apply for expense reimbursement. No single purchase made while traveling may exceed \$300.00. Expectations for daily expenses or per diem allowances will be determined prior to the employee trip. Employees should file for reimbursement in the manner described in the above section, although pre-approval for each business travel expense will not be required. Receipts are required for all expenditures requiring reimbursement, and requests for reimbursement must be made within 60 days of expense. Expense Reimbursement forms shall document employee name, travel dates, destination, business purpose, and detail business costs such as tolls, parking, mileage, and meals. The Executive Director must approve all travel expenses for school employees. In the event that the Executive Director requires travel reimbursement, the Treasurer of the Board must approve his/her expenses.

# Mileage Reimbursement

- All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business-related travel. Parking fees and tolls paid are reimbursable if supported by receipts.
- All employees requesting such mileage reimbursement are required to furnish a Travel Report
  containing the destination of each trip, its purpose and the miles driven, parking fees and tolls. All
  corresponding receipts must be taped to blank sheets of paper and attached to the Travel Report. This
  packet must be submitted to the Executive Director for approval within 60 days of the travel date in
  order for the employee to receive reimbursement.

### **Credit Card Purchases**

Great Lakes Academy's credit cards will be provided to the Executive Director only. Credit card use is
to be generally restricted to the making of travel arrangements for Directors and staff and for making
arrangements with hotels and conference facilities for approved travel and meetings. The credit card is
not to be used for accounts payable or other day-to-day transactions. The credit card may be used for
capital expenditures, but all approval and budgetary restrictions as outlined in this policy manual shall
apply.

- Credit card purchase requests are subject to the same purchasing threshold requirements that are applied to traditional purchase orders, as mentioned above.
- In the event that an item must be purchased and the proper signatory is not available to provide an inperson signature, the signatory may send an email stating his or her name and granting permission to execute the credit card purchase, with the promise to sign the Credit Card Purchase Request form in person at the first opportunity. The purchase may then be executed. As soon as the signatory is back on site, the original Credit Card Purchase Request form will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding purchase documents.
- Once the form is returned to the requestor with proper approval, the cardholder may execute the purchase, making sure to retain all receipts.
- If one of the above-named approving signatories is the individual requesting use of the credit card and the total purchase amount is under \$10,000, the following procedures will be followed: The Executive Director will approve purchase requests made by the Business Manager. The Treasurer of the Board will approve purchase requests made by the Executive Director. In this same situation, if the total purchase amount is over \$10,000, the request must be approved by two of the three approving signatories (Executive Director, Treasurer of the Board, and/or Chairman of the Board), not including the signatory that is making the purchase request.
- Credit card purchases not originally included in the Board-approved budget will still require the Executive Director AND Board Treasurer's approval if over \$5,000.
- The approved Credit Card Purchase Request form and receipt(s) are submitted to the Business Manager for processing. This includes the coding of each expense for the month, so that each can be properly recorded. If there is any question as to how to code a particular expense, the Business Manager consults with the Executive Director for clarification. If the Executive Director is unavailable, the unclear expense is coded to the Expense Suspense account, which will be cleared when the month-end financials are produced or as the Executive Director is able to respond. The Business Manager pays all monthly credit card bills in full. The charges are entered and reconciled by the third party service provider. All bills and invoices are subsequently filed accordingly in the proper binder. Credit card statements are opened only by the Executive Director.

### PROCESSING CASH DISBURSEMENTS

### **Processing Invoices**

- All invoices are mailed to Great Lakes Academy directly. The Administrative Assistant is responsible for opening and sorting all invoices.
- If an invoice is received prior to receipt of goods, the Business Manager files the invoice in the Purchasing Binder under the Invoices without Packing Slips tab, in order by vendor name.
- Once the goods have been received (or in the case that the shipment had already been received at the time of invoice arrival), the Administrative Assistant staples the invoice to the top of the corresponding packet composed of the packing slip and purchase order. This expanded packet is now a complete Cash Disbursement packet (invoice/packing slip/purchase order). The Cash Disbursement packet is filed in the Purchasing Binder under the Invoices to be Posted tab, in order by vendor name.
- In instances where invoices cannot be obtained and a payment is required, a Check Request form is filled out. In this case, any applicable documentation to back up payments requested should be attached. The Check Request form will document the payee, payment due date, amount of payment, etc.
- Invoices shall be processed weekly by the Business Manager. The Business Manager establishes the vendor file and reviews the invoice for any purchase discounts dates and properly denotes the discount period for recording in the general ledger. Copies of documentation maintained in the Purchasing Binder (i.e. Cash Disbursement packets, Check Requests, copies of Expense Reimbursement Forms, credit card statements, etc.) should be made available to the third party service provider for record into the general ledger. Journal entries associated with purchases and cash disbursements will be recorded by the third party service provider. After record into the general ledger, the Business Manager ultimately moves the Cash Disbursement packet to the Invoices to be Paid tab of the Purchasing Binder, sorted by vendor name.

### **Cutting Checks**

- The Business Manager will maintain all blank check stock in a locked location. All checks will be prenumbered, voucher style, containing one stub for the vendor (attached to all outgoing checks) and one to be filed by the Business Manager with all supporting disbursement documents.
- Checks are run on a weekly basis, and vendors are paid based on terms of the invoices, as recorded within the system. Check preparation and signatures are prepared not later than the due date, consistent with available discounts if available.
- The Executive Director, Treasurer of the Board of Directors, and Chairperson of the Board of Directors are signatories on the checking account. The Business Manager must obtain the Executive Director's signature for checks below \$10,000. Checks above \$10,000 require signature by both the Executive Director and the Treasurer of the Board of Directors. In the event the Board Treasurer is not available for signature, the Chairperson of the Board of Directors will be able to sign checks in the Treasurer's place.
- Checks for purchases not originally included in the Board-approved budget will still require the Executive Director <u>AND</u> Board Treasurer's signature if over \$5,000.
- The Business Manager processes payment for the invoice and creates a check. The check is submitted to the required signatories (see above) for signature(s), along with the corresponding Cash Disbursement packet (invoice/packing slip/purchase order). At the time the check is signed, any required signatories should review the supporting documentation to ensure they are signing a check for the correct amount and to the correct payee. They should also initial and date each page of the supporting documentation to indicate that the item was received and appropriate payment has been disbursed. The Business Manager

staples the check stub or copy of the signed check to the top of the Cash Disbursement packet and scans and saves it in the Cash Disbursements folder on the shared drive in check number order, starting with the first check after July 1st and ending with the last check on June 30th. The Business Manager mails the check to the vendor awaiting payment. Electronic fund transfers may also be used, where the same authorizations as checks will be obtained using an Electronic Payment Authorization form. See below for details.

- In no event shall an authorized signatory approve an invoice, execute a check, or authorize a disbursement of any kind, payable to him/herself.
- Any and all voided checks should be stamped "void" with the date and scanned and saved in the Cash Disbursements folder on the shared drive in check number order. If a check has gone missing, use a Missing Voided Check Substitute form to act as a placeholder in the Cash Disbursements folder.

# Online/Phone/Fax/EFT Payments

• Payments made online or by phone, fax, or electronic funds transfer (EFT) may be processed by the Business Manager only after an Electronic Payment Authorization form is approved by the proper signatories (detailed above). The same controls should be followed except that the completed, approved Electronic Payment Authorization form will take the place of a traditional check. Any such payment is documented by a printed confirmation and stapled to the invoice. The Electronic Cash Disbursement packet, composed of Electronic Payment Authorization form, confirmation page, and any other supporting documentation, is scanned and saved in the Online/Phone/Fax/EFT Disbursements folder on the shared drive in date order. Copies of such documentation should be made available to the third party service provider for record into the general ledger. Journal entries associated with online/phone/fax/EFT payments will be recorded by the third party service provider.

# **Recurring Expenses**

• Recurring expenses that exceed the thresholds stated above can be approved once annually by the Board Treasurer, and then will not need to be approved monthly moving forward. For example, if the cost of health insurance payments exceeds \$10,000 per month, the Treasurer may approve that payment one time, co-sign the check, and then provide written approval so that in future months his approval and co-signatory are not needed to process payment.

# **Accounts Payable Aging**

Accounts payable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The third
party service provider should review the accounts payable aging monthly, determine the available cash
balances while taking into consideration other cash requirements in the near future, and select items to
pay. Accounts payable aging information should be provided by the third party service provider to the
Executive Director for review.

## **Petty Cash Account**

• It is the policy of Great Lakes Academy not to use petty cash and instead to reimburse employees for pre-approved expenses.

#### **Political Contributions**

- No funds or assets of Great Lakes Academy may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. Great Lakes Academy also cannot be involved with any committee or other organization that raises funds for political purposes. Examples of prohibited activities are:
  - o Political contributions by an employee that are reimbursed by the school organization.
  - o Purchase by the organization of tickets for political fundraising events.

o Contributions in kind, such as lending employees to political parties or using school assets in political campaigns.



### MANAGEMENT OF CASH

#### Accounts

- Great Lakes Academy banks with Urban Partnership Bank and has one checking account. All current and future bank accounts will have 3 Authorized Signers: the Executive Director, Treasurer of the Board of Directors, and Chairperson of the Board of Directors. Bank statements are received monthly at the school, and are always opened only by the Executive Director.
- In the event that the organization wishes to open a new bank account, Board approval is required. As part of the approval, the Board must describe the purpose of the account, signatories, and signatories' authority. The vote to approve and all associated determinations must be recorded in the Board minutes. Should the school wish to close a bank account, Board approval is also required and will be documented in Board minutes.
- Great Lakes Academy recognizes that federal insurance on deposits with any bank is limited to a total of \$250,000, regardless of the number of accounts held. In the event the balance in a school account is anticipated to be in excess of the insurance coverage, a "re-positioning" agreement is to be negotiated with the financial institution in order to secure such deposits in excess of federal coverage.

#### **Bank Statements**

- When bank statements are received at the school, the unopened envelope should be stamped as received by the Administrative Assistant with the date. The unopened envelope should then be transferred immediately to the Executive Director, or held in a locked, secure location until the Executive Director is on site. Once the Executive Director receives the envelope, s/he should open and review the contents. Any credit card or bank statements must be marked "Reviewed by" (with initials and date) and "Approved by" (with signature). The credit/debit card or bank statement should then be transferred immediately to the Business Manager for review, payment, and filing.
- The review is performed to ensure that the Business Manager who processed the payments did not process any unauthorized activities. After review by the Executive Director, each statement is submitted to the Business Manager to complete the bank reconciliation.
- The Board Treasurer will also receive a mailed copy of the monthly bank statements.
- All bank statement and related documents shall be retained in accordance with the school's Record Retention policy.

### **Bank Reconciliation**

• Using the QuickBooks or similar bank reconciliation function, reconciliations are prepared monthly for all bank accounts. This preparation is accomplished by the Business Manager, who identifies reconciling items to ensure that cash is being accounted for properly. Any irregularities shall immediately be reported to the Executive Director and the Treasurer of the Board of Directors. A bank reconciliation report from QuickBooks showing the un-reconciled amount as zero is printed and attached to the bank statement. The report is submitted to the Executive Director for review, initialed and returned to the Business Manager. The Business Manager scans and saves the statement and reconciliation report in the Bank Reconciliation folder on the shared drive in date order, sorted by bank account.

#### **Investment of Funds**

• At present, Great Lakes Academy does not have any investment accounts. As such, this section does not currently apply to Great Lakes Academy. When the school has funds available for investment, the following policies will apply.

- The Board of Directors sets the investment policy for Great Lakes Academy. The investment policy provides general guidelines regarding the type of investments deemed appropriate, the levels of risk tolerance, the investment time horizon, and the objectives of each investment. Generally, the investment of funds for the school shall follow a conservative approach and take on only low to moderate risk, emphasizing capital preservation and liquidity. The Treasurer of the Board of Directors has been designated to implement the Board's investment policy. If the Board of Directors decides to engage a third party financial consultant, the consultant will be granted authority to:
  - o Purchase and sell investments
  - o Have access to investment certificates
  - o Keep records of investments and investment earnings
  - o Review and approve investment accounting, bank and broker statement reconciliations, adjustments to the carrying value of investments, and other decisions regarding investments
- The third party financial consultant shall be selected by the Board of Directors upon recommendation of the Finance Committee.

# Authorization of Investment Vehicles

• Annually, the organization's Board of Directors authorizes use of specific depository and investment banks and brokerage firms. This authorization is documented in the minutes of the applicable Board meeting and communicated to the Executive Director. The Executive Director communicates the authorization and a list of those personnel designated as authorized agents for the agency to the appropriate banks and firms. As a part of the annual authorization process, the Board Treasurer in consultation with the Executive Director evaluates the organization's prior relationship with banks and brokerage firms to determine suitability for renewal. Such evaluation considers service responsiveness, types of investments offered, quality of investment advice, service and transaction charges, and any other relevant criteria.

#### Authorization of Investments

- All transactions regarding investments must be properly authorized by the Board Treasurer and properly communicated to the Board of Directors. Such transactions include:
  - o Purchases
  - o Sales
  - o Movement to and from safekeeping (the physical safeguarding of assets through use of a vault, safe deposit box, or independent custodian)

#### Investment Purchases

- Investment purchases are made by check or bank transfer after compliance with the following procedures:
  - o A determination that the purchase transaction is properly authorized in accordance with agency policy
  - o Preparation of a check requisition or a bank transfer request to accompany the investment purchase/sale authorization form

#### Investment Sales

- Investment sales are transacted after compliance with the following procedures:
  - o A determination that the sale transaction is properly authorized
  - The sales authorization is sent to the agent handling the sale transaction for investments held on the premises. Authorization to the agent is communicated in writing. If investments are kept off site, authorization to release the document from safekeeping is provided to the custodian. The custodian provides the agency with a receipt documenting the release from safekeeping. The receipt should be filed in the investment files.

#### Investment Sales Gain or Loss

• The Executive Director will calculate the expected gain or loss upon sale or other disposition of an investment, before a decision regarding the sale is finalized. The calculation is updated/finalized subsequent to the sale and documented in the investment file.

#### Investment Sales Proceeds

• Proceeds from the sale of investments are received either by check or bank transfer, to the attention of the Executive Director. A copy of the receipt or deposit ticket is included in the investment file.

### **Investment Results Reports**

Monthly reports detailing the earnings and activity in all investment accounts are prepared by the
Executive Director and distributed to appropriate management and Board personnel. Investment related
transactions for the month are recorded in the general ledger by the third party service provider, and all
investment-related documents shall be retained in accordance with the school's Record Retention
policy.

# Reconciliation of Investment Accounts

• Investment account balances are reconciled with the general ledger balance by the third party service provider on a quarterly basis. Such reconciliation is reviewed and approved by the Executive Director.

### Investment Account Balances Agreed to Third Party Statements

• Amounts recorded on the general ledger and supporting schedules are reconciled to third-party statements at least quarterly and preferably monthly, if possible. For those investments held on the agency's premises or at a safe deposit vault, quarterly physical inventories are performed and reconciled to the supporting schedules. The Executive Director reviews and initials these reconciliations.

### PROPERTY AND EQUIPMENT

### Background

- The Business Manager and the Executive Director are responsible for ensuring that accurate inventories are maintained so that all assets are safeguarded.
- The school's Business Manager is responsible for maintaining the equipment and all necessary asset inventories. All assets must be recorded both in the accounting system's general ledger under the fixed asset category and in a separate fixed asset inventory spreadsheet, created in Excel. All property and equipment subject to the school's Capitalization policy must be recorded in the manner described below and depreciated according to the school's Depreciation policy.
- Upon receiving any property that qualifies as a fixed asset, the Business Manager is responsible for recording the following into the fixed asset inventory spreadsheet:
  - o Asset number (use sequential numbers, no lettering)
  - o Asset name and description
  - o Classification (i.e. land, building, equipment, leasehold improvements, furniture, fixtures, computer hardware and software, etc.)
  - o Serial number, model number, or other identification
  - o Whether title vests with Great Lakes Academy or a governmental agency
  - o Vendor name and acquisition date
  - o Location of the asset
  - o Purchase Date
  - o Purchase Value
  - o Capitalization Date
  - o Book Value
  - o Accumulated Depreciation
  - o Useful Life
  - o Disposal Date
  - Disposal Reason
- In addition, the asset name, inventory number, and book value must be entered in the accounting system's general ledger under the fixed asset category.
- Each item is also physically tagged in a visible area on the item and with the asset number and indication whether the item is property of Great Lakes Academy.
- All government-furnished property and equipment is also recorded and tagged, with identification information indicating it has been acquired through a government contract. Because the governmental agency owns the item, it is recognized as an expense and is not capitalized. In the event of charter revocation, the item is returned as property of the governmental agency.
- No employee may use any of the school property, equipment, material, or supplies for personal use without the prior approval of the Executive Director.
- No item of property or equipment shall be removed from the premises without prior approval of the Executive Director.
- All lease agreements for real property will be evidenced by a lease or sublease agreement approved by
  the Board of Directors and signed by the Executive Director. The agreement will identify all the terms
  and conditions of the lease. Any real estate agreement to rent or sell will require a beneficial interest
  disclosure.

### **Capitalization Policy**

- The cost threshold for items purchased by Great Lakes Academy to capitalize is \$1,000. Items with an acquisition cost of less than \$1,000 or a useful life of less than one year are expensed in the year purchased. Items with an acquisition cost of more than \$1,000 are capitalized and are subject to the school's depreciation policy, outlined below.
- There may be instances where depending upon the nature of the purchase, and the expected useful life of the purchase, an item costing less than \$1,000 may be capitalized. For example, a piece of software, which costs \$500 and comes with a license for three years, may be capitalized even though the cost was less than \$1,000. The choice to capitalize an expenditure will be left to the discretion of the Executive Director.

# **Inventory Audit**

- The Business Manager performs annual inventory audits, verifying and updating the data contained in the Excel fixed asset inventory spreadsheet. The Business Manager should also note if inventory appears to be impaired, damaged, or obsolete. Once complete, this inventory is compared to the fixed assets listed in the general ledger to ensure the value of the assets per the accounting system matches the value of the assets per the spreadsheet. Differences are reconciled by the Business Manager and communicated to the third party service provider for adjustment in the general ledger.
- The Executive Director should be notified if any inventory items are lost, damaged, stolen, or in any way impaired.

# **Depreciation Policy**

- Any items subject to the Capitalization policy described above are subject to depreciation. The third
  party service provider will account for depreciation based on the school's inventories and Depreciation
  policy. Depreciation associated with the fixed assets will be calculated based on the fixed assets' useful
  lives using the straight-line depreciation method.
- Any item that is rendered obsolete (damaged beyond use) will be taken out of service and fully written off the accounting records.

De pre ciation Policy						
Musical Instruments	3 years					
Software	3 years					
Computers	4 years					
Office/Classroom Equipment	5 years					
Office/Classroom Furniture	7 years					
Leasehold improvements	Life of lease or 5 years, whichever is greater					

### Disposal of Property and Equipment Policy

Great Lakes Academy has adopted standard disposition procedures for staff to follow. The requester
fills out and signs the Asset Disposal Form, which identifies the asset and the reason for disposition.
This form is submitted to the Business Manager, who takes photos of the asset, determines the asset's

book value and documents the condition of the asset. Disposal of any asset requires the approval of the Executive Director.

Once approved for disposal, the book value of the disposed asset is written down to zero in the general ledger. The disposed asset is also removed from the Excel fixed asset inventory spreadsheet. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset, is also recorded in the general ledger by the third party service provider, subject to review by the Executive Director.



#### BORROWING FUNDS

### **Background**

- Great Lakes Academy records short-term and long-term liabilities on the accrual basis of accounting, consistent with GAAP.
- Based on the most recent audited financial statements and cash flow projections, the Executive Director may establish credit lines and borrowing limits as needed. All short-term and long-term debt and the establishment or increase of all credit lines must be approved by the Board of Directors. Loan agreements approved by the Board of Directors should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, collateral used to secure the loan (if applicable), and the repayment schedule. The approved agreement will be signed by the Executive Director prior to the borrowing of funds.

#### **Policies**

- The duration of the liability should not exceed the duration of the charter without consent of the Board of Directors. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
- Providing loans to Great Lakes Academy employees is not allowed.
- Great Lakes Academy must have a realistic plan for repayment of borrowed funds based on reasonable
  assumptions for future revenue sources. Borrowed funds will be repaid with appropriate, measurable,
  and identifiable revenues in accordance with GAAP. The Executive Director shall alert the Board of
  Directors if lines of credit or borrowing limits become inadequate in meeting the needs of the
  organization. The Board of Directors reserves the right to amend the borrowing policy and credit limits
  when necessary.

#### BUDGETING OF FUNDS

- The Executive Director is responsible for developing a proposed budget for each program and for the organization as a whole, with input from the Business Manager and other relevant Staff, and presenting it to the Finance Committee of the Board of Directors for annual review. The annual budget report should include the previous year's proposed budget versus actual figures, and include a review of the monthly variances as reported to the Finance Committee throughout the school year. The budget should be presented to allow adequate time for the Finance Committee to discuss with the Executive Director and present to the Board.
- The Board shall approve the budget by June 30<sup>th</sup> of each year, and thereafter, the implementation of and accountability for it will be the sole responsibility of the Executive Director. The Executive Director is permitted to make minor adjustments to the budget throughout the year, limited to shifting dollar amounts between line items without changing the overall budget, or changing an expense in response to a change in revenue; modifications outside of these require Board approval.
- Each month, the third party service provider shall present to the Executive Director a report on actual versus proposed revenue and expenses. Any variances of more than \$5,000 and/or 5% of the budgeted amount should be highlighted and an explanation for the variance provided in the report notes. The report shall then be presented to the Finance Committee for their review, and all monthly reports should be analyzed as part of the year-end budgeting process.
- The Executive Director may work with the Board Treasurer and members of the Finance Committee throughout the year to resolve and budgeting issues.

### SUMMARY OF ACCOUNT STRUCTURE

#### Assets

- General categories of Assets at Great Lakes Academy will include the following:
  - o Cash and Cash Equivalents: consisting of cash in the school's bank account.
  - o Accounts Receivable: consisting of funds the school expects to receive from public or private sources; this will also include donation pledges.
  - O Property and Equipment: consisting of the assets used by the school for activities and programs that have an estimated useful life greater than one year. Fixed assets will include, but are not limited to, musical instruments, classroom equipment, furniture, computers and computer software. Purchased property and equipment are recorded at cost, while donated property and equipment are recorded at fair market value at the date of donation. Acquisition costs for property and equipment may be capitalized over the life of the asset, in accordance with GAAP. These include all costs necessary to bring the asset to its location in working condition, including sales tax, freight, installation costs, interest, and any other direct or indirect costs.
- The net assets of Great Lakes Academy, as defined in non-profit organizations as assets less liabilities, shall be classified into three categories:
  - o Unrestricted Net Assets
  - o Temporarily Restricted Net Assets
  - o Permanently Restricted Net Assets

#### Liabilities

- General categories of Liabilities at Great Lakes Academy will include the following:
  - Accounts Payable: Accounts payable includes costs and expenses that are billed through a vendor invoice, and are recorded at the invoice amount. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.
  - o Capital Lease Obligations: The school may lease office equipment under a capital lease, in which case payments of both principal and interest will be made monthly.
  - o Accrued Liabilities: Salaries, wages earned and payroll taxes, along with professional fees, rent and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.
  - O Debt: When applicable, short-term debt consists of financing expected to be repaid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded on the balance sheet as a long-term liability. All short-term and long-term debt must be approved by the Board of Directors and be in accordance with the school's borrowing policy. Loans may not exceed the duration of the charter without the consent of the Board.

# Revenue

- Revenue for Great Lakes Academy will come from both public and private sources, in the form of city, state, and federal funding, grants, and private donor contributions.
- Private contributions from individuals, foundations, and corporations will be classified when received as follows:
  - o Unrestricted Contributions: No donor-imposed restrictions.
  - o Temporarily Restricted Contributions: Donor-imposed restrictions.
  - o Permanently Restricted Contributions: Donor has placed permanent restrictions on the funds.

### **Expenses**

- Expenses are characterized by functional classification and are matched with any donor-imposed restrictions.
- Functional classifications will include the following:
  - o Program Service Expenses: The direct and indirect costs related to providing education and other services consistent with the school's mission.
  - Management & General Expenses: Expenses for other activities related to the purpose for which
    the organization exists. These relate to the overall direction of the organization and include
    expenses for the activities of the governing Board, business management, general record keeping,
    and budgeting.
  - o Fundraising Expenses: Costs of all activities that constitute appeal for financial support and include costs of personnel, professional consultants, rent, printing, postage, and telephone use.
- The cost of providing the various programs and other activities of Great Lakes Academy will be summarized on a functional basis as part of the school's annual budget process. Accordingly, certain costs will be allocated among the following categories: general education program, special education program, management and general, and fundraising. Allocations are amended as necessary and the rationale documented.

# **Financial Accounting**

- The Business Manager is responsible for coordinating with the third party vendor to maintain the books
  of account and develop the chart of accounts for Great Lakes Academy. The books of account will
  include budget reports, the general ledger, and records of cash receipts and disbursements. All school
  fiscal transactions will be recorded to the Chart of Accounts, with revenue and expenses allocated
  accordingly.
- The vendor will prepare all financial statements and provide them to the Executive Director and Business Manager on a monthly basis for review. Upon review, they will be submitted to the Finance Committee of the Board of Directors. The monthly report should include a balance sheet, statement of cash flows, and income statement, and shall be prepared in accordance with GAAP.

### AUDITS AND FINANCIAL REGULATORY FORMS

- An annual audit shall be conducted by an independent audit firm selected by the Board of Directors on the recommendation of the Finance Committee. The audit firm should be engaged to perform the audit by the June 30th before the start of the new fiscal year, and the audit will be conducted in accordance with GAAP.
- If necessary, the Board of Directors may appoint an audit committee to aid with the selection of an independent audit firm. No person with expenditure authorization or recording responsibilities for the school shall serve on the committee.
- The annual audit should include, but not be limited to, the following:
  - o An audit of the accuracy of the school's financial statements
  - o An audit of the attendance accounting and revenue accuracy practices
  - o An audit of the school's internal controls
- Financial regulatory forms and reports shall be completed as necessary and filed with the appropriate bodies. The Business Manager shall work with the third party vendor to complete all required forms, which will be reviewed by both the Executive Director and the Finance Committee of the Board.

### **BEQUESTS AND CONTRIBUTIONS**

# Background

- The fundraising plan for Great Lakes Academy is created annually and updated semi-annually based on actual fundraising progress and programmatic changes that occur during the year. Creation of the annual fundraising plan is an iterative process led by the Director of Community Outreach and Development and Executive Director with input from other staff members as appropriate.
- Once complete, the Executive Director presents the fundraising plan to the Finance Committee or relevant Development Committee for review. If/when the committee is satisfied, the budget is then presented to the entire Board for a vote of approval. The fundraising plan must be approved and passed by the June 30<sup>th</sup> before the start of the new fiscal year. Once approved, the implementation of, and accountability for, the fundraising plan is the responsibility of the Director of Community Outreach and Development and the Executive Director. Results and progress in regards to the plan should be presented to the Board on a monthly basis.

#### **Policies**

- Great Lakes Academy will accept unrestricted gifts, and gifts for specific programs and purposes, provided that such gifts are not inconsistent with its stated mission, purposes, and priorities. Under no circumstances shall Great Lakes Academy accept restrictive gifts bequests that violate the terms of the charter agreement. All final decisions on the restrictive nature of a gift, and its acceptance or refusal, shall be made by the Director of Community Outreach and Development, Executive Director, and Board of Directors.
- Non-restricted bequests and contributions shall be used for operations or special projects as designated
  and approved by the Director of Community Outreach and Development, Executive Director, and Board
  of Directors. Bequests and contributions that are donor restricted shall be used for the purpose
  articulated by the donor, except that in no case shall the school accept any such bequest of contribution
  for which the donor restriction violates any federal or Illinois state law or the bylaws of Great Lakes
  Academy.
- Bequests and contributions will be properly budgeted and accounted for in accordance with GAAP.
  The Director of Community Outreach and Development will maintain supporting schedules to
  document revenues and expenditures related to unrestricted, temporarily restricted, and permanently
  restricted net assets.
- The Finance Committee of the Board of Directors will review and approve expenditures on a monthly basis in accordance with donor stipulations, if any.
- Great Lakes Academy shall seek the advice of legal counsel in matters related to the acceptance of gifts when appropriate. Review by counsel is recommended for:
  - o Closely held stock transfers that are subject to restrictions or buy-sell agreements
  - o Documents naming Great Lakes Academy as Trustee
  - o Gifts involving contracts, such as bargain sales or other documents requiring Great Lakes Academy to assume an obligation
  - o Transactions with potential conflict of interest that may invoke IRS sanctions
  - Other instances in which use of counsel is deemed appropriate by the Executive Director and/or Board of Directors

• If Great Lakes Academy receives charitable deduction property and within 3 years sells, exchanges, or disposes of the property, it must file Form 8282 with the IRS. Great Lakes Academy is not required to file Form 8282 if the property is valued at \$500 or less, or the property is distributed for charitable purposes. Form 8282 must be filed within 125 days after the disposition. A copy of Form 8282 must also be provided to the previous donor. Charitable deduction property includes any property (other than money or publicly traded securities) for which Great Lakes Academy signed an appraisal summary or Form 8283, Noncash Charitable Contributions. If the value of the donated property exceeds \$5,000, Great Lakes Academy must get a qualified appraisal for the property. For noncash donations over \$5,000, the donor must attach Form 8283 to the tax return to support the charitable deduction.



#### **PAYROLL**

#### Hiring

- All hiring decisions will be made by the Executive Director, in accordance with the annual budget approved by the Board of Directors. A Personnel Action form must be completed by the Executive Director for each new hire, outlining such details as the employee's personal information, job description, and salary information, and include any references provided by the hire.
- New hires will be subject to a background check and all relevant state and federal requirements, and he or she must complete all applicable paperwork before employment begins. The Business Manager will collect all relevant employment forms, tax forms, including W4 and I-9, and benefits enrollment information.

#### Staff

- Each staff member at Great Lakes Academy will be classified as *Exempt* or *Non-Exempt*, as defined by the Fair Labor Standards Act (FLSA). All minimum wage and overtime requirements will be followed as set forth by the FLSA. Non-exempt are entitled to overtime pay, but do not receive compensation for their lunchtime and they may not work during lunchtime; exempt employees are not entitled to overtime pay under FLSA.
- In addition to the above categories, each employee will belong to one other employment category:
  - o REGULAR FULL-TIME employees are those who are regularly scheduled to work at least 40 hours per week. They receive all mandatory benefits and are generally eligible for all of school's discretionary benefits, subject to the terms, conditions and limitations of each benefit program, as in effect from time to time.
  - o PART-TIME employees are those employees who are regularly scheduled to work less than 40 hours per week. They receive all legally mandated benefits but are not generally eligible for discretionary benefits.
  - o TEMPORARY employees are those that are hired for short-term periods, usually no longer than 6 months. They will receive all legally mandated benefits but are not eligible for discretionary benefits.
- Additionally, employees may be hired as eleven- or twelve-month employees. Twelve-month
  employees include, but are not limited to, teachers and program staff. Twelve-month employees include
  most administrative employees. This determination is made at the time of hire and is indicated in the
  employee's hire letter or employment contract, if applicable.
- Great Lakes Academy may hire the services of an independent contractor or consultant if deemed necessary and approved by the Board. This contractor must meet the standard definition of an independent contractor, and not a regular employee of the school. The relationship will be set up in such a way to ensure accordance with employment and tax law; typically, an independent contractor will not have taxes withheld, and he or she will invoice the school for services rendered. If an employee is being managed closely on a day-to-day basis, generally he or she must be paid as a regular staff employee and not as an independent contractor. In the event an independent contractor is used, the Executive Director shall create a written contract outlining the responsibilities of each party, including the worker's responsibility to pay required taxes on his or her own behalf. The contract should include details of the agreement between the two parties, work expectations, and estimated fees. Details of the work should be kept on file, and all related documents, such as invoices and report of services performed, shall be retained. Form 1099 will be issued at the close of the fiscal year to the independent contractors, in accordance with the tax code.

# **Record-Keeping**

- The Business Manager shall keep a personnel file for each employee of Great Lakes Academy, and update with current information when appropriate. The file should contain:
  - o Employment application and offer letter
  - o Background check and any other state and federal documentation requirements
  - o Tax withholding forms and other deduction information
  - o All benefit enrollment forms
  - o Employee resume, certifications and references
  - o Compensation information, including starting salary, changes to salary, and bonuses paid
  - o Performance evaluation documents
  - o Any additional relevant payroll documents
  - o Signed acknowledgement of reading of Staff Handbook
- As required by the U.S. Department of Homeland Security, all employee I-9 forms will be kept in a
  separate locked location, which will include copies of applicable identification. The Business Manager
  will be responsible for verifying all information and signing off on the I-9 after viewing original copies
  of all documentation.
- Great Lakes Academy complies with the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA) with regard to the dissemination of private health information (PHI) of school employees. In order to comply with all rules and regulations, including the Americans with Disabilities Act (ADA), Great Lakes Academy will keep all medical records and all other necessary documents separate from the personnel file.
- The following information will be obtained from each Great Lakes Academy employee in order to prepare the payroll: name and address, social security number, date of birth, job title, wage rate, withholding status, and other authorized payroll deductions.
- In addition to collecting all required employee information, the Business Manager is responsible for identifying an employee as *Exempt* or *Non-Exempt*, and ensuring the withholding information is reasonable and the W4 is filled out completely.
- Access to personnel files is limited to the Executive Director and Business Manager, or those explicitly authorized by the Executive Director or Business Manager.
- The Business Manager is responsible for ensuring that all payroll and personal employee information is kept safe and secure in a confidential manner. Payroll registers and pay stubs will be kept in a locked filed cabinet, as well as checks for those not enrolled in direct deposit; electronic copies of pay stubs will be saved when applicable.
- All changes to personnel data must be authorized by the Executive Director, and appropriately documented. The payroll vendor will process all changes and the documentation will be retained in each employee's file.

### Compensation

- The Board of Directors must approve final compensation decisions for all staff members, including instructional staff, non-instructional staff, and administration, as line items in the budget approval process. Staff members are to be paid market competitive wages that fall in line with Board-established budget projections.
- Staff members may be paid an annual bonus, at the Executive Director's discretion, up to the maximum percentage as decided by the Board. The Executive Director is not required to raise a staff member's

salary year to year, but may do so up to a limit of 5% of the current year's salary. Bonuses and raises that exceed the established limits must be approved by the Board. All employee compensation, including salary, discretionary bonus, and changes to salary, must be documented and kept in each staff member's personal file. The Executive Director's salary and bonus will be determined by the Board.

- In March of each year, the Executive Director shall present a Compensation Report to the Finance Committee of the Board, which will contain the following information:
  - o A Compensation Budget, including salary and bonus information for each returning staff member, and salary information for each incoming staff member.
  - O A report including information on total funds allocated to compensation, year over year change in total compensation for the school staff, names, names and job descriptions of staff receiving a raise, and a list of the top five highest paid employees.
  - o A record of funds used for independent contractors or consultants, third party payroll vendors, and any other personnel used throughout the school year not documented elsewhere.
  - o Any additional information as requested by the Board.
- Total compensation cost will be accrued and expensed as deemed appropriate by the Business Manager and third party accounting service provider, in accordance with GAAP.

### **Time Reporting**

- Non-exempt employees are required to record hours worked and submit them to the Business Manager for approval at the end of each pay period; only time spent on the job performing the assigned tasks should count towards hourly pay. Timesheets must be signed by both the employee and his or her direct supervisor. Altering, falsifying, or tampering with time records or recording time on another employee's time record will result in disciplinary action, up to and including termination.
- If an exempt or non-exempt employee believes there is an error with their pay or recorded time, he or she should consult the Business Manager. In the event an error is made, it will be rectified promptly.
- The Business Manager is responsible for monitoring the time away from work for all exempt employees. This should include use of sick days, personal days, vacation days, professional development days, holidays, bereavement time off, missed work for jury duty, and any other days when an exempt employee is absent. The Executive Director shall be notified if an employee uses days in excess of those allowed.
- Salaried, exempt employees are paid their entire salary for every day in which they perform any work.
   Deductions from an exempt employee's pre-determined salary or charge against an exempt employee's accrued leave may be taken under one of the following circumstances, unless otherwise prohibited by law:
  - o the employee is absent from work for one or more full days for personal reasons (other than sickness or disability);
  - o the employee is absent for one or more full days due to sickness or disability and has exhausted his/her paid leave time under the sick leave policy;
  - o the deduction is made to offset any amounts received as payment for jury fees, witness fees, or military pay;
  - o the employee is on an unpaid disciplinary suspension imposed in good faith for violating published workplace conduct rules (e.g., rules against workplace harassment or safety rules of major significance);
  - o it is the employee's first or last week of employment and he/she is paid a proportionate part of his/her full salary.

- Overtime pay applies only to non-exempt employees, and will be paid in accordance to federal and state
  wage and hour laws. All overtime work must be pre-approved by the staff member's immediate
  supervisor.
- Great Lakes Academy complies with all applicable federal, state and local wage and hour laws.

### **Processing Payroll**

- Payroll processing services will be outsourced to a third party vendor and monitored by the Business Manager and Executive Director.
- Employees will be paid on the 15<sup>th</sup> and 30<sup>th</sup> of each month, both of exempt and non-exempt status. In the event either of these dates falls on a weekend or holiday, the pay date will be the next nearest business day. In February, employees will be paid on the last day of the month as opposed to the 30<sup>th</sup>.
- All employees will be paid on a 12-month schedule, regardless of whether they are 11 or 12-month employees.
- All payroll documents received by the school will be checked for accuracy by the Executive Director; this will include confirming timesheets if applicable, pay rates, deductions, and work absentees. A record will be kept of each paycheck, either electronically or on file, for reference.
- Paychecks shall be issued via direct deposit, unless when otherwise not possible. Any issues of missed
  paychecks or paycheck errors for an employee will be researched by the third party vendor and
  documented by the Business Manager in the employee's file. Both parties will work to resolve the issue
  in a timely manner.
- The Business Manager will be responsible for providing the payroll vendor with all necessary information to accurately keep track of employee pay. The Business Manager must also review all bookkeeping documents to ensure accuracy, and review and approve all payroll tax documentation.

### **Payroll Reconciliation**

- Payroll reconciliation will take place by the Business Manager and third party vendor, according the following schedule:
  - o Monthly: Payroll deductions from employees to insurers, benefit plan providers, and other payees.
  - O Quarterly: Salary accounts to the general ledger, as posted by the accounting provider, compared to the salary reported by payroll vendor and/or the quarterly payroll return. Variances are researched and cleared within a month following the end of the quarter.
  - o Annually: Gross salaries per Tax Form 941 or quarterly payroll return; gross salaries per W-2 forms; gross salaries per the general ledger. All variances are researched and cleared by January 31 of the following year.
- All payroll reconciliation reports will be reviewed by the Executive Director.

#### **Termination and Resignation**

- In the event of an employee termination or resignation, the Executive Director shall complete a Personnel Action form, detailing the circumstances surrounding the event. This form should be kept on file for reference. An exit interview may be conducted between the departing employee, the Executive Director, and one witness, preferably an individual from the Leadership Team, if deemed necessary.
- The Business Manager shall ensure any departing employee is removed immediately from the school payroll, and all employee belongings are removed on the effective termination or resignation date.

- Great Lakes Academy will pay employees who give proper notice through their last day of employment, unless they are on a leave of absence. Employees will not receive pay for any accrued but unused sick or personal leave. Employees will receive their final pay according to the normal payroll processing cycle and upon return of any Great Lakes Academy property, or in accordance with applicable wage laws.
- If a key member of the Great Lakes Academy finance or operations staff is terminated or resigns, the school will have the ability to hire a consultant as a temporary replacement. This consultant will professionally train the new hire once a replacement has been found, to ensure a sound transition.

#### PERSONNEL LEAVE

#### Sick Leave

- Every full-time employee is entitled to five (5) paid sick days per school year. If an employee is not able to report to work because of a sickness, or sickness to someone dependent on them for care such as a parent, spouse, partner, or child, it is expected that the employee will contact the Executive Director with as much advance notice as possible, and by 6 AM on the day of the absence, allowing enough time for the Executive Director to find coverage. In the case of consecutive sick days, he or she shall notify the school each day.
- Unused sick days will not roll over from year to year, nor will they be paid to employees upon termination of employment. At the end of every academic year, teachers who have not used any sick days and who are continuing employment with the school may be reimbursed \$100 for each unused sick day.
- If an employee is absent for more than three (3) consecutive days, he or she must provide the Executive Director with a physician's note confirming the illness or injury. In the event of a planned medical procedure or other foreseen medical leave, the staff member shall notify the Executive Director at least five (5) days in advance to allow for appropriately planning.
- Excessive tardiness, absenteeism, or an unauthorized absence may result in disciplinary action, up to and including termination of employment.
- The Business Manager shall keep a record of sick days taken by each employee, and report to the Executive Director any days used in excess of those allowed, as well as any potential violations or misuse of the school's Sick Leave policy.
- Misuse of sick days is cause for termination of employment.

### Time Off

- Staff personal days will be granted at the discretion of the Executive Director depending on individual needs and circumstances. Any authorized personal days that are not used will be forfeited, and will not be paid to employees upon termination of employment.
- Eleven-month employees will not receive additional vacation days outside of scheduled school holidays and summer break, as outlined on the school calendar. Twelve-month employees will be allotted vacation days, to be used during summer break.
- Employees hired after that start of the school year will be granted a pro rata portion of sick days, and, if applicable, vacation days, rounded up to the nearest half day. This will be calculated starting with the employee's first day of employment and ending 12 months following the first day of the school year.
- The Business Manager shall keep a record of personal days and vacation days used for each employee.

### RECORDS RETENTION

# **Records Retention Policy**

- All confidential paper records shall be maintained in locked facilities on school premises, with access granted only to authorized individuals.
- Staff members are required to save all electronic files in their designated drive on the shared network, to allow for appropriate monitoring, storage, and adherence to the retention and destruction policies. These files should be backed up, updated, and stored off-site, in accordance with Great Lakes Academy's Disaster Recovery plan. Staff members are not permitted to save files to individual hard drives.
- Great Lakes Academy will follow the minimum records retention guidelines outlined below, as advised by *Donors Forum*, a member of the *National Council of Non-Profits* for the state of IL:

Record Type	Retention Period				
ACCOUNTING/FINANCE					
Accounts Payable Ledgers and Schedules	7 years				
Accounts Receivable Ledgers and Schedules	7 years				
Annual Audit Reports and Financial Statements	Permanent				
Annual Audit Records and Related Documents	7 years after completion of audit				
Annual Plans and Budgets	2 years				
Bank Statements and Canceled Checks	7 years				
Employee Expense Reports	7 years				
General Ledgers	Permanent				
Interim Financial Statements	7 years				
Notes Receivable Ledgers and Schedules	7 years				
Investment Records	7 years after sale of investment				
Credit Card Records	2 years				
CONTRACTS					
Contracts and Related Correspondence	7 years after expiration or termination				
Corporate Records (articles of incorporation, bylaws,					
minutes, etc.)	Permanent				
Licenses and Permits	Permanent				
GRANTS					
Original Grant Proposal	7 years after completion of grant period				
All Grant-Related Documents	7 years after completion of grant period				
All Requested IRS/Grantee Correspondence	7 years after completion of grant period				
Final Grantee Reports, Both Financial and Narrative	7 years after completion of grant period				
All Evidence of Returned Grant Funds	7 years after completion of grant period				

Record Type	Retention Period
INSURANCE	
Annual Loss Summaries	10 years
Audits and Adjustments	3 years after final adjustment

All Claim Files	Permanent
Inspections	3 years
Insurance Policies (including expired policies)	Permanent
Releases and Settlements	25 years
MISC	,
Consultant's Reports	2 years
Policy and Procedures Manuals - Original	Current version with revision history
Policy and Procedures Manuals Copies	Retain current version only
Annual Reports	Permanent
Retirement Documents	Permanent
Records of Contributions and Related Documents	Permanent
PAYROLL	
Employee Deduction Authorizations	4 years after termination
Payroll Deductions	Termination + 7 years
W-2 and W-4 Forms	Termination + 7 years
Garnishments, Assignments, Attachments	Termination + 7 years
Payroll Registers (gross and net)	7 years
Time Cards/Sheets	2 years
Unclaimed Wage Records	6 years
PERSONNEL	
Employee Earnings Records	Separation + 7 years
Employee Handbooks	1 copy kept permanently
Employee Medical Records	Separation + 6 years
Employee Personnel-Related Records	6 years after separation
Employment Contracts - Individual	7 years after separation
Employment Records - Hired Employees	3 years from date of hiring decision
Employment Records - Non-Hired Employees	4 years
Job Descriptions	3 years after superseded
Personnel Count Records	3 years
Forms I-9	3 years after hiring/1 year after separation
PROPERTY	
All Property-Related Documents	Permanent
Original Purchase/Sale/Lease Agreement	Permanent
Property Insurance Policies	Permanent
TAX	
Tax-Exemption Documents and Related Correspondence	Permanent
IRS Rulings	Permanent
Payroll Tax Records	7 years
Tax Bills, Receipts, Statements	7 years
Tax Returns	Permanent
IRS or other Government Audit Records	Permanent

- Originals of the following corporate documents are maintained on-site and the Business Manager verifies their presence on a periodic basis:
  - o Charter and all related amendments
  - o Minutes of the Board of Directors and subcommittees
  - o Banking agreements

- o Leases
- o Insurance policies
- o Vendor invoices
- o Grant and contract agreements
- o Fixed asset inventory list

# **Records Access Policy**

 The Executive Director will provide access to the organization's records and provide supporting records, as requested by government or external auditors to facilitate the completion of such audits or reviews, in a timely manner.

### **Records Destruction Policy**

- The destruction of confidential school records will be authorized by the Executive Director in accordance with Great Lakes Academy's Record Retention policy. Should the Executive Director be unable to provide authorization, destruction will be stayed pending review and final determination.
- If any litigation, claim, or audit is started before the expiration of the designated retention period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.
- Once school records have reached the conclusion of their retention period according to the Records Retention policy, the Business Manager will request authorization from the Executive Director for their destruction.
- The school will arrange for the safe and secure destruction of confidential records. Destruction methods
  will not permit recovery, reconstruction and/or future use of confidential information. An overview of
  these methods follows:
  - o Paper records containing confidential information should be shredded, not simply thrown out with other classes of records or with miscellaneous trash.
  - Electronic files containing confidential information should be deleted in a manner that completely removes the file from the computer or storage device. It is also recommended that files stored on a hard drive be erased using commercially available software applications. With regard to digital storage devises, it is recommended that these be physically destroyed.
  - O A destruction record exists to track the destruction of any and all documents. This inventory describes and documents those records, in all formats, authorized for destruction, as well as the date, agent, and method of destruction. The destruction record itself shall not contain confidential information. The destruction record may be retained in paper, electronic, or other formats.

### **INSURANCE**

### Coverage

- Insurance coverage is maintained pursuant to applicable law, and will be selected and reviewed in accordance with Great Lakes Academy's Insurance policy. Pre-approval for insurance expenses will be required as outlined in the school's purchasing policy.
- Great Lakes Academy will maintain all insurance policies as required by law, including some or all of
  the following policies as well as other applicable and necessary policies: Directors and Officers,
  Worker's Compensation, Property, General Liability, Automobile Liability, Automobile Physical
  Damage, School Board Legal Liability/Errors and Omissions, Employee Benefits Liability, Educators
  Legal Liability, Sexual Harassment, Sexual Abuse, Crime (money and securities, forgery and alteration,
  employee dishonesty), Umbrella, and Risk Management and School Safety Services.
- Great Lakes Academy will contribute to the state Unemployment Insurance Fund in accordance with applicable laws.
- Great Lakes Academy requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Directors.

#### Review

- The Board of Directors, Executive Director, and Business Manager will conduct an annual review of coverage amounts, or upon renewing any policy. The purpose of this review will be to ensure there are adequate means by which to preserve the school's assets and lower the risk of being underinsured.
- Any proposed changes must be approved by the Board of Directors and recorded in Board meeting minutes. New coverages will be executed by the Business Manager. The Business Manager is responsible for procuring annual renewals with the school's insurance broker. Quotes for renewal will be procured at least one month in advance of a policy's expiration, and presented to the Executive Director for review and approval. The Treasurer of the Board of Directors participates in this review.

### Records

- The Business Manager maintains original copies of all insurance policies at the school, filed in the Insurance Binder by type of insurance. A new binder is created for each fiscal year. When possible, copies of all current insurance policies are saved electronically on a server where the leadership team can view and access the information.
- All insurance and related documents will be saved in accordance with the school's Record Retention policy.

#### FRAUD AND MISAPPROPRIATION

#### **Fraud Detection**

- Great Lakes Academy will not tolerate any fraud or suspected fraud involving its staff members, as well as members, vendors, consultants, contractors, funding sources or any other parties with a business relationship with the school. Any investigative activity required will be conducted without regard to the suspected wrongdoer's length of service, position/title, or relationship with the school.
- The Executive Director and Board of Directors are responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury. The Executive Director and each Board member will be familiar with the types of improprieties that might occur within his or her area of responsibility, and be alert for any indication of irregularity. Suspected fraud will be reported as outlined below.

#### **Fraudulent Actions**

- The terms fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:
  - o Any dishonest or fraudulent act
  - o Forgery or alteration of any document or account belonging to the school
  - o Forgery or alteration of a check, bank draft, or any other financial document
  - o Misappropriation of funds, supplies, equipment, or other assets of the school
  - o Impropriety in the handling or reporting of money or financial transactions
  - o Disclosing confidential and proprietary information to outside parties
  - o Accepting or seeking anything of material value from any party who provides goods or services to the school
  - o Destruction, removal or inappropriate use of records, furniture, fixtures, or equipment
  - o Any similar or related irregularity

### **Investigation Responsibilities**

- The Board Chairperson has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Board of Directors may utilize whatever internal or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Board of Directors will issue reports to appropriate designated personnel.
- Decisions to prosecute or refer the examination results to the appropriate law enforcement or regulatory agencies for independent investigation will be made in conjunction with legal counsel, as will final dispositions of the case.

#### **Confidentiality**

- The Executive Director and Board of Directors will treat all information received confidentially, and all parties shall adhere to the school's Whistleblower policy.
- Investigation results will not be disclosed or discussed with anyone other than those who have a
  legitimate need to know. This is important in order to avoid damaging the reputations of persons
  suspected but subsequently found innocent of wrongful conduct and to protect the school from
  potential civil liability.

### **Authority for Investigation of Suspected Fraud**

- Members of the Board of Directors will have:
  - o Free and unrestricted access to all the school's records and premises.
  - o The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody of any such items or facilities when it is within the scope of their investigations.

# **Reporting Procedures**

- Any employee who suspects fraudulent activity will notify the Executive Director immediately, who will then notify the Board Chair. No party outside the Board should attempt to personally conduct investigations or interviews related to any suspected fraudulent act without direct consent by the Board. If a case arises where it is not appropriate to report the activity to the Executive Director, or if it is suspected that the activity has not been escalated properly, it should be reported directly to the Board Chair.
- The employee or other complainant who reports the fraudulent activity may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual(s), his or her attorney or representative(s), or any other inquirer should be directed to the Board Chairman or legal counsel. No information concerning the status of an investigation will be given out. The proper response to any inquiry is, "I am not a liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation," "the crime," "the fraud," "the forgery," "the misappropriation," or any other specific reference.
- The reporting individual should be informed of the following:
  - o Do not contact the suspected individual in an effort to determine facts or demand restitution.
  - O Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by the appointed legal counsel or the Board of Directors.

### Fraud Remediation

- In the event that a fraudulent act is determined to have occurred, the Executive Director shall work with the Board of Directors to research the causes and make recommendations for future prevention.
- A full report shall be compiled, identifying the type of fraud that took place, any perceived breakdowns in the school's current control policies that may have created an opportunity for the wrongdoing, and any suggestions for revisions to the policy to prevent future fraudulent activities from occurring.
- The Board, if deemed necessary, may appoint a special task force to work on fraud remediation that will report all findings and opinions to the Board of Directors.

#### WHISTLEBLOWER POLICY

- Great Lakes Academy requires employees to observe high standards of business and personal ethics in
  the conduct of their duties and responsibilities. Employees and representatives of the school are
  expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply
  with all applicable laws and regulations.
- It is the responsibility of all employees to report violations of ethics or conduct or suspected violations in accordance with this Whistleblower policy.
- No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower policy is intended to encourage and enable employees and others to raise serious concerns within the school prior to seeking resolution outside the school.
- Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith
  and have reasonable grounds for believing the information disclosed indicates a violation. Any
  allegations that prove not to be substantiated and which prove to have been made maliciously or
  knowingly to be false will be viewed as a serious disciplinary offense.
- Violations or suspected violations may be submitted on a confidential basis by the complainant or may
  be submitted anonymously, and the confidentiality guidelines outlined in the school's Fraud policy will
  be strictly adhered to. Reports of violations or suspected violations will be kept confidential to the
  extent possible, consistent with the need to conduct an adequate investigation.
- The Executive Director, or Board Chair when applicable, will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated, following the school's Fraud policy, and appropriate corrective action will be taken if warranted by the investigation.

# APPENDIX B.9: FINANCIAL REPORTS GENERATED

Report	Frequency of Generation	Responsible Party	Reviewed By			
Statement of Activities, including Budget to Actuals for operating budget	Monthly	Third party service provider generates for the Executive Director	The Board; Finance Committee			
Statement of Activities, including Budget to Actuals for capital budget	Monthly	Third party service provider generates for the Executive Director	The Board; Finance Committee			
Balance Sheet	Monthly	Third party service provider generates for the Executive Director	The Board; Finance Committee			
Enrollment Budget versus Actual	Monthly	Executive Director	The Board; Finance Committee			
Cash Flow Sheet	Monthly	Third party service provider generates for the Executive Director	Finance Committee			
Bank Account Reconciliation	Monthly	Business Manager	Executive Director			
Earnings and Activity in all Investment Accounts	Monthly	Executive Director	Finance Committee			
Payroll Reconciliation	Monthly	Third party service provider	Executive Director			
Audit	Annually, by Dec. 1	Outside auditor	The Board; Finance Committee			
1099 Forms	Annually	Third party service provider	Executive Director Finance Committee			
Compensation Report	mpensation Report Annually, in March		Finance Committee			

For information on policies regarding contracts, opening and closing of bank accounts, purchasing and check-signing controls, please see **Appendix B.8: Draft Fiscal Policy Manual.** 

# APPENDIX B.10: SAMPLE MONTHLY DASHBOARDS

I. Current Month Summary Dashboard: Financial & Operational

٨٨	٨		GLA M	onthly	Dashk	oard -	Current							
			Month											
Student Demographics								Student E	nrollmen	t & Attenda	nce			
		Current	% of	Prior	% of		Change					Current	Prior	PY Monthl
Total enrollment		Month	Total	Month	Total	Change -	(%)	Enrollme	nt - Actual			Month	Month	Averag
Free & Reduced Lunch						_		Enrollme						
English Language Learners						-		Over/(Und				-		
Special Education						_		Additions		<u> </u>				
Hispanic/Latino						_		Attritions				1		
African American						-		Current A		easons		<del>                                     </del>		
White						-								
Male to Female Ratio								Average	Daily Atte	ndance				
Student to Teacher Ratio								Tardies	•					
								Suspensi	ons					
Finance Summary - Revenue	and Expe	nses				Personne	ı.					<b>News</b> and	Notes	
			Over/	Actual						PY		Red Flags	1	
	YT	D D	(Under)	% of				Current	Prior	Monthly				
	Actual	Budget	Budget	Total				Month	Month	Average				
Revenue						Total Hea	dcount							
State / CPS						Hires								
Federal						Attrition								
Fundraising						Sick Days	s Taken							
Grants						Vacation	Days Taken							
Total												Operation	al update	s
Expenses						Board								
Payroll and Benefits								Prior						
Instructional									YTD Avg					
Facilities						Board siz	е							
Loan Payments						Meeting A	Attendance							
Other Administrative										•				
Total														
												Highlights	/ Shout-o	uts
Finance Summary - Cash-on-	hand					School C	alendar							
			Over/			Upcoming	g Events							
	YT	D	(Under)											
	Actual	Budget	Budget											
Cash														
Cash-on-hand														
Days of Cash-on-hand														

# II. Historic Data, Operational Dashboard

	-		را ماه م م	Doobk		Hiotori	aal						
$\wedge$		GLA M	_	Dasni	oara -	HISTORI	cai						
		Month	, Year										
Student Demographics													
	Current	Historic	Historic	Historic	Historic	Historic	Historic	Historic	Historic	Historic	Historic	Historic	Historio
	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Year	Year	Yea
Total enrollment													
Free & Reduced Lunch													
English Language Learners													
Special Education													
Hispanic/Latino													
African American													
White													
Male to Female Ratio													
Student to Teacher Ratio													
Student Enrollment & Attendance													
	Current	Historic	Historic	Historic	Historic	Historic	Historic	Historic	Historic	Historic	Historic	Historic	Historia
	Month	84 (1-	B. A 41.	NA (1-	1								
	Wionth	Month	Month	Month	Month	Month	Month	Month	Month	Month	Year	Year	Yea
Enrollment - Actual	- Wionth	Wonth -	Montn -	Wonth	Month	Month	Month	Month -	Month -	Month -	Year -	Year -	
	- Wonth	Wontn -	Wontn -	Month	Month	Month	Month						Yea
Enrollment - Budget	- IMONTO	Montn -		Month	Month	Month	Month						Yea
	-	-	-	Month	Month	Month	Month	-	-	-	-	-	Yea -
Enrollment - Budget Over/(Under) Budget	-	-	-	Month	Month	Month	Month	-	-	-	-	-	Yea -
Enrollment - Budget Over/(Under) Budget Additions Attritions	-	-	-	Month	Month	Month	Month	-	-	-	-	-	Yea -
Enrollment - Budget Over/(Under) Budget Additions Attritions	-	-	-	Month	Month	Month	Month	-	-	-	-	-	Yea -
Additions Attritions Average Daily Attendance Tardies	-	-	-	Month	Month	Month	Month	-	-	-	-	-	Yea -
Enrollment - Budget Over/(Under) Budget Additions Attritions Average Daily Attendance	-	-	-	Month	Month	Month	Month	-	-	-	-	-	Yea -
Enrollment - Budget Over/(Under) Budget Additions Attritions Average Daily Attendance Tardies Suspensions	-	-	-	Month	Month	Month	Month	-	-	-	-	-	Yea -
Enrollment - Budget Over/(Under) Budget Additions Attritions Average Daily Attendance Tardies	-	-	-	Month	Month	Month	Month	-	-	-	-	-	Yea -
Enrollment - Budget Over/(Under) Budget Additions Attritions Average Daily Attendance Tardies Suspensions Student Attrition Reason	-	-	-	Month	Month	Month	Month	-	-	-	-	-	Yea -
Enrollment - Budget Over/(Under) Budget Additions Attritions Average Daily Attendance Tardies Suspensions Student Attrition Reason	-	-	-	Month	Month	Month	Month	-	-	-	-	-	Yea -
Enrollment - Budget Over/(Under) Budget Additions Attritions Average Daily Attendance Tardies Suspensions Student Attrition Reason	-	-	-	Month	Month	Month	Month	-	-	-	-	-	Yea -

# III. Historic Data, Academic Dashboard

		Inte	rim 1	Inte	rim 2	Inte	rim 3	Inte	rim 4	Inte	rim 5	Historic	Yr Avg	Historic	Yr Avg
	Cut for 0/	0/ Drof/	Ava Baw	0/ Droff	Ava Baw	0/ Droff	Ava Daw	0/ Drof/	Ava Daw	0/ Drof/	Ava Daw	0/ Drof/	Ava Bow	0/ Drof/	Ava Dav
	Cut for % Prof/ Adv	% Proi/ Adv	Avg Raw Score	% Proi/ Adv	Avg Raw Score	% Proi/ Adv	Avg Raw Score		Avg Raw Score	% Proi/	Avg Raw Score	% Proi/ Adv	Avg Raw Score	% Proi/ Adv	Avg Raw Score
Reading				1 141 1			0.0010	1 141				1 141 1			
K-A															
K-B															
1-A															
1-B															
Math															
K-A															
К-В															
1-A															
1-B															
STEP				Ki	ndergartei	<u> </u>						<b>—</b> : 1			
				Ki	ndergartei	n									
	-	( <b>V</b>											Grade		
	Cı	urrent Yea	ar		storical Ye		His	storical Ye	ear	C	urrent Yea			storical Ye	ar
		Interim	,	His	storical Ye Interim	ar		Interim	,	_	Interim	ır	His	Interim	
Level 1	1 1		ar   3		storical Ye		His		ear 3	1					ar 3
Level 1		Interim	,	His	storical Ye Interim	ar		Interim	,	_	Interim	ır	His	Interim	
Level 2		Interim	,	His	storical Ye Interim	ar		Interim	,	_	Interim	ır	His	Interim	
Level 2 Level 3		Interim	,	His	storical Ye Interim	ar		Interim	,	_	Interim	ır	His	Interim	
Level 2 Level 3 Level 4		Interim	,	His	storical Ye Interim	ar		Interim	,	_	Interim	ır	His	Interim	
Level 2 Level 3 Level 4 Level 5		Interim	,	His	storical Ye Interim	ar		Interim	,	_	Interim	ır	His	Interim	
Level 2 Level 3 Level 4 Level 5 Level 6		Interim	,	His	storical Ye Interim	ar		Interim	,	_	Interim	ır	His	Interim	
Level 2 Level 3 Level 4 Level 5 Level 6 Level 7		Interim	,	His	storical Ye Interim	ar		Interim	,	_	Interim	ır	His	Interim	
Level 2 Level 3 Level 4 Level 5 Level 6		Interim	,	His	storical Ye Interim	ar		Interim	,	_	Interim	ır	His	Interim	
Level 2 Level 3 Level 4 Level 5 Level 6 Level 7 Level 8		Interim	,	His	storical Ye Interim	ar		Interim	,	_	Interim	ır	His	Interim	
Level 2 Level 3 Level 4 Level 5 Level 6 Level 7 Level 8 Level 9		Interim	,	His	storical Ye Interim	ar		Interim	,	_	Interim	ır	His	Interim	

# IV. Historic Data, Operational & Financial Dashboard

Personnel													
. Gradinier		T				T							
	Current	Historic	Historic	Historic	Historic								
	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Year	Year	Year
Total Headcount													
Hires													
Attrition													
Sick Days Taken													
Vacation Days Taken													
Board													
	Prior	Historic	Historic	Historic	Historic								
	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Year	Year	Year
Board size													
Meeting Attendance													
Finance Summary													
	Current	Historic	Historic	Historic	Historic								
	Current Month	Historic Month	Historic Year	Historic Year	Historic Year								
Revenue													
Revenue State / CPS													
State / CPS													
State / CPS Federal Fundraising Grants													
State / CPS Federal Fundraising													
State / CPS Federal Fundraising Grants Total Expenses													
State / CPS Federal Fundraising Grants Total Expenses Payroll and Benefits													
State / CPS Federal Fundraising Grants Total Expenses Payroll and Benefits Instructional													
State / CPS Federal Fundraising Grants Total Expenses Payroll and Benefits Instructional Facilities													
State / CPS Federal Fundraising Grants Total Expenses Payroll and Benefits Instructional Facilities Loan Payments													
State / CPS Federal Fundraising Grants Total Expenses Payroll and Benefits Instructional Facilities Loan Payments Other Administrative													
State / CPS Federal Fundraising Grants Total Expenses Payroll and Benefits Instructional Facilities Loan Payments Other Administrative Total													
State / CPS Federal Fundraising Grants Total Expenses Payroll and Benefits Instructional Facilities Loan Payments Other Administrative Total Cash													
State / CPS Federal Fundraising Grants Total Expenses Payroll and Benefits Instructional Facilities Loan Payments Other Administrative Total													

# $\frac{\text{Appendix B.11}}{\text{Sample Board Member Annual Self-Evaluation}}^{\underline{1}}$

Name:			Date:		
Part 1	Rate your perfe	ormance as a board r	member in each o	f the following:	
		Excellent (4)	Good (3)	Adequate (2)	Poor (1)
1. Attended meetings	dance at Board	,	` ` ` `	• ` ` `	, ,
2. Input developr decision-	ment and				
3. Attendormitte	dance at ee meetings				
4. Fund	development				
5. Strate building	gic relationship				
6. Other					
TOTAL	SCORE				/20 points
Comme	nts				•
	factors contribute be specific)	ed to your performance	e or lack of perforn	nance in the areas abov	re:
<b>2.</b> Here	's what I would ne	eed from the Board to 1	maintain/increase n	ny level of board comm	nitment:
3. Do yo effective		comments or suggesti	ons that will help t	he Board increase its	

 $<sup>^{\</sup>rm 1}$  This document was created with thanks to Building Excellent Schools



# APPENDIX B.12 SAMPLE EXECUTIVE DIRECTOR EVALUATION.<sup>1</sup>

[Insert dates]

The Executive Director for Great Lakes Academy works with the Board to assess the school's adherence to its mission and to set short- and long-term goals. The Chief Executive manages the work of school staff, and bears ultimate responsibility for staff contributions to academic performance, mission-aligned school culture, and organizational viability.

Responsibilities of the Executive Director involve three domains: Academic Program; Business, Operations, and Compliance; Board and Executive Director Communication. All areas for evaluation lie within these three major domains and are outlined below.

REVIEW AREA	PRIMARY RESPONSIBILITY	MEASUREMENT CRITERIA	AREAS OF STRENGTH	AREAS FOR DEVELOPMENT						
	DOMAIN 1: ACADEMIC PROGRAM									
Student Conduct	development of school culture and student adherence to the Student Code of Conduct	Behavioral and disciplinary systems in place with clear and consistent rewards and consequences to respond effectively to student behavior  Clear decline can be seen								

<sup>&</sup>lt;sup>1</sup> Great Lakes Academy thanks Building Excellent Schools and Achievement Preparatory Academy Charter School in Washington, DC, who worked collaboratively to develop this evaluation rubric upon which this rubric is based.

		1 0.1	
		over the course of the	
		year in the number of	
		demerits and suspensions	
		accrued by students.	
Staff	Acquire and	Start school year 100%	
	retain	staffed	
	outstanding		
	faculty members	Retain strong teachers for	
	·	the full school year	
		Identify staffing needs for	
		FY[Insert next year]	
		Recruit and hire 90% of	
		staff for <b>Insert next</b>	
		<b>year</b> ] by July 31 of	
		[Insert date]	
		[msere amos]	
		Positive feedback	
		obtained from staff	
		survey	
Professional	Provide quality	All teachers have	
Development	professional	developed professional	
Development	development	goals for each trimester in	
	development	conjunction with	
		Executive Director.	
		Executive Director.	
		Professional	
		Development is	
		thoughtful, responsive,	
		and improves student	
		achievement.	
		acine venient.	
		Each teacher's classroom	
		Lacificaciici s classiooiii	

		performance has been evaluated three times by Leadership Team	
Core Educational Program	Oversee design and implementation of the core educational component of school design	Core educational component of school design in place at start of school year	
Character Education Program	Oversee design and implementation of the character education component of school design	Character education component of school design in place by middle of the year	
Student Supports	Oversee implementation of data driven tutoring programs.	FOCUS and re-teach blocks are driven by current student data.	
Fitness	Oversee design and implementation of Fitness programs	Fitness programs in place within the first three months of school opening	
National Testing	All students take the NWEA in the fall and spring and the STEP test 6	Scores exist for all students and are disaggregated on racial/ethnic/language and socioeconomic lines	

	4: 11		1	
	times annually.			
State		verage student scores		
Testing		the ISAT will surpass		
	1 0	y averages in all		
	(where grade su	bjects		
	level			
	appropriate.)			
			SS, OPERATIONS, COMPLIANCI	Е
Positive	Provide Great	School building		
<b>Environment for</b>	Lakes Academy	reflective of school		
Learning	students with a	values and standards		
	positive			
	environment in			
	which to learn.			
Long Term	Work with BOD to	Plan in place for		
Facility Planning	locate, secure,	financing of long-		
	finance,	term facility		
	renovate/construct,			
	and move into a	Plan in place to		
	long-term facility.	occupy a long-term		
		facility by year 5 of		
		operation		
Enrollment	School has waiting	School's waiting list		
	list	exceeds 10% of		
		school population		
Attendance	Student attendance	Average student		
	is high	attendance is 97%		
		(3% unexcused		
		absences)		
Parents	Oversee	90% return rate on		

Satisfaction	implementation of annual parent satisfaction survey	the parent survey		
Parents	Achieve high parental	80% of parents report that they are		
Satisfaction	satisfaction	"satisfied" or "extremely satisfied" with their child's academic and personal development		
Parents	Achieve high parent	75% of parents attend a school-sponsored		
Participation	participation.	event during the course of a year		
Community	Oversee dissemination of	Disseminate best practices to other		
Educational	best practices	schools and		
Partners		educational community		
Compliance	School complies with all relevant federal, state, and city guidelines	School receives no citations for federal, state, or city noncompliance.		
	DOM	AIN 3: BOARD AND C	CHIEF EXECUTIVE COMMUNIC	ATION
Governance	ED works well	ED attends all board		
Board	with board	meetings and presents all requested information to the board in a timely manner.		

# APPENDIX B.13 GREAT LAKES ACADEMY LEADERSHIP SUSTAINABILITY PLAN

#### Rationale

The board officer and chief executive officer roles are critical to the smooth-functioning of a charter school.

This document outlines plans for the Great Lakes Academy Charter School ("Great Lakes Academy") Board of Directors to:

- 1. Ensure ongoing and continuous development of leadership capacity on the chief executive officer and board levels
- 2. Respond in a timely and effective manner to an emergency leadership transition
- 3. Respond in a timely and effective manner to a planned leadership transition.

Each of the above will be treated independently.

### **Leadership Capacity Development**

#### Board

The Great Lakes Academy Bylaws call for board leadership consisting of four officers: a chairperson, vice chairperson, treasurer, and secretary. To ensure a pipeline of board members capable of taking on these roles, the board will emphasize strategic recruitment, ongoing training, active committee participation, and annual self-evaluation.

The Board's Governance Committee will implement an annual process for determining board member recruitment priorities--such as professional expertise, experience, and background—and recruiting to those specific needs. Priority will be placed on identifying and inviting board members who have the potential to serve in a leadership capacity. Increasing attention will be paid toward inviting new members with governance experience. The board will also ensure that, at all times, at least two members of the board have deep financial expertise such that they would be able to assume the role of treasurer.

The Governance Committee will implement an ongoing board training program consisting of regular governance webinars offered through the Building Excellent Schools Connect to Excellence Program, opportunities to connect with and observe other high-performing boards, and in-depth training from Building Excellent Schools, Great Lakes Academy staff, and other experts in critical areas such as academic assessment, fundraising, and charter school finances.

Great Lakes Academy recognizes that committee membership and leadership are two of the most effective strategies for deepening board member leadership capacity and engagement. The Governance Committee will ensure 100% participation on committees and will consider committee membership during the annual board member self-evaluation.

Finally, the Governance Committee and Board Chair will engage each board member in annual reflection on his or her work on the board, offering feedback and opportunities for development.

#### **Executive Director**

The Executive Director and Leadership Team, including the Dean of Curriculum, Dean of Culture and Director of Operations will participate in ongoing leadership development. This development will include monthly Leadership Team specific professional development during Data Days, participation in BES Weekend Warriors, participation in conferences, etc.

#### **Emergency Leadership Transition**

#### Board

An emergency leadership transition on the board would involve the unplanned resignation or loss of an officer during his or her term. In the event of such an emergency, the board will follow the procedures outlined in the Great Lakes Academy Bylaws.

#### **Executive Director** <sup>1</sup>

To ensure school continuity and stability In the case of the unplanned resignation or loss of the Executive Director, the Great Lakes Academy Board will take action in the areas of communications, financial oversight, interim management, and executive search.

#### **Communications**

In the case of an emergency Executive Director transition, the Board Chairperson will become the first point of contact, notifying all board members of the transition, and leading discussion about next steps. The Board Chair will send subsequent communication containing the circumstances and recommended plan of action to the full board for approval and to the school staff for information. Once the full Board has approved a plan of action, the Board Chair will send a message to the organization's key stakeholders, e.g. authorizer, funders, and parents detailing the plan. The Board will ensure ongoing access to key stakeholder contact lists and to critical passwords, such as those for social media accounts.

#### Financial Oversight

To enable business to continue in the case of an emergency Executive Director transition, the Board will ensure that the Chairperson and Treasurer are signatories on the school's checking accounts.

To account for geographical differences, the Board will ensure the ability to make transactions electronically on all accounts. The Board will also ensure ongoing access to current contact details for all financial advisors, accountants and back-office vendors, and key funders.

Finally, the Board will ensure that a schedule of key activities and deadlines, such as the IRS Form 990 is current and accessible.

#### Interim Management

In the case of an emergency transition, the board will designate the Dean of Curriculum as acting head of school. The acting head of school has limited executive power. He or she will be appointed by the Board to provide leadership during the planning and or implementation phases of the executive search.

#### Executive search

The Board will immediately convene an ad hoc committee comprised of the Chair and two other Board members, and chaired by the Chair. The committee will develop a plan and timeline to search for a new chief executive. The search should prioritize internal candidates, leveraging the school's ongoing investment in leadership capacity development.

## **Planned Leadership Transition**

#### **Board**

A planned leadership transition on the board level would involve an Officer giving at least three months' notice of his or her intention to leave office. Typically, such transitions happen naturally, at the end of an officer's term, however, they may happen during a term. In the event of such a planned transition, the Board will follow the procedures outlined in the Great Lakes Academy bylaws.

<sup>&</sup>lt;sup>1</sup> The following section on emergency transition of the chief executive officer is adapted from Nancy R. Axelrod, *Chief Executive Succession Planning: Essential Guidance for Boards and CEOs* (Washington, DC: BoardSource, 2010): 9-10.

#### **Chief Executive Officer**

A planned leadership transition on the Executive Director level involves the school leader giving at least six months' notice of his or her intention to resign. In the event of such a planned transition, the Board will immediately convene an ad hoc committee comprised of the chairperson and two other Board Members, and chaired by the Chair. The committee will develop a plan and timeline to search for a new Executive Director. The search should prioritize internal candidates, leveraging the school's ongoing investment in leadership capacity development. The search should also include a plan for communicating with key stakeholders and the public.

#### **Annual Review**

This plan will be reviewed and approved by the Board annually at its annual meeting.

# APPENDIX C.1 SAMPLE COMMUNITY SUPPORT PETITION



## WHY SUPPORT GREAT LAKES ACADEMY

-A Nurturing Culture of Excellence Focused on College Preparation and Social/Emotional Growth.

-A positive school culture that develops a joy of learning and critical thinking skills in all students

-Tuition-Free & Enrollment by Lottery

- 15:1 Student to teacher ratio

- Enrichment Opportunities

-Structured and Supportive Environment

-Extended School Day (~8.0 hours), 185 days

-3 Hours of Literacy, 2 Hours of Math, Daily

-Parents are Partners

-Committed Teachers Driving Students Success

**Our Mission:** Through rigorous academics and character development, Great Lakes Academy Charter School prepares K-8 scholars to succeed in high school, excel in college, and create a life of opportunity and active citizenship.

As a member of the South Shore community in which Great Lakes Academy intends to operate, I am signing this petition to affirm that I have read Great Lakes Academy's mission; there is a need for this school in our community; and I would like to see Great Lakes Academy open as a free, public charter school in the fall of 2014.

	Name (Please Print)	Street Address (w/ Zip)	Phone	Email	Signature
1					
2					
3					
4					
5					

	Name (Please Print)	Street Address (w/Zip)	Phone	Email	Signature
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

# APPENDIX C.2: SAMPLE SOUTH SHORE BUSINESS SUPPORT PETITION



## WHY SUPPORT GREAT LAKES ACADEMY:

-A nurturing culture of excellence focused on College Preparation and Social/Emotional

-A positive school culture that develops a joy of learning and critical thinking skills in all students -Tuition-Free & Enrollment by Lottery

- 16:1 Student to teacher ratio in K & 1

Growth.

-Structured and Supportive Environment

-Extended School Day (~8.0 hours), 185 days

-3 Hours of Literacy, 2 Hours of Math, Daily

- Enrichment Opportunities

-Parents are Partners

-Committed Teachers Driving Students Success

**Our Mission:** Through rigorous academics and character development, Great Lakes Academy Charter School prepares K-8 scholars to succeed in high school, excel in college, and create a life of opportunity and active citizenship.

As the owner of a business in the South Shore community in which Great Lakes Academy intends to operate, I am signing this petition to affirm that I have read Great Lakes Academy's mission, there is a need for this school in our community; and I would like to see Great Lakes Academy open as a free, public charter school in the fall of 2014.

	Name (Please Print)	Business Name	Business Address	Phone	Email	Signature
1						
2						
3						

	Name (Please Print)	Business Name	Business Address	Phone	Email	Signature
4						
5						
6						
7						
8						
9						
10						
11						
12						

# APPENDIX C.3: SAMPLE INTENT TO ENROLL FORM



Office Use Only:	
Date Received:	
Volunteer Initials:	
Follow up:	

# **Letter of Intent to Enroll**

This Letter of Intent to Enroll is used to demonstrate interest in having your child(ren) attend Great Lakes Academy Charter School. Signing this Letter of Intent <u>does not obligate</u> your child to attend Great Lakes Academy Charter School <u>nor does it guarantee</u> admission. We will enroll Kindergarten and First Grade students only in 2014. We will grow by one grade every year until we are a full K-8 school.

Full Student Name:					M □ F	DOB:			
Current Grade:	□ pre- <b>K</b>	□ K							
Current School:									
		PA	RENT OR GUARD	OIAN INFORMATION	ON				
Name (Last, First):									
Relationship:	□ M	Iother □ Father	□ Legal Guardian	□ Foster Parent □ (	Other				
Address	Street:			☐ Apartment		Apartment No.			
	Street:			City:					
	State:			Zip Code:					
Phone:			Email:						
Phone #2:									
How did you hear abo	out Great Lakes Aca	demy?							
Word of Mouth	1		Community C	Conversation at	Car	Sneakers on the Street Community nvassing			
Other:									
I,, am interested in sending my child(ren),, to Great Lakes Academy, a proposed charter school in the Chicago community, in 2014.									
to Great La	to orem names remains, a proposed charter schoolin the chicago community, in 2017.								
Parent or C	Guardian Signa	ture			Γ	Date			

# APPENDIX C.4 SAMPLE COMMUNITY SURVEY



# **Great Lakes Academy Community Survey**

Great Lakes Academy is a proposed, K-8, college preparatory charter school working to open in the greater South Shore.

Na	Tame Email Phone		
1.	a. How old are your children?		
2.			
	a. What is your address?		
3.	Are you satisfied with the educational options for children in the South Shore neighborhow why not?	od? W	Vhy or
4.	. What are the major challenges standing in the way of student success in neighborhood so	hools?	
5.	As a member of the community, would you be interested in supporting a new school that challenges to student success while helping students get to and through college?	would	meet

# APPENDIX C.5: SAMPLE COMMUNITY FEEDBACK FORM



Give us feedback!

Please write some comments and suggestions for Great Lakes Academy below.

Things I would like to see at an elementary school in this community	Comments, Concerns, Questions	Name & Email

# GREAT LAKES ACADEMY

### **Our Mission**

Through rigorous academics and character development, Great Lakes Academy Charter School prepares K–8 scholars to succeed in high school, excel in college, and live a life of opportunity and active citizenship.

## **Our Core Beliefs**

We believe that all students can achieve given a safe, structured, and joyful learning environment that provides highly rigorous academics and affirmative character development.

We develop our curriculum and structure our school day to prepare every single student for success at the top high schools in the City of Chicago, and colleges around the country.

# **Our Culture and Values**

Our school culture is structured, safe, and joyful. Our core values of Grit, Growth, Responsibility, Integrity, and Team permeate our school culture. Through a combination of rewards, cheers, chants and songs, balanced by high behavioral accountability, we build a culture of joyful, life-long learners.

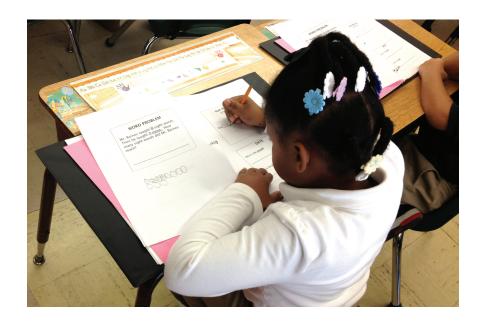
# **Our Academic Program**

Our academic program is geared towards college preparation from day one because college success begins in kindergarten. We push students to high levels of academic success with rigorous lessons in our core subjects of math, reading, writing, science and social studies through a combination of small group instruction, whole group instruction, and individualized tutoring. We mix high expectations and high levels of support. To do this, our student-to-teacher ratio is kept to 15:1.



# GREAT LAKES ACADEMY CHARTER SCHOOL

GREAT EDUCATION. GREATER OPPORTUNITIES.



An independent, not-for-profit, free, college preparatory K–8 charter school proposed to open for the students of Chicago in the fall of 2014.

www.greatlakesacademycharterschool.org

Great Lakes Academy provides a rigorous, joyful, and individualized college preparatory education beginning in kindergarten to ensure every student's success in high school, college, and life.

**Great Lakes Academy** plans to open in the fall of 2014 with a class of 62 kindergarteners and 62 first graders.

Each year we will add another class until we serve students from kindergarten through 8th grade.

## **Our Foundational Beliefs**

#### Literacy First, Literacy Always.

Beginning in kindergarten, students spend over 3 hours a day in small group and individualized literacy instruction to build foundational literacy skills that will ensure academic success throughout their academic careers. We infuse reading and writing throughout every subject, including math, science and social studies.

#### Double the Math.

We offer a double math block daily that focuses on developing both calculation and problem solving skills.

#### **Every Minute Matters.**

We maximize every minute to maximize learning. Our extended day and year packs in more learning and more enrichment opportunities for our students

### Family Partnerships.

We communicate with parents daily about their student's progress. We assign homework nightly that allows parents to partner with students, and hold frequent events for parents to attend with their students.

#### **Excellent Teachers.**

We hire, train and retain the best teachers because we know that excellent teaching drives student success.

#### Culture of Excellence.

We have a joyful, rigorous school culture that teaches students to be critical thinkers and lifetime lovers of learning.

#### Character Development.

Our students develop key character traits critical to their success in college and in life guided by our core values of: Grit, Growth, Responsibility, Integrity, and Team.

# **Contact Us**

#### **Katherine Myers**

Lead Founder and proposed Executive Director kmyers@buildingexcellentschools.org, 773.314.3800 www.greatlakesacademycharterschool.org



## APPENDIX C.7:

Katherine Myers < kpmyers@gmail.com>

## SAMPLE SNEAKERS ON THE STREET EMAIL

# Join Great Lakes Academy's July 13 Sneakers on the Street Event!

1 message

**Great Lakes Academy Charter School** <a href="mailto:smp"><a href="mailto:smp">kmyers@buildingexcellentschools.org></a> Tue, Jul 9, 2013 at 3:57 PM Reply-To: Great Lakes Academy Charter School <a href="mailto:smp">kmyers@buildingexcellentschools.org></a> To: Katherine <a href="mailto:kpmyers@gmail.com">kmyers@gmail.com</a>>

Great Lakes Academy is a **proposed**, K-8, free, public, college preparatory charter school w orking to open in Fall 2014 w ith 62 kindergarten and 62 first grade students.

Email not displaying correctly? View it in your browser.



GREAT EDUCATION. GREATER OPPORTUNITIES.

# Join us on Saturday and help spread the word: Great Lakes Academy's July 13

# Sneakers on the Street Canvassing Event

Gmail - Join Great Lakes Academy's July 13 Sneakers on the Street Event!



Momentum is building - and we need your help for that to continue!

Join us this <u>Saturday</u>, <u>July 13 from 10:00 - 1:00</u> for our July Sneakers on the Street event. Our our volunteers will come together to engage community members in conversations about education in the South Shore, and will continue to build momentum and generate support for **Great Lakes Academy**.

We will meet at Chef Sara's at 10:00 AM, located at 7201 S. Exchange Ave. After a quick distribution of t-shirts, petitions, and fliers, teams of 2-3 volunteers will depart to engage in conversations, distribute fliers, collect signatures of support and continue to spread the word about **Great Lakes Academy**.

When: Saturday, July 13, from 10:00-1:00.

Where: We will meet at, and depart from, Chef Sara's at 7201 S. Exchange Ave.

Who: You and your friends and family!

RSVP to kmyers@buildingexcellentschools.org

https://mail.google.com/mail/u/0/?ui=2&ik=3da95f66c5&view=pt&q=mailchimp&search=query&th=13fc53938af87560

Warmly,

Katherine Myers, Lead Founder, Great Lakes Academy Charter School

Follow on Twitter Friend on Facebook Forward to Friend

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Our mailing address is:

greatlakesacademycharterschool.org

# APPENDIX C.8 SAMPLE COMMUNITY INFORMATION SESSION FLYER



GREAT EDUCATION. GREATER OPPORTUNITIES.

An independent, K–8, free, public, college preparatory charter school for students of the South Shore, working to open in the fall of 2014 with 64 kindergarteners and 64 first-graders.

We will add one grade per year thereafter.

# OUR MISSION IS COLLEGE SUCCESS

College success begins in kindergarten.

# OUR MODEL

Extended school day, extended school year
Passionate, experienced teachers
Double the amount of literacy and mathematics daily
Parents are partners
Fitness and character education
Structure and joy

# COME LEARN MORE AT AN INFORMATION SESSION

- Saturday, May 25, 11:00–11:45 a.m. at Chef Sara's Café, 7201 S. Exchange
- Saturday, June 1, 11:00–11:45 a.m. at Chef Sara's Café, 7201 S. Exchange
- Saturday, June 8, 11:00–11:45 a.m. at Chef Sara's Café, 7201 S. Exchange
- Saturday, June 29, 11:00-11:45 a.m. at Chef Sara's Café, 7201 S. Exchange

# APPENDIX C.8 SAMPLE COMMUNITY INFORMATION SESSION FLYER

# CONTACT US

**Katherine Myers, Lead Founder,** kmyers@buildingexcellentschools.org www.greatlakesacademycharterschool.org

# APPENDIX C.9 COMMUNITY STAKEHOLDER MEETINGS, DAYCARE CONTACTS AND CHURCH CONTACTS

# A. List of Community Stakeholder Meetings

Name	Title	Organization
Alex Blackstock	Director of Academic Enhancement	Gary Comer Youth Center
Brian Kates	Director of Finance and Operations	Intrinsic Charter School
Alli Henry	Managing Director	A Better Chicago
Amber Donnell	Principal, Perspectives, Joslin Campus	Perspectives Charter Schools
Amy Huang	Portfolio Manger	New Schools for Chicago
Ana Martinez	Founding Principal	Rowe Elementary School
Angela Brooks	Chief Academic Officer	Perspectives Charter Schools
Angela Williams	Principal	Providence Englewood Charter School
Audrey George	Executive Director	Horizons for Youth
Ava St. Claire	Co-Founder of Exchange Ideas	Exchange Ideas
Barry Isreal	Community Liaison, 7 <sup>th</sup> Ward Alderman's Office	7 <sup>th</sup> Ward Alderman's Office
Beth Carrera-Napleton	Executive Director & Founder, 2011 Building Excellent Schools Fellow	Chicago Collegiate Charter School
Bill Worton	Executive Director	Higher Learning Preschool
Camille Farrington	Research Associate & Assistant Professor	Consortium on Chicago School Research
Carlos Maxwell	Chairman	7 <sup>th</sup> Ward Business Advisory Committee
Chris Butler	Community Outreach Director	New Schools for Chicago
David Robinson	Director of Government Relations	Noble Street Charter Schools
Don Fraynd	Executive Director	Teacher Match
Dorian Myrikes	Candidate	Candidate for 7 <sup>th</sup> Ward Alderman
Ed Stafford	Director of Community Outreach, Third District	Chicago Police Department
Elissa Klein	Director of Curriculum and Instruction	Victory Schools
Emily Krone	Director of Communications	Consortium on Chicago School Research
Evan Coughner	Founder	Booth Ed Group, University of Chicago Booth School of Business
Greg Mooney	Executive Director	Gary Comer Youth Center
Henry English	Executive Director	Black United Fund of Illinois
James Troupis	Principal	Gary Comer College Prep
Jim O'Connor	Project Director	Advance Illinois
John Horan	Founder and Executive Director	West Lawndale College Prep
Keith Cook	Branch Manager, Member, South Shore Chamber of Commerce	Urban Partnership Bank

Kevin O'Toole	Director of Alumni Engagement	Teach for America
Kristin Sutter	Director of School Leadership	Teach for America
LaShawn Brown	Education Action Council, South Shore	Education Action Council
Laura Morgan	Community Activist & Block Club President	Neighborhood Block Club
Leah Marshall	Director of Development	Chicago Ideas Week
Melinda Evelyn	Coordinator of AOK Network	Metropolitan Family Services
Matt Kelly	Principal, Noble Street's DRW campus	Noble Street Charter Schools
Matt King	Principal and Founder	EPIC Academy
Melissa Zaikos	Executive Director & Lead Founder	Intrinsic Charter School
Mia Henry	Founder	Reclaim South Shore
Michelle Navarre	Director of School, Founder	Polaris Charter Academy
Micki O'Neal	Lead Founder, Executive Director	Foundations Charter School
Monique Wright	Program Manager	Education Pioneers
Natashia Holmes	7 <sup>th</sup> Ward Alderman	7 <sup>th</sup> Ward Alderman's Office
Rick Yudin	Elementary Instructional Leader	Namaste Charter School
Roel Vivit	Director of Academics, Founder	Polaris Charter Academy
Stephanie Lowe	Alumnus	Teach for America
Susan Loncar	Chief of Staff, 10 <sup>th</sup> Ward Alderman	10 <sup>th</sup> Ward Alderman's Office
Teyonda Wertz	Executive Director	South Shore Chamber of Commerce
Tosha Downey	Director of Community Outreach	AUSL
Val Free	Executive Director	South Shore Neighborhood Coalition
Vicky Wooten	Community Action Council Member	South Shore CAC
Will Myers	Executive Director	Fathers for Change
William Powers	Co-Founder & local preschool teacher	Exchange Ideas

# B. List of Daycares visited by Great Lakes Academy:

Name	Address	Contact Name	Number	
DJ Brooks Head Start	6921 South Stony Island Ave. Chicago,	Cheri Brown	773.955.2818	
Center	IL 60649	Chen blown	773.933.2616	
Children R. First	1921 E 79th St	Ms. Cheeks, Owner,		
Learning/ Prodigy	Chicago, IL 60649	Ms. Davis, Director	773.221.3100	
Learning Center	Chicago, iL 60049	Wis. Davis, Director		
St. Jude Ed Institute	2219 E 79th St Chicago, IL 60649	Ms. Jackie	773.978.1938	
Children's Development	7037 S Stony Island Avenue	Dhyilia White	772 262 2200	
Institute	Chicago, IL 60649	Phyllis White	773.363.3200	
Eastside Academy of	2409 E. 79 <sup>th</sup> St.	Ms. Johnson	773,721,5931	
Early Learning	2409 E. 19 St.	Wis. Johnson	773.721.3931	
Links to Learning	8509 S Stony Island Ave	Ms. Trina	773,221,2121	
Childcare	Chicago, IL 60617	1vis. iinia	773.221.2121	

Loren Children's Learning Center	2106 E. 79th St. Chicago, IL 60649	Ms. Lakicia Brown	773.356.9400; Brown- 773.724.9287
Kenyatta's Daycare & Learning Center	2334 E. 75 <sup>th</sup> St.	Brenda Owens, Dir.	773.221.3777
Ada S. McKinley	7222 South Exchange Avenue Chicago, IL 60649	Janie Rudds	773. 221-9711
Higher Learning Day care	2526 E. 73rd St.	Will Horton	773.734.1251
A Child's World Early Learning Center	2145 E. 83rd St. Chicago, IL 60617	Corzetta Rashad, Program admin.	773.978.6598
A Whizz Kid Preschool	2600 E 83rd Street Chicago, IL 60617	Bridgett Adams, Director Lottie Taylor, ED	773.768.0880
S. Harper Montessori School	8358 S Stony Island Avenue Chicago, IL 60617	Georgianna Coachman	773.734.0375
Links to Learning Childcare	8515 S Stony Island Ave Chicago, IL 60617	Ms. Trina	773.221.2121
C. R. Phillips Child Development Center (Cavalry M.B. Church)	8247 S Jeffery Boulevard Chicago, IL 60617		773.375.7537
Eastside Academy of Early Learning	2409 E. 79th Street	Ms. Johnson	773.721.5931

# C. List of local Churches visited by Great Lakes Academy:

Church	Address	Website	Phone	Pastor/contact
Trinity United Church of Christ	495 W. 95 <sup>th</sup> St. Chicago, IL 60628	n/a	(773) 962-5650	Youth Pastor, Neichelle Guidry Jones
Fellowship Missionary Baptist Church	4547 S. Princeton Ave. Chicago, IL	www.fellowshipchi cago.org	(773) 924-3232	Charles Jenkins
Salem Baptist Church	752 E 114th St Chicago	www.sbcoc.org	(773) 371-2300	James T. Meeks
Bryn Mawr Community Church	7000 S. Jeffry Blvd. Chicago IL 60649	http://www.brynma wrfaith.org/Welcom ehtml	(773) 324-2403	Karl B. Wilson, Sr.
Our Lady of Peace Rectory	7851 S. Jeffrey Blvd. Chicago, IL	http://ourladyofpeac echicago.org/	(773) 768-0105	Rev. Mark Kalema, Rev. Rameau Duissereth
A Passion for Christ Ministries	2249-51 E. 71st St. Chicago	http://apassionforch rist.org/	(773) 324-6899	Rev. Beverly Thomas
Nehemiah Urban Church ministries	7359 S. Chappel Ave. Chicago, IL	n/a	(773) 955-1377	Bishop Tory Marshall

	I		T	
New Spiritual Light Missionary	7566 S. Shore Dr. Chicago, IL	n/a	(773) 374-8373	Pastor Walter Turner
Excellent Way Church of God	2510 E. 79th St.	n/a	(773) 375-1500	Pastor Leo Franklin
South Shore Bible Baptist Church	7159 S. Cornell Chicago	http://iammysistersk eeperunityday.org/a bout_us	(773) 752-3778	Pastor Bailey M. Grant
The Great Metropolitan Church of Christ	2428-36 E. 75th St.	http://whittmon.trip od.com/index.html	(773) 768-1876	Rev. Dr. Isaac Whittmon
Life Redeeming Ministries	2200 E. 75th St.	http://liferedeeming.	(773) 374-7009	Pastor Teena Arrington
South Shore United Methodist Church	Jeffrey & 74th	n/a	(773) 752-6233	Rev. Adonna Davis- Reed
St. Margaret's Episcopal Church	2555 E. 73rd St. Chicago, IL 60649	http://www.stmarga retepiscopalanglican chicago.org/fr_stma rgaretofscotland.cf m	(773) 221-5505	Rev. Primitivo C. Racimo
St. Luke Missionary Baptist church	7262 S. Coles Ave. Chicago, IL 60649	http://www.saintluk embchurch.org/spec ial-events/	(773) 768-8423	Rev. Scott Onque
Church of St. Bride	7801 S. Coles Ave. Chicago, IL 60649	http://www.st- bride.org/bgm/	(773) 731-8822	Father Bob, Terry Rose (youth ministries)
New Nazareth Baptist Church	7933 S. Yates Blvd	n/a	n/a	Dr. Jarvis J. Hanxzon
Haven of Rest Missionary Baptist Church	7925 S. South Chicago Ave.	n/a	(773) 375-4489	Rev. Joel Tolliver
South Chicago: Sweet Holy Spirit	8621 S. Chicago Ave. Chicago IL	http://www.sweetho lyspiritonline.org/	(773) 721-6178	Youth Minister Javon Robinson

	Number of Schools							Enrollment: All Schools in Community				Enrollment: Level 3 Schools in Community				
	Nemakas		C Number	Number of Level 3,	Number of Level 3,	Level 3,	Total	Attending,	Residing	Residing,	Takal	Total	Attending,	Residing	Residing,	Total
Community area	Number of Schools	ontract Schools	of Level 3 Schools	Underutilized Schools	Efficient Schools	Overcrowded Schools	Total Attending	Non- Residing	and Attending	but not attending	Total Residing	Total Attending	Non- Residing	and Attending	but not attending	Total Residing
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CHICAGO LAWN	7					3 1					8,692	5,452			· ·	
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FULLER PARK	2					0 0	•		,		•	529				
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GARFIELD RIDGE	5				1	0 1			•	•		1,046		900	) 452	
GRAND																
BOULEVARD	8	;	2 6	6	6	0 0	2,776	1,958	823	1,852	2,675	1,929	1,111	. 823	3 1,852	2,675
GREATER GRAND																
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			Nu	mber of School	s			Enrollment:	All Schools	in Commun	ity	Enrollment: Level 3 Schools in Community					
Community area	Number of Schools	ontract	Number of Level 3 Schools	Number of Level 3, Underutilized Schools	Number of Level 3, Efficient Schools	Number of Level 3, Overcrowded Schools	Total Attending	Attending, Non- Residing	Residing and Attending	Residing, but not attending	Total Residing	Total Attending	Attending, Non- Residing	Residing and Attending	Residing, but not attending	Total Residing	
KENWOOD	6	5	1 :	3	3 (	0 0	1,850	1,256	5 594	1,082	1,676	642	224	418	839	1,257	
LAKE VIEW	10			-	-	0 0	,	,		,	•	0				0	
LINCOLN PARK	ť	5	0	0		0 0	3,252					0	(	) (	) (	0	
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LOGAN SQUARE	12	2	1 :	2	2 (	0 0	7,986	3,349	4,637	3,063	7,700	1,303	508	795	609	1,404	
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LOWER WEST SIDE	11	L	1 :	1	0 :	1 0	5,827	7 1,938	3,889	2,116	6,005	406	124	282	. 242	2 524	
MCKINLEY PARK	5	5	1	0	0 (	0 0	2,000	73	1,263	773	2,036	0	(	) (	) (	0	
MONTCLARE	1	L I	0	0	0	0 0	1,303	3 63	3 1,240	408	1,648	0	(	) (	) (	0	
MORGAN PARK	2	1	0	1	1 (	0 0	1,682	2 355	1,327	705	2,032	552	39	513	285	5 798	
MOUNT																	
GREENWOOD	3	3	0	0	0 (	0 0	1,487	7 293	3 1,194	152	1,346	0	(	) (	) (	0	
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NORTH LAWNDALE	20	)	6 1	3	9 4	4 0	7,431	L 5,118	3 2,313	3,213	5,526	4,858	3,089	1,769	2,659	9 4,428	
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PORTAGE PARK	5		-			0 0	4,990					0					
PULLMAN	5		1	-		0 0	1,212					364					
RIVERDALE				=	_	0 0	1,355				,	1,009					
ROGERS PARK			0			0 0	3,212					515					
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SOUTH CHICAGO	7	7	1 .	4	4 (	0 0	3,913			1,586		2,648	387	1,958	1,157		
SOUTH DEERING	4	1	0 :	2	2 (	0 0	1,852	2 290	1,562	612	2,174	735	129	606	440		
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SOUTH SHORE	8			•		1 0	3,797	•	,	•	,	2,708				•	
UPTOWN	6					0 0	3,895					2,700					
WASHINGTON										2,010							
HEIGHTS	10	)	2 :	2	1 :	1 0	4,838	3 2.867	7 1,971	. 1,379	3,350	1,817	1,553	3 264	131	L 395	
WASHINGTON							.,000	_,00.	_,5	_,5.5	2,230	_,01.	_,555				
PARK	5	5	1 .	4	3 :	1 0	2,770	1,972	2 798	3 1,186	1,984	1,407	609	798	3 1,186	5 1,984	
WEST ELSDON	2					0 0	,	,		,	,	0			, -	,	

			Nu	mber of School	ls			E	nrollment: A	All Schools i	n Commun	ity	Enrollment: Level 3 Schools in Community						
Community area	Number of Schools	Number of Charter/C ontract s Schools		Number of Level 3, Underutilized Schools	Number of Level 3, Efficient Schools	Number of Level 3, Overcrowded Schools		Total Attending	Non-	Residing and Attending	Residing, but not attending	Total Residing	Total Attending	Attending, Non- Residing	and	Residing, but not attending	Total Residing		
WEST																			
ENGLEWOOD	12	2 2	2	3	8	0	0	4,897	2,045	2,852	2,298	5,150	3,421	1,267	2,154	1,718	3,872		
WEST GARFIELD																			
PARK	8	8 (	) !	5	5	0	0	2,615	1,124	1,491	1,415	2,906	1,573	689	884	1 845	5 1,729		
WEST LAWN	3	3 (	) (	ס	0	0	0	2,524	52	2,473	369	2,842	0	(	) (	) (	0 (		
WEST PULLMAN	1:	1 1	1 !	5	4	1	0	3,639	1,240	2,399	1,328	3,727	1,956	742	1,214	71	7 1,931		
WEST RIDGE	8	8 (	) (	0	0	0	0	6,491	1,339	5,152	2,258	7,410	0	(	) (	) (	0 0		
WEST TOWN	20	0 3	3 !	5	4	1	0	8,135	5,719	2,420	3,050	5,470	2,443	1,704	739	1,020	0 1,759		
WOODLAWN	-	7 (	) (	5	5	1	0	2.678	1.264	1.414	1.610	3.024	2.442	1.028	1.414	1.610	3.024		

			Nu	mber of School	s			Enrollment:	All Schools i	in Commun	ity	<b>Enrollment: Level 3 Schools in Community</b>						
		Number									•							
		of		Number of		Number of												
C'I of China	No. or bear	Charter/C		Level 3,	Level 3,	Level 3,		Attending,	Residing	Residing,		l	Attending,	•	Residing,			
City of Chicago	Number	ontract	of Level 3		Efficient	Overcrowded	Total	Non-	and	but not	Total	Total	Non-	and	but not	Total		
Ward	of Schools		Schools	Schools	Schools	Schools	Attending	Residing	Attending		Residing	Attending		Attending		Residing		
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2	15					0 0	5,221		· ·			756				·		
3	17					0 0	6,532	•	•	•	•	3,157	,	•	,	,		
4	14					0 0	4,451				· ·	2,453						
5	11					1 0	4,430	-	•			2,972		•	-			
6 7	14					0 0	6,286					1,910		· ·				
8	14					-	2,811		•			1,173 1,883				,		
9	13					0 1 1 0	4,900 4,352					2,647				,		
10	13					0 0	8,827					2,536		· · ·				
11	12					0 0	6,116		· ·	-		2,330						
12	9					1 0	7,195					284						
13	7					0 0	7,135					204						
14	16					0 1	14,124		•			1,456						
15	10					2 1	7,113					6,253						
16	12					1 0	6,392					2,407		•				
17	11					1 0	4,573					3,349				,		
18	13					1 0	7,941		-			2,438						
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20	18					2 0	8,614					3,227						
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# School and Enrollment Summary: By CPS Geographic Network

			Nun	nber of School	s		E	nrollment:	All Schools i	n Commun	ity	Enrollment: Level 3 Schools in Community					
CPS Geographic Network	Number of Schools	Number of Charter/C ontract Schools		Number of Level 3, Underutilized Schools	Number of Level 3, Efficient Schools	Number of Level 3, Overcrowded Schools	Total	Attending, Non- Residing	Residing and Attending	Residing, but not attending	Total Residing	Total Attending	Attending, Non- Residing	Residing and Attending	Residing, but not attending	Total Residing	
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# APPENDIX C.11 SOUTH SHORE AREA ELEMENTARY SCHOOL DATA

	Name & Address	# of Students	School Level in 2011	School Level in 2012	Avg. Composite 2011 ISAT Score	Avg. Composite 2012 ISAT scores	Exceeds State Standards in 8 <sup>th</sup> Grade	Racial Demographics 2012-13	% Low Income	% Special Ed.	% ELL
			Scho	ools between	n 67 and 90, Ea	st of Stony Is	land Pkwy				
1.	Parkside ES 6938 East End Ave.	293	3	3	54	48.2	1.5	98% Black 1% Hispanic	99.7	11.6	0
2.	O'Keefe ES 6940 S. Merrill *AUSL turnaround schoolin 2013-14	584	3	3	54.8	52.9	1.1	97.9% Black 1.5% Hispanic	96.9	9.8	0
3.	<b>Bouchet ES</b> 7355 S. Jeffrey Blvd.	687	3	2	56.2	58.4	5.5	99.3% Black	92.2	13.2	1.5
4.	Bradwell ES 7736 S. Burnham	836	3	2	52.5	58.2	9.3	98.1% Black 1.1% Hispanic	89.4	13.3	0.4
5.	Mann ES 8050 S. Chappel Ave.	423	3	3	53.7	54.1	2.2	99.1% Black	96.5	17.2% Sped	0.5
6.	<b>Powell ES</b> 7511 S. Shore Dr.	564	1	2	76.6	77	10.6	98% Black	95.7	11	2.5
7.	Ninos Heroes ES 8344 S. Commercial Ave.	439	2	2	67.4	71.5	7.4	78.4% Black; 19.8% Latino	95.2	9.3	7.1
8.	Coles Lang. Ac. 8441 S. Yates Blvd.	546	2	2	69.6	75.4	8.6	96.7% Black 2% Hispanic	82.6	9.5	0.2
9.	New Sullivan ES 8331 S. Mackinaw	503	3	3	56.5	59.7	2	73% Black 24.7% Hispanic	97.2	17.7	11.1

	Name & Address	# of Students	School Level in 2011	School Level in 2012	Avg. Composite 2011 ISAT Score	Avg. Composite 2012 ISAT scores	Exceeds State Standards in 8 <sup>th</sup> Grade	Racial Demographics 2012-13	% Low Income	% Special Ed.	% ELL
10.	<b>Caldwell ES</b> 8546 S. Cregier	286	3	2	63.9	68	7.1	97.6% Black	94.4	13.3	0.0
11.	Mireles 9000 S. Exchange Ave.	752	3	3	56.4	55.6	7.6	49.3 % Black, 48.8% Hispanic	96.3	10.5	24.5
12.	<b>Thorp ES</b> 8914 S. Buffalo	415	3	3	59.4	60.6	4.2	77.1% Black 21.7 Hispanic	98.8	26.3	10.4
13.	James Madison ES 7433 Dorchester *Just west of Stony Island	240	2	3	74.8	61.6	4.5	98.8% Black 0.8 Hispanic	97.9	12.9	0
14.	South Shore Fine Arts* 1415 E. 70 <sup>th</sup> St. *Just west of Stony Island	501	n/a	3	75	75.2	1.4 *grade 4	96.8% Black	75.2	17.8	0.4



APPENDIX C.12:
LETTERS OF SUPPORT



#### NATASHIA L. HOLMES

ALDERMAN, 7TH WARD
121 North LaSalle Street
CHV Hall Room 200
CHICAGO ILLINOIS 60602
TELEPHONE: (312) 744-6833
Fast (312) 744-629
P-MAIL: ward07@Eliyofchicago org

CITY COUNCIL
CITY OF CHICAGO

CITY HALL-ROOM 200 121 MORTH LASALER STREET CHICAGO ILLINOIS 60602 TELEPHONEI 312:744-6825 Fax: 312-744-4843 COMMITTEE MEMBERSHIPS

RULES AND ETHORS

ECONOMIC, CANTAL AND TECHNOLOGY DEVELOPMENT

HHALTH AND ENVIRONMENTAL PROTPETION

HOUSING AND REAL ESTATE

HUMAN RELATIONS

PUBLIC SATETY

TRANSPORTATION AND PUBLIC WAY

September 13, 2013

Office of New Schools Chicago Public Schools 125 S. Clark St., 5<sup>th</sup> Floor Chicago, IL 60603

Office of New Schools:

I am writing this letter in support of Great Lakes Academy Charter School, a proposed K-8 college preparatory school for the South Shore neighborhood.

The mission of Great Lakes Academy is to prepare students for success in high school, college, and in careers and life beyond that. The school's mission is to provide all students with an outstanding foundation of the academic and life skills necessary to succeed in today's world. As Alderman of the 7<sup>th</sup> ward, I support the Great Lakes Academy as an educational option for families who reside not only in South Shore, but the 7th Ward at-large.

Additionally, I support the leadership of proposed Executive Director, Katherine Myers. I have met her on several occasions, and her commitment to creating and sustaining a leading college preparatory elementary school for the community is clear. She shared with me her vision for the school, and I am impressed by both her passion and her experience in urban education.

Over the past several months, the Great Lakes Academy has committed to extensive community outreach in South Shore, connecting with potential students and families, and has set the stage for even more support from throughout the entire 7<sup>th</sup> Ward.

Again, I support Great Lakes Academy as a new educational option in South Shore. It is my hope and desire that the school should be granted a charter and open in the fall of 2014. If you have any questions or concerns, please do not hesitate to contact me at (773)731-7777.

Sincerely,

Natashia L. Holmes
Alderman, 7th Ward

cc: Dr. Barbara Byrd-Bennett, Chief Executive Officer

To Whom It May Concern,

I am writing this letter in strong support of Great Lakes Academy Charter School, a proposed K-8, college preparatory elementary school for the greater South Shore neighborhood.

As a preschool teacher at Ada S. Mckinley-Ersula Howard and founder of the Exchange Ideas Community Forum in South Shore I have been involved in the South Shore community since 2011. As both a community organizer and a preschool teacher in a low income community, I recognize the critical importance of having high quality schooling options, particularly during the earliest years. Great Lakes Academy Charter School satisfies all of those requirements, and it has dedicated an incredible amount of time to partnering with the community in a way that ensures it will have the backing of South Shore's stakeholders as well.

The mission of Great Lakes Academy Charter School is to prepare students for success in a college preparatory high school, at a four-year college, and in careers and life beyond that. I strongly believe that we need a school such as Great Lakes Academy to bring those opportunities to the families and students of the South Shore neighborhood. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's economy.

I also support the leadership of proposed Executive Director, Katherine Myers. Her commitment to creating and sustaining a leading college preparatory elementary school for the South Shore community is clear. She shared with me her vision for the school, and I was impressed by both her passion and her experience in urban education. We hope to work with the school as a partner in the future as we invest in the development and education of youth on Chicago's South Side.

Again, I would like to extend my support and recommendation for Great Lakes Academy Charter School. The South Shore neighborhood is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope and desire that the school should be granted a charter and open in the fall of 2014. If you have any questions or concerns, please do not hesitate to contact me at William.fuller.powers@gmail.com or 203-921-5955

Sincerely,

William F. Powers Jr.

## From the Desk of Vicky M. Wooten, MBA 8133 South Oglesby Chicago, IL 60617 773-801-9738 – VMWooten194@sbcglobal.net

Office of New Schools Chicago Public Schools 125 S. Clark St., 5<sup>th</sup> Floor Chicago, IL 60603

To Whom It May Concern,

I am writing this letter in strong support of Great Lakes Academy Charter School, a proposed K-8, and college preparatory elementary school for the greater South Shore neighborhood.

The mission of Great Lakes Academy Charter School is to prepare students for success at a college preparatory high school, at a four-year college, and in careers and life beyond that. I strongly believe that we need Great Lakes Academy to bring those opportunities to the families and students of the greater South Shore neighborhood. As a member of the South Shore CAC, and a lifelong educator, I believe in the vision for Great Lakes Academy. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of proposed Executive Director, Katherine Myers. I have met her several times, and her commitment to creating and sustaining a leading college preparatory elementary school for the community is clear. She shared with me her vision for the school, and I am impressed by both her passion and her experience in urban education.

In my capacity as a Technology Educator, Education Activist, and South Shore CAC member, I have seen the extensive community engagement work that Great Lakes Academy has been conducting in the greater South Shore area for several months. They have attended community meetings, and engaged meaningfully with local residents and families. I believe in their commitment to bring community engagement and feedback to their school.

The South Shore neighborhood has indicated its strong desire to have a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope and desire that Great Lakes Academy should be granted a charter and open in the fall of 2014. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

# Vicky M. Wooten



1 North State St. Floor 7-L Chicago, IL 60602

p: 773.278.6895 f: 312.348.1899

To Whom It May Concern,

I am writing this letter in strong support of Great Lakes Academy Charter School, a proposed K-8, college preparatory elementary school for the greater South Shore neighborhood.

My name is James Troupis; I am currently the Chief Talent Officer with the Noble Network of Charter Schools and prior to assuming this role spent the last five and a half years serving students on Chicago's south side as the Founder and High School Principal of Gary Comer College Prep.

I can speak from first hand experience that the students of South Shore need more quality options and the families of South Shore strongly demand it. In fact, in our third year of operation at Gary Comer College Prep, Noble veered from our strategic plan of only opening high schools to open our first middle school in specific response to the community demand and need for more quality grammar school options.

The mission of Great Lakes Academy Charter School is to prepare students for success at a college preparatory high school, at a four-year college, and in careers and life beyond that. I strongly believe that we need Great Lakes Academy to bring those opportunities to the families and students of the greater South Shore neighborhood. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of proposed Executive Director, Katherine Myers. I have met her several times, and her commitment to creating and sustaining a leading college preparatory elementary school for the community is clear. She shared with me her vision for the school, and I am impressed by both her passion and her experience in urban education.

Again, I would like to extend my support and recommendation for Great Lakes Academy Charter School. The South Shore neighborhood is in need of another school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope and desire that the school should be granted a charter and open in the fall of 2014. If you have any questions or concerns, please do not hesitate to contact me at jtroupis@noblenetwork.org.

Sincerely,

James Troupis

Chief Talent Officer

Noble Network of Charter Schools

noblenetwork.org

May 12, 2013

Office of New Schools Chicago Public Schools 125 S. Clark St., 5<sup>th</sup> Floor Chicago, IL 60603

To Whom It May Concern,

I am writing this letter in strong support of Great Lakes Academy Charter School, a proposed K-8, college preparatory elementary school for the greater South Shore neighborhood.

I'm the founder of a charter school network in Boston called Match. I was extremely fortunate to be mentored by Linda Brown, who created a nonprofit called Building Excellent Schools. Match has achieved great success with inner-city Boston students. *In fact, a recent Stanford study (CREDO) found that Boston charter schools created larger academic gains than charters in any other city in the United States*. Moreover, all of the top-performing schools had *founders who were mentored by Linda Brown*.

Along comes Katherine Myers. I hired her 2 years ago to work on a project we had launched in New Orleans – a new effort at coaching teachers. She was terrific. When she announced she'd been selected to design a school under the mentorship of Linda Brown, I was sad to lose a talented teacher coach, but incredibly pleased at the prospect of an excellent new school. I knew Katherine would go on to build a great school for kids and their parents; I just wondered what city would be lucky enough to get the school. Frankly, I had hoped she'd land in Boston.

It turns out that Boston's loss is Chicago's gain in this case. It is my great hope and desire that Great Lakes Academy be granted a charter and open in the fall of 2014.

Sincerely,

Michael Goldstein

Founder

Match Education

1001 Commonwealth Avenue

Boston MA 02215

MGoldstein@matcheducation.org

Dr. Laura Morgan 8005 South Essex Chicago, IL 60617

August 14, 2013

Office of New Schools Chicago Public Schools 125 S. Clark St., 5<sup>th</sup> Floor Chicago, IL 60603

To Whom It May Concern:

I am writing this letter in strong support of Great Lakes Academy Charter School, a proposed K-8, college preparatory elementary school for the greater South Shore neighborhood.

As the Organizer for the Grassroots Movement for Social Emotional Learning, I have been involved in consulting with Katherine Meyers, the Executive Director of the Great Lakes Academy Charter School since the Fall, 2012. I was extremely excited to hear that Great Lakes Academy Charter School plans on incorporating SEL skills in their curriculum from the start. Teaching their students skills to help them manage life effectively will give them a head start on life and improve their chances of success in the workforce.

I also support the leadership of proposed Executive Director, Katherine Myers. I have had the opportunity to meet with her and share my vision of SEL many times, and she has shared her commitment to creating and sustaining a leading college preparatory elementary school for the community. Also, I find her vision for the school to be both traditional and progressive. I am very impressed by both her passion and her experience in urban education. As a resident of the South Shore community for over 40 years now, I am looking forward to Great Lakes Academy being a leader in the education community.

Again, I would like to extend my support and recommendation for Great Lakes Academy Charter School. The South Shore neighborhood is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope and desire that the school should be granted a charter and open in the fall of 2014. If you have any questions or concerns, please do not hesitate to contact me at 773-731-2454.

Sincerely,

Laura Morgan, Ed.D.

#### To Whom It May Concern,

I am writing this letter in strong support of Great Lakes Academy Charter School, a proposed K-8, college preparatory elementary school for the greater South Shore neighborhood.

As the Director of Match Teacher Coaching – New Orleans, I have been involved in education for almost 10 years. I started as a teacher working in high needs schools in the South. After teaching for several years, I worked with alternative route programs, focusing my efforts on improving their teachers through coaching and facilitating courses. After attending the Harvard University Graduate School of Education, I worked at the MATCH School, which is one of the highest performing charter schools in Massachusetts. I broadened my scope when I became the full time curriculum writer and Director of Math and Science Coaching Team. After working with MATCH for 3 years, I moved back to my hometown in New Orleans to found MTC-NOLA and to positively impact the community that gave me so much in my childhood years.

The mission of Great Lakes Academy Charter School is to prepare students for success in a college preparatory high school, at a four-year college, and in careers and life beyond that. I strongly believe that Great Lakes Academy will to bring those opportunities to the families and students of the South Shore neighborhood of Chicago. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's economy.

I also support the leadership of proposed Executive Director Katherine Myers. Her commitment to creating and sustaining a leading college preparatory elementary school community is clear. She also has extensive experience working successfully with low income, urban students and helping them achieve at high academic levels.

I worked with Katherine at MTC-NOLA, and have witnessed firsthand her ability to proactively assist in getting a fledgling organization up and executing at a high level. With MTC-NOLA, she gained experience working on the operational side of a start-up, as well as on the teacher-coaching side and she excelled at both. She understands the challenges of start-up, and is well equipped to lead a start-up charter school to great success from the beginning.

Again, I would like to extend my support and recommendation for Great Lakes Academy Charter School. It is my great hope and desire that the school should be granted a charter and open in the fall of 2014 to serve the students of Chicago. If you have any questions or concerns, please do not hesitate to contact me at 504-261-1242.

Sincerely,

Erica Winston Director of MTC-NOLA Erica.Winston@matcheducation.org 504-261-1242

To Whom It May Concern,

My name is Dorian C. Myrickes and I am writing this letter in strong support of Great Lakes Academy Charter School, a proposed K-8 college preparatory elementary school for the greater South Shore neighborhood. As a community leader and activist, I have been involved in the 7<sup>th</sup> Ward community and I am the founder of the Project Tiers Foundation Inc. I am also running for alderman in the 7<sup>th</sup> Ward in 2015.

I strongly believe that we need a school such as Great Lakes Academy to bring those opportunities to the families and students of the South Shore neighborhood. I believe in the mission of Great Lakes Academy Charter School. Great Lakes Academy Charter School is to prepare students for success in a college preparatory high school, at a four-year college, and in careers and life beyond that. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's economy.

I also support the guidance of proposed Executive Director Katherine Myers. Her commitment to creating and sustaining a leading college preparatory elementary school for the South Shore community is clear. She shared with me her vision for the school, and I was captivated by both her passion and her experience in urban education. We hope to work with the school as a partner in the future as we invest in the development and education of youth on Chicago's South Side.

Again, I would like to extend my support and recommendation for Great Lakes Academy Charter School. The South Shore neighborhood is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope and desire that the school should be granted a charter and open in the fall of 2014. If you have any questions or concerns, please do not hesitate to contact me at 312-715-7476 or email me at info@pitiers.org.

Sincerely,

Mr. Dorian C. Myrickes

Founder of Project Tiers Foundation Inc.



Sagar Gokhale, Senior Director Office of New Schools Chicago Public Schools 125 S. Clark St., 5<sup>th</sup> Floor Chicago, IL 60603

September 20, 2013

Dear Sagar,

I am writing this letter in support of Great Lakes Academy Charter School, a proposed K-8, college preparatory elementary school for the greater South Shore neighborhood.

As the Founder and Executive Director of Chicago Collegiate, I have had the great pleasure of working with your office for over a year to get our school in Roseland off the ground. It is currently our fifth week of school and so far our students are loving the experience and parents are incredibly grateful for this educational option for their students.

That's why I'm writing to you today—as I know that you know that parents in Chicago need more great school options for their students. Great Lakes Academy would provide just that for the greater South Shore neighborhood. In my experience working in the city's education system, I have found that the South Side in general does not yet have the educational options that other areas of the city have. Great Lakes Academy, with the help of your office and Chicago Public Schools, would help alleviate that problem and provide an excellent option for parents and students.

Katherine Myers, the Lead Founder, is a Building Excellent Schools Fellow for the 2012-2013 school year. As you may know, I received fellowship the year before. It is incredibly rigorous and does an exceptional job of preparing leaders to found and run high-performing schools. I am confident that Katherine and her design team have a strong school design in place, and that Katherine, the proposed Executive Director, has the leadership skills and capacity to take on the very challenging work of starting a school from scratch in the city of Chicago.

It is my great hope and desire that the school should be granted a charter and open in the fall of 2014. If you have any questions or concerns, please do not hesitate to contact me at beth.napleton@chicagocollegiate.or or on my cell 773-554-5784.

Warm Regards,

Both Canara hyputon

Beth Carrera Napleton Founder and Executive Director Chicago Collegiate Charter School



August 19, 2013

To Whom It May Concern:

We are proud to support the application for Great Lakes Academy Charter School ("Great Lakes Academy") and the outstanding leadership of Katherine Myers as lead founder and proposed Executive Director.

Building Excellent Schools (BES) is a highly selective, nationally recognized non-profit whose flagship program, the Building Excellent Schools Fellowship, prepares outstanding candidates for urban charter school leadership. Katherine is a gifted, well trained, and thoroughly prepared school leader who brings instructional and teacher coaching experience, charter school training, and a leadership residency at several high performing BES elementary schools. Katherine brings a network of national and regional support, including that of high achieving BES elementary schools Equitas Academy, Futuro Prep, and Capitol Collegiate in Los Angeles and Sacramento, CA respectively, along with that of Memphis College Prep and its instruction leader Elise Hurst (former Kindergarten teacher) and TN Charter School Elementary 2012 Teacher of the Year as well as of Beth Carrera-Napleton, 2012 BES Fellow and Founder of Chicago Collegiate Charter School. Katherine has developed an outstanding and diverse Founding Board prepared to govern the school effectively and she has built strong community ties across Chicago on behalf of Great Lakes Academy, and particularly within its South Shore community. Katherine's intellectual, leadership, and organizational capacity is outstanding, and her determination and capacity to bring a high quality, high performing K-8 school to Chicago is strong.

Katherine holds the bar high for herself and the school's founding Board of Directors and does not waver in her commitment to excellence in all that she does. She is always professional and her work is of the highest quality. Her ability to manage multiple priorities and engage a variety of stakeholders as well as to plan in detail an academic program that builds academic skill and character strength further evidences that she will be an effective school leader, responsive to the community's needs and resolute in providing a high quality K-8 education inspired by the school's mission, devoted to the success of its students, and held fast by its ambitious goals.

We are honored to work with Katherine, and have total confidence that her school leadership and the well-researched and practice-proven components of the public charter school design for Great Lakes Academy will lead to strong student achievement for the children of Chicago.

Respectfully,

Linda Brown

Linda Brown, Founder / Chief Executive Officer

| brown@buildingexcellentschools.org

617-227-4545 x205

Sue Walsh
Sue Walsh, Chief Academic Officer
swalsh@buildingexcellentschools.org
617-227-4545 x221

## To Whom It May Concern,

It is my pleasure to write a letter in strong support of Great Lakes Academy Charter School, a proposed K-8, college preparatory elementary school for the greater South Shore neighborhood.

As an urban designer and community activist, I am actively involved in a number of community organizations such as the Community Action Council, The South Shore Planning and Preservation Coalition and the 7<sup>th</sup> Ward Business Advisory Council. I have been active since my relocation here in 2010. My role in each of these organizations is to help guide the community into positive action and development.

The mission of Great Lakes Academy Charter School is to prepare students for success in a college preparatory high school, at a four-year college, and in careers and life beyond that. I strongly believe that we need a school such as Great Lakes Academy to bring those opportunities to the families and students of the greater South Shore neighborhood. Great Lakes Academy Charter School will have a major, positive impact on education options for parents of school age children. It will also have an impact on business development and uplift the spirit of the community. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's economy.

I also support the leadership of proposed Executive Director, Katherine Myers.

Katherine. I have developed a wonderful, professional relationship with Ms. Myers.

Since her introduction to the community, I have watched her and her team work

tirelessly to not only garner support for the school, but also build meaningful, sincere relationships within our community. Her commitment to creating and sustaining a leading college preparatory elementary school for the community is clear. She shared with me her vision for the school, and I am impressed by both her passion and her experience in urban education.

Again, I would like to extend my support and recommendation for Great Lakes Academy Charter School. The South Shore neighborhood is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope and desire that the school should be granted a charter and open in the fall of 2014. If you have any questions or concerns, please do not hesitate to contact me at 312.363.9861 or at avamorria@gmail.com.

Sincerely,

Ava St. Claire

Urban Designer, Activist

To Whom It May Concern,

I am writing this letter in strong support of Great Lakes Academy Charter School, a proposed K-8, college preparatory elementary school for the greater South Shore neighborhood.

As a member of the executive board of advisors for the South Shore International College Prep high school, and as long-time community builder, I have been involved in helping to improve the quality of life in the community since 1983. My activities have included developing and implementing workforce development training and placement programs for ex-offenders, social entrepreneurship enterprises to help young people earn revenue for their time and talent, and several years of working closely with local educators to ensure a seamless connection to community service providers so that our young people are able to address any social/emotional challenges to academic achievement.

The mission of Great Lakes Academy Charter School is to prepare students for success at a college preparatory high school, at a four-year college, and in careers and life beyond that. I strongly believe that we need Great Lakes Academy to bring those opportunities to the families and students of the greater South Shore neighborhood. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of proposed Executive Director, Katherine Myers. I have met her several times, and her commitment to creating and sustaining a leading college preparatory elementary school for the community is clear. She shared with me her vision for the school, and I am impressed by both her passion and her experience in urban education. I have also seen firsthand the Great Lakes Academy efforts in community outreach and the community support they have generated over the past several months.

Again, I would like to extend my support and recommendation for Great Lakes Academy Charter School. The South Shore neighborhood is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope and desire that the school should be granted a charter and open in the fall of 2014. If you have any questions or concerns, please do not hesitate to contact me at 312-273-3803.

Sincerely,

David Robinson

David B. Robinson Director of Government Affairs Noble Network of Charter Schools

### Appendix D.1: 2014-15 Sample Annual Calendar

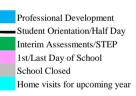
#### Great Lakes Academy 2014-2015 Academic Calendar

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32 total Staff PD days 185 Total School Days

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#### Important Dates July 21- First day of Staff PD July 21-August 15- Summer Institute (PD) Aug. 4-8- Parent Orientation & STEP testing Aug. 19- 1st Day of School Aug. 19-22- Student Orientation (1/2 Day)/ PD (1/2 Day)

12 19

Aug. 26-27- NWEA & Pre-tests		
Sept. 1- Labor Day, No School		

Sept. 2- Staff PD/Data Day

Sept. 13- Parent/Student Sat.- Reading Goals & STEP Workshop Sept. 17- Parent Go to School Night

Sept.29-Oct.3, Interim Tests, STEP tests Oct. 4 -STEP tests & HW Help Workshop

Oct. 6- Staff PD / Data Day

Oct. 10- Mid-Trimester Report to Families

Oct. 13- Columbus Day, No School

Nov. 11- Veterans' Day, No School, Staff PD

Nov. 17-21- Interim Tests & STEP

Nov. 22- Parent/Student Sat. - STEP tests, Read Aloud Workshop

Nov. 26-28- Thanksgiving Break, No School

Dec. 1-Staff PD / Data Day

Dec. 2- 2nd Trimester Begins

Dec. 2 & 3 Parent/Teacher Conferences, Trimester 1 Report Cards

Dec. 22-Jan. 2- Winter Break, No School

Jan. 5- Staff PD

Jan. 12-13- Nationally Normed Assessment (Midyear)

Jan. 19- MLK Day, No School

Jan. 24- Parent/Student Sat, - Numeracy Workshop

Jan. 30- Progress Reports to Parents

Feb. 9-13 Interim Tests & STEP

Feb. 14- Parent/Student Sat.- STEP tests, Guided Reading Workshop

Feb. 16- President' Day. No School

Feb. 17- Staff PD/ Data Day

March 7- Parent/Student Sat.- STEP tests, Phonics Workshop

March 13 Staff PD

March 16- 3rd Trimester Begins

March 17 & 18- Parent/Teacher Conferences, Trimester 2 Report Cards

March 30-April 3- Spring Break

April 13-18- Interim Tests

April 18- Parent/Student Sat. - STEP Tests, Co-Reading Workshop

April 20- Staff PD/Data Day

May 1- Mid-Trimester Reports to Families

May 4 - Staff PD

May 18-30 Home visits for new students

May 25- Memorial Day, No School

June 1-3 - Nationally Normed Assessments (End of Year)

June 4 & 5- Interim Tests/STEP

June 6- Parent/Student Sat.- STEP tests, First Year Celebration

June 12- Trimester 3 Reports to Parents

June 15 & 16- Parent/Teacher Retention Conferences, as needed

June 17- Last Day of School, Half Day

June 18 & 19- Staff PD & End of Year Work

270

	Great Lakes Academy (Using CPS Template) 2014-15 School Calendar													
					2014	1-15 School C	alendar							
Day	July-14	August-14	September-14	October-14	November-14	December-14	January-15	February-15	March-15	April-15	May-15	June-15		
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# Instr.														
Days	0	9	20	21	16	14	18	18	19	18	19	13		

Please enter the codes below into the calendar above. Remove "I" codes for days that correspond to any of the other codes listed below and for days that occur prior to the start or after the end of your school year.
Please add "I" codes for days of instruction occuring prior to the start or after the end of the CPS school year. CPS Holidays have already been marked with an H and Intercessions have already been marked with an INT.

0 RCD

0 **TI** 3 **INT** 

Legend - Do not use colors Instructional day FD First day of school Q/T End of quarter or trimester PD Professional Development/Staff Development: No students present Holiday: No school ED-PD Early dismissal: 1/2 day attendance for students due to PD ED-RC Early dismissal: 1/2 day attendance for students due to report card pickup RC Report card pick-up/Parent Teacher conference: No students present Report card distribution: Students present RCD LD Last day of school TI **Teacher Institute** INT Intersession EM Emergency day G Graduation date(s) if applicable

23 **ED-PD** 

32 ED-RC

Instructional days (state min = 180)

CPS 2014-15 Holidays	
September 1	Labor Day
November 11	Veterans Day
November 27-28	Thanksgiving
January 19	ML King's Birthday
February 12	Lincolns Birthday
February 16	President's Day
May 25	Memorial Day
CPS Regular Calendar 2014-15 In	tersessions
December 22-January 2	CPS Winter Break
March 30-April 3	CPS Spring Break

0 **EM** 

0 **G** 

#### Please enter the information requested below

Time building is opened	7:15 AM
School start time	7:30 AM
School end time	3:45 PM
Time building is closed	6:00 PM
Date summer school begins (if applicable)	n/a
Date summer school ends (if applicable)	n/a
Student Application Deadline for the 2015-16 School Year	3.28.14
Lottery Date for the 2015-16	4.3.14

(opened to students) This time should be the same as on the bell schedule tab This time should be the same as on the bell schedule tab

(closed to students from after school)

INSTRUCTIONS - Please fill in times in the following format H:MM AM (i.e. put a space between the number and the AM/PM). For lunch and/or recess times, less than 60 minutes, please input 12: in front of the minutes and indicate AM, ie. (12:40 AM).

2014-15 School Year							
	Elementary School Bell Schedule						
	Sample	Monday	Tuesday	Wednesday	Thursday	Friday	
START OF INSTRUCTION: BELL START TIME	8:00 AM	7:30 AM	7:30 AM	7:30 AM	7:30 AM	7:30 AM	
END OF INSTRUCTION: BELL END TIME	3:00 PM	3:45 PM	3:45 PM	3:45 PM	3:45 PM	2:00 PM	
LENGTH OF LUNCH PERIOD (h:mm)	0:30	:30	:30	:30	:30	:30	
LENGTH OF RECESS (if applicable) h:mm	0:30	:20	:20	:20	:20	:20	

DO NOT ALTER - Information below will be automatically calculated.						
LENGTH OF SCHOOL DAY:HOURS	7:00	8:15	8:15	8:15	8:15	6:30
LENGTH OF INSTRUCTIONAL DAY: HOURS	6:00	8:15	8:15	8:15	8:15	6:30
LENGTH OF SCHOOL DAY:MINUTES	420:00	495:00	495:00	495:00	495:00	390:00
LENGTH OF INSTRUCTIONAL DAY: MINUTES	360:00	495:00	495:00	495:00	495:00	390:00

<sup>\*</sup>Minutes that include opening activities and/or other non-instructional activities as part of the model selected for your school.

<sup>\*\*</sup>Instructional day excludes the time required to enter and leave the building, passing time, lunch periods and any other non-instructional activities.

# Appendix D.2:

# Sample Daily Schedules, Teachers & Students

I. Kindergarten & First Grade Sample Student Schedule

	K-1	K-1	
	Class A	Class B	Friday Exemplar
7:15	Entry	Entry	Entry
7:30	Breakfast	Breakfast	Breakfast
7:45	Class Community Meeting	Class Community Meeting	Morning Message
8:00	Morning Message & Vocabulary	Morning Message & Vocabulary	Re-Teach #1
8:15	Read Aloud	Read Aloud	Re-Teach #1
8:30	Read Aloud	Read Aloud	Guided Reading Group A, Phonics Groups B & C, blended Learning Group D
8:45	Guided Reading Group A, Phonics Groups B & C, blended Learning Group D	Guided Reading Group A, Phonics Groups B & C, blended Learning Group D	Guided Reading Group A, Phonics Groups B & C, blended Learning Group D
9:00	Guided Reading Group A, Phonics Groups B & C, blended Learning Group D	Guided Reading Group A, Phonics Groups B & C, blended Learning Group D	Guided Reading Group D, Phonics groups B & C, Blended Learning, Group A
9:15	Guided Reading Group D, Phonics groups B & C, Blended Learning, Group A	Guided Reading Group D, Phonics groups B & C, Blended Learning, Group A	Guided Reading Group D, Phonics groups B & C, Blended Learning, Group A
9:30	Guided Reading Group D, Word Study groups B & C, Blended Learning, Group A	Guided Reading Group D, Word Study groups B & C, Blended Learning, Group A	Guided Reading Group B, Phonics groups A & D, Blended Learning, Group C
9:45	Guided Reading Group B, Phonics groups A & D, Blended Learning, Group C	Guided Reading Group B, Phonics groups A & D, Blended Learning, Group C	Guided Reading Group B, Phonics groups A & D, Blended Learning, Group C
10:00	Guided Reading Group B, Phonics groups A & D, Blended Learning, Group C	Guided Reading Group B, Phonics groups A & D, Blended Learning, Group C	Guided Reading Group C, Phonics groups A & D, Blended Learning, Group B
10:15	Guided Reading Group C, Phonics groups A & D, Blended Learning, Group B	Guided Reading Group C, Phonics groups A & D, Blended Learning, Group B	Guided Reading Group C, Phonics groups A & D, Blended Learning, Group B
10:30	Guided Reading Group C, Phonics groups A & D, Blended Learning, Group B	Guided Reading Group C, Phonics groups A & D, Blended Learning, Group B	Recess & Snack
10:45	Recess & Snack	Recess & Snack	Math Meeting (K Calendar math)
11:00	Writing - Handwriting	Writing - Handwriting	Math Quiz
11:15	Writing	Writing	Writing
11:30	Writing	Writing	Writing
11:45	Lunch & Recess	Lunch & Recess	Word Study Test
12:00 PM	Lunch & Recess	Lunch & Recess	Lunch & Recess
12:15 PM	Character & Fitness	Math Meeting (K Calendar math)	Lunch & Recess
12:30 PM	Character & Fitness	Math Groups A- Procedures, B- Problem Solving, C-Blended Learning	Math Block- 20 minute rotations through Math Procedures, Math Problem Solving and blended
12:45 PM	Character & Fitness	Math Groups A- Procedures, B- Problem Solving, C-Blended Learning	learning

1:00 PM	Math Meeting (K Calendar math)	Math Groups B- Procedures, C-	
		Problem Solving, A- Blended	
		Learning	
1:15 PM	Math Groups A- Procedures, B-	Math Groups B- Procedures, C-	
	Problem Solving, C-Blended	Problem Solving, A- Blended	
	Learning	Learning	
1:30 PM	Math Groups A- Procedures, B-	Math Groups- C- Procedures, A-	Community Meeting
	Problem Solving, C-Blended	Problem Solving, B-Blended	
	Learning	Learning	
1:45 PM	Math Groups B- Procedures, C-	Math Groups- C- Procedures, A-	Community Meeting
	Problem Solving, A- Blended	Problem Solving, B-Blended	
	Learning	Learning	
2:00 PM	Math Groups B- Procedures, C-	Character & Fitness	Dismissal
	Problem Solving, A- Blended		
	Learning		
2:15 PM	Math Groups- C- Procedures, A-	Character & Fitness	
	Problem Solving, B-Blended		
2:30 PM	Learning Math Crowns C. Procedures A	Character & Fitness	
2:30 PWI	Math Groups- C- Procedures, A- Problem Solving, B-Blended	Character & Fitness	
	Learning		
2:45 PM	Social Studies/Science	Social Studies/Science	
3:00 PM	Social Studies/Science	Social Studies/Science	
3:15 PM	Choice Time/Tutoring	Choice Time/Tutoring	
3:30 PM	Choice Time/Tutoring	Choice Time/Tutoring	
3:45 PM	Dismissal	Dismissal	
4:00 PM	After School Enrichment	After School Enrichment	

II. Sample Kindergarten & First Grade Teacher Schedule

	K-1 Teacher A	K-1 Teacher B	
Time	Experienced "lead" teacher	Newer "co" teacher	
7:00	Morning Staff Huddle	Morning Staff Huddle	
7:15	Entry Post outside classroom	Entry Post in classroom	
7:30	Checking Homework	Pull Small Group	
7:45	, and the second	•	
	Community Meeting	Community Meeting	
8:00	Leading Morning Message & Vocabulary	Prep	
8:15	Leading Read Aloud- whole group	Prep	
8:30	Leading Read Aloud- whole group	Prep & Literacy Group Set-up	
8:45	Guided Reading, A	Phonics, B & C	
9:00	Guided Reading, A	Phonics, B & C	
9:15	Guided Reading, P	Phonics, B & C	
9:30	Guided Reading, D	Word Study B & C	
9:45	Guided Reading, B	Phonics, A & D	
10:00	Guided Reading, B	Phonics A & D	
10:00	Guided Reading, C	Phonics A & D  Phonics A & D	
10:13			
	Guided Reading, C	Word Study A & D	
10:45	Recess & Snack- tutoring	Recess & Snack	
11:00	Writing-Large Group	Writing- Small group	
11:15	Writing-Large Group	Writing- Small group	
11:30	Prep	SS/Sci	
11:45	Prep	SS/Sci	
12:00 PM	Lunch/Prep	Lunch/Prep	
12:15 PM	Lunch/Prep	Lunch/Prep	
12:30 PM	Math Meeting (Calendar math for K)	Prep & Math Calculation Set-up	
12:45 PM	Math Problem Solving, Gr B	Math Calculations, Gr A	
1:00 PM	Math Problem Solving, Gr B	Math Calculations, Gr A	
1:15 PM	Math Problem Solving, Gr C	Math Calculations, Gr B	
1:30 PM	Math Problem Solving, Gr C	Math Calculations, Gr B	
1:45 PM	Math Problem Solving- Gr A	Math Calculations Gr C	
2:00 PM	Math Problem Solving- Gr A	Math Calculations Gr C	
2:15 PM	Prep	Prep	
2:30 PM	Prep	Prep	
2:45 PM	Prep	Prep	
3:00 PM	Prep & HW folder prep	Word Study	
3:15 PM	Choice Time	Pull Small Group	
3:30 PM	Choice Time	Pull Small Group	
3:45 PM	Dismissal	Dismissal	
4:00 PM	Prep	Prep	
4:15 AM	Prep	Prep	
4:30 PM	Prep	Prep	
4:45 PM	Prep	Prep	
	2.0 h a sup total a sup	2.25 have total and	

3.0 hours total prep

3.25 hours total prep

III. Sample Grades 2-4 Student Schedules

	III. Sample Grades 2-4 Student Schedules					
Time	Class A	Class B	Class C	Friday Examplar		
7:15	Entry	Entry	Entry	Entry		
7:30	Breakfast/Morning Work	Breakfast/Morning Work	Breakfast/Morning Work	Breakfast		
7:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting		
0.00	Reading Comprehension/Read	Reading	Reading Comprehension/Read			
8:00	Aloud	Comprehension/Read Aloud	Aloud	Reading Comprehension		
	Reading Comprehension/Read	Reading	Reading Comprehension/Read			
8:15	Aloud	Comprehension/Read Aloud	Aloud	Reading Comprehension		
0.10	Daily Five & Guided Reading	Daily Five & Guided	Daily Five & Guided Reading	Daily Five & Guided		
8:30	A	Reading A	A	Reading A		
	Daily Five & Guided Reading	Daily Five & Guided	Daily Five & Guided Reading	Daily Five & Guided		
8:45	A	Reading A	A	Reading A		
0.00	Daily Five & Guided Reading	Daily Five & Guided	Daily Five & Guided Reading	Daily Five & Guided		
9:00	B Daily Five & Guided Reading	Reading B Daily Five & Guided	B Daily Five & Guided Reading	Reading B Daily Five & Guided		
9:15	B	Reading B	B	Reading B		
7.13	Daily Five & Guided Reading	Daily Five & Guided	Daily Five & Guided Reading	Daily Five & Guided		
9:30	C	Reading C	C	Reading C		
	Daily Five & Guided Reading	Daily Five & Guided	Daily Five & Guided Reading	Daily Five & Guided		
9:45	С	Reading C	С	Reading C		
10:00	Recess & Snack	Recess & Snack	Recess & Snack	Recess & Snack		
10:15	Recess & Snack	Recess & Snack	Recess & Snack	Recess & Snack		
10:30	Math Meeting	Math Meeting	Math Meeting	Spelling Test		
	Math Computation- whole	Math Computation- whole	Math Computation- whole			
10:45	class	class	class	Math Test		
11.00	Math Computation- whole	Math Computation- whole	Math Computation- whole	M 1 D 11 01 '		
11:00	class	class	class	Math Problem Solving		
	Math Problem Solving, group	Math Problem Solving, group	Math Problem Solving, group			
11:15		A/Blended Learning, group B		Math Problem Solving		
	5, 6	<i>5</i> , <i>6</i> 1	<u> </u>			
	Math Problem Solving, group	Math Problem Solving, group	Math Problem Solving, group			
11:30	A/Blended Learning, group B	A/Blended Learning, group B	A/Blended Learning, group B	Math Calculations		
	M 4 D 41 04 1	M 1 D 11 01 '	M 4 D 41 G 1 '			
11.45	Math Problem Solving, group B/Blended Learning, group A	Math Problem Solving, group		Math Calculations		
11.43	B/Blefided Learning, group A	B/Blended Learning, group A	B/Blended Learning, group A	Main Calculations		
	Math Problem Solving, group	Math Problem Solving, group	Math Problem Solving, group			
12:00	B/Blended Learning, group A	B/Blended Learning, group A	B/Blended Learning, group A	Re-teach		
12:15	Writing	Writing	Writing	Re-teach		
12:30	Writing	Writing	Writing	Lunch & Recess		
12:45	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess		
1:00 PM	Lunch & Recess	Lunch & Recess	Lunch & Recess	Character & Fitness		
1:15 PM	Science	Nonfiction/SS	Nonfiction/SS	Character & Fitness		
1:30 PM	Science	Nonfiction/SS	Nonfiction/SS	Community circle		
1:45 PM	Vocabulary/Word Study	Vocabulary/Word Study	Vocabulary/Word Study	Community circle		
2:00 PM	Character & Fitness	Character & Fitness	Character & Fitness	Dismissal		
2:15 PM	Character & Fitness	Character & Fitness	Character & Fitness			
2:30 PM	Character & Fitness	Character & Fitness	Character & Fitness			
2:45 PM	Nonfiction/SS	Science	Science			
3:00 PM	Nonfiction/SS	Science	Science			
3:15 PM	Choice Time	Choice Time	Choice Time			
3:30 PM	Choice Time	Choice Time	Choice Time			
3:45 PM	Dismissal	Dismissal	Dismissal			
J.7J 1 WI	Distinosai	Distinissai	Distillatur			

IV. Sample Grade 2-4, Sample Teacher

	IV. Sample Grade 2-4, Sample 1
Time	Teacher A, Class A
7:00	Morning Huddle
7:15	Entry Post
7:30	HW check, Breakfast
7:45	Lead Morning Meeting
	Lead Reading Comprehension/Read
8:00	Aloud
	Lead Reading Comprehension/Read
8:15	Aloud
8:30	Lead Daily Five & Guided Reading
8:45	Lead Daily Five & Guided Reading
9:00	Lead Daily Five & Guided Reading
9:15	Lead Daily Five & Guided Reading
9:30	Lead Daily Five & Guided Reading
9:45	Lead Daily Five & Guided Reading
10:00	Prep
10:00	Prep
10:13	Lead Math Meeting
10:30	·
	Lead Math Computation
11:00	Lead Math Computation
	Lead Math Problem Solving/Blended
11:15	Learning
	Lead Math Problem Solving/Blended
11:30	Learning
	Lead Math Problem Solving/Blended
11:45	Learning
4.5.00	Lead Math Problem Solving/Blended
12:00	Learning
12:15	Lead Writing
12:30	Lead Writing
12:45	Prep
1:00 PM	Prep
1:15 PM	Lead Science
1:30 PM	Lead Science
1:45 PM	Lead word study
2:00 PM	Prep
2:15 PM	Prep
2:30 PM	Prep
2:45 PM	Prep
3:00 PM	Lead Nonfiction/SS
3:15 PM	Lead Nonfiction/SS
3:30 PM	Lead Choice Time
3:45 PM	Dismissal
4:00 PM	Prep
4:15 PM	Prep
4:30 PM	Prep
7.50 1 101	prep time: 2.75 hours
	prep unic. 2.75 nours

V. Sample Grades 5-8 Student Schedule

		5-8 Student Schedule	
	Middle School (5-8)		
	Cohort A Schedule	Cohort B Schedule	Friday Examplar
7:15	Entry	Entry	Entry
7:30	Breakfast/Advisory	Breakfast/Advisory	Breakfast/Advisory
	Culture Time (T, Th whole	Culture Time (T, Th whole	
7:45	group) (M, W, F, Adv.)	group) (M, W, F, Adv.)	Math- Re-Teach, Quiz
8:00	ELA- Reading	Math- Calculations	Math- Re-Teach, Quiz
8:15	ELA- Reading	Math- Calculations	Math- Re-Teach, Quiz
8:30	ELA- Reading	Math- Calculations	Math- Re-Teach, Quiz
8:45	Ela-Writing & Grammar	Math-Problem Solving	ELA- Re-Teach, Quiz
9:00	Ela-Writing & Grammar	Math-Problem Solving	ELA-Re-Teach, Quiz
9:15	Ela-Writing & Grammar	Math-Problem Solving	ELA-Re-Teach, Quiz
9:30	Math- Calculations	Social Studies	ELA- Re-Teach, Quiz
9:45	Math- Calculations	Social Studies	Book Club/SSR
10:00	Math- Calculations	Social Studies	Book Club/SSR
10:15	Math-Problem Solving	Science	SS- Re-Teach, Quiz
10:30	Math-Problem Solving	Science	SS- Re-Teach, Quiz
10:45	Math-Problem Solving	Science	SS- Re-Teach, Quiz
11:00	Character & Fitness	Enrichment	Sci- Re-Teach, Quiz
11:15	Character & Fitness	Enrichment	Sci- Re-Teach, Quiz
11:30	Character & Fitness	Enrichment	Sci- Re-Teach, Quiz
11:45	Lunch & Recess	Lunch & Recess	Lunch & Recess
12:00 PM	Lunch & Recess	Lunch & Recess	Lunch & Recess
12:15 PM	Book Club/SSR	Book Club/SSR	Character & Fitness
	Book Club/SSR	Book Club/SSR	Character & Fitness
12:30 PM			
12:45 PM	Social Studies	ELA- Reading	Character & Fitness
1:00 PM	Social Studies	ELA- Reading	Community Circle
1:15 PM	Social Studies	ELA- Reading	Community Circle
1:30 PM	Science	ElA-Writing & Grammar	Community Circle
1:45 PM	Science	ElA-Writing & Grammar	Community Circle
2:00 PM	Science	ElA-Writing & Grammar	Dismissal
2:15 PM	Enrichment	Character & Fitness	
2:30 PM	Enrichment	Character & Fitness	
2:45 PM	Enrichment	Character & Fitness	
	FOCUS (Study Hall/ Study	FOCUS (Study Hall/ Study	
3:00 PM	Skills/Tutoring)	Skills/Tutoring)	
2.15 DM	FOCUS (Study Hall/ Study	FOCUS (Study Hall/ Study	
3:15 PM	Skills/Tutoring) FOCUS (Study Hall/ Study	Skills/Tutoring) FOCUS (Study Hall/ Study	
3:30 PM	Skills/Tutoring)	Skills/Tutoring)	
3:45 PM	Advisory	Advisory	
4:00 PM	Dismissal	Dismissal	
4.00 PM	Distilissai	Distilissai	
	After School	After School	
4·15 PM	Enrichment/Homework Club	Enrichment/Homework Club	

4:30 PM	After School Enrichment/Homework Club	After School Enrichment/Homework Club	
4:45 PM	After School Enrichment/Homework Club	After School Enrichment/Homework Club	
5:00 PM	After School Enrichment/Homework Club	After School Enrichment/Homework Club	
5:15 PM	After School Enrichment/Homework Club	After School Enrichment/Homework Club	
5:30 PM	After School Enrichment/Homework Club	After School Enrichment/Homework Club	

VI. Sample Grades 5-8, Teacher Schedules

7:00   Morning Huddle	Time	ELA Teacher	Math Teacher	Sci/SS Teacher
Tits				
December   Breakfast/Advisory				<u> </u>
Read ELA- Reading				•
R:15				
Read ELA-Writing & Grammar		•		•
Read ELA-Writing & Grammar		)		*
B:45   Grammar	0.50	•	Lead Water Calculations	Tiep
Prep	8.45		Lead Math Problem Solving	Pren
Prep	0.13		Lead Water 1 1001cm 501Vmg	Пор
Section   Sect	9:00		Lead Math Problem Solving	Pren
9:15         Grammar         Lead Math Problem Solving         Prep           9:30         Lead ELA- Reading         Prep         Lead- SS           10:00         Lead ELA- Reading         Prep         Lead- SS           10:10         Lead ELA-Writing & Grammar         Prep         Lead-Science           10:15         Grammar         Prep         Lead-Science           10:30         Grammar         Prep         Lead-Science           10:45         Grammar         Prep         Lead-Science           11:00         Prep         Prep         Prep           11:31         Prep         Prep         Prep           11:32         Prep         Prep         Prep           11:45         Lunch & Recess Duty         Lunch & Recess Tutoring           12:200 PM         Lunch & Recess Duty         Lunch & Recess Tutoring           12:31 PM         Book Club/SSR         Book Club/SSR         Book Club/SSR           12:32 PM         Book Club/SSR         Book Club/SSR         Book Club/SSR           12:33 PM         Prep         Lead Math-Calculations         Lead-SS           1:09 PM         Prep         Lead Math-Calculations         Lead-SS           1:15 PM         Prep	7.00		Lead Watti Troolein Borving	Пер
9:30         Lead ELA- Reading         Prep         Lead-SS           9:45         Lead ELA- Reading         Prep         Lead-SS           10:00         Lead ELA- Reading         Prep         Lead-SS           10:15         Grammar         Prep         Lead-Science           10:30         Grammar         Prep         Lead-Science           10:45         Grammar         Prep         Lead-Science           11:00         Prep         Prep         Prep           11:15         Prep         Prep         Prep           11:30         Prep         Prep         Prep           11:45         Lunch & Recess Duty         Lunch & Recess Tutoring         12:00 PM           12:00 PM         Lunch & Recess Duty         Lunch & Recess Tutoring         12:15 PM         Book Club/SSR         Book Club/SSR         Book Club/SSR         Book Club/SSR         Book Club/SSR         Book Club/SSR         12:30 PM         Book Club/SSR         Book Club/SSR         Book Club/SSR         Book Club/SSR         12:45 PM         Prep         Lead Math-Calculations         Lead-SS         1:15 PM         Prep         Lead Math-Calculations         Lead-SS         1:15 PM         Prep         Lead Math Problem Solving         Lead-Science         1:45 PM	0.15	)	Lead Math Problem Solving	Pran
Prep				
10:00		<u> </u>		
Lead ELA-Writing & Grammar		)		
10:15	10:00	•	Prep	Leau- SS
Lead ELA-Writing & Grammar	10.15		Duan	I and Caianan
10:30   Grammar	10:13		Prep	Lead-Science
Lead ELA-Writing & Grammar	10.20	)	Duna	I and Cairman
10:45   Grammar	10:30		Prep	Lead-Science
11:00         Prep         Prep         Prep         Prep           11:15         Prep         Prep         Prep         Prep           11:30         Prep         Prep         Prep         Prep           11:45         Lunch & Recess Duty         Lunch & Recess Duty         Lunch & Recess Tutoring         12:00 PM         Lunch & Recess Duty         Lunch & Recess Tutoring         12:00 PM         Lunch & Recess Duty         Lunch & Recess Tutoring         12:00 PM         Book Club/SSR         Lead-Sco         Lead-Sco         130 PM         Prep         Lead Add hadd Add hadd Add hadd hadd hadd	10.45		<b>D</b>	1 10:
11:15         Prep         Prep         Prep         Prep           11:30         Prep         Prep         Prep         Prep           11:45         Lunch & Recess Duty         Lunch & Recess Duty         Lunch & Recess Tutoring           12:00 PM         Lunch & Recess Duty         Lunch & Recess Tutoring           12:15 PM         Book Club/SSR         Book Club/SSR         Book Club/SSR           12:30 PM         Book Club/SSR         Book Club/SSR         Book Club/SSR           12:45 PM         Prep         Lead Math-Calculations         Lead-SS           1:00 PM         Prep         Lead Math-Calculations         Lead-SS           1:15 PM         Prep         Lead Math-Calculations         Lead-SS           1:30 PM         Prep         Lead Math-Calculations         Lead-SS           1:30 PM         Prep         Lead Math-Calculations         Lead-SS           1:30 PM         Prep         Lead Math-Problem Solving         Lead-Science           2:00 PM         Prep         Lead Math Problem Solving         Lead-Science           2:15 PM         Prep         Prep         Prep           2:30 PM         Prep         Prep         Prep           2:45 PM         Prep         Prep </td <td></td> <td></td> <td></td> <td></td>				
11:30         Prep         Prep         Prep           11:45         Lunch & Recess Duty         Lunch & Recess Duty         Lunch & Recess Tutoring           12:00 PM         Lunch & Recess Duty         Lunch & Recess Tutoring           12:15 PM         Book Club/SSR         Book Club/SSR         Book Club/SSR           12:30 PM         Book Club/SSR         Book Club/SSR         Book Club/SSR           12:45 PM         Prep         Lead Math-Calculations         Lead-SS           1:00 PM         Prep         Lead Math-Calculations         Lead-SS           1:15 PM         Prep         Lead Math-Calculations         Lead-SS           1:30 PM         Prep         Lead Math-Calculations         Lead-SS           1:30 PM         Prep         Lead Math-Calculations         Lead-SS           1:30 PM         Prep         Lead Math-Problem Solving         Lead-Science           1:45 PM         Prep         Lead Math Problem Solving         Lead-Science           2:15 PM         Prep         Prep         Prep           2:30 PM         Prep         Prep         Prep           2:45 PM         Prep         Prep         Prep           Lead- FOCUS (Study Hall/         Lead- FOCUS (Study Hall/Study         Lead-		4	•	
Lunch & Recess Duty   Lunch & Recess Duty   Lunch & Recess Tutoring			*	*
12:00 PMLunch & Recess DutyLunch & Recess DutyLunch & Recess Tutoring12:15 PMBook Club/SSRBook Club/SSRBook Club/SSR12:30 PMBook Club/SSRBook Club/SSRBook Club/SSR12:45 PMPrepLead Math-CalculationsLead-SS1:00 PMPrepLead Math-CalculationsLead-SS1:15 PMPrepLead Math-CalculationsLead-SS1:30 PMPrepLead Math Problem SolvingLead-Science1:45 PMPrepLead Math Problem SolvingLead-Science2:00 PMPrepLead Math Problem SolvingLead-Science2:15 PMPrepPrepPrep2:30 PMPrepPrepPrep2:45 PMPrepPrepPrep2:45 PMPrepPrepPrepLead- FOCUS (Study Hall/ 3:00 PMStudy Skills/Tutoring)Skills/Tutoring)Study Skills/Tutoring)Lead- FOCUS (Study Hall/ 3:15 PMStudy Skills/Tutoring)Skills/Tutoring)Study Skills/Tutoring)Lead- FOCUS (Study Hall/ 3:30 PMStudy Skills/Tutoring)Skills/Tutoring)Study Skills/Tutoring)3:45 PMLead-AdvisoryLead-AdvisoryLead-Advisory4:00 PMLead-AdvisoryLead-AdvisoryLead-Advisory		4	•	
12:15 PM   Book Club/SSR   Book Club/SSR   Book Club/SSR     12:30 PM   Book Club/SSR   Book Club/SSR   Book Club/SSR     12:45 PM   Prep   Lead Math-Calculations   Lead-SS     1:00 PM   Prep   Lead Math-Calculations   Lead-SS     1:15 PM   Prep   Lead Math-Calculations   Lead-SS     1:15 PM   Prep   Lead Math-Calculations   Lead-SS     1:30 PM   Prep   Lead Math Problem Solving   Lead-Science     1:45 PM   Prep   Lead Math Problem Solving   Lead-Science     1:45 PM   Prep   Lead Math Problem Solving   Lead-Science     2:00 PM   Prep   Lead Math Problem Solving   Lead-Science     2:15 PM   Prep   Prep   Prep   Prep     2:30 PM   Prep   Prep   Prep   Prep     2:45 PM   Prep   Prep   Prep   Prep     Lead-FOCUS (Study Hall/ Study Skills/Tutoring)   Skills/Tutoring)   Study Skills/Tutoring)     Lead-FOCUS (Study Hall/ Lead-FOCUS (Study Hall/ Study Skills/Tutoring)   Study Skills/Tutoring)     Lead-FOCUS (Study Hall/ Study Hall/ Study Skills/Tutoring)   Study Skills/Tutoring)     Lead-FOCUS (Study Hall/ Study Hall/ Study Skills/Tutoring)   Study Skills/Tutoring)     Study Skills/Tutoring   Skills/Tutoring   Study Skills/Tutoring)     3:30 PM   Study Skills/Tutoring   Skills/Tutoring   Study Skills/Tutoring     3:45 PM   Lead-Advisory   Lead-Advisory   Lead-Advisory     4:00 PM   Lead-Advisory   Lead-Advisory   Lead-Advisory     4:00 PM   Lead-Advisory   Lead-Advisory   Lead-Advisory				
12:30 PM   Book Club/SSR   Book Club/SSR   Book Club/SSR     12:45 PM   Prep   Lead Math-Calculations   Lead-SS     1:00 PM   Prep   Lead Math-Calculations   Lead-SS     1:15 PM   Prep   Lead Math-Calculations   Lead-SS     1:30 PM   Prep   Lead Math Problem Solving   Lead-Science     1:45 PM   Prep   Lead Math Problem Solving   Lead-Science     1:45 PM   Prep   Lead Math Problem Solving   Lead-Science     1:45 PM   Prep   Lead Math Problem Solving   Lead-Science     2:00 PM   Prep   Prep   Prep   Prep     2:30 PM   Prep   Prep   Prep   Prep     2:45 PM   Prep   Prep   Prep   Prep     Lead-FOCUS (Study Hall/ Study Hall/ Study   Study Skills/Tutoring)   Study Skills/Tutoring     Lead-FOCUS (Study Hall/ Study Hall/ Study   Lead-FOCUS (Study Hall/ Study Skills/Tutoring)     Lead-FOCUS (Study Hall/ Study Hall/ Study   Lead-FOCUS (Study Hall/ Study Skills/Tutoring)     Lead-FOCUS (Study Hall/ Study Hall/ Study   Lead-FOCUS (Study Hall/ Study Skills/Tutoring)     Lead-FOCUS (Study Hall/ Study Hall/ Study Skills/Tutoring)   Study Skills/Tutoring     Study Skills/Tutoring   Study Skills/Tutoring     3:30 PM   Study Skills/Tutoring   Study Skills/Tutoring     3:45 PM   Lead-Advisory   Lead-Advisory   Lead-Advisory     4:00 PM   Lead-Advisory   Lead-Advisory   Lead-Advisory			·	·
12:45 PM				
1:00 PMPrepLead Math-CalculationsLead-SS1:15 PMPrepLead Math-CalculationsLead-SS1:30 PMPrepLead Math Problem SolvingLead-Science1:45 PMPrepLead Math Problem SolvingLead-Science2:00 PMPrepLead Math Problem SolvingLead-Science2:15 PMPrepPrepPrep2:30 PMPrepPrepPrep2:45 PMPrepPrepPrepLead- FOCUS (Study Hall/ 3:00 PMStudy Skills/Tutoring)Skills/Tutoring)Study Skills/Tutoring)Lead- FOCUS (Study Hall/ Study Skills/Tutoring)Lead- FOCUS (Study Hall/ Study Skills/Tutoring)Lead- FOCUS (Study Hall/ Study Skills/Tutoring)3:15 PMStudy Skills/Tutoring)Skills/Tutoring)Study Skills/Tutoring)3:30 PMStudy Skills/Tutoring)Skills/Tutoring)Study Skills/Tutoring)3:45 PMLead-AdvisoryLead-AdvisoryLead-Advisory4:00 PMLead-AdvisoryLead-AdvisoryLead-Advisory				
1:15 PMPrepLead Math-CalculationsLead-SS1:30 PMPrepLead Math Problem SolvingLead-Science1:45 PMPrepLead Math Problem SolvingLead-Science2:00 PMPrepLead Math Problem SolvingLead-Science2:15 PMPrepPrepPrep2:30 PMPrepPrepPrep2:45 PMPrepPrepPrepLead- FOCUS (Study Hall/ 3:00 PMStudy Skills/Tutoring)Skills/Tutoring)Study Skills/Tutoring)Lead- FOCUS (Study Hall/ Study Skills/Tutoring)Lead- FOCUS (Study Hall/ Study Skills/Tutoring)Lead- FOCUS (Study Hall/ Study Hall/ Study Skills/Tutoring)Lead- FOCUS (Study Hall/ Study Hall/ Study Skills/Tutoring)3:15 PMStudy Skills/Tutoring)Skills/Tutoring)Study Skills/Tutoring)3:30 PMStudy Skills/Tutoring)Skills/Tutoring)Study Skills/Tutoring)3:45 PMLead-AdvisoryLead-AdvisoryLead-Advisory4:00 PMLead-AdvisoryLead-AdvisoryLead-Advisory				
1:30 PMPrepLead Math Problem SolvingLead-Science1:45 PMPrepLead Math Problem SolvingLead-Science2:00 PMPrepLead Math Problem SolvingLead-Science2:15 PMPrepPrepPrep2:30 PMPrepPrepPrep2:45 PMPrepPrepPrepLead- FOCUS (Study Hall/ 3:00 PMStudy Skills/Tutoring)Skills/Tutoring)Study Skills/Tutoring)Lead- FOCUS (Study Hall/ Study Skills/Tutoring)Lead- FOCUS (Study Hall/ Study Skills/Tutoring)Lead- FOCUS (Study Hall/ Study Skills/Tutoring)3:15 PMStudy Skills/Tutoring)Skills/Tutoring)Study Skills/Tutoring)3:30 PMStudy Skills/Tutoring)Skills/Tutoring)Study Skills/Tutoring)3:45 PMLead-AdvisoryLead-AdvisoryLead-Advisory4:00 PMLead-AdvisoryLead-AdvisoryLead-Advisory		•		
1:45 PMPrepLead Math Problem SolvingLead-Science2:00 PMPrepLead Math Problem SolvingLead-Science2:15 PMPrepPrepPrep2:30 PMPrepPrepPrep2:45 PMPrepPrepPrepLead- FOCUS (Study Hall/ 3:00 PMStudy Skills/Tutoring)Lead- FOCUS (Study Hall/ Skills/Tutoring)Lead- FOCUS (Study Hall/ Skills/Tutoring)Lead- FOCUS (Study Hall/ Skills/Tutoring)3:15 PMStudy Skills/Tutoring)Skills/Tutoring)Study Skills/Tutoring)3:30 PMStudy Skills/Tutoring)Skills/Tutoring)Study Skills/Tutoring)3:45 PMLead-AdvisoryLead-AdvisoryLead-Advisory4:00 PMLead-AdvisoryLead-AdvisoryLead-Advisory				
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## APPENDIX D.3: PROFESSIONAL DEVELOPMENT CALENDAR & DESCRIPTION

## **Individualized Professional Development Calendar**

Teachers are observed on a daily basis by the Great Lakes Academy Leadership Team, and may receive informal feedback in the form of an email, quick conversation, or note.

Teachers have a weekly, formal observation that lasts 15-45 minutes, followed by a weekly, prescheduled feedback session with a coach from the Leadership Team that lasts 25-35 minutes. Teachers are always working on 1-2 big bucket areas of practice with 1-3 action steps under each "bucket." For example, a teacher may be working on 1) increasing student engagement and 2) writing clear checks for math lessons. Their action steps for student engagement might be: 1) adding a cheer every 3 minutes, 2) writing a clear "hook" into the beginning of each lesson. An action step for writing clear checks for understanding might be 1) write one anticipated misconception for the skill, then develop a question addressing that.

## **Weekly Professional Development Calendar**

Each Friday, students are dismissed at 2:00 p.m. so that teachers and staff can engage in professional development from 2:30-5:00 p.m. This occurs every Friday that the school is in session, for a total of 38 times during the 2013-2014 school year, totaling 114 hours, equaling over 14 additional 8-hour professional development days.

The weekly staff professional development content varies week to week. The content is determined annually by the Executive Director, Dean of Curriculum and Dean of Culture as they plan out topics based on the arc of the year. (For example, a topic of Friday professional development three weeks before the first round of interim assessments could be what a strong assessment environment looks like at Great Lakes Academy, with teachers exchanging ideas on how to teach this to students and practicing how they might respond to breaches in that environment.) The scope and sequence of professional development also leaves significant time to "responsive" professional development topics that come up throughout the year as an area of teacher need or teacher-requested development.

Additionally, there is time each week for grade level teachers to meet as a team.

## **Full Professional Development Day Calendar**

Teachers have 32 full days of professional development each year: 21 days during Teacher Induction, five (5) Data Analysis Days and six (6) general Professional Development Days, which is approximately 272 hours of professional development. Professional Development Days run from 8:00 – 4:30.

Great Lakes Academy 2014-2015 Professional Development Calendar								
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# **Full Professional Development Day Content**

<b>Date</b>	<b>Event</b>	<u>Content</u>			
July 21-	Teacher	See Appendix D.4: Teacher Induction Plan.			
August 18	Induction				
		Content may include, but is not limited to:			
		Adjustments to systems, procedures, and routines after first			
	Professional Development	few weeks			
September 2		Cultural norming with staff around classroom and school-			
		wide culture			
		Role plays, scenarios, and practicing additional instructional			
		strategies			
October 6	Doto Dov	After most recent round of assessments, Data Day focuses on:			
October 6	Data Day	group analyses of current progress to goal			

	1	
		analyzing the stories behind the success
		analyzing the stories behind the struggles
		root cause analysis across subject and grade
		strategy sessions around remediating the whole class, small
		groups, and individual students
		teachers creating action plans to address gaps and build on
		strengths
		After most recent round of assessments, Data Day focuses on:
		group analyses of current progress to goal
		analyzing the stories behind the success
		analyzing the stories behind the struggles
November 11	Data Day	root cause analysis across subject and grade
		strategy sessions around remediating the whole class, small
		groups, and individual students
		teachers creating action plans to address gaps and build on
		strengths
		Content may include, but is not limited to:
		planning for incentives for the 2014 year
	Professional	learning about and practicing activities which build our
December 1	Development	teaching repertoire
	Bevelopment	a focus on classroom joy and meaningful learning for every
		minute
		Content may include, but is not limited to:
	Dunfansian al	
January 5	Professional Development	staff norming on any new systems and procedures
·		making the most of the new year: how to use this moment to
		invest students and renew their enthusiasm
		After most recent round of assessments, Data Day focuses on:
		group analyses of current progress to goal
		analyzing the stories behind the success
	Data Day	analyzing the stories behind the struggles
February 17		root cause analysis across subject and grade
		strategy sessions around remediating the whole class, small
		groups, and individual students
		teachers creating action plans to address gaps and build on
		strengths
		After most recent round of assessments, Data Day focuses on:
		group analyses of current progress to goal
		analyzing the stories behind the success
		analyzing the stories behind the struggles
March 13	Data Day	root cause analysis across subject and grade
		strategy sessions around remediating the whole class, small
		groups, and individual students
		teachers creating action plans to address gaps and build on
		strengths
		Content may include, but is not limited to:
A mail 20	Professional	finishing strong: making every minute count
April 20	Development	keeping students engaged at year end
	1	planning for avoiding the summer slump: summer work
	-	expectations for students
May 4	Data Day	After most recent round of assessments, Data Day focuses on:

		group analyses of current progress to goal analyzing the stories behind the success analyzing the stories behind the struggles root cause analysis across subject and grade strategy sessions around remediating the whole class, small groups, and individual students teachers creating action plans to address gaps and build on strengths
June 18 & 19	Professional Development	Content may include, but is not limited to:  In-depth and thoughtful reflection on feedback on the year and best practices for next year, highlighting of curriculum with low student performance to re-vamp during Summer Institute.

## **Description of Professional Development**

Excellent teachers drive student success; classroom teachers are the number one predictor of student success. As such, at Great Lakes Academy, we value and place a tremendous amount of emphasis on the professional development of our staff. We believe that learning and growth are never over, whether you are a student or an educator. Just as it is important to frequently assess students to gather and analyze information and to specifically action plan around their growth, it is important to have sources of information on where a teacher's abilities are, in order to action plan around how to best professionally develop their abilities. Our professional development has the following core components:

#### I. Whole-staff Professional Development

- 1. A four week summer Professional Development for all staff (see sample plan, Appendix D.4).
- 2. A yearly *proactive* Professional Development plan.
  - a. Executed on monthly Data Days and during weekly Friday Professional Development.
  - b. Based upon yearly school-wide priorities.
- 3. A weekly *responsive* Professional Development time, based upon weekly and monthly
  - a. Executed on Monthly Professional Development Days, during weekly Friday Professional Development, during morning staff huddles.

#### II. Individual Teacher Professional Development

- 1. Daily, unscheduled, informal observations.
  - a. These observations are informal "pop-ins" and may include informal feedback in the form of Quick Tallies (see **Appendix D.8** for example), emails, or informal teacher conversations. These observations may be from 2-10 minutes.
- 2. Weekly, scheduled, formal observations.
  - a. These observations happen on a weekly basis and provide the basis for ongoing, individual teacher coaching. Our teachers are given goals, and associated action steps that are tracked, completed, and added to throughout the year. These goals are tracked and the completion of them form a part of teacher's evaluation. Debriefs are done by our Dean of Curriculum or Executive Director on a set schedule, and are a minimum of 30 minutes.
- 3. Weekly, self-reflective video analysis by teachers
  - a. Teachers are asked to tape and observe themselves for 15-30 minutes weekly. They watch specifically for success in their action steps (for example, issuing a consequence quickly in an unemotional, matter-of-fact voice) and write a reflection that is sent to their coach (Dean of Curriculum or Executive Director) each week by a set time.

- 4. Each Trimester, Formal Teacher Evaluations.
  - a. These include formal evaluation feedback given to teachers on our formal teacher evaluation form. Evaluation meetings discussing the evaluation will be a minimum of 45 minutes long. See **Appendix E.9** for Sample Teacher Evaluation.

We dedicate 31 total days to professional development: 21 in the summer, and 11 Professional Development Days, including 5 Data Days and 6 Professional Development Days throughout the year.

We base our yearly scope and sequence on the practices of high-performing schools around the country, and on the yearly needs of the school. For example, if we have a particularly large amount of beginner teachers in one year, we might spend more time focusing on Classroom Management taxonomy skills such as "100%, Teacher Presence, Positive Framing and Giving Clear Directions and Expectations." We also base our yearly needs on where we are in the life of the school.

At Great Lakes Academy, we believe strongly in being immediately responsive to the data that we gather throughout the year on a daily, weekly and monthly basis. We base our Responsive Professional Development on a variety of data sources including student behavioral data, school-wide culture audits, student assessment data, staff surveys, teacher observations, and outside professional development staff attends throughout the year. During the weekly Leadership Team Meeting, we hold a place in our agenda for the analysis and response to school-wide trends. Every Data Day has at least 2 hours set aside for Responsive Professional Development. Every Friday has at least 1 hour set aside for Responsive Professional Development. Finally, our full-day professional development is at least half dedicated to Responsive Professional Development. An example might be as simple as a school culture audit that indicates that classrooms are looking cluttered and student work is not updated. The Leadership team can re-visit the classroom check-list, and plan 45 minutes to both norm the staff on classroom décor, and give time for teachers to buddy up and update their classrooms with feedback.

Our teacher observation cycle is based on both informal and formal observations on a daily, weekly, and quarterly basis. At Great Lakes Academy, our culture of transparency and growth means that teachers are observed and coached on a daily basis.

On Data Days, teachers will spend at least half of the day in grade level teams to review, analyze, and create action plans for individual students, groups of students and whole-class re-teaching and whole-grade curricular changes. Each Data Day also includes at least one hour of Responsive Professional Development, and two hours of work time for teachers.

At Great Lakes Academy, we are constantly reflecting upon our practices, and pushing ourselves to grow and improve. In order to evaluate our effectiveness in professional development, we have a variety of practices to assess and analyze ourselves. After every Professional Development Day (including Summer Institute), we give staff informal online surveys that include some exit questions on the materials covered during our summer professional development. These brief surveys allow us to evaluate, on an ongoing basis, the effectiveness of our planning and execution for teacher development. We also bring in school leaders from the network of leaders that the proposed Executive Director, Katherine Myers, has connected to, and ask them for their feedback on our professional development. Our Leadership Team is also expected to be constantly reading shared texts on Education and on Professional Development as well as attending conferences on Professional Development.

## Appendix D.30: Edward Brooke ELA Power Standards

# Reading Standards

NOTE: Must be on grade level texts read independently except where noted.

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	a. literal	Answer literal questions about a book (read aloud texts for first two trimesters and then texts read independently).	Answer literal questions and find evidence to support answers.	questions and find evidence to support	evidence to support	Answer literal questions and find evidence to support answers.	Answer literal questions and find and quote evidence to support answers.	Answer literal questions and find and quote evidence to support answers.	Answer literal questions and find and quote evidence to support answers.	Answer literal questions and find and quote evidence to support answers.
	b. inference	Answer inferential questions about a book (read aloud texts for first two trimesters and then texts read independently).	Answer inferential questions and clearly explain answers.	questions and clearly	•	Answer inferential questions and clearly explain answers.	Answer inferential questions, by finding and quoting supporting text and clearly explaining answers.	and quoting	Answer inferential questions, by finding and quoting supporting text and clearly explaining answers.	Answer inferential questions, by finding and quoting supporting text and clearly explaining answers.
dards	c. pur pose	Explain why an author wrote a text.	Explain why an author wrote a text and give evidence to support your conclusion.	author wrote a text and give evidence to support your	author wrote a text and give evidence to support your	Explain why an author wrote a text and give evidence to support your conclusion.	Explain why an author wrote a text and give evidence to support your conclusion.	and give evidence to support your	Explain why an author wrote a text and give evidence to support your conclusion.	Explain why an author wrote a text and give evidence to support your conclusion.
Reading Standards	d. organization		Explain how the organization of the text meets the author's pur pose.	Explain how the organization of the text meets the	organization of the text meets the	Explain how the organization of the text meets the author's purpose.	Explain how the organization of the text meets the author's purpose.	Explain how the or ganization of the text meets the	Explain how the organization of the text meets the author's purpose.	Explain how the organization of the text meets the author's purpose.
+	e. evaluation					Evaluate how and how well the author met that purpose.	Evaluate how and how well the author met that pur pose.	Evaluate how and how well the author met that purpose.	Evaluate how and how well the author met that purpose.	Evaluate how and how well the author met that purpose.
	f. questions	Derive own questions about a text during read aloud.	Derive own meaningful questions about a text when prompted.	meaningful questions	meaningful questions	Derive own meaningful questions about a text.	Derive own meaningful questions about a text.	Derive own meaningful questions about a text.	Derive own meaningful questions about a text.	Derive own meaningful questions about a text.
	g. synthesis	Refer to other relevant texts and to relevant life experiences when analyzing texts.	Refer to other relevant texts and to relevant life experiences when analyzing texts.	relevant texts when	relevant texts when	Refer to other relevant texts when analyzing texts.	Refer to other relevant texts when analyzing texts.	Refer to other relevant texts when analyzing texts.	Refer to other relevant texts when analyzing texts.	Refer to other relevant texts when analyzing texts.
	h. fluency	Read with appropriate fluency (40 WPM) and accuracy (95%).	Read with appropriate fluency (60 WPM) and accuracy (95%).	appropriate fluency (75 WPM) and	appropriate fluency (100 WPM) and	Read with appropriate fluency (100 WPM) and accuracy (95%).	Read with appropriate fluency (100 WPM) and accuracy (95%).		Read with appropriate fluency and accuracy.	Read with appropriate fluency and accuracy.

# Reading Habits

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	ina		Read independently			Read independently	Read independently		Read independently	Read independently
	an an	_	_	_	_	_	_	_	_	for 45 minutes during
	ਲ	class.	class.		class.	class.	class.		class.	class.
	<u>6</u>					Discuss books with a	Discuss books with a		Discuss books with a	Discuss books with a
	8	, , ,	partner by telling	, , ,	partner by debating	partner by debating	partner by debating		partner by debating	partner by debating
	()	about what happened	• • •	•	Ū	answers to given	answers to self-		answers to self-	answers to self-
	<u>.</u>	in the story.	in the story.	questions.	questions.	questions.	generated and given	0	•	generated and given
	٩	Otata farradta basina	D	D	Danie and a state and	D	questions.		questions.	questions.
	88		Demonstrate and		Demonstrate and	Demonstrate and	Demonstrate and		Demonstrate and	Demonstrate and
	., ₩		•	•	•	•	•	•	•	articulate preferences
	رق ق	•	for genres, authors,		for genres, authors,	for genres, authors,	for genres, authors,		for genres, authors,	for genres, authors,
	pre	books or authors.	and texts.	and texts.	and texts.	and texts.	and texts.	and texts.	and texts.	and texts.
ţ		Reread parts of a	Reread parts of a	Reread parts of a	Reread parts of a	Dorond parts of a taxt	Reread parts of a text	Derend parts of a tout	Dorond parts of a tout	Derend parts of a tout
æ	ing	book that are	book that are	•	book that are	that are confusing or	that are confusing or	•	that are confusing or	that are confusing or
ᄪ	급 등	confusing.	confusing.		confusing.	significant.	significant.	· ·	significant.	significant.
<u>  2</u>	o ie	Contrasting.	contrasting.	contrasting.	contrasting.	signincant.	agilitalit.	agilitalit.	agiiiicani.	agrimoant.
Reading Habits	Ε									
Re		State new facts	State new facts	Read nonfiction	Read nonfiction	Read nonfiction	Read nonfiction	Read nonfiction	Read nonfiction	Read nonfiction
7	ig	learned by reading a	learned by reading a	books independently	books independently	books independently	books independently	books independently	books independently	books independently
	learning facts	nonfiction text.	nonfiction text.	to learn new facts	to learn new facts	to learn new facts	to learn new facts	to learn new facts	to learn new facts	to learn new facts
				about topics of	about topics of	about topics of	about topics of	about topics of	about topics of	about topics of
	ď			interest.	interest.	interest.	interest.	interest.	interest.	interest.
		Notice new words	Notice new words	Learn new words by	Learn new words by	Learn new words by	Learn new words by	Learn new words by	Learn new words by	Learn new words by
			and use pictures and			reading and use these				reading and use these
	~	the text to learn these	•	•	words appropriately	words appropriately		•	words appropriately	•
	◙		words.		in writing and		words appropriately in writing and		,	words appropriately in writing and
	ور	words.	wor as.	•	conversations about	in writing and conversations about	conversations about	•	conversations about	conversations about
	ning.				the text	the text	the text			the text (including the
	<u>ear</u>			trie text	trie text	the text	the text	` _	,	connotation of new
	ψ.								connotation of new	
								words)	words)	words)
							1			

# Literary Analysis Skills

Note: Skills with asterisks will be added to the 5th grade skills taught to incoming 5th graders.

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
		Killder	isi grade		J				7 till grade	Define and identify
				Define narrator and		Define and identify the	,	Determine the		
				,	and use those terms in	significance of point of		connotation of words		irony and parody.
				any story.	discussing literature.	view (first- and third-	foreshadowing.	in a text.		
						person narration).				
				,	Define and identify		Define point of view.			
				at any point in a text.	figurative language.*	Define and identify				
	terms					facts and opinions.	Define personification.			
	e e				Define and distinguish					
	a. t				between motivation,	Define simile and	Define hyperbole.			
	"				traits, and feelings.	metaphor.*				
					_		Define tone.			
					Define main idea.	Identify and identify				
						the purpose of font	Define mood.			
						changes and				
						repetition.*				
		Distinguish fantasy	Identify differences	Identify differences	Identify differences	Identify and analyze		Identify conventions in		
		from realistic text.	among the common	among the common	among the common	structural elements		epic tales (extended	(soliloquy, sonnet).	
			0	genres of literature:	forms of literature:	unique to drama		similes, mysterious		
		Identify differences	fiction (including	fiction (including	poetry, prose, and	(scenes, acts, cast of		birth, the quest, the		
<u>.s</u>		between fiction and	traditional literature,	traditional literature,	drama. Identify the	characters, stage		hero's task, special		
<u>  S</u>		non-fiction.	realistic fiction, and	realistic fiction,	following genres:	directions).*		weapons or clothing,		
3. Literary Analysis	ഉ		fantasy) and non-	fantasy, and mystery)	traditional literature			and helpers or		
₹	genre		fiction (including	and non-fiction	(fables, folktales, fairy			prophets).		
	b. g		biographies).	(including	tales, tall tales, myths),					
a a	۵			biographies).	realistic fiction,			Analyze similarities in		
iŧ					fantasy, mystery,			differences in		
-!					biography, and non-			mythologies from		
က					fiction and apply this			different cultures ideas		
					knowledge as a			of the afterlife, roles		
					strategy for reading.*			and characteristics of		
								deities. and		
		Identify the main	Identify the main				Identify the climax	List the main types of	Identify rising action,	Identify prologue,
	≥ ਵੰ	characters and the	characters, setting,				(turning point) of a	conflict and identify to	transforming event,	rising action,
	story	main setting in any	problem and solution				story.	which category the	climax, falling action,	transforming event,
	c. story elements	story.	in stories.					conflict of a text	and resolution.	climax, falling action,
	- Ψ							belongs.		resolution, and
		Identify and use	Read, identify, and use	Identify and use	Identify and use	Identify and use	Identify and use	Integrate information		
	8	knowledge of common	•	knowledge of common	knowledge of common	knowledge of common	knowledge of common	presented in textual		
	Ē	textual and graphic	textual and graphic	textual and graphic	textual and graphic	textual and graphic	textual and graphic	and graphic features as		
	88	features (title,	features (for example,	features (for example,	features (for example,	features (for example,	features (for example,	well as in words to		
	T T	headings, captions,	title, headings, key	title, headings, key	title, headings, key	title, headings, key	title, headings, key	develop a coherent		
	ţĝ.	table of contents,	words, table of	words, paragraphs,	words, phonetic	words, phonetic	words, footnotes,	understanding of a text		
	S.	illustrations).	contents, captions	topic sentences table	spelling, paragraphs,	spelling, paragraphs,	phonetic spelling,	or topic.		
	<u> </u>	madrations).	accompanying	of contents, glossary,	topic sentences, table	topic sentences, table	paragraphs, topic	от торго.		
	lij		illustrations or	captions, diagrams,	of contents, glossary,	of contents, glossary,	sentences, table of			
	<u>ا</u> و		photographs,	illustrations, or	captions, illustrations,	captions, illustrations,	contents, glossary,			
	d. nonfiction text features			photographs) to locate		photographs, charts,	captions, illustrations,			
			เกานอน สมบาง).	information	grapha manal +a	process mana	photographs short-			
	•	•		LIVER TO THE CAPA	TATABARA MANALITA	aranno mono	THOTOGRAPHO CHOREO		•	•

Word Analysis Skills

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	a. phonemes	Understand that written and spoken words are composed of letters that represent	i a gi uuo	Ind g. ddo	or a grado	iii g dao	om graas	om y dus	r in graas	om grado
	b. rhyming	produce rhyming words.	Recognize rhyming words in oral and written form and produce rhyming							
Phonics and Phonemic Awareness	c. consonants	sounds associates with each consonant and with the digraphs.  Generate the sounds from all the consonants and common consonant patterns, including consonant blends [See appendix A].	Read words that include consonant blends (see Appendix A).	Read wor ds that include special consonant spellings (see Appendix A).						
4. Phonics	d. vowels	vowel sounds and match all short vowel sounds to the appropriate letter.  I dentify the long vowel sounds and correctly read common long-vowel patterns (see Appendix B).	Identify and correctly read long- and short –vowel patterns (see Appendix B).  Identify and correctly read vowel diphthongs oi, ow, oo (see Appendix B).  Identify and correctly read r-controlled vowels (see Appendix B).	include special vowel spellings (see Appendix B).						

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
Awareness	e. blending	to blend letter sounds make words.	Recognize word parts in order to chunk together syllables and read multi-syllabic words.							
Phonics and Phonemic	98.	medial, and ending	Identify initial, medial, and ending sounds in words.							
4. Phon	"	of syllables and segment syllables in or ally stated words.	Blend given syllables into the correct word.  Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Apply knowledge of letter patterns to identify syllables.	Apply syllabication rules to pronounce unfamiliar words.					

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	directionalit y	Follow words from left to right and from top to bottom on the printed page.								
about Print		Recognize and name all upper case and lower case letters of the alphabet.  Know the order of the letters of the alphabet.								
Concepts about	c. spaci	Recognize that written words are separated by spaces.								
5. Con	sentences,	sentences in print are	Recognize that sentences tell a complete thought.							
	cking	Track words by pointing with one-to-one correspondence when reading a story by pointing under the first sound.								
	f. Sight words	Recognize and automatically read the kinder garten high- frequency sight	Recognize and automatically read the first grade high- frequency sight words.							

## Listening and Speaking

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	a expression, volume and posture	Uses appropriate volume (whisper during turn and talks; loud and proud during share-outs).  Uses appropriate expression to reflect feelings and mood.	Share thinking audibly. Use an appropriate volume.	Use an appropriate volume of voice for the situation (whisper, conversation, loud/proud).	Speak with an appropriate volume, enunciation, posture, and eye contact at all times. (mastered by first trimester).	groups.	Speak with an appropriate volume, enunciation, posture, and eye contact at all times. (mastered by first trimester)			
6. Listening and Speaking	b. conventions in speech	Use pronouns correctly in speech. This includes subject/object and gender agreement (i.e Him took my pencil. Her did it. Rob ate her lunch).  Use was and were correctly in speech. [A ssess starting in second trimester].  When talking about possession, says "mine" and not "mine" and not	Use subject and verb agreement correctly, with the verb "to be", orally.			and subject, and pronoun number and person.  Use possessive	Use pronouns correctly (order of pronouns and subject/object pronouns) in speech.  Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.			
	c. sentences	Can express feelings with words.  Share information and ideas in complete, coherent sentences.	Speak in complete sentences.	Speak in clear, complete sentences that communicate a clear point.	Speak in complete sentences when appropriate to task and situation.	Speak in complete thoughts at all times.	Speak in clear, complete sentences that communicate a clear point.			
	d. Word Choice		Use lear ned vocabular y when speaking.	Use "power words" correctly in speech.		Use precise language when selecting descriptive words. For example, use grade level vocabulary when appropriate.	Use precise and grade-appropriate language in speech.			

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	e. directions	Understands and follows one- and two- step or all directions.	-			3				J
aking	f. Discussion rules	rules for discussion (raising one's hand, waiting one's turn, speaking one at a	Listen to the person speaking and be able to repeat others' thoughts.  Track the speaker.  Speak clearly so that others can understand you.  Use details when speaking.	classmate previously said.	able to repeat what was said, participate in the discussion, and ask questions.	discussion.	Engage effective in a range of collaborative discussions with diverse partners, building on others' ideas and expressing own clearly.	prepared, having read or studied required materials and refer to evidence from the required		
6. Listening and Speaking	g. topics	Ask and answer questions in order to seek help, get information, or clarify something that is not under stood.  Describe people, places, things, and events related to personal life and classroom learning.					Summarize a written text read aloud or information presented or ally, visually, or quantitatively.  Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the discussion.  Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and claims that are not.		

# Composition Strand Writing Habits

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	a. pac	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or	extended time frames (time for research, reflection, and revision) and shorter	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or
	b. discussion	Discuss own writing with a partner.	Discuss own writing with a partner.	Discuss own writing with a partner and listen to a parter read his/her writing.	Discuss own writing with a partner. Listen to a parter read his/her writing and give one helpful suggestion.	to a parter read his/her writing and give two helpful suggestions.	Improve own writing by getting suggestions from another student. Give helpful suggestions to classmates after	by getting suggestions from another student.	Improve own writing by getting suggestions from another student. Give helpful suggestions to classmates after	Improve own writing by getting suggestions from another student. Give helpful suggestions to classmates after
Writing Habits	c. craft				Experiment in own writing with craft choices that authors make.	Experiment in own writing with craft choices that authors make.	Incorporate craft choices learned from other authors into own writing	•	Incorporate craft choices learned from other authors into own writing	Incorporate craft choices learned from other authors into own writing
7. Writir	d. rereading	Reread own writing when finished.	Reread own writing when finished.	Reread own writing when finished.	Reread own writing when finished.	Reread own writing when finished.	Reread own writing when finished.	Reread own writing when finished.	Reread own writing when finished.	Reread own writing when finished.
	e. revising				Strengthen writing by revising, editing, and rewriting.		Strengthen writing by revising, editing, and rewriting.		Strengthen writing by revising, editing, and rewriting.	Strengthen writing by revising, editing, and rewriting.
	f. effort	Demonstrate best effort on every writing piece.	Demonstrate best effort on every writing piece.	Demonstrate best effort on every writing piece.	Demonstrate best effort on every writing piece.	effort on every writing piece.	Demonstrates best effort on every piece and continuous growth based on incorporating feedback from previous pieces.	effort on every piece and continuous growth based on	Demonstrates best effort on every piece and continuous growth based on incorporating feedback from previous pieces.	Demonstrates best effort on every piece and continuous growth based on incorporating feedback from previous pieces.

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
7. Writing Habits	g. Handwriting	Uses correct grip (tripod grasp pictured below) and pressure when writing.  Use correct form (when using	Use correct form to make tall letters tall, low letters low, middle letters middle, closing letter closed, and dotted letters dotted all the time.	Forms letter correctly (close letters correctly, letters below the line) and anchors words on lines in independent writing.  Makes capital letters larger than lowercase	Forms letter correctly (close letters correctly, letters below the line) in independent writing at all times.	Forms letter correctly (close letters correctly, letters below the line) in independent writing at all times.  Types a minimum of one page per 45-minute sitting.	Forms letter correctly (close letters correctly,	Types a minimum of three pages per 60-minute sitting.		
	. voca	Use precise, grade- appropriate vocabulary in writing.	Use precise, grade- appropriate vocabulary in writing.	Use precise, grade- appropriate vocabulary in writing.	Use precise, grade- appropriate vocabulary in writing.	Use precise, grade- appropriate vocabulary in writing.	vocabulary in	Use precise, grade- appropriate vocabulary in writing.	vocabulary in	Use precise, grade- appropriate vocabulary in writing.

	Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
8. Point	Write narratives that make a point and maintain focus on one topic.	When writing narratives, select an original small moment to write about.	Write per sonal narratives that communicate why the event was important to the writer.		Have a point that clearly explains why the story is important.  Ensure that every paragraph in the text relates to and supports the point/thesis.  Include a reflection that returns to the point and reiterates its importance.			topic, one the student has sufficient knowledge of to develop fully.  Write personal narratives that have an appropriate and clearly developed	Select an appropriate topic, one the student has sufficient knowledge of to develop fully.  Write personal narratives that have an appropriate and clearly developed theme.

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	b. nonfiction	Write non-fiction pieces with facts specific to one topic.	When writing non- fiction pieces, select an original topic.	Write non-fiction paragraphs that inform the reader of true facts about a specific topic.	Write a clear, specific, arguable topic sentence that answers a prompt.		Devise a clear thesis sentence for a multi- paragraph essay.		Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write informative/explanator y texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	c. persuasive	Write opinions using the word "because" to explain.	Write book reviews that state a clear opinion of a named text.	Write book reviews that state a clear opinion of a named text.	Write opinion pieces on texts or topics studied in class that states a clear opinion.		Write opinion pieces on texts or topics studied in class that states a clear opinion and supports it with information.		Write arguments to support claims with clear reasons and relevant evidence.	Write arguments to support claims with clear reasons and relevant evidence.
8. Point	d. general	Use illustrations to enhance writing.			Write clear pieces that make sense to any reader.			Independently devise a clear thesis sentence for a multiparagraph informational or persuasive essay.  Ensure that every paragraph relates to and supports the point.		
	e. writing about reading		Write a connection to a character's feeling from a book read independently.  Write the author's lesson from a book read independently.  Write the most important part in a book read independently.  Write a summary of text read as a class.	Answer literal questions in a complete sentence.		Write topic sentences in open responses with a clear main idea that directly answers the question.	Summarize a variety of texts, including whole books, chapters, and significant events.  Write topic sentences in open responses with a clear main idea that directly answers the question. This includes writing multiple paragraphs with multiple topic sentences.		Write a paragraph or essay summarizing, interpreting, or explaining a literary text, using evidence from the text as support.	Write a paragraph or essay summarizing, interpreting, or explaining a literary text, using evidence from the text as support.

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	a. narrative	When writing narratives, logically sequence events.	When writing personal narratives, develop a focused narrative with a beginning, middle, and end.  When writing personal narratives, include only events relevant to the focus.  When writing personal narratives, sequences events logically.	Write personal narratives that are sequential.		Clearly organize paragraphs around the beginning, middle, and end of a small moment.			Write personal narratives that have rising action, transforming even/turning point, climax, falling action, and resolution.  Create and then use a thoughtful plan for multi-paragraph compositions.	
9. Organization	b. nonfiction		When writing non- fiction pieces, use content that matches the focus and each heading.  When writing non- fiction pieces, sequences facts logically.				Devise a clear outline for a multi- paragraph essay in which each paragraph supports the thesis, has a clear topic sentence, and all sentences support that topic sentence.	Organize multi- paragraph compositions in a careful and logical manner.	Organize ideas, concepts, information, and arguments clearly.	Organize multi- paragraph compositions in a careful and logical manner.  Create and then use a thoughtful plan for multi-paragraph compositions.  Effectively develops an argument in writing.
	c. persuasive			Write book reviews that introduce the book, provide an opinion, and provide a concluding sentence.	Write opinion pieces with an organized structure that lists reasons.	that have an organized structure in which related ideas are	Write opinion pieces that have an structure in which ideas are logically organized.		see above	
	d. writing about reading					Organize open responses into paragraphs with discrete topics.	Organize open responses into paragraphs with discrete topics.			

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
			Use words and	Write paragraphs	Within a paragraph,	Include transitions		Create and then use	Provide conclusions to	Provide conclusions
			phrases related to	about one event or	use every sentence to	between paragraphs.		a thoughtful plan for	writing that follows	to writing that
			chronology and time	one topic.	support the topic			multi-par agraph	from and supports the	follows from and
			in writing.		sentence.			compositions.	argument /	supports the
				Begin each					information / narrative	argument /
_	_			paragraph with a	When order is			Organize details	presented.	information /
ganization	ation			complete topic	important, order			logically within		narrative presented.
팙	jz			sentence.	sentences and			paragraphs.		
<u>iž</u> .	organiza				paragraphs					
<b>∃</b>	ō			Write detail	correctly.			Develop a strong		
	era			sentences that match				introduction and		
ŏ	Gen			the topic sentence.	In writing that			conclusion.		
6	ai O				addresses multiple					
0,	υ			Plan a personal	topics, properly					
				narrative or non-	divide paragraphs in					
				fiction paragraph	which all sentences					
				independently.	match that					
					paragraph's main					
					idea.					

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
		When writing	Use relevant details	In personal		Include details that			Write personal	
		narratives, add	to enhance reader's	narrative, include		all relate to the point			narratives with well	
		details about people,	under standing of the	sensory details that		and focus on only the			developed characters	
		setting, events and	narrative.	are relevant and		most important			with clear traits and	
		C8feelings and		enhance the reader's		events.			motivations.	
		reactions		under standing of the						
		(independently or		topic sentence.		Include sensory			Use details to support	
		with one prompt).		•		details, figurative			the development of a	
ဟ						language and other			theme.	
	ve_					details that explain				
etails	narrative					events and character			Use knowledge of	
Ď	narı					feelings.			audience and	
9.	a.					_			understanding of	
_						Use dialogue to show			purpose to make	
						responses of			choices around	
						characters to			language and tone.	
						situations.				
									Use "showing	
									writing" to develop a	
									story.	

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	b. nonfiction	_	fiction pieces, use relevant vocabulary to teach the reader information about the topic.  Use illustrations and text features to teach the reader information about the topic.	2nd grade In non-fiction, include details to provide a deeper under standing of the topic (example: Instead of "Whales eat plankton. Whales each fish. Whales eat shrimp," we want "Whales eat krill because there are lots of krill in the water where they live.")	3rd grade		5th grade Include details in each par agraph that clearly support the topic sentence.  Use appropriate and specific vocabulary for the topic of the essay.	6th grade Include relevant and specific details. Provide sufficient context for evidence and details.  Explain evidence well.  Present information with charts, tables, and other graphics when appropriate.  Use precise language and content-specific vocabulary.	7th grade Support claim(s) and statements with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	8th grade Use relevant supporting detail or evidence from the text. Use specific supporting detail or evidence from the text. Use knowledge of audience and under standing of pur pose to make language choices. Use knowledge of audience and under standing of
10. Details	d. general c. persuasive	Consistently make illustrations of people, animals, and setting in a realistic way.	Provide a reason for an opinion in a book review.	supply reasons that support the opinion and use linking words to connect the opinion and the reasons.  Use "power words" correctly in writing.  Use appropriate and	that provide reasons and connect reasons with linking words and phrases.  Identify and include the most important details (text evidence) that best	that provide reasons that are supported by facts and connect reasons with linking words and phrases	Write opinion pieces that provide reasons that are supported by facts and link opinions and reasons using words clauses and phræses (e.g.,	Establish and maintain a formal style in persuasive and informative writing.  Use appropriate transitional words, phrases, and clauses to clarify relationships among ideas or evidence.	Establish and maintain a formal style in persuasive and informative writing.  Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	pur pose to make

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	out					Clearly explain	Include direct quotes	Include direct quotes		
	ag g					evidence to support	from a text when	from a text when		
10	g iğ					the main idea of an	appropriate when	appropriate when		
`	] <u>:</u>					open response.	writing literary	writing literary		
	aj S						responses.	responses.		

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
Write sentences that	Use complete	Start sentences in a	Use transitional (Also,	Purposefully vary	Purposefully vary		Diagram sentences.	
always make sense	sentences that don't	variety of ways.	however), temporal	sentence length and	sentence length and			
because all of the	include fragments or		(During reading	structure for effect	structure for effect		Identify and use	
words are present	run-ons.	Use different topic	class), and spatial	(e.g. repetition).	(e.g. repetition).		prepositional phrases.	
(bad example: I went		sentences (example:	(In the forest)					
to store. Good	Vary sentences by	students should use	phrases.	Incorporate both	Incorporate both		Identify and use	
Example: I went to	joining ideas using	•		complex and	complex and		dependent clauses.	
the store.)	conjunctions.	I" the	Use lists, compound	compound sentences.	compound sentences.			
		whole year long).	subjects and					
			predicates, and					
		•						
		length and structure.	structure to add					
			meaning to writing.					
		Ensure that						
		have missing words.						
	Write sentences that always make sense because all of the words are present (bad example: I went to store. Good Example: I went to	Write sentences that always make sense because all of the words are present (bad example: I went to store. Good Example: I went to store.)  Use complete sentences that don't include fr agments or run-ons.  Vary sentences by joining ideas using conjunctions.	Write sentences that always make sense because all of the words are present (bad example: I went to store. Good Example: I went to the store.)  We complete sentences that don't include fr agments or run-ons.  Use different topic sentences (example: students should use more than "One day I" the whole year long).  Vary sentences length and structure.	Write sentences that always make sense because all of the words are present (bad example: I went to store. Good Example: I went to store.)  Write sentences that don't include fragments or run-ons.  Use different topic sentences (example: sentences (example: students should use more than "One day the store.)  Vary sentences by joining ideas using conjunctions.  Use transitional (Also, however), temporal (During reading class), and spatial (In the forest) phrases.  Vary sentences (example: students should use more than "One day whole year long).  Vary sentences length and structure.  Ensure that sentences in a variety of ways.  Use transitional (Also, however), temporal (During reading class), and spatial (In the forest) phrases.  Vary sentences length and structure.  Ensure that sentences do not	Write sentences that always make sense because all of the words are present (bad example: I went to store. Good Example: I went to the store.)  Write sentences that don't include fragments or run-ons.  Use complete sentences in a variety of ways.  Use different topic sentences (example: students should use more than "One day the store.)  Vary sentences by joining ideas using conjunctions.  Vary sentences length and structure.  Use transitional (Also, however), temporal (During reading class), and spatial (In the forest)  phrases.  Incor por ate both complex and varied sentences whole year long).  Vary sentences length and structure of fect (e.g. repetition).  Use lists, compound subjects and varied sentence structure to add meaning to writing.	Write sentences that always make sense because all of the words are present (bad example: I went to store. Good Example: I went to store.)  Write sentences that always make sense because all of the words are present (bad example: I went to store. Good Example: I went to the store.)  Vary sentences by joining ideas using conjunctions.  Vary sentences length and structure.  Vary sentences length and structure.  Vary sentences length and structure for effect (e.g. repetition).  Vary sentences length and structure for effect (e.g. repetition).  Vary sentences length and structure for effect (e.g. repetition).  Vary sentences length and structure.  Vary sentences length and structure.  Vary sentences length and structure.  Vary sentences length and structure for effect (e.g. repetition).  Vary sentences length and structure for effect (e.g. repetition).  Vary sentences length and structure for effect (e.g. repetition).  Vary sentences length and structure for effect (e.g. repetition).  Vary sentences length and structure for effect (e.g. repetition).  Vary sentence length and structure for effect (e.g. repetition).  Vary sentence length and structure for effect (e.g. repetition).  Vary sentences length and structure for effect (e.g. repetition).  Vary sentences length and structure for effect (e.g. repetition).  Vary sentence length and structure for effect (e.g. repetition).  Vary sentence length and structure for effect (e.g. repetition).  Vary sentence length and structure for effect (e.g. repetition).  Vary sentence length and structure for effect (e.g. repetition).  Vary sentence length and structure for effect (e.g. repetition).  Vary sentence length and structure for effect (e.g. repetition).	Write sentences that always make sense because all of the words are present (bad example: I went to store. Good Example: I went to the store.)  Write sentences that always make sense because all of the words are present (bad example: I went to store. Good Example: I went to the store.)  Vary sentences by joining ideas using conjunctions.  Start sentences in a variety of ways.  Use transitional (Also, however), temporal (During reading class), and spatial (In the forest) phrases.  Use different topic sentences (example: students should use more than "One day I" the whole year long).  Vary sentences by joining ideas using conjunctions.  Vary sentences by joining ideas using conjunctions.  Vary sentences length and structure for effect (e.g. repetition).  Use lists, compound subjects and predicates, and variety of ways.  Use lists, compound subjects and predicates, and variety of ways.  Use long reading class) phrases.  Incor por ate both complex and compound sentences.  Vary sentence length and structure for effect (e.g. repetition).  Use lists, compound sentences dompound sentences dompound sentences dompound sentences structure to add meaning to writing.	Write sentences that always make sense because all of the words are present (bad example: I went to store.)  Ways entences by conjunctions.  Write sentences that always make sense because all of the words are present (bad example: I went to store.)  Way sentences by conjunctions.  Start sentences in a variety of ways.  Use transitional (Also, however), temporal (During reading class), and spatial (In the forest)  Use transitional (Also, however), temporal (During reading class), and spatial (In the forest)  Use different topic sentences (example: I went to to store. Good Example: I went to the store.)  Wary sentences by conjunctions.  Use lists, compound sentences.

	Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	Stretch a narrative	Stretch a narrative	Write personal	Write most paragraphs	Compose	Compose essays that	Compose essays that	Compose essays that	
	or a non-fiction piece	or a non-fiction	narrative that are at	with 5-10 well written	compositions that	are at least five	are at least five	are at least 3 pages.	
Je l	across at least 3	piece across multiple	least three	sentences.	are at least 3 pages	paragraphs.	paragraphs.		
⊑	pages.	pages in which the	paragraphs long.		long, single spaced,				
1 8		majority of the space			on college ruled				
>		is designated for	Write paragraphs		paper without				
2		text.	that have at least five		rambling to extend				
7			detail sentences.		the length.				

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	a. Spelling words	Spell all kinder garten spelling words correctly in independent writing.	Spell all first grade spelling words correctly in independent writing. Spell all Kindergarten and First Grade sight words correctly in independent writing.	Spell all K, 1, and 2 sight words correctly in independent	Spell all third grade spelling words and homophones correctly in independent writing. Spell irregular plurals.	to the length of writing and errors do	Writing contains few spelling errors relative to the length of writing and errors do not interfere with communication.			
Conventions	b. Spelling rules	Indicate that a word contains a long vowel by using a long vowel pattern in independent writing.	spelling pattern generalization to spell words logically	Apply doubling rule in spelling correctly (single syllable base words) in independent writing.	Correctly spell words using introduced spelling patterns (focus on prefixes and endings, review doubling rules).  Identify open and closed syllables and use these patterns for spelling.	Spell grade appropriate words correctly, using knowledge of letter sounds, spelling patterns, rhyming/word families, word parts, word segmentation, syllabication, prefixes and suffixes in their independent	Spell grade appropriate words correctly.	Spell grade appropriate words correctly.	Spell grade appropriate words correctly.	Spell grade appropriate words correctly.
13. Cc	ategies	Correctly include consonants, short vowels, digraphs, and consonant blends in words when necessary.  Break up syllables to write words that contain more than one syllable.  Use words from around the room to write words correctly, including words that they have already stretched out on previous pages. This should include family words (mother, father, sister, brother,	Form new words through addition, deletion, and substitution of sound and letters in independent writing.  Break up syllables to write words that contain more than one syllable.	Copy words correctly from sources around the room or in the texts.  Proof read for spelling.	Copy words correctly from sources around the room or in the texts.  Proof read for spelling.	Consult dictionaries,	Consult dictionaries, classroom, and words in their texts as needed.			

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	Punctu	fiction informational text and a letter.  I dentify punctuations when presented with them visually. (period, exclamation mark, question mark).	something (the predicate) about its subject.  Use end punctuation (periods, question marks, and exclamation marks) appropriately.	Identify subject and predicate in simple sentences.	predicate in simple sentences, compound subjects, compound predicates, and compound sentences.  Correctly punctuate a simple sentence and a compound sentence.	complete sentences, avoiding fragments and run-ons.  Identify dependent clauses, and use and punctuate them correctly in independent writing.  Use punctuation for effect.	Use punctuation for effect.	I dentify dependent clauses, and use and punctuate them correctly in independent writing.		
13. Conventions	e Internal Punctuation		Use commas in dates and to separ ate single words in a series and in the opening and closing of letters.	appropriately in a list in independent writing.  Punctuate dialogue correctly in independent writing.  Use commas correctly	conjunctions, for dates, location, and letters Uses commas to punctuate compound	dates, letters, locations, series, quotations, and compound and complex sentences.	Use commas in dates, letters, locations, series, quotations, and compound and complex sentences.  Correctly punctuate quotations.  Use common	Place commas and quotation marks properly in quotes. Use punctuation (commas, parentheses, dashes) to set off parenthetical elements.	Place commas and quotation marks properly in dialogue.	Use colons and semi- colons cor rectly and purposefully.  Place commas around parenthetical expression and after introductory phrases.
	f. Capitalization	first letter of the	Capitalize names, places, dates, book titles in independent writing.	Capitalize the first word of every sentence in independent writing.  Capitalize proper nouns for names, dates, holidays, places in independent writing.  Have no incorrect capitals in independent writing.	correctly (including multi-word proper nouns),	sentence, names of people, days, months, holidays, location historical periods, (e.g., Ice Age) titles,	Capitalize the beginning of a sentence, names of people, days, months, holidays, location historical periods, (e.g., Ice Age) titles, and initials/state abbreviations.			

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
IS	g. Verb Agreement		Use subject and verb agreement in the present and past tense orally and in independent writing.  Conjugate some irregular verbs in the present and past tense. (see appendix).	Uses was/were and am/are/is correctly in independent writing.  Subjects and verbs agree in past and present tense.  Uses correct common irregular verbs.  Use correct and consistent verb tense throughout writing.	Use correct and consistent verb tense throughout writing. Use irregular past tense verbs correctly. Maintains regular subject and verb agreement in independent writing.	inappr opriate shifts in verb tense and subject, and pronoun number and person.  Form and use adjectives and adverbs (including comparative and	inappropriate shifts in verb tense and subject, and pronoun number and person.  Form and use adjectives and adverbs	tenses and maintain tense throughout	I dentify verbs in a differ ent tense than the rest of the written pieces and correct them.	
13. Conventions	h. Pronouns		Use subject pronouns: I, you, he/she/it, we, you all, they correctly in independent writing.  Use object pronouns: me, you, him/her/it, us, you, them correctly in independent writing.  Identify what the pronoun stands for (the antecedent).	Correctly choose between subject and object pronouns in independent writing.  Use possessive pronouns correctly: My, mine, your, yours, our, ours, their, theirs in independent writing.  Don't use pronouns without an antecedent.	Explain the function of a pronoun. Use subject, object, and possessive pronouns correctly in writing (choose the correct pronoun and make sure it is clear what the pronoun stands for).  Use subject, object, and possessive pronouns correctly.	Use subject, object, and possessive pronouns correctly.	Use subject, object, and possessive pronouns correctly.	Recognize and correct pronouns that are in the wrong case or that are vague (ones with no antecedent).	Use pronouns properly in writing.	
	i. Possessives			Use apostrophes appropriately to show singular possession in independent writing.	Use apostrophes correctly to indicate possessive nouns and contractions and not plurals.	between a possessive	Identify the difference between a possessive noun and a plural noun and punctuate the two correctly.  Use apostrophes correctly.	Use possessives properly in writing.		

	Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
13. Cot	Leave appropriate spacing between words and sentences.  Always starts a new line at the correct place.	Start at the beginning of each line and maintain spacing throughout independent writing piece.  Recognize indentation in reading.  Use indents in letter writing.	Uses standard rules of writing on a page in independent writing.	appropriately.  Understand how to structure a written response in various	When starting new paragraphs, move to the next sentence and indent (do not skip lines).  Understand how to structure a written response in various subject areas (e.g. A math/science open response would be structured differently than a letter or personal narrative).	When starting new paragraphs, move to the next sentence and indent (do not skip lines).  Understand how to structure a written response in various subject areas (e.g. A math/science open response would be structured differently than a letter or personal narrative).  When using dialogue, go to the next line and indent whenever a new person speaks.			

## Language Strand

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	a. sorting words	Identify and sort common words into various classifications (colors, shapes, textures).	Identify and sort common words into conceptual categories (opposites, living things, etc.).	Identify, define, generate, and sort words into synonyms, antonyms, and homophones.	I dentify and apply the meaning of the terms antonyms, synonyms, and homophone.	Substitute synonyms in sentences to refine meaning or improve word choice.	Identify and apply the meaning of the terms antonyms, synonyms, and homophone.		I dentify and apply the meaning of the terms antonyms, synonyms, and homophone.	
	b. prefixes		Recognize that prefixes can change the meaning of root words (See appendix	Recognize that prefixes can change the meaning of root words (See appendix		Recognize that prefixes can change the meaning of root words (See appendix	Recognize that prefixes can change the meaning of root words (See appendix			Recognize that prefixes can change the meaning of root words (See appendix
ngs	c. suffixes	Identify base words (look) and their inflectional forms (looks, looking, looked).		Recognize that suffixes can change the meaning of root words (See appendix G).	words (See appendix	Recognize that suffixes can change the meaning of root words (See appendix G).	suffixes can change the meaning and/or part-of-speech of root words (See appendix	suffixes can change the meaning and/or part-of-speech of root words (See appendix	words (See appendix	Recognize that suffixes can change the meaning and/or part-of-speech of root words (See appendix G).
eani	d. roots					Identify roots of words (See appendix	Identify roots of words (See appendix	Identify roots of words (See appendix	Identify roots of words (See appendix	Identify roots of words (See appendix
14. Word meanings	f. parts of speech		Define and identify nouns and action verbs in isolation and in context.  Define common and proper nouns.  Identify words that describe.	Define and identify nouns, verbs, conjunctions, and pronouns in isolation and in context. Identify and capitalize common and proper nouns. Identify words that describe.	Define and identify five basic parts of speech: noun, pronoun, verb, conjunctions, and adjective.	Define and identify nouns, verbs, pronouns, conjunctions, adjectives, adverbs, and prepositions.	Define and identify nouns, verbs,	Use adjectives and adver bs correctly (including good and well).	words (есс арраных	жогао (сес арралых)
	g. diction- a aries			Determine the meaning of words using a glossary.	of words using a beginning dictionary.	Determine the spelling of words using a beginning dictionary.				
	n. contra c-			Identify and define contractions.	Identify and correctly use contractions.					
	i. relationships between words		Use knowledge of the meaning of individual words to predict the meaning of unknown compound words.	Use knowledge of the meaning of individual words and context clues to predict the meaning of unknown compound words.				Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		

## **English Language Arts Appendices**

#### A: Consonant blends

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
br	ph as /f/	ch as /k/						
cr	gh as /f/	gue as /g/						
dr	gh as /g/	ge as /j/						
fr	el as /l/	gi as /j/						
gr	le as /l/	gy as /j/						
pr	kn as /n/	dge as /j/						
tr	wr as /r/	du as /j/						
st	tch as /ch/	il as /l/						
sp	tion as /shun/	al as /l/						
scr	cion as /shun/	mb as /m/						
sk	sion as /shun/	mn as /m/						
wh (as /h/ or /w/)		gn as /n/						
ed (as /t/ or /d/)		ce as /s/						
ck		ci as /s/						
ks		cy as /s/						
		sc as /s/						
		bt as /t/						
		x as /z/						

#### B: Vowels

	Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
О	a_e	ey	ei						
ng	ai	ea	aigh						
	ay		eigh						
	e_e	-у	ie						
long e	ee	ea	ei						
			ey						
. <u>.</u>	i_e igh	-у	ie						
<u>o</u>	igh								
	o_e	ow	ou						
long o	oa		oe						
<u>o</u>			ough						
			ew						
n	u_e		ew						
			ue						
short		ea							
short			у						
		aw	ough						
short o		a	augh						
<u>~</u>		au							
short			ou						
			a, e, i, o						
/w		ow							
		ou							
>		oi							
		oy							
/wo/ /oo/ /oo/		00							
		00							
>		ui							
/00/		ew							
		u_e							
/or/ /er/ /ar/	ar	_							
		ur							
/er/	er ir								
	or	oor							
/or	_	ore		_					
	-		-	-	•	•	=	•	

#### C: Sight Words

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
а	after		ŭ		ŭ	ŭ	Ŭ	J
an	again							
all	almost							
am	an							
and	any							
are	as							
at	ask							
be	ate							
behind	away							
black	because							
blue	by							
brown	came							
but	can't							
can	could							
come	couldn't							
did	every							
do	didn't							
done	doesn't							
down	don't							
eat	find							
find	five							
for	fly							
from	four							
good	funny							
green	give							
has	going							
he	good							
her	had							
here	hadn't							
him	have							
I	haven't							
in	help							
is	hers							
like	how							
me	l'II							
Mr.	l'm							
Mrs.	l've							
Ms.	into							
my	jump							
new	just							

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
no	know					, and the second	J	
now	let							
of	little							
on	live							
one	look							
orange	make							
our	may							
pink	must							
purple	old							
said	once							
say	open							
see	out							
she	over							
so	people							
some	play							
that	please							
the	pretty							
them	put							
then	ride							
there	round							
they	saw							
to	says							
two	shouldn't							
up	soon							
was	stop							
we	take							
went	thank							
what	their							
when	there							
where	they're							
white	think							
who	this							
why	three							
will	too							
with	under							
yellow	usually							
you	very							
yes	walk							
yes red	want							
not	we'll							
	well							

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	went							
	would							
	wouldn't							

## D: Spelling Words

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
а	all	after	about					
am	as	again	almost					
and	be	an	also					
are	big	any	always					
at	but	ask	another					
can	came	away	anyone					
go	come	because	beautiful					
has	did	can't	before					
he	do	could	city					
her	does	couldn't	community					
him	done	didn't	confusion					
I	down	doesn't	countries					
in	eat	don't	discover					
is	find	every	enough					
like	first	find	especially					
me	for	five	everybody					
my	from	fly	everything					
no	get	funny	excited					
of	here	give	favorite					
on	like	going	friendly					
one	new	good	general					
said	not	had	getting					
say	now	hadn't	governor					
she	off	have	hidden					
then	one	haven't	hopeless					
they	our	help	impossible					
she	ran	hers	independent					
then	run	how	journal					
they	said	l'll	laughed					
up	say	l'm	lovable					
was	see	l've	myself					
yes	so	into	prettier					
you	some	jump	prettiest					
	that	just	probably					
cake	them	let	question					

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
make	there	let's	really					J
take	to	little	recycle					
whale	two	live	right					
share	was	look	schools					
train	went	make	something					
mail	what	may	sometimes					
snail	where	must	terrible					
rain	when	old	thought					
wait	who	once	threw					
day	why	open	through					
gray	will	out	trouble					
play	with	over	unhappiness					
pay		people	until					
stay		play	vacation					
white		please	we're					
five		pretty	wear					
drive		put	were					
ride		ride	winner					
light		round	won					
right		saw	won't					
bright		says	write					
tight		shouldn't	you're					
night		soon	your					
try		stop						
fly		take						
cry		thank						
shy		think						
sky		this						
dry		three						
child		tomorrow						
find		under						
close		usually						
phone		under						
rope		usually						
joke		want						
broke		we'll						
boat		well						
coach		went						
soap		would						
road		wouldn't						
snow								

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
slow								
grow								
throw								
open								
so								
going								
cold								
told								
cute								
rule								
huge								
these								
here								
beach								
treat								
seat								
team								
teacher								
feet								
tree								
feel								
cheese								
happy								
funny								
pretty								
behind								
me								
car								
star								
dark								
start								
arm								
hard								
for								
storm								
short								
sort								
fork								
porch								
door								
floor								

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
more								
store								
score								
shore								
chore								
monster								
mother								
sister								
brother								
father								
girl								
first								
bird								
twirl								
skirt								
dirt								
turn								
fur								
curl								
church								
turtle								
burst								

## E: Homophones

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
		ad/add	accept/except	affect/effect	ad/add	accept/except	affect/effect	affect/effect
		aloud/allowed	ant/aunt	alter/altar	aloud/allowed	ant/aunt	alter/altar	alter/altar
		ate/eight	bear/bare	ball/bawl	ate/eight	bear/bare	ball/bawl	ball/bawl
		be/bee	deer/dear	beach/beech	be/bee	deer/dear	beach/beech	beach/beech
		berry/bury	doe/dough	beat/beet	berry/bury	doe/dough	beat/beet	beat/beet
		blue/blew	cent/sent/scent	board/bored	blue/blew	cent/sent/scent	board/bored	board/bored
		by/bye/buy	fairy/ferry	break/brake	by/bye/buy	fairy/ferry	break/brake	break/brake
		caught/cot	fare/fair	ewe/you	caught/cot	fare/fair	ewe/you	ewe/you
		cellar/seller	flea/flee	die/dye	cellar/seller	flea/flee	die/dye	die/dye
		chews/choose	flew/flu	dual/duel	chews/choose	flew/flu	dual/duel	dual/duel
		close/clothes	flower/flour	fir/fur	close/clothes	flower/flour	fir/fur	fir/fur
		for/four	fowl/foul	great/grate	for/four	fowl/foul	great/grate	great/grate
		hare/hair	groan/grown	guessed/guest	hare/hair	groan/grown	guessed/guest	guessed/guest
		hear/here	higher/hire	lead/led	hear/here	higher/hire	lead/led	lead/led
		hi/high	him/hymn	made/maid	hi/high	him/hymn	made/maid	made/maid
		hole/whole	hoarse/horse	mail/male	hole/whole	hoarse/horse	mail/male	mail/male

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
		I/eye	knead/need	main/mane	I/eye	knead/need	main/mane	main/mane
		I'll/aisle/isle	muscle/mussel	mist/missed	I'll/aisle/isle	muscle/mussel	mist/missed	mist/missed
		in/inn	oar/or/ore	none/nun	in/inn	oar/or/ore	none/nun	none/nun
		it's/its	our/are	paced/paste	it's/its	our/are	paced/paste	paced/paste
		knows/nose	our/hour	pail/pale	knows/nose	our/hour	pail/pale	pail/pale
		meet/meat	pain/pane	pair/pare/pear	meet/meat	pain/pane	pair/pare/pear	pair/pare/pear
		new/knew	past/passed	patience/patients	new/knew	past/passed	patience/patients	patience/patients
		night/knight	pause/paws	peak/peek	night/knight	pause/paws	peak/peek	peak/peek
		no/know	peddle/pedal	piece/peace	no/know	peddle/pedal	piece/peace	piece/peace
		not/knot	plane/plain	poor/pour	not/knot	plane/plain	poor/pour	poor/pour
		one/won	rap/wrap	road/rode/rowed	one/won	rap/wrap	road/rode/rowed	road/rode/rowed
		red/read	right/write	seem/seam	red/read	right/write	seem/seam	seem/seam
		see/sea	ring/wring	shone/shown	see/sea	ring/wring	shone/shown	shone/shown
		son/sun	rows/rose	so/sew/sow	son/sun	rows/rose	so/sew/sow	so/sew/sow
		there/their/they're	sale/sail	soar/sore	there/their/they're	sale/sail	soar/sore	soar/sore
		thrown/throne	side/sighed	some/sum	thrown/throne	side/sighed	some/sum	some/sum
		to/too/two	stare/stair	steel/steal	to/too/two	stare/stair	steel/steal	steel/steal
		we'd/weed	threw/through	tail/tale	we'd/weed	threw/through	tail/tale	tail/tale
		week/weak	toad/towed	tide/tied	week/weak	toad/towed	tide/tied	tide/tied
		we'll/wheel	tow/toe	vary/very	we'll/wheel	tow/toe	vary/very	vary/very
		we've/weave	wear/where	waist/waste	we've/weave	wear/where	waist/waste	waist/waste
		would/wood	which/witch	wait/weight	would/wood	which/witch	wait/weight	wait/weight
		your/you're	weather/whether	way/weigh	your/you're	weather/whether	way/weigh	way/weigh

#### F: Prefixes

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	dis- (not)	mis- (wrongly)	post- (after)	contra- (against)	dis- (not)	post- (after)	dis- (not)	post- (after)
	im- (not)	uni- (one)	pre- (before)	micro- (small)	im- (not)	pre- (before)	im- (not)	pre- (before)
	in- (not)	bi- (two)	tele- (far)	magni- (great)	in- (not)	tele- (far)	in- (not)	tele- (far)
	non (not)	tri- (three)	re- (again, back)	mega- (huge)	non (not)	re- (again, back)	non (not)	re- (again, back)
	un- (not)	quad- (four)	de- (downward, und	anti- (against)	un- (not)	de- (downward, und	un- (not)	de- (downward, undo)
		penta- (five)	over- (above, beyon	sub- (under)	mis- (wrongly)	over- (above, beyon	mis- (wrongly)	over- (above, beyond)
		hex- (six)	auto- (self)	super- (above)	uni- (one)	auto- (self)	uni- (one)	auto- (self)
		oct- (eight)	multi- (many)		bi- (two)	multi- (many)	bi- (two)	multi- (many)
		deci- (ten)			tri- (three)	contra- (against)	tri- (three)	contra- (against)
		cent- (hundred)			quad- (four)	micro- (small)	quad- (four)	micro- (small)
					penta- (five)	magni- (great)	penta- (five)	magni- (great)
					hex- (six)	mega- (huge)	hex- (six)	mega- (huge)
					oct- (eight)	anti- (against)	oct- (eight)	anti- (against)
					deci- (ten)	sub- (under)	deci- (ten)	sub- (under)
					cent- (hundred)	super- (above)	cent- (hundred)	super- (above)

#### G: Suffixes

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
		-er (more)	-less	-ly	-er (more)	-ful	-er (more)	-ful
		-est	-ness	-ment	-est	-able/ible	-est	-able/ible
		-er (someone who)	-у	-ance	-er (someone who)	-ous	-er (someone who)	-ous
		-ian (someone who)	-ful	-ness	-ian (someone who)	-al	-ian (someone who)	-al
		-ist (someone who)	-able/ible	-tion	-ist (someone who)	-ly	-ist (someone who)	-ly
		-or (someone who)	-ous		-or (someone who)	-ment	-or (someone who)	-ment
			-al		-less	-ance	-less	-ance
					-ness	-ness	-ness	-ness
					-у	-tion	-у	-tion

#### H: Roots

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
		cycl (circle)		dict (speak)				
		meter (measure)		aqua (water)				
				aud (hear)				
				phon (hear)				
				photo (light)				

## I: Vocabulary Words: Morphology

Kinder	1st grade 50 words	2nd grade 76 words	3rd grade 78 words	4th grade 65 words	5th grade	6th grade	7th grade	8th grade
	dis- (not)	mis- (wrongly)	post- (after)	dict:				
	distrust	misconduct	postdate	contradict				
	dislike	misplace	postscript	dictate				
	disagree	mislead	postpone	dictionary				
	disapprove	misfortune	pre- (before)	verdict				
	discuss	mislead	prejudge	dictator				
	im- (not)	uni- (one)	predate	diction				
	immature	unicycle	preoccupied	aqua / hydr				
	imperfect	unicorn	preexisting	aquifer				
	improper	uniform	predetermine	dehydrate				
	impress	unite	tele- (far)	hydrant				
	in- (not)	unique	telescope	aquarium				
	inaccurate	bi-	teleport	aquatic				
	inexpensive	biped	telegraph	aquamarine				
	infrequent	bicycle	telephone	aud				

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	inspire	bilingual	television	audience				
	non (not)	bifocals	re- (again, back)	audible				
	nonsense	biweekly	replay	audition				
	nonfiction	tri-	reinstall	auditorium				
	nonstop	tricycle	reconsider	inaudible				
	un- (not)	tripod	reaction	audio				
	uncommon	triangle	reform	phone				
	unacceptable	triplets	de- (downward, undo)	phonics				
	unbelievable	trilingual	deduct	symphony				
	underground	quad-	descend	cacophony				
		quadrilateral	decrease	photo				
		quadruple	deform	photograph				
		quadruped	deplete	photosynthesis				
		quadrant	over- (above, beyond	photosynthesis				
		square	overdue	contra- (against)				
		penta-	overpriced	contradict				
		pentagon	overbearing	contrary				
		hex	overreact	contraband				
		hexagon	overcook	contrast				
		oct-	auto- (self)	controversy				
		octagon	autobiography	counteract				
		octopus	automatic	micro- (small)				
		deci	autography	microphone				
		decagon	automobile	microsurgery				
		decimate	autonomous	microbe				
		cent-	autonomous	microscope				
		century	multi-	microcosm				
		centimeter	multiply	magni- (great)				
		centipede	multiple	magnanimous				
		cent	multitude	magnificent				
		percent	multipurpose	magnify				
		cycl (circle)	multi-grain	magnitude				
		bicycle	-less	mega- (huge)				
		cyclone	breathless	megaphone				
		cycle	thoughtless	megalopolis				
		recycle	priceless	megabyte				
		motorcycle	flawless					
		meter (measure)	fruitless					
		perimeter		anti- (against)				
		meter		antibiotics				
		thermometer	massiveness	antidote				

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
		speedometer	rigorousness	antifreeze				
		diameter	looseness	antihero				
		-er (someone who)	emptiness	antisocial				
		employer	-у					
		computer	chewy	sub- (under)				
		producer	gooey	submarine				
		remainder	juicy	submerge				
		pitcher	bulky	subdivide				
		bumper	-ful	subterranean				
		container	fretful	subset				
		settler	wonderful					
		-ian (someone who)	joyful	super- (above)				
		beautician	doubtful	superior				
		Canadian	harmful	superhuman				
		comedian	-able/ible	superlative				
		electrician	adjustable	supervisor				
		guardian	affordable	superintendent				
		historian	capable	-ly				
		politician	compatible	accordingly				
		-ist (someone who)	dependable	automatically				
		biologist	digestible	conversely				
		colonist	disagreeable	eventually				
		cyclist	distractible	inevitably				
		organist	dishonorable	solely				
		florist	gullible	ultimately				
		journalist	inseparable	-ment				
		-or (someone who)	predictable	environment				
		collector	profitable	equipment				
		conductor	reliable	commitment				
		conqueror	-ous	agreement				
		counselor	joyous	placement				
		director	virtuous	settlement				
		editor	nervous	-ance				
		governor	wondrous	ignorance				
		inventor	venomous	abundance				
		sculptor	adventurous	annoyance				
				disturbance				
				avoidance				
				circumstance				
				-ness				
				randomness				

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
				dampness				
				fondness				
				tightness				
				weakness				
				kindness				
				-tion				
				justification				
				communication				
				compensation				
				generation				
				immigration				
				reduction				

## I: Vocabulary Words: subjects

Kinder	1st grade		2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
Habitat words	moving words	•	Satisfied	teamwork	time /quantity / size				
Habitat	amble	•	Glancing	encourage	concurrent				
Forest	parade	•	Occasionally	contribute	annual				
Rainforest	crawl	•	Glimpse	peaceful	brief				
Arctic	stomp	•	Risky	nonchalant	consistent				
Urban	dash	•	Ashamed	offensive	contemporary				
Rural	saunter	•	Permanently	sensitive	modern				
Country	shuffle	•	Constantly	irritated	constant				
City	wander	•	Depend	irritating	persistent				
Desert	meander	•	Murmured	loyalty	previous				
Mountains	stalk	•	Anxious	isolated	temporary				
Oceans	prance	•	Thundered	patience	vast				
Freshwater	race	•	Compared	appalled	abundant				
Saltwater	stroll	•	Shocked	collaborate	adequate				
temperate	swagger	•	Eagerly	comforting	enormous				
	limp	•	Harmful	flexible	finite				
Animal characteristics	march	•	Sorrow	gracious	initial				
Herbivore	stagger	•	Extraordinary	respect	intermediate				
Predator	creep	•	Bellowed	understanding	final				
Prey	plod	•	Commenced	compassion	minimal				
Mammals	stride	•	Shrieked	empathy	preliminary				
Amphibian	strut	•	Gaze	shallow	prior				
Reptile	scamper	•	Bickering	considerate	stable				
Primates	trudge	•	Defiantly	obnoxious	sufficient				
Aquatic	slink	•	Marveled	prejudice	unique				

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
Omnivore	romp	<ul> <li>Contemplating</li> </ul>		widespread				
Herbivore	lurk	• Clever	dignified	dynamic				
Carnivore	feeling words	<ul> <li>Moped</li> </ul>	pride	precede				
Endangered	glum	Peered	Self-determination	get				
Extinct	disappointed	• Rapid	satisfied	accept				
	devastated	Puzzled	discouraged	accumulate				
Animal behaviors	astonished	<ul> <li>Despise</li> </ul>	perseverance	acquire				
Camouflage	confident	<ul> <li>Romping</li> </ul>	confident	attain				
Survive	lonely	• Tend	courageous	compile				
Adapt	pleased	<ul> <li>Decent</li> </ul>	bold	purchase				
Protect	cheerful	<ul> <li>Frisky</li> </ul>	devoted	obtain				
Hunt	uncertain	• Envious	cowardly	change				
nocturnal	puzzled	<ul> <li>Insulted</li> </ul>	pursue	adapt				
	overwhelmed	<ul> <li>Pleasant</li> </ul>	driven	adjust				
General Words	jealous		motivated	affect				
species	frustrated		optimistic	alter				
climate	anxious		positive	amend				
cycle	ashamed		negative	append				
vegetation	furious		creative	modify				
offspring	ecstatic		stamina	convert				
	overjoyed		eager	transfer				
	speaking words		constructive	shift				
	exclaim		uncertain	transform				
	giggle		integrity	begin				
	grumble		suspect	commence				
	snap		responsible	establish				
	hesitate		careless	generate				
	blurt		remorseful	initiate				
	cheerful		consistent	launch				
	shriek		trustworthy	end				
	mumble		quality	abandon				
	cried		mature	cease				
	plead		sneaky	collapse				
	reply		mischievous	conclude				
	murmur		humiliated	diminish				
	chuckle		conviction	eliminate				
	announce		ashamed	terminate				
	demand		dependable	prohibit				
	respond		reliable	discontinue				

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	Opposite pairs		focus	do				
	deep		attentive	accomplish				
	shallow		passive	achieve				
	narrow		active	attain				
	wide		diligent					
	awkward		distracted					
	graceful		engaged					
	vibrant		inquisitive					
	dull		intrigued					
	bold		passionate					
	timid		neutral					
	complex		other					
	simple		standards					
	blunt		expectations					
	sharp		benchmarks					
	sour		independent					
	sweet							
	generous							
	greedy							
•	gentle							
	harsh							
•	childish							
	mature							

## APPENDIX D.4: TEACHER INDUCTION PLAN

#### **Overview of Professional Development**

At Great Lakes Academy, we place a tremendous value on the importance of exceptional teachers. We strongly believe that great teachers are made, not born. We aggressively recruit and carefully select individuals who have the right mindsets and beliefs, and put into place strong coaching and support structures which ensure that all teachers grow and develop, no matter how talented they already are when they join us.

We have a multitude of levers in place to influence the growth and development of teachers – feedback on Curricular Alignment Templates (CATS), unit plans, assessments and lesson plans; observation and feedback cycles that are minimally every week and sometimes as often as daily, and a strong professional development program.

Our professional development consists of several essential components:

- 1. Summer Institute
- 2. Weekly Professional Development
- 3. Professional Development Days
- 4. Data Days
- 5. Individualized Teacher Coaching
- 6. Outside Professional Development Conferences

#### The 21 Day Teacher Induction Plan

- Week 1: School Culture, and Teacher Taxonomy Training
- Week 2: Curriculum & Data Collection and Analysis
- Week 3: School Systems and Procedures & Diverse Learners
- Week 4: School Environment

We teach the following objectives during Summer Institute:

Professional Development Area	Goals for Summer Institute & Annual Professional Development
Teacher Taxonomy Training	<ul> <li>Teacher video analysis &amp; reflection</li> <li>Execution of any scripted curriculum</li> <li>Classroom Management Training and live Practice</li> <li>Lesson Execution Training and live Practice</li> <li>Practice &amp; coaching on execution of scripted programs such as Reading Mastery.</li> </ul>
Curriculum	<ul> <li>Creation of all Interim Assessments &amp; Final Assessments</li> <li>Creation of all course scope and sequences: K-4, this includes Reading Comprehension, Read Aloud, Writing, Math, Social Studies, Science) and is divided up among grade level teachers</li> <li>Planning and scripting of Student Induction Week</li> <li>Norming on STEP testing</li> <li>Norming on use of rubrics in writing</li> <li>Daily lesson planning for the first month of school</li> <li>Training on lesson planning and execution</li> <li>Training on Great Lakes Academy Curriculum for our literacy and math</li> </ul>

	approach
	The referral process for Special Education students, from identification, to pre-
	referral, to individual action plans and monitoring, to testing to IEP writing.
	Implementation of IEPs.
<b>5.</b>	Collaboration with Student Support Services Coordinator and Learning
Diverse	Specialists
Learners	• The referral process of ELL students from identification to pre-referral to
	individual action plans and monitoring to testing to individual plans.
	Behavior Intervention Plans and Academic plans
	Accommodations and Modifications
	• 504s v. IEPs
	Teambuilding and adult culture building, including improvisational practices.
	• Shared Texts (Teach Like a Champion, Leverage Leadership, Difficult
	Conversations, Better, Mindset, The Checklist Manifesto, The Five Dysfunctions of
	Team, Driven By Data, Great Habits, Great Readers, Practice Perfect, and more)
School Culture	Norming on language and enforcement of core values
School Culture	Norming on our "Fiercely Positive" culture of warm/strict
	Norming on School Mission and Vision
	Norming on expectations for school culture, including rewards and
	consequences for student behavior
	Sharing of videos to norm staff "lens" and school vision  We also Grandward to Calabaration allowation and analytical states.
	Weekly Community Celebration planning and practice  Creation and practice of all placements are adversed including placements.
	Creation and practice of all classroom procedures, including classroom  transitions have avoid managing a literacture partitions at a
0.1 10 .	transitions, homework procedures, literacy center rotations, etc.
School Systems	<ul> <li>Discipline &amp; Reward system norming &amp; practice</li> <li>Creation and practice of all school-wide transitions including entrance and exit,</li> </ul>
and Procedures	cafeteria procedures, homework, attendance, drop-off and pick-up, etc.
	<ul> <li>Creation and practice of all classroom procedures, including classroom</li> </ul>
	transitions, homework procedures, literacy center rotations, etc.
	All HR needs for staff
	Ordering of supplies, including classroom materials
School	Classroom set up of all classrooms, including shared space and teacher
Operations	workroom
•	School bulletin boards, including all hallways
	Technology disbursement & support
	Familiarity with all assessments, from Interim tests, to STEP testing
	Alignment in students testing, particularly STEP testing.
	Analysis training
Data Collection	Action planning training
& Analysis	Dynamic grouping based upon multiple data sources
a many sis	Individualized student monitoring
	Lesson and unit effectiveness analysis based upon data
	Informal data collection, such as running records
	Behavioral and Academic data collection and analysis.

Teacher Induction is a critically important part of the Professional Development program at Great Lakes Academy; its scope and sequence is modeled after similar schools throughout the country that are also working to ensure their students get to and through college successfully.

#### Week 1

	chool Culture & Teacher Taxo				
		ive Dysfunctions of Team, Mindse	t, Practice Perfect (ch. 1-3)		
(1 laxonor	ny: Strong Voice, 100%	- C V-l Star V-i 1	200/		
Ob!+!		n, Core Values, Strong Voice, 1			
Objectives:		and Great Lakes Academy's mis		T	5 · 1 - 7/25
	Monday 7/21	Tuesday 7/22	Wednesday 7/23	Thursday 7/24	Friday 7/25
8:00 AM	Team Builder- Improv	Team Builder- Improv	Team Builder- Improv	Team Builder- Improv	Team Builder- Improv
8:15 AM	Mission & Vision		Great Lakes Academy Core Values: Examples. How	HR Details- collection of paperwork & Q & A	Taxonomy Training #5:
8:30 AM		Great Lakes Academy Core	will our core values build		100%, putting it all
8:45 AM		Values	our mission and vision?	Tayon amu training #4.	together as the Behavior
9:00 AM			Examples & Role Play	Taxonomy training #4:	Management Cycle
9:15 AM	Team Meeting Norms & GLA		, ,	100% part 3, Do it Again	
9:30 AM	expectations				
9:45 AM		Break	Break	Break	Break
10:00 AM	Mission & Vision		Great Lakes Academy Core		
10:15 AM		Great Lakes Academy Core	Values: What do they look		
10:30 AM	Who are we?	Values Cont. Adult Culture	like in our students? How	GLA Literacy Block, digging	STEP testing-introduction
10:45 AM		Role Play	do we reinforce them	into details	& practice
11:00 AM		Note thay	throughout the school day?		
11:15 AM			tinoughout the school day:		
11:30 AM		Practice Perfect: 100%	Practice Perfect: 100%	Practice Perfect: 100%	Practice Perfect: 100%
11:45 AM 12:00 PM	Lunch & Reading	Lunch & Reading Discussion	Lunch & Reading		Lunch & Reading
12:15 PM	Discussion	Lunch & Reading Discussion	Discussion	Team Lunch at Chef Sara's	Discussion
12:15 PM 12:30 PM		Lunch & Reading Discussion	Discussion	Team Lunch at Chef Sara's	· ·
12:30 PM		Lunch & Reading Discussion		Team Lunch at Chef Sara's	· ·
	Who are we? Staff Introductions via Life	Working-styles, what color	Assign Grade levels & co- teachers & planning responsibilities	Team Lunch at Chef Sara's	· ·
12:30 PM 12:45 PM	Who are we? Staff Introductions via Life Maps Cont.		Assign Grade levels & co- teachers & planning	Team Lunch at Chef Sara's	· ·
12:30 PM 12:45 PM 1:00 PM	Who are we? Staff Introductions via Life Maps Cont.	Working-styles, what color	Assign Grade levels & co- teachers & planning	Team Lunch at Chef Sara's	· ·
12:30 PM 12:45 PM 1:00 PM 1:15 PM	Who are we? Staff Introductions via Life Maps Cont. Taxonomy Training #1:	Working-styles, what color are you? & the Myers-Briggs	Assign Grade levels & co- teachers & planning responsibilities		Discussion
12:30 PM 12:45 PM 1:00 PM 1:15 PM 1:30 PM	Who are we? Staff Introductions via Life Maps Cont.  Taxonomy Training #1: Teacher Presence through	Working-styles, what color are you? & the Myers-Briggs	Assign Grade levels & co- teachers & planning responsibilities	Team Lunch at Chef Sara's  Tour of South Shore	Discussion  Staff Check-ins & STEP
12:30 PM 12:45 PM 1:00 PM 1:15 PM 1:30 PM 1:45 PM	Who are we? Staff Introductions via Life Maps Cont.  Taxonomy Training #1: Teacher Presence through Strong Voice & Body	Working-styles, what color are you? & the Myers-Briggs	Assign Grade levels & co- teachers & planning responsibilities  Introduction to the GLA daily, monthly and annual		Discussion
12:30 PM 12:45 PM 1:00 PM 1:15 PM 1:30 PM 1:45 PM 2:00 PM 2:15 PM 2:30 PM	Who are we? Staff Introductions via Life Maps Cont.  Taxonomy Training #1: Teacher Presence through Strong Voice & Body Language South Shore -knowing our	Working-styles, what color are you? & the Myers-Briggs	Assign Grade levels & co- teachers & planning responsibilities  Introduction to the GLA daily, monthly and annual schedule.		Discussion  Staff Check-ins & STEP
12:30 PM 12:45 PM 1:00 PM 1:15 PM 1:30 PM 1:45 PM 2:00 PM 2:15 PM	Who are we? Staff Introductions via Life Maps Cont.  Taxonomy Training #1: Teacher Presence through Strong Voice & Body Language South Shore -knowing our	Working-styles, what color are you? & the Myers-Briggs Test	Assign Grade levels & coteachers & planning responsibilities  Introduction to the GLA daily, monthly and annual schedule.  Taxonomy Training #3:		Discussion  Staff Check-ins & STEP
12:30 PM 12:45 PM 1:00 PM 1:15 PM 1:30 PM 1:45 PM 2:00 PM 2:15 PM 2:30 PM	Who are we? Staff Introductions via Life Maps Cont.  Taxonomy Training #1: Teacher Presence through Strong Voice & Body Language South Shore -knowing our community  GLA On-boarding:	Working-styles, what color are you? & the Myers-Briggs	Assign Grade levels & co- teachers & planning responsibilities  Introduction to the GLA daily, monthly and annual schedule.		Discussion  Staff Check-ins & STEP
12:30 PM 12:45 PM 1:00 PM 1:15 PM 1:30 PM 1:45 PM 2:00 PM 2:15 PM 2:30 PM 2:45 PM	Who are we? Staff Introductions via Life Maps Cont.  Taxonomy Training #1: Teacher Presence through Strong Voice & Body Language South Shore -knowing our community  GLA On-boarding: technology, HR	Working-styles, what color are you? & the Myers-Briggs Test	Assign Grade levels & coteachers & planning responsibilities  Introduction to the GLA daily, monthly and annual schedule.  Taxonomy Training #3: 100%, part 2, Clear Directions + Narrating the		Discussion  Staff Check-ins & STEP
12:30 PM 12:45 PM 1:00 PM 1:15 PM 1:30 PM 1:45 PM 2:00 PM 2:15 PM 2:30 PM 2:45 PM 3:00 PM 3:15 PM 3:30 PM	Who are we? Staff Introductions via Life Maps Cont.  Taxonomy Training #1: Teacher Presence through Strong Voice & Body Language South Shore -knowing our community  GLA On-boarding: technology, HR	Working-styles, what color are you? & the Myers-Briggs Test  Taxonomy Training #2: 100%, part 1, Clear Directions.  Honing our GLA Eye: Video	Assign Grade levels & coteachers & planning responsibilities  Introduction to the GLA daily, monthly and annual schedule.  Taxonomy Training #3: 100%, part 2, Clear Directions + Narrating the Positive  Honing our GLA Eye: Video	Tour of South Shore  Return to GLA Honing our GLA Eye: Video	Staff Check-ins & STEP Practice Time  Honing our GLA Eye: Video
12:30 PM 12:45 PM 1:00 PM 1:15 PM 1:30 PM 1:45 PM 2:00 PM 2:15 PM 2:30 PM 2:45 PM 3:00 PM 3:15 PM 3:30 PM 3:45 PM	Who are we? Staff Introductions via Life Maps Cont.  Taxonomy Training #1: Teacher Presence through Strong Voice & Body Language South Shore -knowing our community  GLA On-boarding: technology, HR	Working-styles, what color are you? & the Myers-Briggs Test  Taxonomy Training #2: 100%, part 1, Clear Directions.  Honing our GLA Eye: Video Analysis	Assign Grade levels & coteachers & planning responsibilities  Introduction to the GLA daily, monthly and annual schedule.  Taxonomy Training #3: 100%, part 2, Clear Directions + Narrating the Positive  Honing our GLA Eye: Video Analysis	Tour of South Shore  Return to GLA  Honing our GLA Eye: Video Analysis	Staff Check-ins & STEP Practice Time  Honing our GLA Eye: Video Analysis
12:30 PM 12:45 PM 1:00 PM 1:15 PM 1:30 PM 1:45 PM 2:00 PM 2:15 PM 2:30 PM 2:45 PM 3:00 PM 3:15 PM 3:30 PM 3:45 PM 4:00 PM	Who are we? Staff Introductions via Life Maps Cont.  Taxonomy Training #1: Teacher Presence through Strong Voice & Body Language South Shore -knowing our community  GLA On-boarding: technology, HR  Preview of next 4 weeks	Working-styles, what color are you? & the Myers-Briggs Test  Taxonomy Training #2: 100%, part 1, Clear Directions.  Honing our GLA Eye: Video Analysis  Practice Perfect: 100%	Assign Grade levels & coteachers & planning responsibilities  Introduction to the GLA daily, monthly and annual schedule.  Taxonomy Training #3: 100%, part 2, Clear Directions + Narrating the Positive  Honing our GLA Eye: Video Analysis  Practice Perfect: 100%	Tour of South Shore  Return to GLA  Honing our GLA Eye: Video Analysis  Practice Perfect: 100%	Staff Check-ins & STEP Practice Time  Honing our GLA Eye: Video
12:30 PM 12:45 PM 1:00 PM 1:15 PM 1:30 PM 1:45 PM 2:00 PM 2:15 PM 2:30 PM 2:45 PM 3:00 PM 3:15 PM 3:30 PM 3:45 PM 4:00 PM	Who are we? Staff Introductions via Life Maps Cont.  Taxonomy Training #1: Teacher Presence through Strong Voice & Body Language  South Shore -knowing our community  GLA On-boarding: technology, HR  Preview of next 4 weeks  Close Out: rose, thorn, core value shout-outs, Daily	Working-styles, what color are you? & the Myers-Briggs Test  Taxonomy Training #2: 100%, part 1, Clear Directions.  Honing our GLA Eye: Video Analysis	Assign Grade levels & coteachers & planning responsibilities  Introduction to the GLA daily, monthly and annual schedule.  Taxonomy Training #3: 100%, part 2, Clear Directions + Narrating the Positive  Honing our GLA Eye: Video Analysis	Tour of South Shore  Return to GLA  Honing our GLA Eye: Video Analysis	Staff Check-ins & STEP Practice Time  Honing our GLA Eye: Video Analysis

Staff Dinner

#### Week 2

	urriculum & Data Collection	& Analysis pters, Great Habits, Great Reade	ers Words Their Way		
		ssuming the best, Positively f			
		ation & home visits, knowing			
	Monday 7/28	Tuesday 7/29	Thursday 7/31	Friday 8/1	
8:00 AM	Improv- Team Building	Improv- Team building	Team Building - Team teacher Led	Team Buidling - Team Teacher led	Team Building - Dean Le
8:15 AM 8:30 AM	†	Teacher Taxonomy Training:	Writing a Guided Reading Plan	Reading Mastery Practice	
8:45 AM	i ilow to build a CAT	Nonverbal corrections	riali	15 minute norming- Guided Reading Lessons	Rigor Roundtable-
9:00 AM 9:15 AM		Guided Reading-lesson	Implementing a Guided Reading Group	Math <i>enVisions -</i> Implementation /Math Investigations	Assessment review.
9:30 AM		introduction		Implementation	
9:45 AM	Break	Break	Break	Break	
10:00 AM 10:15 AM			Phonics-Implementation of	Handwriting Without Tears - introduction	
10:30 AM 10:45 AM	How to build an Interim	Analyzing STEP Data & Action Planning	Reading Mastery.	Words their Way Practice	Independent Work Tim CATs
11:00 AM 11:15 AM 11:30 AM			Word Study- Implementation of Words Their Way	Science- introduction to FOSS	
11:45 AM	Practice Perfect: 100%	Practice Perfect: Positive Framing	Practice Perfect: nonverbal corrections	Practice Perfect: positively framed corrections	Practice Perfect: positiv framed corrections
12:00 PM 12:15 PM 12:30 PM 12:45 PM	Lunch & Reading	Lunch & Reading Discussion	Lunch & Reading Discussion	Lunch & Reading Discussion	Lunch & Reading Discussion
1:00 PM 1:15 PM 1:30 PM 1:45 PM	Assuming the Best +	Independent work time - CATs & Assessments	Independent Work Time-	Independent Work Time- CATs	The Together Teache Part 1- How to stay organized.
2:00 PM 2:15 PM 2:30 PM	Home Visits- Goals and Wins;	CATS & ASSESSITIONS	CATs & Assessments	& Assessments	Independent Work Time individual organizationa plans for upcoming weel Th Together Teacher, Par
2:45 PM 3:00 PM	Home Visit Assignments	Best Practices /Debrief: Home visits			<ol><li>keeping students organized.</li></ol>
3:15 PM	Honing our Collective Eye: Video Analysis	Co-teacher Planning tin for Student organizational systems			
3:30 PM	Practice Perfect: 100%	Practice Perfect: 100%	Practice Perfect: 100%	Practice Perfect: Reading Mastery	Honing our Collective E Video Analysis
3:45 PM 4:00 PM	Close Out: rose, thorn, core value shout-outs, Daily Cheer, Journals	Close Out: rose, thorn, core value shout-outs, Daily Cheer, Journals	Close Out: rose, thorn, core value shout-outs, Daily Cheer, Journals	Close Out: rose, thorn, core value shout-outs, Daily Cheer, Journals	Practice Perfect: 100%  Weekly Close Out: Core Value Shout-out
4:15 PM 4:30 PM 4:45 PM 5:00 PM	Home visits	Home visits	Home visits	Home visits	Staff Culture Check-in- we where we want to culture wise? How ca we improve?

# Week 3

	ol Systems & Procedures & Diverse Le	arners			
Veek 3 Readings: Better, Difficult Conversations  Veek 3 Taxonomy Training: Corrections & Back on Track conversations					
	Mission, Vision, Practice Strong Voice				
	and the state of t				
		- 1 0/F		TI 1 0/7	5:1 0/0
8,00 444	Monday 8/4 Team Building- SSSC led	Tuesday 8/5	Wednesday 8/6 Team Building- Improv	Thursday 8/7 Team Building- Improv	Friday 8/8 Team Building
8:00 AM 8:15 AM	-	Team Building- Dir of Ops led	Team Building- Improv	Team Building- Improv	ream building
8:30 AM	†				
8:45 AM	· ·	School-Wide Transitions- entry,	Student Behavior System-	Teacher Taxonomy - Private	
9:00 AM	i .	dismissal, cafeteria	school-wide norms & practice	back on track conversations	Independent Work Time
9:15 AM	Individual Behavior Plans				
9:30 AM	marwadar benavior rians				
9:45 AM		Break	Break	Break	Break
10:00 AM		Re-norming on STEP			
10:15 AM	practices for classroom	·	]		
		Taxonomy Training- Engagement	Diverse Learners Part 2- least	Independent Work Time	
		Techniques - cheers, Call and	restrictive environment,		Writing a Reading
10:30 AM	Classicom mansicions Enchacy	Response	accomodation and		Comp/Read Aloud Lesson
10:45 AM	·		modification		
11:00 AM	†	Taxonomy Training- Non-emotional corrections		Teacher Taxonomy - Private back on track conversations	
11:15 AM	<del>†</del>	corrections		back off track conversations	
11:30 AM					
11:45 AM	Practice Perfect: 100%	Practice Perfect- nonemotional corrections	Practice Perfect: nonverbal corrections	Practice Perfect: positively framed corrections	Practice Perfect: positively framed corrections
12:00 PM					
12:15 PM	lunch & Reading Discussion	Lunch & Reading Discussion	Lunch & Reading Discussion	Lunch & Reading Discussion	Lunch & Reading Discussion
12:30 PM			0	0	
12:45 PM 1:00 PM					
1:15 PM					
1.13 1 101					
1:30 PM					
1:30 PM 1:45 PM		Independent Work Time West 4	Writing a Cuided Dos dis-		
_		Independent Work Time- Week 1	Writing a Guided Reading	Independent Work Time	
1:45 PM 2:00 PM 2:15 PM	Independent Work Time	Independent Work Time- Week 1 script.	Writing a Guided Reading Lesson based on STEP data	Independent Work Time	Independent Work Time
1:45 PM 2:00 PM 2:15 PM 2:30 PM	Independent Work Time			Independent Work Time	Independent Work Time
1:45 PM 2:00 PM 2:15 PM 2:30 PM 2:45 PM	Independent Work Time			Independent Work Time	Independent Work Time
1:45 PM 2:00 PM 2:15 PM 2:30 PM	Independent Work Time	script.	Lesson based on STEP data		Independent Work Time
1:45 PM 2:00 PM 2:15 PM 2:30 PM 2:45 PM 3:00 PM	Independent Work Time  Honing our Collective Eye: Video	script.  Honing our Collective Eye: Video	Lesson based on STEP data  Honing our Collective Eye:	Honing our Collective Eye:	Independent Work Time
1:45 PM 2:00 PM 2:15 PM 2:30 PM 2:45 PM 3:00 PM	Independent Work Time	script.	Lesson based on STEP data		Independent Work Time
1:45 PM 2:00 PM 2:15 PM 2:30 PM 2:45 PM 3:00 PM 3:15 PM 3:30 PM	Independent Work Time  Honing our Collective Eye: Video Analysis  Practice Perfect: 100%	script.  Honing our Collective Eye: Video Analysis  Practice Perfect: 100%	Lesson based on STEP data  Honing our Collective Eye: Video Analysis Practice Perfect: 100%	Honing our Collective Eye: Video Analysis Practice Perfect: 100%	Practice Perfect: tbd
1:45 PM 2:00 PM 2:15 PM 2:30 PM 2:45 PM 3:00 PM 3:15 PM 3:30 PM 3:45 PM	Independent Work Time  Honing our Collective Eye: Video Analysis Practice Perfect: 100%  Close Out: rose, thorn, core value shout-outs, Journals	script.  Honing our Collective Eye: Video Analysis	Lesson based on STEP data  Honing our Collective Eye: Video Analysis	Honing our Collective Eye: Video Analysis	Practice Perfect: tbd  Weekly Close Out: Core Value Shout-outs, High
1:45 PM 2:00 PM 2:15 PM 2:30 PM 2:45 PM 3:00 PM 3:15 PM 3:30 PM 3:45 PM	Independent Work Time  Honing our Collective Eye: Video Analysis Practice Perfect: 100%  Close Out: rose, thorn, core value shout-outs, Journals	script.  Honing our Collective Eye: Video Analysis  Practice Perfect: 100%  Close Out: rose, thorn, core value	Lesson based on STEP data  Honing our Collective Eye: Video Analysis Practice Perfect: 100%  Close Out: rose, thorn, core	Honing our Collective Eye: Video Analysis Practice Perfect: 100% Close Out: rose, thorn, core	Practice Perfect: tbd  Weekly Close Out: Core Value Shout-outs, High Lows, Journal Trends,
1:45 PM 2:00 PM 2:15 PM 2:30 PM 2:45 PM 3:00 PM 3:15 PM 3:30 PM 3:45 PM 4:00 PM 4:15 PM	Independent Work Time  Honing our Collective Eye: Video Analysis Practice Perfect: 100%  Close Out: rose, thorn, core value shout-outs, Journals	Honing our Collective Eye: Video Analysis  Practice Perfect: 100%  Close Out: rose, thorn, core value shout-outs, Journals	Honing our Collective Eye: Video Analysis Practice Perfect: 100%  Close Out: rose, thorn, core value shout-outs, Journals	Honing our Collective Eye: Video Analysis Practice Perfect: 100% Close Out: rose, thorn, core value shout-outs, Journals	Practice Perfect: tbd  Weekly Close Out: Core Value Shout-outs, High
1:45 PM 2:00 PM 2:15 PM 2:30 PM 2:45 PM 3:00 PM 3:15 PM 3:30 PM 3:45 PM	Independent Work Time  Honing our Collective Eye: Video Analysis  Practice Perfect: 100%  Close Out: rose, thorn, core value shout-outs, Journals	script.  Honing our Collective Eye: Video Analysis  Practice Perfect: 100%  Close Out: rose, thorn, core value	Lesson based on STEP data  Honing our Collective Eye: Video Analysis Practice Perfect: 100%  Close Out: rose, thorn, core	Honing our Collective Eye: Video Analysis Practice Perfect: 100% Close Out: rose, thorn, core	Practice Perfect: tbd  Weekly Close Out: Core Value Shout-outs, High Lows, Journal Trends,

# Week 4

		kes Academy Induction week	Practice		
	Great, "Slow Ideas," Death by N ny: 100%, Clear Directions, M				
		up, week 1 scripting & praction	re		
	Monday 8/4	Tuesday 8/5	Wednesday 8/6	Thurs day 8/7	Friday 8/8
8:00 AM	Team Building	Team Building	Team Building	Team Building	Team Building
8:15 AM	-				_
8:30 AM	Classroom Set-up: Norms &		Reading Mastery Practice &		
8:45 AM	exemplars.		Literacy group Practice		
9:00 AM			Literacy group Tructice		Spot Practice, Day 1
9:15 AM					
		Classroom Set-Up time			
9:30 AM				Hallway & Common Space	
9:45 AM			Math Meeting- Planning &	Environment décor	
10:00 AM			Execution		
10:15 AM	Classroom Set-up Time				
10:30 AM					Independent Work time
10:45 AM					Independent work time
11:00 AM		Teacher Taxonomy- review			
11:15 AM		100%	Independent work time		
11:30 AM					
11:45 AM	Practice Perfect: 100%	Practice Perfect: Positive Framing	Practice Perfect: nonverbal corrections	Practice Perfect: positively framed corrections	Practice Perfect: positively framed corrections
12:00 PM					
12:15 PM	*	Lunch & Reading	Lunch & Reading Discussion	Lunch & Reading Discussion	Lunch & Reading Discussion
12:30 PM	Discussion	Discussion	Lanch a Reading Discussion	Lunch & Reduing Discussion	Editor & Reading Discussion
12:45 PM					
1:00 PM				Teacher Taxonomy- Clear	
1:15 PM				Directions Review	
1:30 PM				Directions Review	Run Through of Day 1
1:45 PM	Independent Work time-	Independent work time	Independent work time		
2:00 PM					1
2:15 PM					
2:30 PM				Independent Work Time	
2:45 PM					Review of Mission & Vision- Sta
3:00 PM					inspiration
	Honing our Collective Eye:	Honing our Collective Eye:	Honing our Collective Eye:	Honing our Collective Eye:	Honing our Collective Eye: Video
	Video Analysis	Video Analysis	Video Analysis	Video Analysis	Analysis
3:30 PM	Practice Perfect: TBD	Practice Perfect: TBD	Practice Perfect: TBD	Practice Perfect: TBD	Practice Perfect: TBD
3:45 PM		Close Out: rose, thorn, core	Close Out: rose, thorn, core	Close Out: rose, thorn, core	Close Out: rose, thorn, core valu
4:00 PM	value shout-outs, Journals	value shout-outs, Journals	value shout-outs, Journals	value shout-outs, Journals	shout-outs, Journals
4:15 PM					
4:30 PM	Homo visits	Hama visits	Homo visits if nooded	Homo visits if nooded	
	Home visits	Home visits	Home visits, if needed	Home visits, if needed.	

# Week 5

Week 5 For	cus: Positive Week 1 and :	100%			
Weekly reading: re-read assuming the best chs of Teach like a Champion					
	Assume the Best				
	Run through of day 1;		D ::: 4000/	D ::: 4000/	D 111 4000/
	Classrooms & common	Calm, positive day 1	Positive, 100%	Positive, 100%	Positive, 100%
	Monday 8/18	Tuesday 8/19	Wednesday 8/20	Thursday 8/21	Friday 8/22
7:10 AM	Staff Huddle	Staff Huddle	Staff Huddle	Staff Huddle	Staff Huddle
7:15 AM		Student Arrival	Student Arrival	Student Arrival	Students Arrival
7:30 AM					
7:45 AM					
8:00 AM					
8:15 AM	*				
8:30 AM	Run through of day 1				
8:45 AM	with students				
9:00 AM					
9:15 AM					
9:30 AM					
9:45 AM		Day 1 with students	Day 2 with	Day 3 with students	Day 4 with students
10:00 AM		Day I with students	students	Day 5 With students	Day 4 With Students
10:15 AM	Debrief of run through				
10:30 AM					
10:45 AM	Individual Prep Time				
11:00 AM					
11:15 AM					
11:30 AM	•				
11:45 AM	Run through of day 1				
12:00 PM	again				
12:15 PM					
12:30 PM		Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal
12:45 PM					
1:00 PM					
1:15 PM	Lunch & Debrief	Lunch & Debrief	Lunch & Debrief	Lunch & Debrief	Lunch & Debrief
1:30 PM					
1:45 PM		Duration I .	Donation I i	Donation I	
2:00 PM		Practice hot-spots	Practice hot-spots	Practice hot-spots	
2:15 PM		and Day 2	and Day 3	and Day 4	lada a a d
2:30 PM					Independent work
2:45 PM					time
3:00 PM	Classroom Set-up &				
3:15 PM	Common Space set-up				
3:30 PM	Independent work		Independent work	Independent work	(
3:45 PM			time & Parent Calls		
4:00 PM					14/
4:15 PM					Weekly close-out
4:30 PM					
4.30 PIVI					

# APPENDIX D.5: PROMOTION, GRADUATION, AND DISCIPLINE POLICY

# **Promotion Policy**

Great Lakes Academy's promotion policy is rooted in a balance of understanding that while students learn at different rates, and may experience plateaus at different times as they grow, mastery of grade level academic standards is the best measure for promotion to the next grade level. Such a policy ensures that a student can be successful in the academic challenges of the next grade level.

Below is a chart for grade promotion at Great Lakes Academy. Note that there is some variation as students move from our elementary to middle school.

Grade Level	Attendance Requirement	<b>Grade Component</b>	STEP level Requirement	Final Exam Requirement
K-3	Absent ≤15 days	Math interim tests average ≥70%	K= STEP 2 or higher 1= STEP 4 or higher 2=STEP 7 or higher 3= STEP 10 or higher OR 5 STEP levels of growth.	n/a
4-8	Absent ≤15 days	Interim exams average scores of 70% or higher (including Math, ELA, SS and Science)	n/a	Final Exams scores in ELA, Math, Science and Social Studies average to 70% or higher.

We provide students multiple tiers of support during our extended day and extended year program, including daily tutoring, to ensure that students have the supports they need to master the skills necessary for promotion. We will provide summer remediation opportunities for students in grades 4-8.

In grades 4-8, if students average between 60 - 69% in one or two core subjects, they will have the opportunity to take two weeks of intense summer school in that subject. They can re-take the final comprehensive assessment in the class(es) they failed, and must earn a minimum of 70% on that assessment in order to earn promotion. Students earning less than 60% in their annual average in two or more classes do not demonstrate sufficient proficiency for summer remediation opportunities and would best benefit from additional teaching and learning before earning promotion to the next grade.

Daily attendance is vital to student success, allowing the school to support students as they pursue academic success and simultaneously teaching students to take responsibility for their educational futures. Thus, students who miss more than 15 days of school may be retained. We adhere to all regulations regarding extended illness during which we provide school support and tutoring and which does not impact attendance averages.

We communicate regularly with families to ensure that every student is able to meet our attendance requirement, including through the use of weekly paychecks, weekly progress reports, three formal report cards, the sharing of all staff cell phone numbers, and the requirement that all classroom teachers speak with all families a minimum of one time monthly. The school's front office closely monitors attendance, and all daily attendance averages are part of our Academic Accountability Dashboard monthly report to the Board. Families must meet with the Executive Director once a student has accumulated over five (5) absences and we will work with all families to create and support attendance action plans.

In compliance with IDEA, all students with IEPs or 504s will need to meet all promotion criteria for Great Lakes Academy unless their IEP indicates separate goals in particular content areas. If this is the case, satisfactorily meeting those goals will satisfy that component of the promotion criteria of Great Lakes Academy.

Promotion recommendations are made by classroom teachers, and final promotion decisions will be made by the Executive Director. The school reserves the right to make exceptions to this policy given special circumstances.

#### **Graduation Policy**

For graduation from middle school, students need to have passing grades (as outlined above) in all of their courses.

# **Discipline Policy**

Great Lakes Academy has developed a Code of Conduct, which best supports our mission, outlines all behavioral expectations and tiered layers of consequence, full due process, and is in full compliance with IDEA. The Code of Conduct is provided on the following pages.



# $\frac{\text{GREAT LAKES ACADEMY}}{\text{STUDENT CODE OF CONDUCT (SCC) AND DISCIPLINE POLICY}^{\underline{1}}}$

#### **Grades K-4**

Teachers will enforce the school's behavioral expectations in their classrooms through the use of the Great Lakes Color Chart. Classroom teachers will explain this system to their parents during the parent orientation and also in writing. Classroom consequences include loss of privileges, including, but not limited to, students sitting silently or away from their peers during class or during snack time, recess, enrichment, or lunch; performing extra service for the school, either during, or outside of school hours; and missing school events, trips, or activities.

In grades K-1, Parents will be given daily reports on their student's behavioral performance. All students begin the mornings and afternoons on green; the color chart is re-set at lunch. Students have the opportunity to earn a "star" for their behavior in both the morning and afternoon. Students can always earn their way back up the color chart, however, once a student lands on Red, they cannot earn a star on their BE GREAT daily report home.

In grades 2-4, students' color chart is re-set each morning. Students may earn a star for their behavior each day. Reports are sent home nightly. Students can also earn points that accumulate throughout the week.

In grades K-4, students are able to earn their way back up the behavior chart for positive behavior. K-1 color chart system:

Color	Behavior	Example Consequences/Rewards
		-Positive note sent home
Blue	· · ·	-Positive phone call home
Diuc		-Student receives sticker reward
		-Student receives star on BE GREAT report
	Student has had a good behavior all	-Positive note sent home
Green		-Student receives star on BE GREAT report
	day.	-On track for weekly reward.
	Student has had two warnings	-Student loses 5 minutes of recess.
		-Student does not receive star on BE GREAT report if ends
Yellow		day on yellow.
	regarding their behavior.	-Student receives note home re: their choices
		-Student may take a 1 minute time-out at reflection desk
		-Student is sent to re-set desk in classroom for 5 minutes.
		-If the student returns and is able to re-integrate into class,
	Ct. dant has married and har suming	he can move his color back up to yellow.
Red	Student has received another warning for their behavior while on yellow.	-Student loses all of recess.
	Tor their behavior willie on yellow.	-Student loses 10 minutes of Choice Time.
		-Student loses 10 minutes of Character & Fitness
		-Student does not receive star on BE GREAT report.

<sup>&</sup>lt;sup>1</sup> Where there is a discrepancy between our Student Code of Conduct and the CPS SCC, we will defer to the CPS SCC.: <a href="http://www.cps.edu/Documents/Resources/StudentCodeOfConduct/English\_StudentCodeOfConduct.pdf">http://www.cps.edu/Documents/Resources/StudentCodeOfConduct/English\_StudentCodeOfConduct.pdf</a>

Double Red- Removal from class.	Student refuses to go to re-set desk. Student receives another warning after being sent to in-class re-set desk. Student commits serious infraction.	-Call or note home -Loss of all of recessLoss of Choice-timeRemoval from class for short period to get back on track, 5- 10 minutes in re-set desk in office.
Second removal of the day	Student has been disruptive to the learning of others for a second time during the day. Student commits serious infraction.	-Removal from class -Parent called to pick up student.

In grades 2-4, the main difference in the use of the color chart is re-set each morning, but not at lunch.

If a student commits a minor offense, they will receive a warning, and have their color changed once. Multiple minor offenses that lead to a color change to **red** lead to a serious infraction. Some examples of minor offenses include:

- Failure to comply with school behavioral expectations;
- Failure to follow directions;
- Being in unauthorized area/not having hall pass;
- Having unauthorized food, gum, etc.
- Refusal to complete academic work.

If a student commits a serious infraction of our core values, a student will receive a community violation, and have their color changed immediately to **red**. Some examples of serious infractions include:

- Fighting/violent behavior
- Threatening peers
- Bullying and/or harassment of peers
- Disrespectful/defiant behavior toward school personnel including eye rolling, sucking teeth, or other such body language, defiance or rudeness
- Theft
- Damaging or destroying school supplies/property
- Offensive behavior/use of profanity or obscene language toward peers and staff

Consequences for infractions escalate as follows:

- When a student commits a serious infraction and is moved to **red**, the student will be removed from class and have his or her parent called immediately. The child can return to class when they have shown that they are ready to get back on track.
- If a child returns to class and commits another infraction such that they are put on **red** again, the student will be removed from class and have his or her parents called immediately. The student will not be returned to class until the school and the parent have spoken.
- If a student earns two serious infractions in a day, the parent will be contacted immediately and be required to attend a <u>mandatory conference with the School, before the student is allowed to return back in class.</u>

#### REMOVAL FROM CLASSROOM

When a student is removed from class, parents will be informed by phone, text or email when possible. Parents will also receive a written notification that night in the student's Homework folder. A parent is required to sign the notification and return it to school the next day.

In **grades 5-8**, Great Lakes Academy moves to a merit/demerit paycheck based behavior system. Merit/Demerit "paychecks" are sent home on a weekly basis for parents to review and sign. Additionally, students are expected to complete a weekly reflection form on their merit/demerit paycheck count. Merits will be considered for school-wide benefits, such as field trips, as well as school-wide auctions, school store purchases, etc.

#### **MERITS**

Merits will be given when students perform above and beyond in the areas of our school values: Bravery, Endurance, Growth, Responsibility, Enthusiasm, Achievement and Team.

Value	Examples	Non-examples
Bravery	Trying to answer a question, even when you are not sure.  Trying out a new skill for the first time, failing, and then trying again.  Being a classroom greeter, and greeting a visitor and asking questions about them.	Jumping off the top of the jungle gym.  Turning to a classroom visitor and saying,  "Hi!" in the middle of a lesson.
Endurance	Asking for tutoring help from a peer or teammate until you have reached mastery. Calling a teacher night after night for help in a class in which you are really struggling. Working through a math problem three full times, and checking work.	Saying that someone else is not smart. Saying, "I will never get this," or "I can't."
Growth	Setting an ambitious goal for yourself for your next math test.  Being able to articulate the growth you've had in reading class.  Being able to talk about the growth you've had in demonstrating one of the core values.	Being satisfied with average or below- average results, grades, etc.  Not taking opportunities to improve that are offered by the teacher (redoing papers, calling for help, retaking tests, etc.)  Setting a below-average goal for your next paper.
Responsibility	Asking for help when it is really hard to do so Trying a challenging problem or tackling a difficult question even when you are very unsure.  Writing a letter to a teacher apologizing for blowing up in class.  Self-identifying which reading skill you are struggling with, and asking the teacher to tutor you in that skill.	Not saying something to a peer who you know is not behaving appropriately Correcting a behavior or completing an assignment when asked to. Answering a teacher when asked why you behaved a certain way.
Enthusiasm	Giving an excited re-telling of a book you just read to a fellow student.  Having hand in air to answer all questions asked in class.  Participating in all cheers with joy and vigor.	Not raising hand. Not participating fully in cheers, chants, songs.
Achievement	Getting a 95% on a math test.  Trying a math problem several different ways, and finally solving it.	Getting a 75% on a math test. Thinking that trying hard and achieving are the same thing.
Team	Stopping to greet visitors to the school and answer their questions.  Leading by example for other students.  Snapping for a classmate's success.	Holding the door open for the person behind you (having good manners is expected). Only talking to your friends during the day, and not building relationships with others.

Giving a fellow student who is not a close	Not laughing when a fellow student is
friend a shout-out for showing extra effort in	struggling on a reading passage. That is
a class.	expected.
Apologizing after a mistake is made, and	Not responding when a demerit is given. That
starting over on a good note.	is expected.

#### **DEMERITS**

A student can be assigned a demerit for a rule infraction. Any student earning more than 2 demerits in the course of a class will be sent to the school leader. Additionally, any double-demerits awarded for gross indiscretions, such as gross disrespect to staff or other students, results in the student being sent to the school leader immediately.

#### **POINTS**

There is a cumulative paycheck that students gain and earn points on. Those points are totaled at the end of every week. If a student's paycheck dips below 50 points at any point during the week, they lose lunch privileges, and may not eat with their peers. They also earn Friday detention if their paycheck dips below a 75 point average by Friday. Detentions are served from 2:00-4:00 on Fridays; parents will be notified prior to the day of the detention, or by 12:00 PM on Fridays.

Points are also cumulative over time so that the school can hold monthly auctions for students to purchase rewards. For example, a dress-down day costs a student 1000 points.

Points are also averaged over time, and those averages are considered when determining whether a student can attend field trips or other outside school events.

Some common point value examples are listed below:

Behavior	Point award/detraction
Monday Point beginning	+50 points
Daily Attendance	+10
Incomplete Homework	-20 points
Minor misbehavior in class	-5 points
Major disruption in class/Asked to leave class	-25 points
Demonstration of Core Value	+10 points

#### ADDITIONAL DISCIPLINARY CONSEQUENCES

#### **IN-SCHOOL SUSPENSION (ISS)**

At times, particular infractions warrant consequences that are more severe than a brief removal from class, but less severe than out-of-school suspension. Great Lakes Academy has an in-school suspension model that ensures students have access to the academic curriculum, while the same time ensuring the student is accountable for disruptive or inappropriate school behavior. Students attend all classes, but do not interact with their peers during partner or group work.

- When a student displays gross disrespect towards staff members or students (including, but not limited to, bullying, defiance, or truancy) or does not appropriately participate in class, s/he will be placed in in-school suspension (ISS). A student may also be put on ISS for consistently averaging a weekly paycheck under \$50 in grades 5-8.
- Students who have consistently not met behavioral expectations over an extended period of time may face in school suspension
- A student in ISS attends all classes, but sits in a desk at the front, and is not allowed to participate in group work or partner work. They are not allowed to eat lunch with their peers.
- While a student is in ISS, s/he will not be permitted to participate in field trips, enrichment, clubs, Friday Community Circle, or sports.

- Students who earn ISS must complete all classwork.
- Students who earn ISS must complete a checklist that includes earning all teacher signatures for two (2) straight days to be taken off of ISS. In grades K-4, this includes a twice daily check-in and signature from the teacher.
- If a student does not earn their way out of ISS after five (5) straight days, they will be considered for an Out of School Suspension.

#### **Parental Notification**

• When a student receives an ISS, parents will be informed by phone, text, or email. Additionally, parents will receive written notification in the form of a Great Lakes Academy Misconduct report that will be sent home in the Homework folder. A parent is required to sign the Great Lakes Academy Misconduct Report that night and return it to school the appropriate day.

#### **OUT OF SCHOOL SUSPENSION**

At Great Lakes Academy, we believe that it is important to keep students in school as much as possible. However, some severe behaviors and disruptions to the learning of others will result in a student being suspended from school. Infractions which may merit out-of-school suspension include, but are not limited to:

- Repeated gross disrespect of a fellow student, staff member, visitor, or school property;
- Abusive, vulgar or profane language;
- Committing sexual, racial, or any form of harassment or intimidation;
- Making verbal or physical threats;
- Fighting, pushing, shoving, or unwanted physical contact;
- Damaging destroying, or stealing personal or school property or attempting to do so (including graffiti);
- Using or possessing tobacco products;
- Gambling;
- Lying;
- Leaving school grounds without permission;
- Setting off fire alarms;
- Repeated offenses for which the student has already earned in school suspension;
- Any other conduct that is highly disruptive to good order and discipline in school.

Short Term Suspension: For suspensions between 1 and 10 days, the following procedures will apply:

• When an infraction occurs, the student will be removed from class and sent to the office, or another designated school location. The student's parent or guardian will be notified of the incident by a staff member in writing.

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive the following prior to a suspension of one to ten days:

• Notice and an opportunity to present her/his version of the relevant facts.

In the case of danger or a risk of substantial disruption, the student will be removed from the school building and provided notice and the opportunity to present his/her version of the relevant facts as soon as possible.

In the case that a student is assigned a suspension, the student's parent/guardian must immediately come to the school, meet with the Dean of Culture and/or Executive Director, and remove the student from the school building. If the parent/guardian cannot immediately come to the school building, the student will wait in a designated area until the parent/guardian arrives. The parent will be informed of

the length and basis of the suspension in writing. Suspended students are not allowed on school grounds or at school events during the length of the suspension.

In order for the student to re-enter Great Lakes Academy following a suspension:

- An administrator will contact the parent/guardian to schedule a required re-entry meeting.
- The student may have to meet additional conditions as required by Great Lakes Academy.

Once the above conditions are met, the student will be welcomed back into the community with a clean slate.

Students are responsible for completing academic work missed during the suspension. This work will be available in a folder for pick-up by a family member at the school daily between 3:45-5:00pm. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a student does not complete this work, the student may face standard academic consequences (e.g., miss extra-curriculars or not receive academic credit).

#### **EXPULSIONS**

Under certain circumstances, students may be subject to expulsion. A student who is expelled is entitled to due process under Illinois state law as required in 105 ILCS 5/10-22.6(a).

The following are reasons for which a student may be expelled:

- A. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the Executive Director.
- B. Any student who assaults a principal, administrator, teacher, staff member, or fellow student on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school by the Executive Director.
- C. Repeated incidents of behaviors that led to suspensions (exceeding 10 days in a single school year).

#### **PROCEDURE**

For expulsion referrals, the process shall be:

- Executive Director or his or her designee(s) will set a date for a formal hearing and notify guardians in writing of the date, time, and place of the hearing, as well as:
  - o The allegations against the student;
  - o A summary of the supporting evidence; and
  - Their right to be represented at the hearing (at their own expense) by an attorney, present evidence, and question witnesses;
  - Their right to an interpreter, if applicable.
  - After the hearing, the Executive Director or his or her designee(s) presiding at the hearing will issue a written decision, which will be sent to the student's guardians and the Board of Directors and placed in the student's permanent file.
  - If the Executive Director or his or her designee(s) recommends expulsion, the guardians of the student may appeal this decision in writing to the Board of Directors within five days of the decision to expel.
  - Such appeal will be heard at the discretion of the Chair of the Board by either the full Board or a Board sub-committee (two or more Directors designated by the Chair); in such cases, the guardians will be again notified in writing of the date, time, and place of the meeting that will discuss their appeal. They will be provided an opportunity to speak, should they choose.
  - The school will record (by tape or other appropriate means) the expulsion hearing and a copy of the hearing will be made available to the student upon request.

• Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.

# DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under \$504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities

- 1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
- 2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) school days in a given school year or subjected to a pattern of removal constituting a "change of placement," building administrators, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination Review). In most instances, during disciplinary suspensions exceeding ten (10) school days in a single school year, the student shall have the right to the receive services identified as necessary by the Team to provide him/her with a free appropriate public education during the period of suspension.
- 3. If the Leadership Team, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP or 504 Team will identify the services necessary to provide a free appropriate public education during the period of suspension.
- 4. If the Leadership Team, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or suspension from the student's current educational program based on that conduct. Also, the IEP or 504 Team will review any existing Behavior Intervention Plan or, where appropriate, conduct a Functional Behavioral Assessment, and develop a Behavior Intervention Plan.
- 5. Under certain special circumstances as defined by federal law, school personnel may place the student in an interim alternative setting for 45 school days, without regard to the manifestation determination. These special circumstances include incidents where the student possesses, uses, sells or solicits illegal drugs, carries or possesses a weapon, or inflicts serious bodily injury while on school premises or at a school function. Otherwise, if the student's continuation in the current placement is substantially likely to cause injury to himself/herself or others the district may request an expedited hearing for an order to place a student in an alternative setting for a period not to exceed 45 school days. The district also has the right to seek a court injunction.

**Students with Disabilities under Section 504:** Students who are not eligible for services under the IDEA, but who have disabilities within the meaning of Section 504 of the Rehabilitation Act are entitled to certain procedural protections associated with Section 504.

#### STUDENT SEARCHES

In order to maintain the security of all its students, Great Lakes Academy staff reserve the right to conduct searches of its students and their property when there is reasonable suspicion to do so. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search. School desks and lockers, which are assigned to students for their use, remain the property of Great Lakes Academy, and students should, therefore, have no expectation of privacy in these areas.

#### CHEATING AND PLAGIARISM

Cheating on homework or exams, using resources inappropriately, and copying other people's work – students' or otherwise – is not only unfair but in the case of plagiarism, illegal. If students are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for clarification. Specific guidelines regarding cheating and plagiarism will be reviewed with students during orientation at the start of the school year and continued throughout the year. The Executive Director will ultimately determine the appropriate consequence, but cheating, plagiarism, and copying another person's work is a very serious offense and may result in detention, in-school or out-of-school suspension, loss of academic credit, and/or other consequences.

#### CELL PHONES AND OTHER ELECTRONIC DEVICES

Students are permitted to bring cell phones and other electronic devices to school provided they are turned off and kept in the student's book bag at all times during the school day.

If at any point a student is found to have an electronic device that is turned on and/or on his or her person, the device will be immediately confiscated by a staff member. Failure to follow the rules for electronic devices may result in:

- Confiscating the device until a parent comes to claim it;
- Loss of the privilege of bringing devices to school;
- Other consequences described earlier in the Student Code of Conduct.

Please note that students' book bags are sometimes left unattended during the school day, and we cannot guarantee the safety of devices left in them. <u>Therefore, we strongly encourage students not to bring expensive electronic devices to school.</u>

# **WEAPONS**

Students who are in possession of a weapon at school, at school-sponsored events, or while traveling between school and home will face expulsion or long-term suspension from school. This will be the case whether or not the student intended to use the weapon in a violent way. Please be aware that according to school rules and the Chicago Public Schools' definition of weapon, the following can be considered weapons:

- Guns of any kind including BB guns, air pellet or airsoft or toy guns that look like real guns
- Knives of any kind including kitchen knives, pocket knives, box cutters or razors
- Tools including hammers, screwdrivers, crowbars or other objects commonly used for household construction
- Mace or pepper spray
- Any everyday object that is altered to act as a weapon or look like a weapon



# APPENDIX D.6: DRAFT FAMILY HANDBOOK

FAMILY HANDBOOK

**DRAFT** 

2014-2015



# **Board of Directors**

Aparupa
Bhattacharya
Kit Chaskin
David Feinberg
Christopher Hoyes
Steven Kraus
Sherina Maye
Wayne Moore
Katherine P. Myers,
ex officio
Butch Trusty
Ken Tsang

# Founder and Executive Director

Katherine P. Myers

# Dear Great Lakes Academy Families:

We are honored to welcome you to the first year of Great Lakes Academy Charter School. We know that our success as a school depends on the support of our parents, and we look forward to forming positive partnerships with each of you. We expect a lot from members of the Great Lakes Academy community, and in turn, you can expect a lot from us.

The following pages will help you become familiar with school procedures, policies, and practices and should serve as a resource for students and parents from the first day of school through the last. While we cannot say this handbook will answer all of your questions, we do know there is a lot of valuable information in here, so please take the time to read it carefully. In fact, read it twice or even three times, and then please put it somewhere safe to refer to throughout the school year. In this handbook, you'll learn a lot of different things about Great Lakes Academy Charter School. You'll learn about the structure of the school, the policies that we have in place, and our expectations of members of our school community.

If you ever have any questions, please feel free to ask any teacher or staff member.

Sincerely,

The Faculty and Staff
Great Lakes Academy Charter School

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#### GREAT LAKES ACADEMY CHARTER SCHOOL MISSION

Our Mission

Through rigorous academics and character development, Great Lakes Academy Charter School prepares K-8 scholars to succeed in high school, excel in college, and create a life of opportunity.

#### RESPONSIBILITY AND ACCOUNTABILITY

#### Our Philosophy

Great Lakes Academy Charter School holds members of the school community- students, families, and staff- to the highest standards. We know that you have selected Great Lakes Academy because you hold these same high standards for your child and are eager to work with us to maximize your child's school success.

To provide the best education for Great Lakes Academy students, we must all work together to create an atmosphere of excellence. Our Code of Conduct is based on responsibility and accountability.

The Great Lakes Academy Contract on the next page outlines the responsibilities of the school, the family, and the student over the course of the coming year. The Contract is not an exhaustive list of what must be done, but it does represent essential elements of a successful academic program. It serves not only as a testament to the commitment we all must make, but as an acceptance of that commitment as well.

# Our Core Values and Expectations

- **Bravery**: We try our hardest, and are not afraid of failure. Failure is feedback to improve.
- **Endurance**. We never give up.
- **Growth**: Everyone at the school is in the process of learning and growing, every day. We support others and recognize their growth, and we recognize our own growth as well.
- **Responsibility**: We take responsibility for our learning and our actions. We follow directions the first time. We act appropriately if and when we make a mistake and receive a correction or a consequence.
- Enthusiasm:
- **Achievement**: We give 100% effort at all times.
- Team: We keep hands, feet, and objects to ourselves. We are always supportive of teammates. We understand others' perspectives and respect others.

# WHO WE ARE

#### **Board of Directors**

The school is governed by a Board of Directors that brings parental, community, educational, and professional perspectives to maintaining a viable and thriving school. Members of the Board of Directors include:

- Katherine Myers, (ex-officio) Executive Director, Great Lakes Academy Charter School
- Aparupa Bhattacharya
- Kit Chaskin
- David Feinberg
- Christopher Hoyes
- Steven Kraus

- Sherina Maye
- Wayne Moore
- Butch Trusty
- Ken Tsang

Faculty and Staff

• BULLETED LIST OF FACULTY, TBD

# SCHOOL POLICIES AND PROCEDURES

#### **Hours of School Operation**

To maximize learning time, Great Lakes Academy has an extended day and school year.

- Monday through Thursday, our day begins at 7:30 am and lasts until 3:45 pm.
- On Fridays, our day begins at 7:30 am and lasts until 2:00 pm.
- The school building will open daily at 7:15 am. Students should not be dropped off any earlier for safety reasons.

# **Late Pick-Up Policy**

Students are expected to be picked up at 3:45. If students are enrolled in an after school program, they are expected to be picked up promptly at 6:00 p.m. from the program.

• Families who are persistently late in picking up their students will have a meeting with the Executive Director to create a pick-up plan. Persistently late families may also run the risk of being removed from after school programs.

#### **Attendance Policy**

At Great Lakes Academy, we are committed to making every minute of learning time count. In order for students to learn and to reach their academic potential, they must be in school every minute of every day. Given our fast pace and high rigor, missing even one hour of instruction can result in students falling behind. Families should take advantage of 2:00 pm dismissal on Friday, as well as vacation days, to schedule appointments and travel.

Because all learning time is sacred, Great Lakes Academy does not distinguish between excused and unexcused absences; all student absences, including illness, suspensions, appointments, vacations, incomplete days, etc. count as absences. While we ask that students who are ill with a fever or severe illness stay home, runny noses do not slow us, or our students down!

# • A student who exceeds 15 absences, excused or unexcused, over the course of the year will be retained.

The school reserves the right to make exceptions to this policy in the instance of an extended absence due to extreme medical conditions.

The following support policy will be followed to help ensure that students do not exceed 15 absences:

- At 5 absences, the parent/guardian will be contacted
- At 10 absences, the parent/guardian will be required to attend a meeting during which an Attendance Pledge will be established aimed at improving attendance patterns.
- At 13 absences, a second meeting will be held to discuss the violation of the Attendance Pledge.

- Great Lakes Academy will retain students who exceed 15 absences.
- Excessive absences or truancy may result in the reporting of a family to relevant state or city agencies.

#### **School Notification**

In the event of an absence, we ask that parents/guardians notify the school by 7:45 am. The school will call the parent/guardian by 12:00 pm if there has been no contact.

# Tardy policy

- A student arriving one minute late will be considered tardy.
- Five tardies or early pick-ups equal one absence.
- At five tardies a parent/guardian conference will be required to put an Attendance Plan in place.
- If a child arrives after 11:30, the day will be counted as an absence.
- Tardy students must be accompanied by a parent/guardian and must check in at the main office.

# **Early Dismissal Policy**

- A student being picked up one minute late will be considered an early dismissal.
- At five early dismissals, a parent/guardian conference will be required to put an Attendance Plan in place.
- If a child is picked up before 10:30, the day will be counted as an absence.
- Children will not be dismissed early unless a parent/guardian visits the office in person and signs the student out.

# **Inclement Weather Closings**

In the event of poor weather conditions such as heavy snow or ice, please listen to the local television or radio stations, or contact Chicago Public Schools at 773-553-1000 for relevant information regarding school cancellation.

Great Lakes Academy follows the same delay and cancellation policies as the Chicago Public School system. If Chicago Public Schools are closed, then so is Great Lakes Academy. If Chicago Public Schools are delayed by two hours, so too is Great Lakes Academy.

#### Homework

Homework is an essential component to your student's academic success. Our teachers carefully create nightly homework that provides students the opportunity to practice and master their academic skills. Students receive nightly homework beginning in kindergarten, with the amount increasing as students are promoted. The opportunity to practice the skills learned throughout the day is critical to students' academic success.

Accordingly, students will not be excused from completing homework for any reason. If your child is absent, they must complete any missed homework within one day of returning to school.

If a student does not complete their homework, they will stay in from recess, lunch, or a non-core subject and complete their homework with the assistance of a staff member. Phone calls home will also be made for incomplete homework.

We strongly encourage families sit with their child nightly to complete homework. We also encourage families to designate a time and place for students to complete homework. We do not consider parental support on homework cheating—parental support is a key component to student success. Students should

be able to complete homework independently, but we encourage parents to check over work, and answer any questions. Additionally, we may assign homework to be done jointly- for example, flashcards for learning sight words, or having students read a book out loud to a parent/guardian.

# Make-Up Work

Students are responsible for all missed work while absent. Work will be available on a daily basis at the school between 2:00-4:00 in the front office.

# **Uniform Policy**

Students are expected to wear their complete school uniforms to school every day. Students in grades K-8 are expected to wear the following:

# Uniform Policy, Grades K-4

	Girls	Boys
Shirts	Navy blue polo shirt with school logo with	Navy blue polo shirt with school logo with
	short or long sleeves.	short or long sleeves.
	Plain white, gray or black undershirts are	Plain white, gray or black undershirts are
	allowed.	allowed.
Sweaters	Navy school logo sweaters and school logo	Navy school logo sweaters and school logo
or	sweatshirts are allowed. The school polo	sweatshirts are allowed. The school polo
<b>Sweatshirts</b>	shirt must be seen when a sweater or	shirt must be seen when a sweater or
	sweatshirt is worn.	sweatshirt is worn.
Pants	Khaki pants	Khaki pants
	Khaki shorts	Khaki shorts
	Khaki skirts below the knee.	
	Tights and leggings are allowed in plain	
	white, gray, navy or black. Patterns are not	
	allowed.	
Shoes	Solid Black or White shoes, sneakers are	Solid Black or White shoes, sneakers are
	encouraged.	encouraged
	Snow or Rain boots can be worn to and	
	from school.	from school.
Socks	Solid and plain gray, navy, white or black	Solid and plain gray, navy, white or black
	socks	socks
Belts	1	es k-4. Belts are <b>not</b> encouraged unless a
	student can independently unbuckle and re-b	
Jewelry		ve jewelry. (jewelry that takes focus from
	learning).	
	Only stud earrings are allowed. (no hoops or	
	Only hidden necklaces are allowed (tucked in	
		ke nails as they prevent young children from
	learning to write properly.	
	Talking or beeping watches are disruptive an	
Headwear	Students are not allowed to wear hats, bandar	nas, or wave-caps.
	Distracting hair is not allowed.	

# Uniform Policy, Grades 5-8

- 1		
	Cimla	
	GIris	Bovs
	SILIS	2018

Shirts	Light blue button down shirt with school	Light blue button down shirt with school	
	logo with short or long sleeves.	logo with short or long sleeves.	
	Plain white, gray or black undershirts are	Plain white, gray or black undershirts are	
	allowed.	allowed.	
Sweaters	Navy school logo sweaters and school logo	Navy school logo sweaters and school logo	
or	sweatshirts are allowed. The school polo	sweatshirts are allowed. The school polo	
Sweatshirts	shirt must be seen when a sweater or sweatshirt is worn.	shirt must be seen when a sweater or sweatshirt is worn.	
Pants	Khaki pants	Khaki pants	
rants	Khaki shorts	Khaki shorts	
	Khaki skirts below the knee.	Kilaki shorts	
	Tights and leggings are allowed in plain white, gray, navy or black. Patterns are not		
	allowed.		
Shoes	Solid Black or White shoes, sneakers are	Solid Black or White shoes, sneakers are	
Silves	encouraged.	encouraged	
	Snow or Rain boots can be worn to and	Snow or Rain boots can be worn to and	
	from school.	from school.	
Socks	Solid and plain gray, navy, white or black	Solid and plain gray, navy, white or black	
BUCKS	socks	socks	
Belts	Solid black or brown, required.		
Jewelry		ve jewelry. (jewelry that takes focus from	
·	learning).		
	Only stud earrings are allowed. (no hoops of	or dangling earrings; must be smaller than a	
	dime).		
	Only hidden necklaces are allowed (tucked in	nto shirt).	
	Students may not wear bracelets, rings or fake nails as they prevent young children from		
	learning to write properly.		
	Talking or beeping watches are disruptive an	d not allowed.	
Headwear	Students are not allowed to wear hats, bandar		
	Distracting hair is not allowed. (ex: multi-col	ored Mohawk)	

Students who are out of uniform will receive a note home. Parents will be called after three uniform violations. After five uniform violations, a parent/guardian conference will be required.

If a student is wearing tights or an undershirt that is out of uniform, the child will be required to remove them and the parent will be notified.

# Violations that Teachers Will Address Directly

Uniform violation	Response	
Student is wearing wrong color undershirt (not	Send student to the bathroom to take it off. If	
white, grey, black, blue)	student is uncomfortable taking off undershirt, send	
	to the Dean's office to call parents.	
Student is wearing stockings that are not white,	e, Send student to the bathroom to take them off. If	
black, navy or gray.	student is uncomfortable taking off wrong color	
	stockings or leggings, send to Dean's office to call	
	parents.	
Student is wearing hoop earrings, any facial	Have student take them off. Teacher holds until	
piercings, excessive or disruptive jewelry	parent can retrieve.	

*Student has shirt un-tucked	Student asked to tuck shirt in.
*Student has the bottom of their pants tucked	Student asked to pull bottom of pants over their
under the tongue of their sneakers. (use your	sneakers.
discretion if it's possible it was unintentional)	
Student wearing a hat in the building *(Religious	Student asked to remove hat.
headwear is always allowed)	
Student is wearing pants too low	Student asked to pull up pants.

Violations that the Dean of Culture will Address

Uniform violation	Response
Student is wearing polo shirt without the Great	Letter sent home from Dean; call after 3 violations.
Lakes Academy Charter Schools logo.	Meeting after 5 violations.
Student is wearing wrong color pants.	Letter sent home from Dean; call after 3 violations.
	Meeting after 5 violations.
Student is wearing cargo pants, shorts, or skirt	Letter sent home from Dean; call after 3 violations.
(pockets and zippers on the side)	Meeting after 5 violations.
Student is wearing a skirt that does not reach the	Letter sent home from Dean; call after 3 violations.
knees in the front and back	Meeting after 5 violations.
Student is wearing pants, skirt, or shirt that are	·
excessively tight	Meeting after 5 violations.
Student has written on or colored on any part of	·
their uniform	Meeting after 5 violations.

# **Toys, Cell Phones, and Electronic Devices**

To limit distraction, we ask that students leave all toys, cell phones, and electronic devices at home. Given that the school does not have lockers, student property will not be locked up. The school is not responsible for lost or stolen property.

#### **School Supplies**

At Great Lakes Academy we are a community. The easiest way to manage supplies in primary classrooms without disrupting learning time or having unprepared students is to have shared supplies. We ask parent/guardians to donate to their student's classroom the following supplies:

- 48 pencils
- 3 boxes of crayons
- 2 boxes of colored markers
- 1 packet of dry-erase markers
- 1 pair of scissors
- 1 ruler
- 1 ream (500 sheets) of white copy paper

#### **Student Schedules**

Early Release Fridays

Great Lakes Academy students are dismissed at 2:00 every Friday in order to provide teachers with regular times to meet and conduct professional development activities. Please note that lunch is still

served and medications are administered on early release days. We hold after-school programming on Friday until 5:30.

#### **Assessments**

In addition to traditional classroom assessment measures, we use a uniform assessment system to determine students' reading levels. The STEP Assessment will be administered at four – six times a year. This one-on-one reading assessment gives teachers and parents important information regarding reading fluency, phonics development, and comprehension. The test will be administered to new students early in the school year and to all students at the end of each trimester. These results will determine the reading grade level that will be noted on the report cards.

# **Progress Reports, Report Cards, and School-Parent Meetings**

Teachers and staff will use progress reports and report cards to communicate students' academic and behavioral performance. Progress reports and report cards will be sent home with students weekly. In certain circumstances, a student's report card or progress report may not be distributed in class and may need to be picked up at the school by the student's parent or guardian. Parents will also be expected to meet with their children's teachers during the Family-Teacher Conferences. Families also are required to attend an orientation conference at the beginning of the year.

# **Promotion Policy**

Great Lakes Academy's promotion policy is rooted in a balance of understanding that while students learn at different rates, and may experience plateaus at different times as they grow, mastery of grade level academic standards is the best measure for promotion to the next grade level. It ensures that a student can be successful in the academic challenges of the next grade level.

Below is a chart for grade promotion at Great Lakes Academy. Note that there is some variation as students move from our elementary to middle school.

Grade Level	Attendance Requirement	Grade Component	STEP level Requirement	Final Exam Requirement
K-3	Absent <15 days	Math interim tests average ≥70%	K= STEP 2 or higher  1= STEP 4 or higher  2=STEP 7 or higher  3= STEP 10 or higher  OR  5 STEP levels of growth.	n/a
4-8	Absent <15 days	Interim exams average scores of 70% or higher (including Math, ELA, SS and Science)	n/a	Final Exams scores in ELA, Math, Science and Social Studies average to 70% or higher.

We provide students multiple tiers of support during our extended day and extended year program, including daily tutoring, to ensure that students have the supports they need to master the skills necessary for promotion. We will provide summer remediation opportunities for students in grades 4-8.

In grades 4-8, if students average between 60 - 69% in one or two core subjects, they will have the opportunity to take two weeks of intense summer school in that subject. They can re-take the final comprehensive assessment in the class(es) they failed, and must earn a minimum of 70% in order to earn promotion. Students earning less than 60% in their annual average in two or more classes do not demonstrate sufficient proficiency for summer remediation opportunities and would best benefit from additional teaching and learning before earning promotion to the next grade.

Daily attendance is vital to student success, allowing the school to support students as they pursue academic success and simultaneously teaching students to take responsibility for their educational futures. Thus, students who miss more than 15 days of school may be retained. We adhere to all regulations regarding extended illness during which we provide school support and tutoring and which does not impact attendance averages.

We communicate regularly with families to ensure that every student is able to meet our attendance requirement, including through the use of weekly paychecks, weekly progress reports, three formal report cards, the sharing of all staff cell phone numbers and the requirement that all classroom teachers speak with all families a minimum of one time monthly. The school's front office closely monitors attendance, and all daily attendance averages are part of our Academic Accountability Dashboard monthly report to the Board. Families must meet with the Executive Director once a student has accumulated over five (5) absences.

In compliance with IDEA, all students with IEPs or 504s will need to meet all promotion criteria for Great Lakes Academy unless their IEP indicates separate goals in particular content areas. If this is the case, satisfactorily meeting those goals will satisfy that component of the promotion criteria of Great Lakes Academy.

Promotion recommendations are made by classroom teachers, and final promotion decisions will be made by the Executive Director. The school reserves the right to make exceptions to this policy given special circumstances.

# **Graduation Policy**

For graduation from middle school, students need to have passing grades (as outlined above) in all of their courses.

# **Building Safety and Security**

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place.

#### **Closed Campus**

Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students should be aware that the school has several neighbors and should be respectful and courteous of their needs. Once students have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult.

# **Visitor Policy**

All visitors are required to report to the Front Desk upon entering the building. Any visitor, including parents, who does not report to the office or is found in the building without authorization will be asked to leave immediately. Parents are encouraged to visit the school; parent involvement is discussed in more detail later in this handbook. Parents should give the school 24 hours notice of a visit so that we can be sure to accommodate them, and ensure that we have an accurate list of all daily visitors to the school.

# **Fire Safety Procedures**

In case of an emergency – if a student or staff member sees fire or smells smoke—he or she should close the door and pull the fire alarm located at either end of the corridor. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of the staff, who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

During the first month of school and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

#### **General School Information**

TBD

#### **Family Communication**

It is vitally important that the school have methods of contacting parents or other family members at all times. This is of critical importance in case of emergency, illness, or behavior requiring immediate family contact. Parents are advised to notify the office of moves, changes of home or emergency telephone numbers, and/or places of employment.

In case of an emergency, parents or guardians should contact the Front Desk either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Front Desk.

#### **Parent Involvement**

Parental involvement in a child's educational life is critical to a child's success. We encourage parents to develop strong positive partnerships with the school.

# **Visiting Classes**

Our school has an open door policy that allows parents to sit in on class during any time <u>after the first month</u> of school given 24 hour notice. During the beginning of school, it is critical for students to transition into their new setting, and parental presence in the classroom can slow this process. After open house, we encourage parents to come into the classroom and see our amazing teachers and students at work. When observing in the classroom, parents are asked not to disrupt the education of their child or of other children or to attempt to conduct individual conversations with the teacher during instructional time. Parents who are disruptive to the educational process will be asked to leave. Parents need to sign in at the office before visiting a classroom and wear a visitor sticker while in the school.

# **Initial Teacher Meeting**

New parents are asked to bring their children in to the school before the start of school to meet with their child's homeroom teacher. These meetings will last about half an hour and will be scheduled directly by the homeroom teacher. These meetings will give students and their parents a chance to meet their teacher before the first day of school and will also allow teachers to learn a little bit about the child's educational history and personality. It is critical that all parents and children attend this initial teacher meeting.

#### **Great Lakes Academy Newsletter**

Newsletters will be sent home once a month. The newsletters will have critical information about upcoming school events, and parents are asked to read the newsletter carefully.

#### **Parent Conferences**

Parent-teacher conferences are a crucial component of our educational program. Parents are expected to attend conferences after each of the first two report cards are sent home and at other times as requested by the classroom teacher or School Director. Parent conference days are scheduled for the end of each trimester. Parents should plan on attending a 30-minute conference during that school day or at a prearranged time before or after school during that week.

# **Lost and Stolen Property**

We strongly encourage families to ensure that children do not bring valuable objects to school. Any items that students bring to school that may cause disruption will be confiscated at the school. We make every reasonable effort to return all personal property to the appropriate parent; however, the school is not responsible for replacing lost or stolen property or compensating the family for the value of that property.

# **Transportation**

The school does not provide outside transportation.

Transportation Accommodations

Special transportation service for students with disabilities is stated in their Individualized Education Plan (IEP) or Section 504 Plan

Student Pick-Up

Parents/Guardians or their designees may pick students up directly from school at dismissal time. Parents should not go to the classroom to dismiss their students before the regular dismissal time as this is very disruptive to class. No one other than designated parties will be permitted to pick up a student.

Student Drop-Off

Families who drive students to school in the morning are requested to pull up to the lane on S. 10<sup>th</sup> Street. A Nashville Classical staff member will be there to greet the car and escort the student safely into the building. Parents should not park or exit their vehicle.

Walkers

Families who have elected to have their child walk to and from school should notify the school in order to determine the availability and location of crossing guards. Students younger than second grade will not be permitted to walk home alone.

# SCHOOL BREAKFAST & LUNCH

The school participates in the National School Breakfast and Lunch Program, which provides free or reduced price meals and free milk to eligible students. At the beginning of the school year, each student will be given an application for families to complete. Once the student's application for free or reduced meals has been returned to the school, families will be notified by mail of their eligibility. For students that do not qualify for free or reduced meals, the price for breakfast is \$XXX and the price for lunch is \$XXX. For students that qualify for reduced price meals, the price for breakfast is \$XXX and the price for lunch is \$XXX.

Breakfast is served from 7:30 until 7:45. Students who arrive after 7:45 will not be served breakfast. Students may either purchase lunch and milk from the school or bring their own lunches from home. Since school lunches are prepared off-site, the school must have an accurate number of meals that students wish to order and must place that order with the caterer one week in advance of the meal. Every month students will be given a menu and order form so families can decide if they would like to order lunch for a particular day. Meals can be paid for a two-week period or for the entire month. Students who do not pay in advance for their meals will be billed at the end of the month for meals they ate.

Students are welcome to bring a lunch from home. They will not have access to a microwave to heat any lunches. Soda and candy are never permitted at school, even in lunches brought from home.

# **HEALTHY SNACK POLICY**

Because we want to ensure that our students are healthy, we have a healthy snack policy. Students have a morning snack and an afternoon snack, and we always offer a fruit or other healthy snack (such as pretzels, whole wheat goldfish, yogurt, or string cheese). Students do not need to bring a snack from home, but if they do bring a snack from home, it needs to be healthy. Examples of healthy snacks include fruit bar, granola bars, celery, carrots, strawberries, grapes, apples, and 100% fruit, dried fruit snacks. Examples of unhealthy snacks include potato chips, Cheetos, cookies, fruit roll-ups, and cupcakes, even if the serving is in a 100-calorie pack. Please note that juice boxes are only permitted if they are 100% juice. If a snack is not considered healthy by the classroom teacher, he or she will ask the child to take the snack home and eat one of the school snacks instead.

#### FOOD ALLERGIES

The school will make all reasonable efforts to accommodate students with food allergies. Parents are required to inform the school of all food allergies and their severity. Once parents have informed the school, school officials will meet with the family in order to develop an Individual Health Care Plan. A parent of a child with food allergies is responsible for providing classroom snacks and lunch for his or her own child. These snacks can be kept in the classroom in a separate snack closet. Sharing or trading of food is prohibited for all students.

#### **BIRTHDAY CELEBRATIONS**

Please contact the classroom teacher to make arrangements for any birthday celebration. We cannot allow birthday celebrations to interrupt the academic day or allow birthday celebrations at lunch, considering that classes are eating all together in the cafeteria. Parents will be informed if there is a food allergy in the class; if such an allergy exists, we ask parents to be considerate and avoid that food product in birthday snacks. The birthday treat also needs to be easily consumed by dismissal so we recommend easy-to-eat treats such as cupcakes, popsicles, yogurt and granola cups, or fruit salads. *Children may not distribute invitations to parties within the school building unless every member of the class is invited.* 

#### STUDENT RECORDS

#### (1) Standardized Testing

As is required by the state, all students in grades three through eight participate in the ISAT exams administered in the Spring of each academic year.

From time to time, students may take other exams as well in order to measure their academic progress and may be asked to provide routine information.

# (2) Student Records

# a) General

Federal and state laws provide parents and eligible students (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to student records. Copies of regulations detailing these rights, are available in the Front Desk. The following is a general overview of the provisions in the Regulations.

<u>Access and Amendment</u>: A parent or eligible student has a right to access student records and to seek their amendment if the parent or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In order to obtain access or to seek amendment to student records, please contact the Principal.

<u>Confidentiality</u>: Release of student records generally requires consent of the parent or eligible student. However, the Regulations provide certain exceptions. For example, staff employed or under contract to the school have access to records as needed to perform their duties. Great Lakes Academy Charter School also releases a student's complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to, or receipt of consent from, the eligible student or parent.

Student & Family Directory Information: For the purpose of maintaining efficient contact with families and publicizing student and school accomplishments, Great Lakes Academy Charter School have a practice of releasing directory information, consisting of any of the following: the student's name, address, telephone listing, date and place of birth, dates of attendance, class, participation in recognized activities and sports, honors and awards, and post-graduation plans. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the School Director. Absent receipt of a written objection, the directory information will be released without further notice or consent.

<u>Photographs, Video, Audio, Recorded Comments</u>: For the purpose of publicizing student and school accomplishments, and/or documenting and studying teacher practice, Great Lakes Academy Charter School has a practice of recording student life through photography, video, audio, or otherwise recorded comments. In the event a parent or eligible student objects to the release or publication of any of the above, the parent/eligible student may state that objection in writing to the School Director. Absent receipt of a written objection, any of the above may be released without further notice or consent.

Please see the Regulations for a description of other circumstances in which student records may be released without the consent of a parent or eligible student.

#### **Nondiscrimination**

Great Lakes Academy Charter School does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA).

# **Internet Use Policy**

# I. Acceptable Use

The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. Great Lakes Academy Charter School offers Internet access to students and staff. The primary purpose of providing access to the Internet is to support the educational mission of the school. The school expects that students and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. The school makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the school's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet.

#### II. Unacceptable Use

The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of the school's Internet Service:

disclosing, using or disseminating personal identification information about self or others;

- accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
- using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the Computer Teacher or School Director;
- plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through E-mail or news sources must also be credited as to sources;
- using the Internet service for commercial purposes;
- downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the Computer Teacher; and
- overriding the Internet filtering software.

# III. Safety Issues

The following are basic safety rules pertaining to all types of Internet applications.

- Never reveal *any* identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- Immediately tell a teacher if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify a teacher.

# **Privacy**

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. The school reserves the right to examine all data stored on diskettes involved in the user's use of the school's Internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

#### **Violations**

Access to the school's Internet service is a privilege not a right. The school reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through the school's Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

#### GREAT LAKES ACADEMY STUDENT CODE OF CONDUCT

#### Purpose

Great Lakes Academy Charter School is committed to providing an achievement-oriented culture in which students can maximize their academic success. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

The Student Code of Conduct (SCC) has been designed to provide a positive learning environment and a safe environment for student learning. The goal of this policy is to provide students with the necessary tools to develop self-management before leaving our doors on their way to high school, college and life beyond

#### **Grades K-4**

Teachers will enforce the school's behavioral expectations in their classrooms through the use of the Great Lakes Color Chart. Classroom teachers will explain this system to their parents during the parent orientation and also in writing. Classroom consequences include loss of privileges, including, but not limited to, students sitting silently or away from their peers during class or during snack time, recess, enrichment, or lunch; performing extra service for the school, either during, or outside of school hours; and missing school events, trips, or activities.

In grades K-1, Parents will be given daily reports on their student's behavioral performance. All students begin the mornings and afternoons on green; the color chart is re-set at lunch. Students have the opportunity to earn a "star" for their behavior in both the morning and afternoon. Students can always earn their way back up the color chart, however, once a student lands on Red, they cannot earn a star on their BE GREAT daily report home.

In grades 2-4, students' color chart is re-set each morning. Students may earn a star for their behavior each day. Reports are sent home nightly. Students can also earn points that accumulate throughout the week.

In grades K-4, students are able to earn their way back up the behavior chart for positive behavior. K-1 color chart system:

Color	Behavior	Example Consequences/Rewards	
		-Positive note sent home	
Blue	Student has gone above and beyond	-Positive phone call home	
Blue	in their behavior that day. "Brilliant"	-Student receives sticker reward	
		-Student receives star on BE GREAT report	
	Student has had a good behavior all	-Positive note sent home	
Green		-Student receives star on BE GREAT report	
day.	-On track for weekly reward.		
Yellow	Student has had two warnings	-Student loses 5 minutes of recess.	
Tenow	regarding their behavior.	-Student does not receive star on BE GREAT report if end	

		Jan. 24 11
		day on yellow.
		-Student receives note home re: their choices
		-Student may take a 1 minute time-out at reflection desk
		-Student is sent to re-set desk in classroom for 5 minutes.
		-If the student returns and is able to re-integrate into class,
	Student has received another werning	he can move his color back up to yellow.
Red	Student has received another warning for their behavior while on yellow.	-Student loses all of recess.
		-Student loses 10 minutes of Choice Time.
		-Student loses 10 minutes of Character & Fitness
		-Student does not receive star on BE GREAT report.
Double	Student refuses to go to re-set desk.	-Call or note home
Red-	Student receives another warning	-Loss of all of recess.
Removal	after being sent to in-class re-set	-Loss of Choice-time.
from	desk.	-Removal from class for short period to get back on track, 5-
class.	Student commits serious infraction.	10 minutes in re-set desk in office.
Casand	Student has been disruptive to the	
Second	learning of others for a second time	-Removal from class
removal	during the day.	-Parent called to pick up student.
of the day	Student commits serious infraction.	

In grades 2-4, the main difference in the use of the color chart is re-set each morning, but not at lunch.

If a student commits a minor offense, they will receive a warning, and have their color changed once. Multiple minor offenses that lead to a color change to **red** lead to a serious infraction. Some examples of minor offenses include:

- Failure to comply with school behavioral expectations;
- Failure to follow directions;
- Being in unauthorized area/not having hall pass;
- Having unauthorized food, gum, etc.
- Refusal to complete academic work.

If a student commits a serious infraction of our core values, a student will receive a community violation, and have their color changed immediately to **red**. Some examples of serious infractions include:

- Fighting/violent behavior
- Threatening peers
- Bullying and/or harassment of peers
- Disrespectful/defiant behavior toward school personnel including eye rolling, sucking teeth, or other such body language, defiance or rudeness
- Theft
- Damaging or destroying school supplies/property
- Offensive behavior/use of profanity or obscene language toward peers and staff

Consequences for infractions escalate as follows:

• When a student commits a serious infraction and is moved to **red**, the student will be removed from class and have his or her parent called immediately. The child can return to class when they have shown that they are ready to get back on track.

- If a child returns to class and commits another infraction such that they are put on **red** again, the student will be removed from class and have his or her parents called immediately. The student will not be returned to class until the school and the parent have spoken.
- If a student earns two serious infractions in a day, the parent will be contacted immediately and be required to attend a <u>mandatory conference with the School, before the student is</u> allowed to return back in class.

#### REMOVAL FROM CLASSROOM

When a student is removed from class, parents will be informed by phone, text or email when possible. Parents will also receive a written notification that night in the student's Homework folder. A parent is required to sign the notification and return it to school the next day.

In **grades 5-8**, Great Lakes Academy moves to a merit/demerit paycheck based behavior system. Merit/Demerit "paychecks" are sent home on a weekly basis for parents to review and sign. Additionally, students are expected to complete a weekly reflection form on their merit/demerit paycheck count. Merits will be considered for school-wide benefits, such as field trips, as well as school-wide auctions, school store purchases, etc.

### **MERITS**

Merits will be given when students perform above and beyond in the areas of our school values: Bravery, Endurance, Growth, Responsibility, Enthusiasm, Achievement and Team.

Value	Examples	Non-examples
Bravery	Trying to answer a question, even when you are not sure.  Trying out a new skill for the first time, failing, and then trying again.  Being a classroom greeter, and greeting a visitor and asking questions about them.	Jumping off the top of the jungle gym.  Turning to a classroom visitor and saying,  "Hi!" in the middle of a lesson.
Endurance	Asking for tutoring help from a peer or teammate until you have reached mastery. Calling a teacher night after night for help in a class in which you are really struggling. Working through a math problem three full times, and checking work.	Saying that someone else is not smart. Saying, "I will never get this," or "I can't."
Growth	Setting an ambitious goal for yourself for your next math test.  Being able to articulate the growth you've had in reading class.  Being able to talk about the growth you've had in demonstrating one of the core values.	Being satisfied with average or below- average results, grades, etc.  Not taking opportunities to improve that are offered by the teacher (redoing papers, calling for help, retaking tests, etc.)  Setting a below-average goal for your next paper.
Responsibility	Asking for help when it is really hard to do so Trying a challenging problem or tackling a difficult question even when you are very unsure.	Not saying something to a peer who you know is not behaving appropriately Correcting a behavior or completing an assignment when asked to.

	Writing a letter to a teacher apologizing for blowing up in class. Self-identifying which reading skill you are struggling with, and asking the teacher to tutor you in that skill.	Answering a teacher when asked why you behaved a certain way.
Enthusiasm	Giving an excited re-telling of a book you just read to a fellow student.  Having hand in air to answer all questions asked in class.  Participating in all cheers with joy and vigor.	Not raising hand.  Not participating fully in cheers, chants, songs.
Achievement	Getting a 95% on a math test.  Trying a math problem several different ways, and finally solving it.	Getting a 75% on a math test.  Thinking that trying hard and achieving are the same thing.
Team	Stopping to greet visitors to the school and answer their questions.  Leading by example for other students.  Snapping for a classmate's success.  Giving a fellow student who is not a close friend a shout-out for showing extra effort in a class.  Apologizing after a mistake is made, and starting over on a good note.	Holding the door open for the person behind you (having good manners is expected). Only talking to your friends during the day, and not building relationships with others. Not laughing when a fellow student is struggling on a reading passage. That is expected. Not responding when a demerit is given. That is expected.

#### **DEMERITS**

A student can be assigned a demerit for a rule infraction. Any student earning more than 2 demerits in the course of a class will be sent to the school leader. Additionally, any double-demerits awarded for gross indiscretions, such as gross disrespect to staff or other students, results in the student being sent to the school leader immediately.

#### **POINTS**

There is a cumulative paycheck that students gain and earn points on. Those points are totaled at the end of every week. If a student's paycheck dips below 50 points at any point during the week, they lose lunch privileges, and may not eat with their peers. They also earn Friday detention if their paycheck dips below a 75 point average by Friday. Detentions are served from 2:00-4:00 on Fridays; parents will be notified prior to the day of the detention, or by 12:00 PM on Fridays.

Points are also cumulative over time so that the school can hold monthly auctions for students to purchase rewards. For example, a dress-down day costs a student 1000 points.

Points are also averaged over time, and those averages are considered when determining whether a student can attend field trips or other outside school events.

Some common point value examples are listed below:

Behavior	Point award/detraction
Monday Point beginning	+50 points
Daily Attendance	+10
Incomplete Homework	-20 points
Minor misbehavior in class	-5 points

Major disruption in class/Asked to leave class	-25 points
Demonstration of Core Value	+10 points

# ADDITIONAL DISCIPLINARY CONSEQUENCES

# **IN-SCHOOL SUSPENSION (ISS)**

At times, particular infractions warrant consequences that are more severe than a brief removal from class, but less severe than out-of-school suspension. Great Lakes Academy has an in-school suspension model that ensures students have access to the academic curriculum, while the same time ensuring the student is accountable for disruptive or inappropriate school behavior. <u>Students attend all classes</u>, but do not interact with their peers during partner or group work.

- When a student displays gross disrespect towards staff members or students (including, but not limited to, bullying, defiance, or truancy) or does not appropriately participate in class, s/he will be placed in in-school suspension (ISS). A student may also be put on ISS for consistently averaging a weekly paycheck under \$50 in grades 5-8.
- Students who have consistently not met behavioral expectations over an extended period of time may face in school suspension
- A student in ISS attends all classes, but sits in a desk at the front, and is not allowed to participate in group work or partner work. They are not allowed to eat lunch with their peers.
- While a student is in ISS, s/he will not be permitted to participate in field trips, enrichment, clubs, Friday Community Circle, or sports.
- Students who earn ISS must complete all classwork.
- Students who earn ISS must complete a checklist that includes earning all teacher signatures for two (2) straight days to be taken off of ISS. In grades K-4, this includes a twice daily check-in and signature from the teacher.
- If a student does not earn their way out of ISS after five (5) straight days, they will be considered for an Out of School Suspension.

#### **Parental Notification**

• When a student receives an ISS, parents will be informed by phone, text, or email. Additionally, parents will receive written notification in the form of a Great Lakes Academy Misconduct report that will be sent home in the Homework folder. A parent is required to sign the Great Lakes Academy Misconduct Report that night and return it to school the appropriate day.

# **OUT OF SCHOOL SUSPENSION**

At Great Lakes Academy, we believe that it is important to keep students in school as much as possible. However, some severe behaviors and disruptions to the learning of others will result in a student being suspended from school. Infractions which may merit out-of-school suspension include, but are not limited to:

- Repeated gross disrespect of a fellow student, staff member, visitor, or school property;
- Abusive, vulgar or profane language;
- Committing sexual, racial, or any form of harassment or intimidation;
- Making verbal or physical threats;

- Fighting, pushing, shoving, or unwanted physical contact;
- Damaging destroying, or stealing personal or school property or attempting to do so (including graffiti);
- Using or possessing tobacco products;
- Gambling;
- Lying;
- Leaving school grounds without permission;
- Setting off fire alarms;
- Repeated offenses for which the student has already earned in school suspension;
- Any other conduct that is highly disruptive to good order and discipline in school.

Short Term Suspension: For suspensions between 1 and 10 days, the following procedures will apply:

• When an infraction occurs, the student will be removed from class and sent to the office, or another designated school location. The student's parent or guardian will be notified of the incident by a staff member in writing.

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive the following prior to a suspension of one to ten days:

• Notice and an opportunity to present her/his version of the relevant facts.

In the case of danger or a risk of substantial disruption, the student will be removed from the school building and provided notice and the opportunity to present his/her version of the relevant facts as soon as possible.

In the case that a student is assigned a suspension, the student's parent/guardian must immediately come to the school, meet with the Dean of Culture and/or Executive Director, and remove the student from the school building. If the parent/guardian cannot immediately come to the school building, the student will wait in a designated area until the parent/guardian arrives. The parent will be informed of the length and basis of the suspension in writing. Suspended students are not allowed on school grounds or at school events during the length of the suspension.

In order for the student to re-enter Great Lakes Academy following a suspension:

- An administrator will contact the parent/guardian to schedule a required re-entry meeting.
- The student may have to meet additional conditions as required by Great Lakes Academy.

Once the above conditions are met, the student will be welcomed back into the community with a clean slate.

Students are responsible for completing academic work missed during the suspension. This work will be available in a folder for pick-up by a family member at the school daily between 3:45-5:00pm. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a student does not complete this work, the student may face standard academic consequences (e.g., miss extra-curriculars or not receive academic credit).

#### **EXPULSIONS**

Under certain circumstances, students may be subject to expulsion. A student who is expelled is entitled to due process under Illinois state law as required in 105 ILCS 5/10-22.6(a).

The following are reasons for which a student may be expelled:

- A. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the Executive Director.
- B. Any student who assaults a principal, administrator, teacher, staff member, or fellow student on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school by the Executive Director.
- C. Repeated incidents of behaviors that led to suspensions (exceeding 10 days in a single school year).

#### **PROCEDURE**

For expulsion referrals, the process shall be:

- Executive Director or his or her designee(s) will set a date for a formal hearing and notify guardians in writing of the date, time, and place of the hearing, as well as:
  - o The allegations against the student;
  - o A summary of the supporting evidence; and
  - Their right to be represented at the hearing (at their own expense) by an attorney, present evidence, and question witnesses;
  - Their right to an interpreter, if applicable.
  - After the hearing, the Executive Director or his or her designee(s) presiding at the hearing will issue a written decision, which will be sent to the student's guardians and the Board of Directors and placed in the student's permanent file.
  - If the Executive Director or his or her designee(s) recommends expulsion, the guardians of the student may appeal this decision in writing to the Board of Directors within five days of the decision to expel.
  - Such appeal will be heard at the discretion of the Chair of the Board by either the full Board or a Board sub-committee (two or more Directors designated by the Chair); in such cases, the guardians will be again notified in writing of the date, time, and place of the meeting that will discuss their appeal. They will be provided an opportunity to speak, should they choose.
  - The school will record (by tape or other appropriate means) the expulsion hearing and a copy of the hearing will be made available to the student upon request.
  - Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.

# DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.

- 2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) school days in a given school year or subjected to a pattern of removal constituting a "change of placement," building administrators, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination Review). In most instances, during disciplinary suspensions exceeding ten (10) school days in a single school year, the student shall have the right to the receive services identified as necessary by the Team to provide him/her with a free appropriate public education during the period of suspension.
- 3. If the Leadership Team, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP or 504 Team will identify the services necessary to provide a free appropriate public education during the period of suspension.
- 4. If the Leadership Team, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or suspension from the student's current educational program based on that conduct. Also, the IEP or 504 Team will review any existing Behavior Intervention Plan or, where appropriate, conduct a Functional Behavioral Assessment, and develop a Behavior Intervention Plan.
- 5. Under certain special circumstances as defined by federal law, school personnel may place the student in an interim alternative setting for 45 school days, without regard to the manifestation determination. These special circumstances include incidents where the student possesses, uses, sells or solicits illegal drugs, carries or possesses a weapon, or inflicts serious bodily injury while on school premises or at a school function. Otherwise, if the student's continuation in the current placement is substantially likely to cause injury to himself/herself or others the district may request an expedited hearing for an order to place a student in an alternative setting for a period not to exceed 45 school days. The district also has the right to seek a court injunction.

**Students with Disabilities under Section 504:** Students who are not eligible for services under the IDEA, but who have disabilities within the meaning of Section 504 of the Rehabilitation Act are entitled to certain procedural protections associated with Section 504.

### STUDENT SEARCHES

In order to maintain the security of all its students, Great Lakes Academy staff reserve the right to conduct searches of its students and their property when there is reasonable suspicion to do so. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search. School desks and lockers, which are assigned to students for their use, remain the property of Great Lakes Academy, and students should, therefore, have no expectation of privacy in these areas.

### CHEATING AND PLAGIARISM

Cheating on homework or exams, using resources inappropriately, and copying other people's work – students' or otherwise – is not only unfair but in the case of plagiarism, illegal. If students are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher

and ask for clarification. Specific guidelines regarding cheating and plagiarism will be reviewed with students during orientation at the start of the school year and continued throughout the year. The Executive Director will ultimately determine the appropriate consequence, but cheating, plagiarism, and copying another person's work is a very serious offense and may result in detention, in-school or out-of-school suspension, loss of academic credit, and/or other consequences.

### CELL PHONES AND OTHER ELECTRONIC DEVICES

Students are permitted to bring cell phones and other electronic devices to school provided they are turned off and kept in the student's book bag at all times during the school day.

If at any point a student is found to have an electronic device that is turned on and/or on his or her person, the device will be immediately confiscated by a staff member. Failure to follow the rules for electronic devices may result in:

- Confiscating the device until a parent comes to claim it;
- Loss of the privilege of bringing devices to school;
- Other consequences described earlier in the Student Code of Conduct.

Please note that students' book bags are sometimes left unattended during the school day, and we cannot guarantee the safety of devices left in them. Therefore, we strongly encourage students not to bring expensive electronic devices to school.

### **WEAPONS**

Students who are in possession of a weapon at school, at school-sponsored events, or while traveling between school and home will face expulsion or long-term suspension from school. This will be the case whether or not the student intended to use the weapon in a violent way. Please be aware that according to school rules and the Chicago Public Schools' definition of weapon, the following can be considered weapons:

- Guns of any kind including BB guns, air pellet or airsoft or toy guns that look like real guns
- Knives of any kind including kitchen knives, pocket knives, box cutters or razors
- Tools including hammers, screwdrivers, crowbars or other objects commonly used for household construction
- Mace or pepper spray
- Any everyday object that is altered to act as a weapon or look like a weapon

#### **Bathroom Accidents**

Parents of kindergarten students and students and of older students with a record of bathroom accidents are required to send an extra pair of pants, extra underwear, and an extra pair of socks to school, and the extra clothes will be kept in the child's cubby at school. Accidents sometimes occur during the schoolday, and your child can quickly and easily change clothes if parents have provided a change of clothes in their child's backpack. If a child has an accident and does not have a change of clothes, that child will need to sit or stand in the office until someone can bring a change of clothes for the student.

### **Great Lakes Academy Parent-Student-School Contract**

#### **PARENT**

Parent name

As a Great Lakes Academy Charter School Parent, I agree to:

- 1. Make the school a safe and achievement oriented environment by supporting the school as it enforces the school's code of conduct (as spelled out in the student handbook).
- 2. Ensure that my child arrives at school before 7:30 AM and attends school regularly. I have read the attendance policy in the student handbook and understand the school's policy regarding lateness, excused and unexcused absences, and annual absences in excess of 15 days. I understand that 3 tardy arrivals or early dismissals will be counted as 1 absence.
- 3. Ensure that my child wears the appropriate school uniform daily, as explained in the dress code section of the student handbook.
- 4. Communicate regularly with my child's teachers regarding my child's academic and behavioral performance and attend the following events at the school: summer orientation, a fall open house, a minimum of three parent conferences, and any specifically requested conferences.
- 5. Check and sign my child's homework assignments and STAR chart nightly. I understand that unsatisfactory or incomplete homework will result in a corresponding consequence.

– Pa	rent's signature	Date
ST	TUDENT	
As	a Great Lakes Academy Charter Schoo	ol Student, I agree to:
1. 2. 3. 4. 5. 6. 7.	Show Endurance by never giving up. Show Growth by always trying to be Show Responsibility by making choic Show Enthusiasm by always participates Show Achievement by setting and me	my best self. ces about my behavior and accepting the consequences. ating and giving 100%
 Sti	udent's name	
Stı	udent's signature	Date

### **Great Lakes Academy Parent-Student-School Contract**

### **SCHOOL**

As a Great Lakes Academy Charter School employee, I certify that the school agrees to:

- 1. Ensure that valuable school time is utilized thoughtfully and efficiently so that the school can provide our students with an education that is academically rigorous.
- 2. Make the school a safe achievement oriented environment by enforcing school rules as consistently as possible and by doing our part to instruct our students regarding appropriate and inappropriate behavior in school.
- 3. Communicate regularly with parents regarding their child's behavioral and academic performance through progress reports, report cards, parent conferences, telephone contact, and by welcoming parents to the school.
- 4. Assign, collect, and evaluate nightly work assignments designed to support classroom instruction and teach responsibility, and ensure that students are held accountable for finishing those assignments on a daily basis.
- 5. Constantly monitor the strengths, weaknesses, and progress of our students, both academically and behaviorally, provide extra academic and homework help to our students on a regular basis, and consistently enforce the code of conduct.

Teacher's name		
Teacher's signature	Date	

# APPENDIX D.7: SAMPLE DAILY BE GREAT REPORT

Student Name	Week of:
--------------	----------

### **Great Lakes Academy Daily BE GREAT Report**

Day	Homework	BE GREAT Daily Report	Teacher Note	Parent Note
Monday	Read for 20 minutes & reading log	O Blue		
	Monday Homework Packet	O Green		
	O Complete	O Yellow		
	O Incomplete	O Red		
	Teacher note:	Parent Signature:		
Tuesday	Read for 20 minutes & reading log	O Blue		
	Tuesday Homework Packet	O Green		
	O Complete	O Yellow		
	O Incomplete	O Red		
	Teacher note:	Parent Signature:		
Wednesday	Read for 20 minutes & reading log	O Blue		
	Wednesday Homework Packet	O Green		
	O Complete	O Yellow		
	O Incomplete	O Red		
	Teacher note:	Parent Signature:		
Thursday	Read for 20 minutes & reading log	O Blue		
	Thursday Homework Packet	O Green		
	O Complete	O Yellow		
	O Incomplete	O Red		
	Teacher note:	Parent Signature:		
Friday	Read for 20 minutes & reading log	O Blue		
	Friday Homework Packet	O Green		
	O Complete	O Yellow		
	O Incomplete	O Red		
	Teacher note:	Parent Signature:		
Saturday	Read for 20 minutes & reading log	og Weekly Academic Goal:		1
Sunday	Read for 20 minutes & reading log	Weekly Character Goal:		
				265

### APPENDIX D.8:

# SAMPLE POSITIVE FRAMING QUICK TALLY OBSERVATION FORM (SAMPLE INFORMAL OBSERVATION FORM)



Teacher		Date		
Time (5 min)		Subject		
	# of Positive Framing Technique Used	Nonverbal Corrections & Reminders	Verbal Corrections	
Tell what you want	•			
to see and what				
should happen next.				
Narration of				
Compliance, Verbal				
Challenge				
Students				
Anonymous		†		
Group				
Corrections				
Precise Praise				
Talla Farancia di ana		_		
Talk Expectations and Aspirations.				
Total				
	1			
Ratio of positive frami	ing & Nonverbal correction	s to verbal corrections (+: -)	:	
	# Students On Task	# Students Off Tas	k	
Minute 1				
Minute 3				
Minute 5				
Average				
Notes:				

Student Name
--------------

W/1C		
Week of		

### APPENDIX D.9: SAMPLE DAILY READING LOG



### **Daily Reading Log**

	Parent Signature	Book Title	Author	Pages Read (x-y)	2-3 Sentence Summary
Mon.					
Tues.					
Wed.					
Thurs					
Fri.					
Sat.					
Sun.					

### APPENDIX D.10:

### ANNUAL ASSESSMENT PLAN AND CALENDAR

Great Lakes Academy believes in the frequent assessment of students in order to properly analyze the school's academic curriculum, individual student learning and classroom performance. We value transparency, and embrace data as it gives us more information with which to improve our teaching.

We hold five "data days," as soon as possible after our interim tests, during which teachers and the Leadership Team analyze class-wide and grade-wide trends, as well as individual student performance.

We follow the philosophy laid out clearly in Driven by Data for the collection and use of data in addressing individual student needs. 1 The four essential elements are:

- 1. **Assessment**: Create rigorous interim assessments that provide meaningful data.
- 2. **Analysis**: Examine assessment data to identify where students are struggling and why.
- 3. **Action**: Implement new teaching plans to respond to the analysis.
- 4. **Systems**: Create systems and procedures to ensure continual data-driven improvement.

At Great Lakes Academy, we also include:

5. Transparent Culture: Create a school culture in which teachers embrace data, the information provided therein, and the opportunity to grow as educators, and feel empowered rather than judged by student data.

### Data Analysis Process:

- 1. All test questions are matched to Great Lakes Academy Standards (which are matched to IL state standards, which for ELA and Math and based on the Common Core.).
- 2. Test is analyzed as a whole, and any students falling far below or above the class average are identified.
  - a. Action plans are created for any students falling far below or above the class average.
- 3. Questions are grouped by standards.
  - a. Questions 75% or more of the class missed are identified.
    - i. Those standards are re-taught during weekly re-teach lessons on Fridays.
  - b. Students who missed over 25% of questions on a given standard are identified.
  - c. Groups are created for re-teaching of those standards during choice time, recess, or lunch.
- 4. STEP TEST
  - a. Students are re-grouped by STEP level.
  - b. Teachers create 6-8 week daily scope and sequence for Guided Reading lessons for each of the newly created groups.
  - c. Teachers create daily lessons for the guided reading lessons for each of the groups.

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<sup>&</sup>lt;sup>1</sup> Bambrick-Santoyo, Paul. Driven by Data. Josey-Bass San Francisco. 2010. Great Lakes Academy: Appendix D.10: Annual Assessment Plan and Calendar

- d. Any students falling far above or below in-class groups may be sent to other classrooms during guided reading.
- e. Any students failing to grow a STEP level for 2 or more testing cycles are put on watch list, and an individual action plan will be created around their needs.

The formal assessments used for our students are referenced below. Additionally, our teachers give "Show what you Know" quizzes in classes on a weekly basis, and keep running logs of student learning based upon teacher observations. In grades 5-8, teachers give daily "exit tickets" at the end of each class, to assess the effectiveness of individual lessons, and to glean immediate feedback as to students in need of additional support.

### Great Lakes Academy, Grades K-2

<b>Subject</b> Formative		Norm- Referenced	Summative
Reading Comprehension	STEP, 5-6x annually	NWEA MAP 3x annually	End of Year Interim
Writing Student writing sample, graded on rubric 5x annually			Drop and Write at End of year.
Math	ý		End of Year Interim
Science Interim assessments 5x annually		NWEA MAP 3x annually	End of Year Interim
Social Studies	Unit exams 5x annually	Terra Nova, if applicable	End of Year Interim

### Great Lakes Academy, Grades 3-8 Assessments

Subject	Formative	Norm- Referenced	Criterion- Referenced	Summative
Reading Comprehension	STEP, if necessary, grade 3, 5x annually. ANET interims 4x annually. Fountas & Pinnell, grades 4-8 5x annually	NWEA MAP 3x annually	PARCC	PARCC (IL state test) Final Exams (5-8)
Writing	Writing samples, 5x annually.		PARCC	Stop and Write at end of year, graded using grade-level rubric
Math	ANET interims 4x annually	NWEA MAP 3x annually	PARCC	PARCC, End of Trimester and Final Exams grades K-8

Science	ANET interims	NWEA MAP	PARCC	End of Trimester and Final
	4x annually	3x annually	TARCC	Exams grades K-8
Social Studies Unit exams.		Terra Nova, if	IL state test, if	End of Trimester and Final
	Ollit exams.	applicable	created	Exams grades K-8

### Description of Great Lakes Academy Assessment Tools

<b>Assessment Type</b>	Description
STEP Literacy Assessment	Grades K-3 (or until a student "Steps out" or passes level 12, the final STEP level), given every six to eight weeks. A literacy test that measures students' literacy growth over time. Used to create longer term, scheduled tutoring and dynamic guided reading groups.
Weekly Show What You Know Quizzes  Grades K-8, short 10-minute quizzes, given every Friday, based upon the standards taught in each core subjection.  Weekly Show What You Know Quizzes  Grades K-8, short 10-minute quizzes, given every Friday, based upon the standards taught in each core subjection.	
Internally Created Math, ELA, and Science Interim Assessments	Grades K–2, internally created interim tests aligned to our Common Core driven standards. These tests are used to evaluate whether students are keeping pace for promotion, as well as whether they are mastering every individual grade-level standard. Used to determine longer term, scheduled tutoring, and any class-wide re-teach lessons.
ANET	Grades 3-8, externally created, Common Core-informed, standards-driven tests in English Language Arts and Math, given approximately every eight (8) weeks. These tests are used to evaluate whether students are keeping pace for promotion, as well as whether they are mastering individual grade-level standards. Used to determine longer term, scheduled tutoring. If ANET does not add science tests by the time we add third grade, we will create our own interim assessments.
Daily Exit Tickets	Grades 5-8, 3-to-5 minute quizzes covering the class aim. Exit tickets are used by teachers to determine both the effectiveness of a lesson, and whether any student necessitates flexible tutoring on that aim. Used to determine whether a whole-class lesson re-teach is necessary, or individual students need immediate follow-up.
Nationally Normed Exams (NWEA MAP)	Grades K–8, administered at the start, middle and end of each school year. Measures longitudinal growth for cohorts of students in Reading and Mathematics and Science over multiple years and can be compared to national cohort. Used to provide national point of comparison and college trajectory in core subjects of Reading, Mathematics, and Science. We use the NWEA MAP test in all subjects except Social Studies where it is not offered.
Illinois State Testing (PARCC)	Grades 3-8, a state test given annually. Given to determine curricular and instructional effectiveness and to compare the school's performance with other schools across the city and state.
End-of-Year Assessments	In all grades, interim tests are given 4 or 5x annually. In grades 5-8, interim tests are given at the end of each Trimester, in each subject, and a comprehensive annual exam given in the last week of school. Tests are created internally based upon each core subject's standards. We give both trimester exams and ANETs in grades 5-8; in grades 3 and 4, ANET exams stand in place of our interims. Cumulative end of year exams begin in grade 5.

 $^2$  Offered in Grade 2, but the pricing is a set \$30,000 per school, and therefore not cost effective for a single grade. Great Lakes Academy: Appendix D.10: Annual Assessment Plan and Calendar

### 2014-15 Assessment Calendar

				I			<u> </u>				T	1		1			
GLA 2014		nt Calendar & Data	Day Plan														
	Pre-	D . D .02	T	D . D . 10/C	PD day	T	D . D . 10/1	DD D 1/6	Mid-Year	T	D . D 2/17	PD Day	T	D . D . 1/20	DD D 5/4	PINIAI	PD Days
	Assessment	Data Day 9/2	Interim #1	Data Day 10/6	11/11 Norm STEP	Interim #2	Data Day 12/1	PD Day 1/5 Focus on	Assessment	Interim #3	Data Day 2/17	3/13 Focus on	Interim #4	Data Day 4/20	PD Day 5/4 Focus on	FINAL exams	6/18&19 Focus on
					testing			systems				norming for			EOY		lessons
		Focus on STEP,			Focus on re-	Week of		and		Week of		writing			conferences,		learned.
		creating GR			norming	November 17-		routines for		February 9-		rubric			finishing the		alterations to
		groups & initial	Week of Sept. 29-	Focus on Literacy and	systems and	21 & Sat. 11/22	Focus on STEP &	student		13 & Sat.		usage;	Week of April	Focus on any students	year strong.		scope and
	Diagnostic-	scope and		STEP test.	proceedures	parent	Math Intervention	return;	Week of	2/14 parent		Responsive	13-17 & Sat.	not meeting STEP	parent	Week of June 1-	sequences.
	Summer	sequence	parent workshop	Mid-term reports	& additional	workshop	groups	Focus on	January 12	workshop		development	April 18	goals and math goals;	conferences	5	
					development			norming			D CD	according to			for potential		
					responsive			positive			Re-group GR	behavioral			retention set.		
					to any		Re-group GR groups	framing,			groups Scope and sequence	data.					
		Create GR groups			behavioral		Scope and sequence	and team-			for next 8 weeks,						
		w/ scope and		Re-group GR groups	data	]	for next 8 weeks,	culture of			Create Choice Time						
		sequences for next		Scope and sequence for			Create Choice Time	assuming			intervention group						
		month.		next 6 weeks,			intervention group &	the best &			& C&F intervention						
		Set annual STEP		Create Choice Time			C&F intervention	supporting one	ELA Interim		group					STEP #6- EOY	
		goals by class and	STEP #2, ELA	intervention group &		STEP #3, ELA	group	another.	#3, Mid-year		Report cards		STEP #5, ELA			STEP,	
Reading	STEP #1	individual student	Interim #1	C&F intervention group		interim #2	Report cards complete	unomer.	Assessment	STEP #4	complete		Interim #4			ELA EOY	
				Teachers grade based on													
				rubric, Create intervention													
				group(s),													
				Plan 4 re-teach lessons							Writing interim						
	Writing #1,			if necessary,							assessment (teacher						
	Stop and			Create 2-3 writing groups							written over the					Writing #6	
Writing	-	Writing #1	Writing #2	per class w/ 6 week focus.		Writing #3			Writing #4		summer)		Writing #5			Stop and Write	
				Create initial intervention			re-group math										
	Math EOY			groups for Choice Time.			intervention groups for										
	exam for	Math EOY exam,		Create focus group for			choice time, re-group		Math Interim								
N. 41.	diagnostic	for diagnostic	M .1 T	second teacher during		M 41 T 4 1 110	in-class second teacher		#3, Mid-year				Math Interim			Math EOY	
Math	purposes.	purposes.	Math Interim #1	math lessons		Math Interim #2	group if necessary		assessment				#4			Exam	
		SS EOY Exam for															1
		diagnostic				]			SS M id-y ear								
Social		purposes in 1st				Social Studies			assessment,		Plan 1 re-teach		Social Studies				
Studies		grade	SS Interim #1	Plan 1 re-teach lesson		Interim #2	Plan 1 re-teach lesson		Interim #3		lesson		Interim #4			EOY SS	
		G : FOWE A															
		Sci EOY Exam for							C-:: 1								
		diagnostic	[			Caianaa Intari			Sci mid-year		Dlan 1 sa tagah		Caianaa Inta-i	1		]	1
Science		purposes in 1st grade	Sci Interim #1	Plan 1 re-teach lesson		Science Interim #2	Plan 1 re-teach lesson		assessment, Interim #3		Plan 1 re-teach lesson		Science Interim #4	1		EOY Sci	1
Science		grade	DCI IIIICIIII#1	r iaii 1 le-teacii lessoli	ļ	# <i>L</i>	r ian i ie-teach iesson		111te11111#3	ļ	IC920II	Ļ	π-1			EO I SU	

### APPENDIX D.11 SAMPLE SCHOOL CULTURE AUDIT



Observer: Date:	

Ratings: 5 = Excellent 4 = Good 3 = Satisfactory 2 = Needs Improvement 1 = Inadequate

CATEGORY	AVERAGE SCORE
STAFF ARRIVAL AND PREPARATION	
SCHOOL LEADERSHIP	
FACILTY	
STUDENT ARRIVAL	
START OF DAY	
TRANSITIONS	
CLASSROOMS	
DISCIPLINE	
LUNCH	
DISMISSAL	
AFTERSCHOOL ACTIVITIES	
TOTAL CULTURE AUDIT AVERAGE SCORE	

### STAFF ARRIVAL AND PREPARATION

Category	Expectation	Data and Comments	Rating
Leadership Role	100% of leadership team fully present and prepared upon arrival of staff and students		
Staff Arrival	100% of staff arrive on time as indicated by school expectation of arrival time (i.e. Count # of on time staff and # arriving on time, create %, indicate any exceptions here and how responded to)		
Staff Appearance	100% of staff are professionally dressed and groomed (i.e. Count total number of staff and those professionally dressed and groomed, create %, indicate any areas of concern)		
Staff Interaction	100% of staff treat each other respectfully and professionally (i.e. Count # respectful/professional interactions, count # disrespectful/unprofessional ones, indicate any area of concern)		
Staff Preparation	100% of staff have all materials ready for school day (i.e. Count # of staff ready with materials by start of day, count # unprepared, indicate any areas of concern)		
Staff Readiness	100% of staff on post at start of school day (i.e. Count # staff on post,# not, indicate any areas of concern)  STAFF ARRIVAL AND PREPARATION A	VERAGE SCORE	

### SCHOOL LEADERSHIP

Category	Expectation	Data and Comments	Rating
Leadership	Leadership focuses on school mission with staff, provides		
with	modeling and clear expectations		
Staff	(i.e. Note if leaders' behaviors and actions are directed at mission		
20022	and maintenance of strong school culture of respect, discipline, and		
	academic achievement; identify strong examples of this or strong		
	examples that do not support this)		
	100% of staff have resources needed to do job effectively		
	(i.e. Observe if all staff have computers, phones, and easy/ready		
	access to copying & other school supplies; identify problem areas)		
Leadership	ssion with students,		
with	r expectations		
Students	ictions are directed at school		
	chool culture of respect,		
	asserptine, and accounted active rement; identify strong examples of		
	this or strong examples that do not support this)		
	100% of students have resources needed to learn		
	(i.e. Observe whether all students have access to school supplies		
~ 1 1.	and other necessary resources; identify any areas of concern)		
Leadership	Leadership focuses on school mission with families, provides		
with Families	clear modeling and clear expectations		
	(i.e. Note if leaders' behaviors and actions are directed at school		
	mission and maintenance of strong school culture of respect,		
	discipline, and academic achievement; identify strong examples of		
	this or strong examples that do not support this)		
	100% of families have resources of information to support		
	child's learning.		
	SCHOOL LEADERSHIP AVERAGE	CE SCODE	

### **FACILITY**

Category	Expectation	Data and Comments	Rating
Exterior	Clean and welcoming exterior (i.e. Note condition and details of parking area, walkway, lighting, doors, windows, signage, side, back, note any area of concern)		
Front Entry	Clean, bright, and welcoming entry with focus on mission (i.e. Note front vestibule, signage and messages indicating school mission and values, note any area of concern)		
Main Office	Clean, bright, and welcoming main office effectively organized (i.e. Note main office, signage and message indicating mission and effective organization of resources, note any area of concern)		
Common Space	Clean, bright, and welcoming common space mission-driven and achievement-oriented (i.e. Note common space, signage indicating school mission and values and celebrating student achievement, note any area of concern)		
Hallways	Clean, bright, and welcoming hallways that are mission-driven and achievement-oriented (i.e. Note common space, any signage indicating mission and recent strong student work celebrating student achievement)		
Classrooms	Clean, bright, and welcoming classrooms that are achievement- oriented and effectively organized (i.e. Note cleanliness, order, signage, student work, organization) See classroom checklist*		
Student Support Classrooms	Clean, bright, and welcoming classrooms that are achievement- oriented and effectively organized (i.e. Note cleanliness, order, signage, student work, organization)		
Offices	Clean, bright, and welcoming office space that celebrates school mission and student achievement  (i.e. Note all leaders' and staff offices, any signage indicating mission and student work celebrating/encouraging achievement)		
Bathrooms	Clean, bright, and welcoming bathrooms (i.e. Look at all bathrooms, note conditions and concerns)		
	FACILITY AVERAGE SCO	ORE	

### STUDENT ARRIVAL

Category	Expectation	Data and Comments	Rating
Punctuality	100% of students arrive on time, all late arrivals addressed		
	according to clearly articulated school protocol		
	(i.e. Review student arrival procedures, note # of late students and		
	school procedures in response, note any area of concern)		
Readiness	100% of students arrive in uniform with school supplies; all		
	students with uniform concerns addressed according to clearly		
	articulated school protocol		
	(i.e. Review student arrival procedures, note # of students out of		
	uniform or unprepared with materials and school procedures in		
	response, note any area of concern)		
Behavior	100% of students behave respectfully towards self, school, and		
	others; any disrespectful behaviors attended to consistently		
	and in accordance with school code of conduct		
	(i.e. Note all behaviors, count # of disrespectful behaviors and		
	school's response)		
Interaction	100% of students greet school staff and 100% of staff greet		
with	students		
Staff	(i.e. Note all greetings, count # of non-greetings and staff response		
	to non-greetings, note any area of concern)		
	STUDENT ARRIVAL AVERAGE	SCORE	

### START OF DAY

Category	Expectation	Data and Comments	Rating
Mission	100% of starting activities support mission and core values		
	(i.e. Note whether schedule ensures 100% of students and staff		
	focus in timely, full, efficient way on learning or school core values)		
Systems	Clear, consistent, highly structured systems and procedures in		
and	place - consistently employed by all staff and followed by all		
Procedures	students; any failure to follow procedures responded to		
	immediately and consistently by school leadership		
	(i.e. Note whether clear, consistent, highly structured school systems		
	and procedures in place to ensure immediate focus on learning,		
	count # of instances systems or procedures not consistently		
	employed, # of times inconsistencies are effectively responded to, #		
	of times inconsistencies are not effectively responded to, or		
	occurrences unsupported by effective systems or procedures)		
Learning	100% of students prepared to and focused on learning		
	(i.e. Note # of students attentive and focused on learning, #		
	inattentive and not focused, how school inspires/demands focus on		
	learning and how school responds to students not prepared to learn)		
Staff	100% of staff inspire and demand all students are prepared to		
Stair	and focused on learning		
	(i.e. Note # of staff inspiring and demanding all students are		
	prepared to and focused on learning, # of staff not doing this, note		
	staff responses to students not prepared to learn)		
Leadership	100% of leadership team inspire and demand all students are		
	prepared to and focused on learning		
	(i.e. Note # of leaders inspiring and demanding all students are		
	prepared to and focused on learning, # of leaders not doing this,		
	note leaders' responses to students not prepared to learn)		
	START OF DAY AVERAGE SCORE		

### **TRANSITIONS**

		2	
Category	Expectation	Data and Comments	Rating
Systems	Effective school wide use of systems and procedures to		
and	smoothly transition students		
Procedures	(i.e. Note use of common systems/procedures in place to smoothly transition student, note any inconsistencies or areas of concern)		
Bathroom	Effective school wide use of systems/procedures to efficiently		
Transitions	transition students to/from bathroom and limit loss of time (i.e. Note bathroom procedures, consistency of use, and amount of time lost to learning, note any areas of concern)		
Behavior	Respectful/orderly student behavior with no behavioral incidents, any behavioral incidents attended to immediately, consistently and clearly (i.e. Note student behaviors with particular attention to any behavioral incidents effectively responded to and/or any behavioral incidents overlooked)		
Punctuality	100% of classes start on time (i.e. Note # of classes starting on time w/ all students in seats ready to learn, note # of classes not starting on time w/all students ready to learn, note any areas of concern)		
Focus on	100% of students promptly transition to academic work		
Learning	(i.e. Note # of classes in which all students promptly transition to work, note # of classes in which not all do,, note any concerns)		
Staff	100% of staff supporting transitions with consistent implementation of systems and procedures (i.e. Note # of staff supporting transitions with consistent implementation of systems & procedures, note any concerns)		
Leadership	100% of leadership supporting transitions with consistent implementation of systems/procedures (i.e. Note # of leaders supporting effective transitions and consistently implementing systems/ procedures, note any concerns)  TRANSITIONS AVERAGE SO	CORE	
	TRANSITIONS AVERAGES		

### **CLASSROOMS**

Category	Expectation	Data and Comments	Rating
Systems	100% use of classroom systems/procedures to efficiently and		
and	effectively promote learning and strong student achievement		
Procedures	(i.e. Note common systems/procedures, note areas of concern)		
BBC	100% of classrooms use BBC to effectively promote learning		
	(i.e. Note use and quality of BBC in all classrooms to smoothly		
	transition student, note any inconsistencies or areas of concern)		
Teaching	100% of classrooms teachers prepared, purposeful, and		
	passionate, fully engaging all students in learning		
	(i.e. Note # of classroom teachers fully engaging all students in		
	learning, # of classroom teachers not, note any areas of concern)		
Learning	100% of classrooms w/students on task & engaged in learning		
	(i.e. Note # of classrooms w/ all students on task and engaged in		
	learning, note # of hands up, materials being effectively used, and		
	responsiveness to lesson, note any areas of concern)		
Student	100% of students w/support services working with same focus		
Support	on rigorous curriculum w/appropriate support		
	(i.e. Note focus/rigor for students w/support services, note concerns)		
	100% of classrooms implement standards-driven, grade-level		
Curriculum	appropriate, rigorous and demanding curriculum		
	(i.e. Note # of classrooms w/ standards-driven lessons and		
	challenging curriculum, note any areas of concern)		
Assessment	100% of classrooms assess student skill and knowledge		
	(i.e. Note # of classrooms using teacher, Do Now, class		
	activities/assignments, homework, quizzes/tests to assess students'		
Student	skill and knowledge, note any areas of concern)		
10 00 00 00 00 00 00	100% of classrooms display strong student work evidencing		
Work	rigorous, college-preparatory curriculum & student mastery (i.e. Note # of classes with student work that is current, masterful,		
	(i.e. Note # of classes with student work that is current, masterful, standards-driven, evidencing rigorous, college-prep curriculum)		
	CLASSROOMS AVERAGE SO	YODE	
	CLASSROUMS AVERAGE SC	UNL	

### **DISCIPLINE**

Category	Expectation	Data and Comments	Rating
Clarity	Behavioral expectations clear to all school staff, students, and families, and communicated in multiple and effective ways throughout the school  (i.e. Note whether behavioral expectations are clear, provided throughout the school building,; and that school behaviors indicate staff and students clearly understand expectations)		
Consistency	Behavioral expectations consistently enforced and behavioral concerns consistently and immediately addressed and responded to, using appropriate consequences positive and negative as outlined in the school's Code of Conduct (i.e. Note whether behavioral expectations consistently enforced by all staff members; note whether behavioral concerns consistently and immediately responded to; note any behavioral concerns that are not immediately or consistently addressed)		
Consequences	Consequences applied fairly and consistently and tied to school mission and student achievement (i.e. Note whether use of physical space –classrooms, Dean of Student's office, and other used spaces – are effectively and efficiently used to consequence behaviors and reinforce mission and student achievement)		
Culture	School culture is respectful, orderly, and achievement- oriented. (i.e. Note overall tone of school atmosphere and degree of respect, order, and focus on achievement that exists; provide examples to support or any areas of concern)  CLASSROOMS AVERAGE SO		

### LUNCH

Category	Expectation	Data and Comments	Rating
Systems	100% use of lunchrooms with effective and efficient use of		
and	systems/procedures to dispense, monitor, and clean up after		
Procedures	lunch (i.e. Note use of common systems and procedures to dispense lunch, monitor lunch, and clean up after lunch; note any areas of concern)		
Behaviors	100% of students acts in an orderly and respectful manner, 100% of staff effectively support and require orderly and respectful lunch atmosphere (i.e. Note student behaviors and staff role,; note any areas of concern)		
Cleanliness	100% of lunchroom spaces are kept clean during lunch period, 100% of lunchrooms demonstrate effective and efficient use of systems and procedures to clean space upon completion (i.e. Note use of systems and procedures for cleaning, efficiency and efficacy of these, and any areas of concern; note cleanliness of all lunchroom spaces upon completion)		
	LUNCH AVERAGE SCOR	E	

### **DISMISSAL**

Category	Expectation	Data and Comments	Rating	
Systems	Clear, consistent, and highly structured systems and			
and	procedures in place to dismiss students in safe and orderly			
Procedures	manner, all systems and procedures consistently employed by			
Troccaures	all staff and followed by all students, all failures to follow			
	procedures responded to immediately and consistently by staff			
	and school leadership			
	(i.e. Note whether clear, consistent, and highly structured school			
	systems and procedures in place to ensure safe and orderly			
	dismissal; count # of instances systems or procedures not			
	consistently employed, # of times inconsistencies are effectively			
	responded to, # of times inconsistencies are not effectively responded			
	to, or occurrences unsupported by effective systems or procedure,			
Ctr. donts	note any areas of concern.)  100% of students dismiss in an orderly and respectful manner			
Students	(i.e. Note # of students dismissing in an orderly and respectful			
	manner, # of students not following procedures and school response			
	to these students, note any areas of concern)			
Staff	100% of staff support student dismissal in an orderly and			
Starr	respectful manner, effectively utilizing school wide systems			
	and procedures			
	(i.e. Note # of staff supporting dismissal in an orderly and respectful			
	manner and effectively utilizing school wide systems and procedures,			
	note any areas of concern)			
Leadership	100% of leadership team support student dismissal in an			
1	orderly and respectful manner, effectively utilizing school			
	wide systems and procedures			
	(i.e. Note # of leadership team supporting dismissal in an orderly			
	and respectful manner and effectively utilizing school wide systems			
	and procedures, note any areas of concern)			
	DISMISSAL AVERAGE SCO			

### AFTER SCHOOL ACTIVITIES

Category	Expectation	Data and Comments	Rating
Systems	Clear, consistent, and highly structured systems and		
and	procedures in place to structure all after school activities in a		
<b>Procedures</b>	safe and orderly manner		
	(i.e. Note whether clear, consistent, and highly structured school systems and procedures in place to ensure safe and orderly after		
	systems and procedures in place to ensure safe and orderly after school activities, note any areas of concern)		
Tutoring	100% of students in tutoring on time, working on academic		
O	materials with guidance and support of teachers and/or tutors		
	(i.e. Note all tutoring activities, and if all students are being		
	academically pushed and supported, if all are on task, note any		
F	areas of concern)		
Enrichment	100% of students in enrichment on time, engaging in enrichment activity with guidance and support of enrichment		
	leader		
	(i.e. Note all enrichment activities, and if all students are engaged		
	and being supported by enrichment leader, note any areas of		
	concern)		
Staff	After school staff upholds Great Lakes Academy behavioral		
	and cultural expectations.		
	(i.e. Staff uses common language, is positive and proactive, and addresses		
D - l	misbehavior appropriately.)		
Behavior	100% of students remaining after school behave respectfully towards self, school, and others, all disrespectful behaviors		
	attended to immediately and consistently and in accordance		
	with school's Code of Conduct		
	(i.e. Note all behaviors, count # of disrespectful behaviors and		
	school's response)		
	AFTER SCHOOL ACTIVITIES AVERA	AGE SCORE	

### APPENDIX D.12 SAMPLE STAFF SURVEY



**Directions**: Please answer the following questions on a scale of 1-5, with 1 being Strongly Agree, and 5 being Strongly Disagree.

Question	Rating (scale of 1-5) 1=Strongly Disagree 2= Disagree 3= Neither agree nor disagree 4= Agree 5= Strongly Agree.	Comments (please feel free to add thoughts to explain your ratings.)
1. I look forward to coming		
to work every day at Great		
Lakes Academy.		
2. I feel valued as a Great		
Lakes Academy staff		
member.		
3. I am given the proper		
amount of support on a daily		
and weekly basis at Great		
Lakes Academy to be		
successful.		
4. I am given the proper		
amount of support on a		
quarterly and annual basis at		
Great Lakes Academy to be		
successful.		
5. I would recommend Great		
Lakes Academy to other		
teachers or administrators		
looking for a job.		
6. Great Lakes Academy is		
preparing all children to be		
successful in college and		
beyond.		
7. I would send my own		
child or a member of my		
family to Great Lakes		
Academy.		
8. Great Lakes Academy has		
a strong school culture that		

promotes growth in adults.	
9. I feel comfortable asking	
other teachers for support	
and help.	
10. I feel comfortable	
approaching the Leadership	
Team for support or with	
questions.	
11. If I have a problem or a	
question, I know who to	
address it to at the school.	
12. I feel safe at Great Lakes	
Academy, before, during,	
and after school.	
13. I always have the	
materials that I need to be	
successful in the classroom.	
14. My time is always valued	
during staff trainings and	
meetings.	
15. The professional	
development at Great Lakes	
Academy is setting me and	
my students up for success.	
16. The staff culture at Great	
Lakes Academy is positive	
and collegial.	
Any other comments?	

## APPENDIX D.13 SAMPLE PARENT/GUARDIAN SURVEY



### PARENT/GUARDIAN SURVEY

**Directions**: Please answer the following questions on a scale of 1-5, with 1 being Strongly Agree, and 5 being Strongly Disagree.

thoughts

10. My child's teacher	
knows my child's strengths	
and weaknesses.	
11. My child feels safe at	
Great Lakes Academy.	
12. My child looks forward	
to going to school every	
morning.	
13. If I have a problem or a	
question, I know who to	
address it to at the school.	
14. If I have a problem or a	
question, it is promptly	
addressed.	
15. I am satisfied with the	
education my child is	
receiving at Great Lakes	
Academy.	
16. My child's teacher cares	
about whether my child is	
prepared for the next grade,	
high school, and college.	
, <u> </u>	
Any other comments?	
ing one comments.	

### APPENDIX D.14 J-FACTOR HANDBOOK

# The J- Factor Handbook



### BOOK OF JOY

The J Factor Handbook describes a variety of chants, cheers and celebrations used at school-wide events and in classrooms to maintain the pace of lessons and build instructional joy. We have included an abbreviated version of this handbook to illustrate an achievement oriented culture that combines joy and rigor.

### Welcome to Great Lakes Academy's Book of Joy.

The following is a list of ideas to bring joy into your classroom and to tap into the overflowing energy of our students. Oftentimes, songs and chants in this book can be used as helpful transitions or additions into the lesson so that student "wiggles" can be OK in the classroom.

We encourage you to add as many of your ideas to this so that it is always a work in progress and always growing!

- ✓ Many of these strategies can also be varied by doing them louder, softer, in a whisper, or like a particular animal or emotion i.e. "Let's do "wiggle them" like we are mice/surprised."
- ✓ The same activities are not going to work all year. Some may be continually successful, but you will probably have to shift your repertoire a little every few months to keep if fresh and fun.
- ✓ After a number of these activities (ex. Wiggle Them) scholars need to pull it together. They need to stop at the end of each activity (no post activity wiggling). They need to be trained on how to move on to the next activity or the rest of the lesson right away. You can do this by slowly quieting and/or slowing down each activity.

In developing this document, we benefited from the generous sharing and collaboration of some of the highest performing urban charter schools in the country including schools within Uncommon Schools, the Achievement First schools, KIPP Academies, Roxbury Preparatory Charter School, Boston Collegiate Charter School, and Building Excellent Schools.

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- 2. Every Day Cheers, Chants and Songs (In Classroom)
  - a. Classroom Culture
  - b. Academics
- 3. Celebrations, Cheers, and Chants (All-School)
  - a. School Culture
  - b. Academics
- 4. Transitions
- 5. Fun Songs
- **6.** Songs for Special Occasions

### **Great Lakes Academy BE GREAT Core Values:**

**Bravery** 

**Endurance** 

Growth

Responsibility

**Achievement** 

**Enthusiasm** 

**Team** 

### **CORE VALUES SONGS AND CHANTS**

### Focus: Try, Try, Try - Try Your Best

(To the tune of "When You're Happy and You Know It")

Try, try, try. Try your best!

On every homework, every project, every test.

When you work your very hardest, you're determined to succeed,

So that focus makes you smarter -

Try your best!

### **RESILIENCE: THE HAPPY SONG**

If you're happy and you know it clap your hands. (Clap, Clap) If you assume the best, then clap your hands. (Clap, Clap) Positive and confident, it's what we all will be, 'Cause we are resilient – clap your hands! (Clap, Clap)

### **Scholarship at Great Lakes Academy**

Leader: Who are we? Scholars: Scholars!

Leader: What do we love?

Scholars: To Learn!

ALL: We have Scholarship at Great Lakes Academy!

### **TEAM**

(to the tune of Ain't No Mountain High Enough) Listen scholars! Ain't no mountain high, ain't no valley low, ain't no river wide enough scholars.

If you ever need a helping hand, we'll be there on the double just as fast as we can.

Don't you know that there ain't no mountain high enough, ain't no valley low enough, ain't no river wide enough, to keep us from getting to college.

### **EVERY DAY CHEERS, CHANTS, AND SONGS (In the classroom)**

### **Celebrations, Cheers and Chants (Culture and Academic)**

### **Celebrations / Cheers**

The Roller Coaster

Raise the Roof

High-Five / Air Five

Kiss Your Brain (say I'm so smart)

Truck Driver

Firecracker

Good Job Me

**Bubble Gum Cheer** 

2.5 Claps Cheer (clap, clap, eerrrrrr.)

Silent Excitement (wave hands in air)

Seal of Approval (Barking like a seal)

Train Whistle

Hip, Hip, Hooray (touch each hip and shout hooray!)

Oreo (pretend to lick palms and stick them together)

Saturday Night Fever (Ah, ah, ah, we did a good job, we did a good job!)

Cowboy Cheer (use pointer finger like a lasso and say "yee haw!")

Snap, Crackle, Pop – (Snap, rub hands, clap)

Rattlesnake (ssssss)

Ketchup bottle (hit fist like it's ketchup)

WOW- (3,"o", 3 w/ fingers & mouth)

Spiderman Cheer (pretend to shoot web out of wrists 4 times)

Touchdown Cheer (throw the ball and show touchdown sign)

### Claps:

A Round of Applause

Tow Stomps and a Clap

Golf

One Clap, Two Claps, Freeze Clap

Marshmallow

### **Alphabet Songs**

### **ALPHABET WITH MOTIONS**

(to "The Ants Go Marching")

A, B, C, D, E, F, G,

H, I! J, K!

L, M, N, O, P, Q, R,

S, T! U, V!

W, X, and Y and Z—

Now I've sung my ABCs,

And I've marched around the room, 'round the room, 'round the room.

Boom, boom, boom!

### **ALPHABET WITH MOTIONS**

\*Example: Teacher: B! Class: B! All: BUH! BUH! BUH! (Pretending to dribble a basketball)\*

A – AH! (Open mouth wide for doctor)

B – BUH! (Dribble a basketball)

C – KUH! (Click a camera).

D – DUH! (Dance)

E – EH! (Raise an elephant trunk)

F – FUH! (Wave hands like a fan)

G – GUH! (Gulp with hands at neck)

H – HUH! (Pant like a happy dog)

I – IH! (Pretend to pick up something icky)

J – JUH! (Jump rope)

K – KUH! (Click a camera again)

L – LUH! (Lick a lollipop)

M – MMM! (Pat your belly like a munching monkey)

N – NUH! (Tap your nose)

O – AW! (Make a circle around each eye)

P – PUH! (Snap your fingers like popping popcorn)

Q – QWAH! (Quack like a duck)

R – RUH! (Move like a robot)

S - SSS! (Slither like a snake)

T – TUH! (Tick like a timer)

U – UH! (Make a muscle)

V – VUH! (Vacuum)

W – WUH! (Move your hands like clothes spinning in a washing machine)

X - KS! (Cross your arms like an X)

Y – YIH! (Make your body into a Y by raising hands above head)

Z – ZUH! (Pretend to zip your shirt)

### **Songs for Phonetic Awareness**

### HICKELTY PICKELTY BUMBLE BEE

Hicklety, picklety bumble bee—won't you say your name for me? (Luis)

Say it (Luis),

Clap it (Lu-is),

Whisper it (Lu-is),

No sound (Lu-is).

### THINK OF A WORRD CHANT

(tap brain while thinking)

Think, think, think of a word.

Think of a word that starts with /k/.

\*Or "ends with /t/" or "rhymes with van," etc.

### **VOWEL POEMS**

A's my name, Two sounds I make, Short /a/ in lamb, Long /a/ in cake

### SHORT VOWEL SONG

(Sung to tune of Old McDonald) The short a is in lamb The short A is in Lamb /a/ /a/ /a/ /a/ /a/

The Short E is in Hen The Short E is in Hen /e/ /e/ /e/ /e/

The short I is in pig
The short I is in pig
/i/ /i/ /i/ /i//i/

### **WORD WALL SONG with 2-letter words**

(By Dr. Jean, sung to "If You're Happy and You Know It")

If you want to spell 'go," say G - O. If you want to spell 'go," say G - O. It's as easy as can be when you sing and spell with me, If you want to spell 'go," say G - O

### **Reading and Reading Mastery Songs**

### READ, BABY, READ

(by Harriet Ball)
(Stomps and Claps – 4X)
You've got to Read, Baby, Read
(Say What?)
You've got to Read, Baby, Read
The more I read, the more I know
The more I know, the more I grow
The more I talk, the less I know
Because knowledge is POWER
and POWER helps others
And I want to ... Umph!
You've got to Read, Baby, Read (2 X)
You've got to Read!

### **ROCKIN READERS**

Reading our books,

All day long.

Thinking as we're reading

So we don't get it wrong!

Problem and solution

And main idea!

Then we give **EVIDENCE** 

To make it clear!

We love reading!

Dee-dee-dah-dee

We love reading!

Dee-dee-dah-dee

### Songs for Teaching Left to Right

### **LEFT TO RIGHT**

(To I'm a Little Teapot)
I can read my book from LEFT to RIGHT
I love to read
with all my might.

My left hand makes an L as you can see! It helps to point to where I read!

### THE NUMBER SONG (FOR WRITING)

(sung to the tune of "This Old Man")

Zero: Round and round

Just like an "O" Now you've made

A big zero.

One: A line straight down

Oh, what fun Now you've made The number one

Two: Make a candy cane

And give it a shoe Now you've made The number two

Three: Around and around

Just like a "B" This is great I made a three Four: Down and across

Then down some more

This is how You make a four

Five: A short line down

Then around like that Mr. Five still needs a hat!

Six: A curved line down

And then around That's the mix To make a six

Seven: Across the sky

And down from heaven

That's the way
To make a seven

Eight: Make an "S"

But please don't wait

Go back up

And make an eight

Nine: Make a circle

And then a line Number nine Looks mighty fine

Ten: Make a one

But that's not al

**Days and Months Songs** 

### DAYS OF THE WEEK

(to "Addams Family theme")

The days of the week (snap, snap)!

The days of the week (snap, snap)!

There's Sunday and there's Monday,

There's Tuesday and there's Wednesday,

There's Thursday and there's Friday,

And then there's Saturday!

The days of the week (snap, snap)!

The days of the week (snap, snap)!

# **Social Studies Songs and Chants**

# **SEVEN CONTINENTS**

To learn the seven continents
Think of the letter "A"
And when you're down to only one
And "E" will save the day!
There's Africa, Antartica, Australia, Asia too!
The ocean runs between them with their waters deep and blue
There's also two Americas: North and South you see
Now we're coming to the end
Europe starts with "E"
E!

# **Sitting Nicely Songs**

# **RUG PRAISE**

(to the tune of "Twinkle, Twinkle")
I see \_\_\_\_\_ on the rug.
Legs curled up, just like a bug.
Eyes are watching,
Hands are in his/her lap.
If you see \_\_\_\_\_, give one clap.

# **Morning Meeting Songs**

# **HELLO NEIGHBOR**

Hello neighbor, what d'ya say? It's gonna be a wonderful day. Clap your hands and boogie on down, Give me a bump and turn around. Point to your eyes, point to your nose. Jump up and down, now touch your toes. Clap your hands, stomp your feet. Let's start the day, now find your seat!

# **CELEBRATIONS, CHEERS, and CHANTS (All-School)**

# **Community Circle**

#### THIS IS THE WAY!

This is the way! Hey!
We start the day! Hey!
We get the knowledge! Hey!
To go to college! Hey!
But don't stop there! Hey!
Go anywhere! Hey!
This is the way! Hey!
We start the day! Hey!

We sit in STAR! Hey! We will go far! Hey! This is the way! Hey! We start the day! Hey!

# **Great Lakes Academy School Chant!**

WE ARE WE ARE GREAT LAKES ACADEMY (whispered) WE ARE WE ARE GREAT LAKES ACEDEMY (whispered)

# SCHOOL CHANT

(first time quiet, second & third time loud)
One school (clap)
One vision (clap clap)
Together we (clap clap)
Are on a mission! (clap clap)

# WHY ARE WE HERE?

Teacher: Why are we here? Scholars: To get an education! Teacher: Why are we here? Scholars: To get an education! Teacher: What do we have to do? Scholars: Work hard all day long! Teacher: What do we have to do? Scholars: Work hard all day long!

# TRANSITIONS and ATTENTION GETTING

## **CLAP ONE TIME....**

Teacher:

Clap one time if you can hear me (clap).

Clap two times if you can hear me (clap clap).

\*Variations on clapping can include "hands in lap," "stand up," "pencils down," etc.\*

# 1, 2, 3

Teacher: 1-2-3, eyes on me! Class: 1-2, eyes on you!

# **CLAP TO ATTENTION**

Teacher:

Claps: Long long short short short.

Students:

(mimics clap)

#### LISTENING IN LINE

One, two—listen and do.
Three, four—face the door.
Five, six—fingers on lips.
Seven, eight—line up straight.

Nine, ten—let the quiet walking begin!

# STEP AND CLAP

We step, step, step (step in place)
And clap, clap, clap (clap)
And bow without a sound. (bow at waist)

We step, step, step, (step in place)
And clap, clap, clap (clap)
And then we touch the ground. (touch the floor)

We clap down low. (clap low)
We clap up high. (clap high in the air)
We touch the ground. (touch the floor)
We touch the sky. (reach hands above head)

We step, step, step, (step in place)
And clap, clap, clap, (clap)
And then we sit right down. (sit down on the floor)

# **HOWDY NEIGHBOR**

Howdy Neighbor! (make big waving motion)
What do you say? (shake hands with each other)
It's going to be a beautiful day. (make circle in front of body with arms)

So clap your hands, (clap your hands)
And stomp your feet. (stomp feet)
Jump up and down, (jump)
Then take a seat. (sit on the floor or in chairs

# Songs for lining up: HALL SONG

Our hands are by our sides, We're standing nice and tall. Our lips are quiet, We're ready for the hall.

Hands (clapped at side) Eyes (forward) Feet (stomp twice) Lips (smack) Smile (smile)

# **FUN SONGS**

# **Activity Bursts in the Classroom:**

\*\*Use these activity bursts in the classroom any time that your scholars are getting restless. A quick burst of activity will help them get their wiggles out and then re-focus on the lesson.

# **OPEN THEM SHUT THEM**

Open them, shut them.

Open them, shut them.

Give a little, tiny clap.

Open them, shut them.

Open them, shut them.

Put them in your tiny lap.

#### WIGGLE THEM

Wiggle them, wiggle them, (wiggle fingers in front of you)

Wiggle them so.

Wiggle them high, (wiggle over head)

And wiggle them low. (wiggle near floor)

Wiggle to the left. (wiggle to the left)

Wiggle to the right. (wiggle to the right)

Wiggle them, wiggle them, (wiggle behind your back)

Out of sight.

Clap them...(roll hands around)

*Snap them...*(snap fingers)

Just like that.

Let me put on my learning hat. (pretend to put on a hat)

# APPENDIX D.15: CURRICULUM DEVELOPMENT TIMELINE

Time	Action	Hiring
After	Executive Director recruits review teams of content and grade level experts to review curriculum throughout year on consulting basis.	Dean of Curriculum position posted and interviewing begins.
submission, before authorization	Executive Director takes Illinois/Common Core/college readiness standards and groups them by grade and subject along the K-8 <sup>th</sup> grade continuum.	Executive Director connects with people via word of mouth to create database of highly recommended teachers.
Upon authorization	Curricular review teams hired (volunteers also	Teaching positions posted; interviews and hiring begins <sup>1</sup>
(~January 2013)	considered). (As teachers are hired for Y1, they are encouraged to participate in these.)	Individuals on recommended list personally contacted and encouraged to apply
February 2013	Curricular Review Team reviews standards Executive Director has created and provide input; Executive Director finalizes K and 1 standards.  Curricular Review Team split subjects, ELA, Math,	Director of Community Outreach & Development hired, Business Manager/Director of Operations Hired
	Science and Social Studies, and create pacing guides for K-1.	Teacher recruitment and hiring begins.
March 2013	Curricular Review Teams creates assessment bank, which illustrates types of questions appropriate and to what depth for each grade level/subject. They draw on criterion and norm referenced tests and work from most successful college preparatory schools.  Pacing Guides Completed, K-1	Dean of Curriculum/Culture hired, on either full-time or part-time basis for FY14-15 school year.  Teacher recruitment and hiring continues.
April 2014	Character and Fitness standards and exit requirements drafted for K-8 <sup>th</sup> grade by Dean.  Curricular Review teams continue assessment bank work. Curricular review team creates sample interim 1 assessments for K and 1: ELA, Math, Science, Social Studies  Curricular Review team creates writing rubrics for grades K and 1.  Dean reviews curricular program choices (such as	Teacher recruitment and hiring continues

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<sup>&</sup>lt;sup>1</sup> Once staff members accept their offers, they will be enrolled in the Great Lakes Academy Professional Development, receiving one book a month with reflection questions to dialogue with the Executive Director about after they read it. Books will include those that have influenced Great Lakes Academy's design, like *How Children Succeed, Teach Like a Champion* and *Driven by Data*. Teachers will also receive some subject-specific books like *The Daily Five* and *Words Their Way* and *Great Habits, Great Readers*. Teachers will receive staff culture books such as *Difficult Conversations* and *The Five Dysfunctions of Team* to build a common culture for staff dialogue. Teachers who are hired later in the winter or spring will receive several of their books at once and a modified timeline to complete the reading. All teachers will complete the Professional Development reading by the first day of Professional Development on July 21, 2014.

Time	Action	Hiring
	Reading Mastery) and makes final recommendations to Executive Director. Executive Director finalizes curricular choices.	C
May 2014	Dean determines Great Lakes Academy standards for K-8 based on state and national standards related to subjects and exit requirements. Executive Director finalizes.  Curricular Review Team creates interim exam #1 for Math, ELA, Science and Social Studies for K-1.  Business Manager/Director of Operations orders upcoming year pre-created curriculum such as Reading Mastery.  Business Manager/Director of Operations purchases all external assessments, such as NWEA MAP testing and	Teacher recruitment and hiring continues
June 2013	Terra Nova (if being used for SS).  Dean creates sample Curricular Alignment Template (CAT) and professional development surrounding this.  Dean creates professional development around assessment creation. Executive Director approves.	Teacher recruitment and hiring continues
July- August 2013	Teachers work with standards and assessments samples to create interim assessments for assigned subjects for grades K and 1.  Dean and Executive Director provide feedback and ultimate approval  Teachers create CATs for K and 1 Reading Comprehension, Writing. (Math will be created in second year based on programs used in Y1, and Common Core standards; Science and Social Studies CATs in Y2 or Y3.) Teachers create first unit daily lesson plans. Dean and Executive Director provide feedback and ultimate approval  Teachers create all interim assessments for assigned subjects. Dean and Executive Director provide feedback and ultimate approval.  Dean and Executive Director lead teacher training in execution of Math, Science, Social Studies and phonics program. Teachers train in STEP execution and grading. Teachers train in	Summer Professional Development begins July 21, 2014, for all staff members, and continues through Monday, August 18, 2014.
2014-15 school	Dean creates pacing guides for 2 <sup>nd</sup> grade, and collects assessment pool for ELA, Math,	
year	assessment pool for ELA, Wath,	

# APPENDIX D.16: READ ALOUD LESSON PLAN TEMPLATE



# **Read Aloud Lesson Plan**

TEACHER:	DATE:	UNIT	
TITLE*:	AUTHOR	GENRE:	

<sup>\*</sup>Text should be 1-2 grade levels above grade level.

		VOCABULARY MINI LESSON (4-8 words)
Word	Page	Definition
	#	

# OBJECTIVE(S) 1. 2. 3. GRAPHIC ORGANIZER(S)/ANCHOR CHART & MATERIALS HOOK and OPENING:

#### 1. Hook Reader

Engage & excite the reader. (Create suspense, make real-world connection, perform skit, choral review of previous skills)

## 2. ID the skill

Name the skill (precise and student friendly), Define the skill, Explain why readers use the skill. (chants, poems, hand movements, images, or props.)

- Model how to use the skill ("For example, yesterday").

-Check for Understanding (Choral or hand gestures)

### 3. Preview the text.

-Front & back cover, title, author, series? Predict. (tied to objective)

	1.
	Hook:
	2.
	Skill:
	Definition:
	CFU:
	3.
	Preview of text:
	MODELING (I DO) AND COMPREHENSION DISCUSSION (WE DO)
	• Keep in mind the objective as you complete the lesson—what do you want all students to be able to do at the end of the reading block for this skill?
	Model the objective, completing a Think Aloud as you do so.
	• Tell students, "Good readers use (objective) to help them understand the story. Or, "I used (objective) to understand what is happening in the story."
	· (Q)-Question (F)-Factual, (I) Inferential (CT) Critical Thinking (TA)-Think Aloud.
4)	p. 1 ( ):
I Do and We Do	
פֿ ,	
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20	
$\Xi$	
	CHECK FOR UNDERSTANDING
	- Ask a CT question that nails the targeted skill. All students answer, recapping how they applied skill to text.
<b>.</b>	- Up to 300 L (Turn and Talk)
Check for Understanding	- 300-600 L (Turn & Talk or Written response) - 600:L+ (Written response)
nd	- 000.L+ (Witten response)
Check for Understar	
ck ers	
ne nd	
<u> </u>	
Post !	Lesson Reflections

# APPENDIX D.17 READING COMPREHENSION LESSON PLAN TEMPLATE



# **Reading Comprehension Lesson Plan Template**

TEACHER:		DATE:		UNIT	
TITLE*:		AUTHOR		GENRE:	
	alf a grade level high t lend itself to the si				<u> </u>
		Vocabul	lary to Flag (1-3	words)	
Word	Page #	Definitio	n		
OBJECTIVE	E(S) (Should relate	e to read-aloud o	bjective)		
Pre Reading/ Pre- Reading/ Pre- Reading   Pre- Reading   Pre-   Planning   Pre-   Pre-	RGANIZER(S)/ANC	CHOR CHART &	MATERIALS		
			OK and OPENING	:	
1. Hook what Read Aloud bo 2. ID the skill - Name the skill (precisor props.) - Model how to use the Check for Understand	se and student friendles skill ("For example,	y), Define the skill yesterday").	, Explain why reade	ers use the skill. (cha	unts, poems, hand movements, images
1. RA Book 2. Skill:					
Definition: CFU:					
MODELING (I DO) Model ONCE. Make Break down steps co	e it clear and conci		rationale behind	strategy.	

PRACTICING TOGETHER (WE DO) (10-15 min)
(Q)-Question (F)-Factual, (I) Inferential (CT) Critical Thinking
Ask Qs that <i>Teach the Reader</i> (Can this be applied to multiple texts?) AND <i>Teach the Text</i> (close reading, word level
analysis)
Teacher starts think-aloud, students finish OR Teacher questions and prompts strategically OR Turn & Talk is followed by
discussion OR Stop and Jot, then discussion OR quick write follows discussion.
INDEPENDENT PRACTICE (YOU DO) (15-20 min)
Give students a new prompt(s) to answer themselves. After grade 2, students should write as well as read.
Post Lesson Reflections

# APPENDIX D.18: GUIDED READING LESSON PLAN TEMPLATE, K-1



Level:		
Title:		
Current STEP Level:		
Reading Group:		
To get to the next level, students	s must be able to:	
,		
Text Preview		How do you chunk the text? Where do you need
Vocabulary/Words to give-		to guide?
Words specific to this text-		•
Concepts-		•
Text features-		
		•
		•
		•
After reading this book, student	s will be better able	to:
Therefore, if they don't get	through	ghout the story, they won't get
•	·	
Pre-Reading/Introduction	(3 min)	
Activate Prior Knowledge/Making	Reading Strategy:	
Connections: Help connect the text to their lives, to knowledge of the world,	0 0,	
or to literary experience.	Comprehension Stra	nteov:
Picture Walk	J 00	8).
Establish Purpose for	Introduction to the	Book:
Reading/Mini-Lesson: Notice text	introduction to the	DOOK.
structure, ask focus questions based on concepts of comprehension, formulate	Vocabulary in Conte	2v+•
predictions (e.g. The title makes me	Vocabulary in Cond	LAL.
think; after looking at the pictures, I		
think the story is going to be about; let's describe the pictures in the		
book) and read to confirm		
predictions made by the students, or		
use graphic organizer to assist in what		
<ul><li>students want to learn from reading.</li><li>When students give responses, push</li></ul>		
them to use WOW or Weekly		
Vocabulary		
Question Answering/Question Generating:	(7 minutes)	
Text Explicit: Right There Questions		
Text Implicit: Think and Search Questions		
Comprehension Monitoring		
Teacher models and students practice		
strategies like rereading to clarify; asking		

questions (Do I understand what this means? Does this make sense? If not, how can I fix it?), use post-it notes to mark questions or vocabulary, etc.	
<ul> <li>During Reading/Guided Practice</li> <li>Allow each child to whisper-read the entire book at his or her own pace while you listen in. Intervene only when a child is having difficulty in understanding the story or when he or she is at an impasse.</li> <li>If children have difficulty with the text, use prompts to encourage them to use problem-solving strategies.</li> <li>Note what you are noticing the child doing (e.g. Tisha isn't attending to text)</li> </ul>	(4 min)
Post Reading	(5 min) (Include opportunities for students to turn and talk)  Summary: (Students must include) •
Post Reading/Comprehension Discussion  Encourage students to ask about anything in the book they wondered about or didn't understand. Conduct a comprehension conversation that addresses their questions and includes critical thinking as well as factual questions.  Inferencing: Adding up the clues to figure out what is not being said  Critical Thinking: Adding up the clues from the whole text and combining that with personal experience/prior knowledge to make an interpretation.	Factual Q:  Inferential Q:  Inferential Think aloud:  Critical Thinking Q:
	Critical Thinking think aloud:

# APPENDIX D.19: GUIDED READING LESSON PLAN TEMPLATE, 2-4



Group:			
Readin	g Level:		
Text &	Author:		
	g Focus:		
To get	to the next level, students must be able to:		
	Introduction to the Book:		
Pre-Reading (5 min)	Reading Strategy:		
ar	Vocabulary in Context:		
Vocabular y	p.		
oca	<b>p.</b>		
y y	<b>p.</b>		
	Students will read pp to		
15	Task when finished reading:		
13-			
) <b>g</b> a (			
ring rdir			
During Reading (13-15 min)			
	Retell (students must include):		
	,		
	CHECK FOR UNDERSTANDING:		
	Factual Oc.		
	Factual Qs:		
$\overline{}$	•		
min)	Inferential Qs	Answe	re
~	Interential Qs	11115WC	15
<b>g</b> (5)			
ıdin			
After Reading (5-7	Critical Thinking Qs		Answers
ter			
Af			

# APPENDIX D.20: STEP SCOPE AND SEQUENCE FOR GUIDED READING

# **STEP Level Analysis**

# **Pre-Reading**

# **Demands:**

- Directionality
- Scholars based on Nursery Rhyme
- 1:1 word correspondence
- Distance between letters and words
- Difference between words and punctuation

# **Components:**

- 1. Letter Names- Upper and Lower case (15)
- 2. Letter Sounds (no target)
- 3. Rhyming Words (6/10)
- 4. Students Name Assessment (4/5)
- 5. Concepts of Print: (5/10)
  - ID words 1:1
  - Directionality: Left to Right, Turning pages
  - Count Number of Words
  - ID 1<sup>st</sup> letter in word
  - Count Letters in a word
  - ID letters within words

# **Bottom Line:**

# **CONCEPTS OF PRINT:**

Directionality, 1:1 correspondence, punctuation, attend to text

# STEP 1

# **Demands:**

- Pattern recognition within text
- 1:1 correspondence
- Attending to Text (Not parroting)
- Punctuation (., !)
- Picture Correspondence
- Read with expression
- Shows basic understanding of the story

# Components:

- 1. Letter Names (35)
- 2. Letter Sounds (8)
- 3. Phonemic Awareness: Matching 1<sup>st</sup> Sounds (6/10)
- 4. Reading Record (5)
- 5. Concepts of Print (10/12):
  - 1:1 Matching
  - Directionality
  - Letter ID
  - Letter Counting
  - Word ID
- 6. Developmental Spelling
  - First/Last Sound (5/20)
  - Short Vowel Attempts (0)

# **Bottom Line:**

# **CONCEPTS OF PRINT:**

Directionality, 1:1 correspondence, punctuation, attend to text

# **Demands:**

- Pattern Text
- Picture Clues
- Sight Words
- Digraphs/Blends
- Word ID
- Factual Comprehension
- Inferential Comprehension
- Phonemic Awareness

# **Components:**

- 1. Letter ID (50)
- 2. Letter Sound ID (18)
- 3. Phonemic Awareness: Segmentation (4-5/10)
- 4. Comprehension: (4/5)
  - 3 Factual
  - 1 Inferential
  - 1 Any reasonable answer
- 5. Developmental Spelling
  - First/Last Sound (12/20)
  - Short Vowel Attempts (0)
- 6. Reading Record:
  - <u>The Sock Is On The Floor</u> (3> errors)
  - On My Way To School (>3 errors)

# **Bottom Line:**

# **CROSS CHECKING:**

Use picture and Letter Sounds to solve unknown words.

# STEP 3

# **Demands:**

- Short Vowels
- Sight Words
- Pattern(Hold onto pattern)
- Directional Words
- Comprehension
- Picture Clues
- Basic Problem/Solution Story

# **Components:**

- 1. Letter Sound ID (24)
- 2. Phonemic Awareness: Segmentation (8/10)
- 3. Comprehension: (4/5)
  - 3 Factual
  - 1 Inferential
  - 1 Critical Thinking
- 4. Developmental Spelling
  - First Sound/Short Vowel/Last Sound (18)
  - Short Vowel Attempts (6)
- 5. Reading Record (Accuracy):
  - 90% or higher (>5 errors)

# **Bottom Line:**

# **WORD SOLVING:**

What do I do when I get to a word I don't know?

# **Demands:**

- Independently read (Timed)
- Multi-syllabic words
- No pattern
- High Frequency Words
- Multiple Characters
- Blends/Digraphs (Beginning/End)
- Phonemic Awareness
- Multiple Decoding Strategies
- Balanced Comprehension Questions (Critical Thinking, Inference, Factual)

# **Components:**

- 1. Comprehension: (5/6)
  - 3 Factual
  - 2 Inferential
  - 1 Critical Thinking
- 2. Developmental Spelling
  - Vowel Sounds (8)
  - Blends/Digraphs (8)
- 3. Reading Record (Accuracy):
  - 90% or higher (>8 errors)
- 4. Reading Rate:
  - 1:34-2:34 (30-50 wpm)
- 5. Fluency (3)
  - Reads in 3-4 word phrases, pays attention to punctuation/syntax, little expression, slows for problem solving.

# **Bottom Line:**

# **SELF-RELIANCE:**

What can I do to help myself?

# STEP 5

# **Demands:**

- Long/Short Vowels
- Different punctuation (" ", dialogue)
- Sequential Story
- Multiple Characters
- Less picture clues
- Readers must draw inferences to understand story
- Rhyming- use as cues

# **Components:**

- 1. Comprehension: (5/6)
  - 2 Factual
  - 2 Inferential
  - 2 Critical Thinking
- Developmental Spelling
  - Vowel Sounds (12)
  - Blends/Digraphs (12)
- Reading Record (Accuracy):
  - 90% or higher (>22 errors)
- Reading Rate:
  - 2:44-5:08 (40-75 wpm)
- Fluency (3)
  - Reads in 3-4 word phrases, pays attention to punctuation/syntax, little expression, slows for problem solving.

# **Bottom Line:**

# **ENDURANCE & INTERPRETATION**

# **Demands:**

- Advanced punctuation
- More dialogue
- Problem solve multi-syllabic words
- Sophisticated vocabulary
- Comprehension Skills
- Text to Self Connections
- Purpose Plot
- Processing
- Vocab (Humor)
- Longer text length

\*STEP 6: ATTEMPTS AT LONG VOWEL SOUNDS AND R-CONTROLLED VOWELS ARE COUNTED

# **Components:**

- 1. Developmental Spelling
  - Long Vowels/Attempts (4)
  - R- Controlled Vowel (2)
- Reading Record (Accuracy):
  - 90% or higher (>19 errors)
- Reading Rate:
  - a. 2:23-4:28 (40-75 wpm)
- Fluency (3)
  - Reads in 3-4 word phrases, pays attention to punctuation/syntax, little expression, slows for problem solving
- Reading Comprehension:
  - a. Oral: (3/4)
    - i. 3 Factual
    - ii. 1 Inference
  - b. Silent: (3/4)
    - i. 1 Factual
    - ii. 1 Inference
    - iii. 2 Critical Thinking

# **Bottom Line:**

# SILENT READING:

How can I hold onto meaning while reading silently?

# **Demands:**

- Minor picture clues
- Increased vocabulary demand
- Changes in font (smaller)
- Books are in paragraph format
- Multiple Events
- Sequential events
- Prefix & suffixes used
- Formations of deeper plot

# **Components:**

- 1. Developmental Spelling
  - a. V-C-e + Long Vowel (2-3)
  - b. R- Controlled Vowel (2-3)
- 2. Reading Record (Accuracy):
  - 90% or higher (>18 errors)
- 3. Reading Rate:
  - c. 1:47-3:35 (50-100 wpm)
- 4. Fluency (3)
  - d. Reads in 3-4 word phrases, pays attention to punctuation/syntax, little expression, slows for problem solving
- Reading Comprehension:
  - Oral: (3/4)
    - i. 1 Factual
    - ii. 2 Inference
    - iii. 1 Critical Thinking
  - Silent: (3/4)
    - i. 1 Factual
    - ii. 2 Inference
    - iii. 1 Critical Thinking

# Bottom Line: CHARACTER MOTIVATION

While reading silently, how do I figure out characters wants/needs?

# **Demands:**

- Text evidence required for responses
- Increased fluency accuracy needed when reading
- Scholars read aloud and silently
- Multisyllabic words (chunking)
- Irregular vowel patterns
- Plot/dialogue between characters
- Sequence within stories
- Narrative and dialogue within character exchanges
- Punctuation: dashes, quotation marks
- Complex sentence structure
- Main characters, events, story elements (determine important details)
- Need to infer character traits
- Scholars must draw conclusions (critical thinking)

# Components:

- 1. Developmental Spelling
  - Long Vowels (2-3)
  - R- Controlled Vowel (2-3)
  - Vowel Digraph/Dipthng (2-3)
  - Complex Blends (2-3)
- 2. Reading Record (Accuracy):
  - 90% or higher (>17 errors)
- 3. Reading Rate:
  - 1:40-3:20 (50-100 wpm)
- 4. Fluency (3)
  - Reads in 3-4 word phrases, pays attention to punctuation/syntax, little expression, slows for problem solving
- 5. Reading Comprehension: (6/8)
  - 2 Factual
  - 1 Inferential
  - 2 Critical Thinking
- 6. Story Retelling (3)
  - Score with provided rubric on assessment form

# **Bottom Line:**

# **CHARACTER CHANGE**

How has the character changed from beginning to end?

# **Demands:**

- Timed silent and independent reading
- Must follow plot & characters throughout a longer text
- Reading for meaning
- Making multiple inferences while reading
- Begin to make text to self connections
- Must use several strategies for decoding
- Scholars must self monitor for comprehension
- Knowledge/mastery of more complex spelling patterns, ex: dipthongs/ complex blends
- Scholars must read comprehension questions and write their responses

# **Components:**

- 1. Developmental Spelling
  - Long Vowels (3-4)
  - R- Controlled Vowel (3-4)
  - Vowel Digraph/Dipthng (3-4)
  - Complex Blends (3-4)
- 2. Reading Record (Accuracy):
  - 90% or higher (>17 errors)
- 3. Reading Rate:
  - 1:39-3:19 (50-100 wpm)
- 4. Fluency (3)
  - Reads in 3-4 word phrases, pays attention to punctuation/syntax, little expression, slows for problem solving
- 5. Reading Comprehension:
  - Oral: (4/5)
    - i. 1 Factual
    - ii. 3 Inference
    - iii. 1 Critical Thinking
  - Written: (2/3)
    - i. 1 Factual
    - ii. 2 Inference
  - Retelling: (3/4)
    - i. Score with provided rubric on assessment form

# **Bottom Line:**

# READING STAMINA

How do I hold the characters and sub-plots, together over time?

# **Demands:**

- Challenging vocabulary, scholars must use multiple decoding strategies
- Personification introduced in books
- Scholars beginning to build background for book
- Books have a theme
- Internal and external character traits/development throughout book
- Books contain changes in setting
- Scholars must sequence within a text
- Multiple text structures
- Increased text length, scholars must increase stamina

# **Components:**

- 1. Developmental Spelling
  - Long Vowels (4-5)
  - R- Controlled Vowel (4-5)
  - Vowel Digraph/Dipthng (4-5)
  - Complex Blends (4-5)
- 2. Reading Record (Accuracy):
  - 90% or higher (>17errors)
- 3. Reading Rate:
  - 1:14-2:04 (75-125 wpm)
- 4. Fluency (3)
  - Reads in 3-4 word phrases, pays attention to punctuation/syntax, little expression, slows for problem solving
- 5. Reading Comprehension:
  - Oral: (4/5)
    - i. 1 Factual
    - ii. 3 Inference
    - iii. 1 Critical Thinking
  - Written: (2/3)
    - i. 3 Inference
    - ii. 2 Critical Thinking
  - Retelling: (3/4)
    - i. Score with provided rubric on assessment form

# **Bottom Line:**

# **OVERALL MEANING**

How do I connect all of the parts/plots to take away overall meaning?

# **Demands:**

- Multiple Plot Lines
- Multiple important characters throughout book
- Complex Sent. Structures
- Must follow plot/characters, sequence of events
- Timed, silent reading
- Written responses to comprehension questions
- Retell using specific details, moving beyond literal meaning
- Spelling of irregular wordsmust be spelled correctly for credit at this STEP level
- Spelling rules- ex.
   Inflectional endings

# **Components:**

- 1. Developmental Spelling
  - Long Vowels in Two Syllable Words (1-2)
  - R- Controlled Vowel (1-2)
  - -ed/-ing endings (2-3)
  - Double Consonants at Syllable Juncture (2-3)
- Reading Record (Accuracy):
  - 90% or higher (>21 errors)
- 3. Reading Rate:
  - 1:40-2:48 (75-125 wpm)
- 4. Fluency (3)
  - Reads in 3-4 word phrases, pays attention to punctuation/syntax, little expression, slows for problem solving
- 5. Reading Comprehension:
  - Oral: (4/5)
    - i. 2 Inference
    - ii. 3 Critical Thinking
  - Written: (2/3)
    - i. 1 Factual
    - ii. 1 Inference
    - iii. 1 Critical Thinking
  - Retelling: (3/4)
    - i. Score with provided rubric on assessment form

**Bottom Line:** 

**SUBTLETLY & FLEXIBILITY** 

# **Demands:**

- Multiple Plot lines in the story
- Multiple main characters throughout
- Complex sentence structures
- Narrator, inner monologue
- Fantastical story elements
- Setting changes throughout story
- Must understand cause and effect
- Multiple themes in story
- Increased text length (increase reading stamina)
- Requires schema
- Rigorous vocabulary
- Character development throughout entire story

# Components:

- 1. Developmental Spelling
  - Long Vowels in Two Syllable Words (2-3)
  - R- Controlled Vowel (2-3)
  - -ed/-ing endings (4-5)
  - Double Consonants at Syllable Juncture (3-4)
- 2. Reading Record (Accuracy):
  - 90% or higher (>19 errors)
- 3. Reading Rate:
  - 1:26-2:23 (75-125 wpm)
- 4. Fluency (3)
  - Reads in 3-4 word phrases, pays attention to punctuation/syntax, little expression, slows for problem solving
- 5. Reading Comprehension:
  - Oral: (4/5)
    - i. 1 Factual
    - ii. 3 Inference
    - iii. 1 Critical Thinking
  - Written: (2/3)
    - i. 1 Factual
    - ii. 1 Inference
    - iii. 1 Critical Thinking
  - Retelling: (3/4)
    - i. Score with provided rubric on assessment form

**Bottom Line:** 

**SUBTLETLY & FLEXIBILITY** 

# APPENDIX D.21:

# KINDERGARTEN AND FIRST GRADE STANDARDS (ELA, MATH, SCIENCE, SOCIAL STUDIES AND SOCIAL/EMOTIONAL LEARNING)

Our scope and sequence for each subject is based upon the Illinois State Standards. Those standards incorporate the Common Core for ELA and Math, and the Next Generation Science Standards for Science. For the sake of space, we have included the standards we will use in Y1 only. Below are the Kindergarten and first grade standards for all subjects, beginning with ELA. Standards for additional grades are similarly based upon the Illinois State Standards and we will produce upon request.

# I. Kindergarten and First Grade English Standards, (from Common Core based Illinois State Standards)

# Reading

		Kindergarten	First Grade
	Literature		
1	Key Ideas & Details	1. With prompting and support, ask and answer questions about key details in a text.	<b>1.</b> Ask and answer questions about key details in a text.
2	Key Ideas & Details	2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3	Key Ideas & Details	3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.
4	Craft & Structure	<b>4.</b> Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5	Craft & Structure	<b>5.</b> Recognize common types of texts (e.g., storybooks, poems).	<b>5.</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6	Craft & Structure	<b>6.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>6.</b> Identify who is telling the story at various points in a text.
7	Integration of Knowledge & Ideas	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<b>7.</b> Use illustrations and details in a story to describe its characters, setting, or events.
9	Integration of Knowledge and Ideas:	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories	<b>9.</b> Compare and contrast the adventures and experiences of characters in stories.
10	Range of Reading and Level of Text Complexity:	10. Actively engage in group reading activities with purpose and understanding	<b>10.</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.
	Informational Texts		
1	Key Ideas & Details	With prompting and support, ask and answer questions about key details in a text	1. Ask and answer questions about key details in a text.
2	Key Ideas & Details	With prompting and support, identify the main topic and retell key details of a text	2. Identify the main topic and retell key details of a text.
3	Key Ideas & Details	With prompting and support, describe the connection between two individuals, events,	<b>3.</b> Describe the connection between two individuals, events, ideas, or pieces of

		ideas, or pieces of information in a text.	information in a text.
4	Craft &	With prompting and support, ask and answer	4. Ask and answer questions to help
4	*		
	Structure	questions about unknown words in a text.	determine or clarify the meaning of words
_	G 6 0	XI de de Company	and phrases in a text.
5	Craft &	Identify the front cover, back cover, and title	<b>5.</b> Know and use various text features (e.g.,
	Structure	page of a book	headings, tables of contents, glossaries,
			electronic menus, icons) to locate key facts
			or information in a text.
6	Craft &	Name the author and illustrator of a text and	<b>6.</b> Distinguish between information
	Structure	define the role of each in presenting the ideas	provided by pictures or other illustrations
		or information in a text.	and information provided by the words in a
			text.
7	Integration of	With prompting and support, describe the	7. Use the illustrations and details in a text
	Knowledge &	relationship between illustrations and the text	to describe its key ideas.
	Ideas	in which they appear (e.g., what person,	
		place, thing, or idea in the text an illustration	
		depicts).	
8	Integration of	With prompting and support, identify the	<b>8.</b> Identify the reasons an author gives to
	Knowledge &	reasons an author gives to support points in a	support points in a text.
	Ideas	text.	
9	Integration of	With prompting and support, identify basic	<b>9.</b> Identify basic similarities in and
	Knowledge &	similarities in and differences between two	differences between two texts on the same
	Ideas	texts on the same topic (e.g., in illustrations,	topic (e.g., in illustrations, descriptions, or
		descriptions, or procedures).	procedures).
10	Range of	Actively engage in group reading activities	<b>10.</b> With prompting and support, read
	Reading and	with purpose and understanding.	informational texts appropriately complex
	Level of Text		for grade 1.
	Complexity:		
	Foundational		
	Skills		
1	Print Concepts	1. Demonstrate understanding of the	1. Demonstrate understanding of the
-	1 rini Concepis	1. Demonstrate anderstanding of the	1. Demonstrate understanding of the
	Trini Concepis	organization and basic features of print	organization and basic features of print.
1a	_	organization and basic features of print	organization and basic features of print.
	Print Concepts	organization and basic features of print a. Follow words from left to right, top to	organization and basic features of print.  a. Recognize the distinguishing features of a
	_	organization and basic features of print	organization and basic features of print.
	Print Concepts	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page	organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization,
1a	_	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are	organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization,
1a	Print Concepts	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific	organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization,
1a	Print Concepts  Print Concepts	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters	organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization,
1a 1b	Print Concepts	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by	organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization,
1a 1b 1c	Print Concepts  Print Concepts  Print Concepts	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print	organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization,
1a 1b	Print Concepts  Print Concepts	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and	organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization,
1a 1b 1c 1d	Print Concepts  Print Concepts  Print Concepts  Print Concepts	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.	organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1a 1b 1c	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken	organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken
1a 1b 1c 1d 2	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
1a 1b 1c 1d	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness Phonological	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Distinguish long from short vowel sounds
1a 1b 1c 1d 2	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness Phonological Awareness	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.
1a 1b 1c 1d 2	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness Phonological Awareness Phonological	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. Orally produce single-syllable words by
1a 1b 1c 1d 2	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness Phonological Awareness	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including
1a 1b 1c 1d 2 2a 2b	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness  Phonological Awareness  Phonological Awareness	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
1a 1b 1c 1d 2	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial
1a 1b 1c 1d 2 2a 2b	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness  Phonological Awareness  Phonological Awareness	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in
1a 1b 1c 1d 2 2a 2b	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1a 1b 1c 1d 2 2a 2b	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  d. Segment spoken single-syllable words
1a 1b 1c 1d 2 2a 2b	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-	organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  d. Segment spoken single-syllable words into their complete sequence of individual
1a 1b 1c 1d 2 2a 2b	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words
1a 1b 1c 1d 2 2a 2b	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs	organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  d. Segment spoken single-syllable words into their complete sequence of individual
1a 1b 1c 1d 2 2a 2b 2c 2d	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  d. Segment spoken single-syllable words into their complete sequence of individual
1a 1b 1c 1d 2 2a 2b	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)  e. Add or substitute individual sounds	organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  d. Segment spoken single-syllable words into their complete sequence of individual
1a 1b 1c 1d 2 2a 2b 2c 2d	Print Concepts  Print Concepts  Print Concepts  Print Concepts  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness  Phonological Awareness	organization and basic features of print  a. Follow words from left to right, top to bottom, and page by page  b. Recognize that spoken words are represented in written language by specific sequences of letters  c. Understand that words are separated by spaces in print  d. Recognize and name all upper- and lowercase letters of the alphabet.  2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  d. Segment spoken single-syllable words into their complete sequence of individual

3	Phonics & Word recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words	<b>3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.
3a	Phonics & Word recognition	a. Demonstrate basic knowledge of one-to- one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	a. Know the spelling-sound correspondences for common consonant digraphs.
3b	Phonics & Word recognition	b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	b. Decode regularly spelled one-syllable words.
3c	Phonics & Word recognition	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	c. Know final - <i>e</i> and common vowel team conventions for representing long vowel sounds.
3d	Phonics & Word recognition	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
3e	Phonics & Word recognition	4. Read emergent-reader texts with purpose and understanding.	e. Decode two-syllable words following basic patterns by breaking the words into syllables.
3f	Phonics & Word recognition		f. Read words with inflectional endings.
3g	Phonics & Word recognition		g. Recognize and read grade-appropriate irregularly spelled words.
4	Fluency	4. Read Emergent reader Texts with purpose and understanding	<b>4.</b> Read with sufficient accuracy and fluency to support comprehension.
4a	Fluency		a. Read grade-level text with purpose and understanding.
4b	Fluency		b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
4c	Fluency		c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4a	Fluency		a. Read grade-level text with purpose and understanding.

# Writing

	Strand	Kindergarten	Grade 1
1	Text Types and Purposes	<b>1.</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is</i> ).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2	Text Types and Purposes	2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<b>2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3	Text Types and Purposes	3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

5	Production and Distribution of Writing	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
6	Production and Distribution of Writing	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
7	Research to Build and Present Knowledge	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
8	Research to Build and Present Knowledge	<b>8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

# Language

1 1a 1b	Conventions of Standard English Conventions of Standard English Conventions of Standard	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.     a. Print many upper- and lowercase letters.      b. Use frequently occurring nouns and verbs.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Print all upper- and lowercase letters.  Use common, proper, and possessive nouns.
1c	English  Conventions of Standard English	c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i> ; <i>We hop</i> ).
1d	Conventions of Standard English	d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Use personal, possessive, and indefinite pronouns (e.g., <i>I</i> , <i>me</i> , <i>my</i> ; <i>they</i> , <i>them</i> , <i>their</i> ; <i>anyone</i> , <i>everything</i> ).
1e	Conventions of Standard English	e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
1f	Conventions of Standard English	f. Produce and expand complete sentences in shared language activities.	f. Use frequently occurring adjectives.
1g	Conventions of Standard English		g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
1h	Conventions of Standard English		h. Use determiners (e.g., articles, demonstratives).
1i	Conventions of Standard English		i. Use frequently occurring prepositions (e.g., during, beyond, toward).
1j	Conventions of Standard English		j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2a	Conventions of Standard English	a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	a. Capitalize dates and names of people.
2b	Conventions of Standard English	b. Recognize and name end punctuation.	b. Use end punctuation for sentences.
2c	Conventions of Standard English	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	c. Use commas in dates and to separate single words in a series.
2d	Conventions of Standard English	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
2e	Conventions of Standard English		e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
4	Vocabulary Acquisition and Usage		4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
4a	Vocabulary Acquisition and Usage		a. Use sentence-level context as a clue to the meaning of a word or phrase.
4b	Vocabulary Acquisition and Usage		<b>b.</b> Use frequently occurring affixes as a clue to the meaning of a word.
4c	Vocabulary Acquisition and Usage		c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).
5	Vocabulary Acquisition and Usage		<b>5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
5a	Vocabulary Acquisition and Usage		a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
5b	Vocabulary Acquisition and Usage		b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).
5c	Vocabulary Acquisition and Usage		c, Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).
5d	Vocabulary Acquisition and Usage		d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
6			<b>6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).

# Listening and Speaking

1	Comprehension and Collaboration	1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	<b>1.</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
1a	Comprehension and Collaboration	a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
1b	Comprehension and Collaboration	b. Continue a conversation through multiple exchanges.	b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
1c	Comprehension and Collaboration		c. Ask questions to clear up any confusion about the topics and texts under discussion.
2	Comprehension and Collaboration	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<b>2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3	Comprehension and Collaboration	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood	<b>3.</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
4	Presentation of Knowledge and Ideas	<b>4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<b>4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5	Presentation of Knowledge and Ideas	<b>5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<b>5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	Presentation of Knowledge and Ideas	<b>6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<b>6.</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 on page 36 for specific expectations.)

# II. Math Standards for Kindergarten and First Grade from Common Core based Illinois State Standards

# **Kindergarten Math Standards:**

# **Counting and Cardinality**

**K.CC** 

# Know number names and the count sequence.

- 1. Count to 100 by ones and by tens.
- 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

# Count to tell the number of objects.

- 4. Understand the relationship between numbers and quantities; connect counting to cardinality.
  - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - c. Understand that each successive number name refers to a quantity that is one larger.
- 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

# Compare numbers.

- 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<sup>1</sup>
- 7. Compare two numbers between 1 and 10 presented as written numerals.

# **Operations and Algebraic Thinking**

K.OA

# Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- 1. Represent addition and subtraction with objects, fingers, mental images, drawings<sup>2</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
- 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- 5. Fluently add and subtract within 5.

# **Number and Operations in Base Ten**

**K.NBT** 

# Work with numbers 11-19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

# Measurement and Data K.MD

# Describe and compare measurable attributes.

<sup>&</sup>lt;sup>5</sup> Include groups with up to ten objects.

<sup>&</sup>lt;sup>6</sup> Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the standards.)

- 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

# Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3

K.G Geometry

# Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- 2. Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). 3.

# Analyze, compare, create, and compose shapes.

- Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
- 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- 6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

#### **First Grade Math Standards:**

# **Operations and Algebraic Thinking**

1.**O**A

# Represent and solve problems involving addition and subtraction.

- Use addition and subtraction within 20 to solve word problems involving situations of adding to. taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.4
- 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

# Understand and apply properties of operations and the relationship between addition and subtraction.

- Apply properties of operations as strategies to add and subtract.<sup>5</sup> Examples: If 8 + 3 = 11 is 3. known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2+6+4=2+10=12. (Associative *property of addition.*)
- Understand subtraction as an unknown-addend problem. For example, subtract 10 8 by finding 4. the number that makes 10 when added to 8.

# Add and subtract within 20.

- 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use 6. mental strategies such as counting on; making ten (e.g., 8+6=8+2+4=10+4=14); decomposing a number leading to a ten (e.g., 13-4=13-3-1=10-1=9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows

<sup>&</sup>lt;sup>3</sup> Limit category counts to be less than or equal to 10.

<sup>&</sup>lt;sup>4</sup> See Glossary, Table 1.

<sup>&</sup>lt;sup>5</sup> Students need not use formal terms for these properties. Great Lakes Academy: Appendix D.21: Kindergarten and First Grade Standards

12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

# Work with addition and subtraction equations.

- 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
- 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11,  $5 = \Box 3$ ,  $6 + 6 = \Box$ .
- MA.9. Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.

# **Number and Operations in Base Ten**

**1.NBT** 

# Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

# Understand place value.

- 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  - a. 10 can be thought of as a bundle of ten ones—called a "ten."
  - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

# Use place value understanding and properties of operations to add and subtract.

- 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement and Data 1.MD

# Measure lengths indirectly and by iterating length units.

- 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

#### Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

#### Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

# Work with money.

MA.5. Identify the values of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to 5 pennies). Use appropriate notation (e.g., 69¢). Use the values of coins in the solutions of problems.

Geometry 1.G

# Reason with shapes and their attributes.

- 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.
- 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- 3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

# III. Social Studies Standards for Kindergarten and first grade

# **Kindergarten Social Studies Standards**

# 14A — Students who meet the standard can understand and explain basic principles of the United States government.

- 1. Name rules and responsibilities that students have at home, in school, and in public places.
- 2. Describe rules that help students treat each other fairly.
- 3. Demonstrate ways students help each other (e.g., taking turns and sharing).
- 4. Explain the consequences of breaking rules.
- 5. Give an example of a fair resolution to a conflict among people.

# 14B — Students who meet the standard can understand the structures and functions of the political systems of Illinois, the United States, and other nations.

- 1. Identify persons who are authority figures in their home, school, and community.
- 2. Describe a person who provides positive leadership for others.
- 3. Name a person who has served as President of the United States.
- 4. Identify a type of official who has an office or role within a government (e.g., mayor, Congressman, President).
- 5. Name a duty, job, or responsibility of a government (e.g., protection of the people, make laws).

#### 14C — Students who meet the standard can understand election processes and responsibilities of citizens.

- 1. Discuss decision-making in their lives.
- 2. Describe a situation where people vote to resolve their differences and decide what to do.
- 3. Lead a class vote over something the class would like to do.
- 4. Explain why majority rule is used in group decision-making (e.g., voting for food at a class party).

# 14D — Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.

- 1. Name a student or parent group that serves their school.
- 2. Describe a person in the community who helps to improve the lives of others (e.g., community center director, day care providers).
- 3. Identify a government official or public servant carrying out their duties or responsibilities (e.g., a police officer arresting a criminal, lifeguard teaching swimming at the city pool).

# 14E — Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues.

- 1. Identify a country other than the United States to which a person can travel.
- 2. Recognize the titles for heads of government (e.g., presidents).

# 14F — Students who meet the standard can understand the development of United States political ideas and traditions.

- 1. Give reasons for being honest and truthful when talking and working with other people.
- 2. State the benefits of showing respect for the ideas and property of others.
- 3. Name a holiday with political significance.
- 4. Identify a patriotic symbol of the United States (e.g., flag, bald eagle).

- 5. Describe what freedom means.
- 6. Recite the Pledge of Allegiance.

## 15A — Students who meet the standard understand economic systems, with an emphasis on the United States.

- 1. Identify goods and services from a set of pictures of goods and services.
- 2. Describe a choice they have made and explain why they had to make a choice.
- 3. Suggest a way in which a scarce item could be distributed (e.g., one jump rope, 3 children).
- 4. Describe jobs they do at home.
- 5. Identify workers they see at school and in the community.

# 15B — Students who meet the standard understand that scarcity necessitates choices by consumers.

- 1. Identify a choice students have made when buying a good or service.
- 2. List goods they want and label them as "wants."
- 3. Make a choice between two items and tell what was given up.

#### 15C — Students who meet the standard understand that scarcity necessitates choices by producers.

- 1. Identify people who produce goods and services in the community.
- 2. List the resources needed to make a simple item.

### 15D — Students who meet the standard understand trade as an exchange of goods or services.

- 1. Identify exchanges that students have made without the use of money.
- 2. Identify exchanges that students have made with the use of money.
- 3. List items that students use but do not make themselves.

# 15E — Students who meet the standard understand the impact of government policies and decisions on production and consumption in the economy.

1. Identify workers who provide public goods and services in the community.

# 16A — Students who meet the standard can apply the skills of historical analysis and interpretation.

- 1. Give an example of an event that occurred in the past and an example of a current event.
- 2. Place a series of events that occurred during their lifetime in chronological order.
- 3. Tell why they need to know about their past, and others' pasts.
- 4. Use a story or an image about the distant past to tell about what life was like during that period.

# 16B — Students who meet the standard understand the development of significant political events.

- 1. Name commemorative holidays and festivals. (US)
- 2. Explain why important people and events are remembered on holidays. (US)
- 3. Tell how a past event has influenced their life. (US)
- 4. Tell about a current political event in the world today. (W)
- 5. Tell how people were governed in the past (e.g., what did kings do? What did nobles do? What rights did people have?). (W)

# 16C — Students who meet the standard understand the development of economic systems.

- 1. Provide examples of goods and services traded in the past. (US)
- 2. Compare/contrast images of people trading in the past and present. (US)
- 3. Identify economic choices (e.g., crops to plant, items to trade) made by people in the past and present. (W)

4. Cite examples of workers from around the world in the past and present. (W)

#### 16D — Students who meet the standard understand Illinois, United States, and world social history.

- 1. Describe a family tradition. (US)
- 2. Use an image or other historical source from the past to describe family roles. (US)
- 3. Describe a community tradition. (US)
- 4. Identify a family tradition from another land. (W)
- 5. Provide examples of traditions and customs from people in the past. (W)

#### 16E — Students who meet the standard understand Illinois, United States, and world environmental history.

- 1. Ask a question about what the physical features of the land were like before people came to the local community. (US)
- 2. Tell how people survived in the local community many years ago. (US)
- 3. Tell how people survived in a place far away and long ago. (W)

# 17A — Students who meet the standard can locate, describe and explain places, regions and features on Earth.

- 1. Describe how physical and human features look between home and school (e.g., hilly, flat, a river, trees).
- 2. Construct a model of the physical and human features on the school grounds or in the neighborhood (e.g., using a sandbox and toys).
- 3. Describe daily changes in the weather and in the seasons in your community.
- 4. Identify land and water areas on a map of the local community and on a globe.
- 5. Identify the globe as a model of Earth.
- 6. Locate objects in the classroom using a simple map.

# 17B — Students who meet the standard can analyze and explain characteristics and interactions of Earth's physical systems.

- 1. Compare physical features of different places around the community using photographs.
- 2. Describe physical features seen on a field trip or a vacation.
- 3. Show seasonal change (e.g., marking the changing length of a student's shadow at various times throughout the year, drawing or taking a picture of a student by a tree at various times throughout the year).

#### 17C — Students who meet the standard can understand relationships between geographic factors and society.

- 1. Identify pictures showing how people use air, water, and land in different ways.
- 2. Describe how people dress for various activities (e.g., making a snowman, going to the beach, going on a picnic).
- 3. Identify food resources coming from farms and water resources from rivers.

#### 17D — Students who meet the standard can understand the historical significance of geography.

- 1. Draw pictures of changes in natural vegetation in your neighborhood during the four seasons.
- 2. Observe and record changes in the school and local community through pictures or photos.
- 3. Tell how shopping areas, housing, play areas, and businesses in the local neighborhood have changed over time.

# 18A — Students who meet the standard can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

1. List cultural groups in your community (e.g., churches, clubs, YMCA).

2. Give examples of language, traditions, and artifacts that represent the community.

## 18B — Students who meet the standard can understand the roles and interactions of individuals and groups in society.

- 1. List activities that groups do together on a regular basis.
- 2. Tell about the roles of family members.
- 3. Tell about the roles performed by people in the community.

#### 18C — Students who meet the standard can understand how social systems form and develop over time.

- 1. List social categories (e.g., father, cousin, employer, friend) to which people belong.
- 2. Identify the basic needs of individuals and groups for survival.

#### **Grade 1 Social Studies Standards**

## 14A — Students who meet the standard can understand and explain basic principles of the United States government.

- 1. Tell about some rules and responsibilities that students have in school to help promote order and safety.
- 2. Name some of the benefits of sharing and taking turns during games and group activities.
- 3. Explain why schools have rules to help students learn.
- 4. Produce new rules that could apply to students' lives at home or school.
- 5. Demonstrate examples of honesty and fairness when playing or working with other students.
- 6. Give an example of how governments help people live safely and fairly.
- 7. Identify why people need governments to help organize or protect people.

## 14B — Students who meet the standard can understand the structures and functions of the political systems of Illinois, the United States, and other nations.

- 1. Identify the officials and political bodies that form the organization of their local government (mayor, police chief, justice of the peace).
- 2. Name the current President of the United States.
- 3. Identify important services provided by local governments to people (e.g., police and fire protection, parks departments).

#### 14C — Students who meet the standard can understand election processes and responsibilities of citizens.

- 1. Discuss a situation in their home or school that illustrates people being responsible in their duties or job.
- 2. List examples of responsible student classroom behavior.
- 3. Summarize the outcome of classroom decision-making in terms of what was decided by the majority of the students.
- 4. Identify elected leaders (e.g., mayor, governor, president).

## 14D — Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.

- 1. Identify a student or parent group that serves the school.
- 2. State the interests of students and adults involved in a school project (e.g., a fund raising activity to buy and build new playground equipment for their school).
- 3. Tell how a student should express ideas in a respectful manner to another student or to teachers.
- 4. Recognize the responsibilities of local government.

### 14E — Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues.

- 1. Tell about someone that students have seen or met (e.g., on television, in a book, in the neighborhood) who lives in another country.
- 2. Tell about food from other countries.
- 3. Identify a product or artifact that comes from another country (e.g., food, toys).

### 14F — Students who meet the standard can understand the development of United States political ideas and traditions.

- 1. Identify an example of behavior that shows someone showing good citizenship (e.g., recycling, being honest when being questioned).
- 2. Give examples of people being honest and truthful when working with others.
- 3. Describe how a holiday such as the Fourth of July represents the idea of freedom.
- 4. Describe how a holiday such as Veteran's Day represents the idea of sacrifice to preserve freedom.
- 5. State reasons why people benefit from basic rights such as freedom of speech.

#### 15A — Students who meet the standard understand economic systems, with an emphasis on the United States.

- 1. List and categorize goods and services families consume.
- 2. Explain how a family made a choice.
- 3. Identify at least three ways in which a scarce item might be distributed in the classroom (e.g., 10 cookies for 20 children).
- 4. Identify jobs students might do to earn pay.
- 5. Identify jobs adults do.
- 6. Match workers in the community to the goods and services they produce.

#### 15B — Students who meet the standard understand that scarcity necessitates choices by consumers.

- 1. Describe times when students or families have been consumers.
- 2. Identify a choice students have made about the use of time.
- 3. Choose between two items and correctly identify the item given up as the opportunity cost.

#### 15C — Students who meet the standard understand that scarcity necessitates choices by producers.

- 1. Explain that people who make goods and services are producers.
- 2. List examples of human, natural, and capital resources.

#### 15D — Students who meet the standard understand trade as an exchange of goods or services.

- 1. Define barter.
- 2. Give examples of barter in the economy.
- 3. Describe a trade that has been made and why the people agreed to trade.

## 15E — Students who meet the standard understand the impact of government policies and decisions on production and consumption in the economy.

1. Identify public goods and services that students or families use.

#### 16A — Students who meet the standard can apply the skills of historical analysis and interpretation.

- 1. Place a series of events from a chronology (e.g., the student's life) in their proper places on a timeline.
- 2. Explain how the individual events on a timeline are related to one another.

- 3. Use a story or an image about the past to describe what life was like for people who lived during that period.
- 4. Explain why people need to know about the history of those who live in other places.

#### 16B — Students who meet the standard understand the development of significant political events.

- 1. Identify key individuals and events in the development of the local community (e.g., Founders' days, names of parks, streets, public buildings). (US)
- 2. Identify a local historical monument or place. (US)
- 3. Explain how an event in United States political history is related to a current community event or issue. (US)
- 4. Identify significant political figures or groups from the past. (W)
- 5. Name significant political ideas from the past. (W)
- 6. Tell about a political event featured in a folk tale, story, or legend (e.g., King Arthur, King Midas). (W)

#### 16C — Students who meet the standard understand the development of economic systems.

- 1. Explain why people traded in the past. (US)
- 2. Describe how people made a living in the past. (US)
- 3. Identify the significance of trade in society in the past and present. (W)
- 4. Describe how people made a living in ancient civilizations. (W)
- 5. Explain how people made economic choices to survive and improve their lives in the past. (W)

#### 16D — Students who meet the standard understand Illinois, United States, and world social history.

- 1. Identify stories and folk-tales that describe various customs practiced in America and/or local communities (e.g., John Henry, Pocahontas). (US)
- 2. Tell how stories and folk-tales influence the behavior of Americans and/or local community members. (US)
- 3. Name a significant social organization that worked to improve life in the community and/or the United States (e.g., Red Cross, VFW, YWCA/YMCA). (US)
- 4. Tell about a person who worked to improve life in the community and/or United States. (US)
- 5. List examples of past traditions found within the local community. (W)
- 6. Interpret stories and folktales from the past to show various customs from groups of people in the past and the influence these customs had on their society. (W)

#### 16E — Students who meet the standard understand Illinois, United States, and world environmental history.

- 1. Tell about a myth, legend, or story that people told long ago to describe the physical environment of a place or region in Illinois or other states. (US)
- 2. Locate the place in the local community where an important event took place. (US)
- 3. Locate place names on a map of Illinois that give a clue to a community's early history and/or physical features. (US)
- 4. Tell about a myth, legend, or story that people told long ago to describe a region or place's physical environment (e.g., stories of floods, castles on hillsides) (W)

#### 17A — Students who meet the standard can locate, describe and explain places, regions and features on Earth.

- 1. Compare physical and human features of different places on the school grounds and in the neighborhood.
- 2. Describe the relative location of places using terms such as near, far, towards, away from, next to, to describe events in the story, using a children's story book, such as "Make Way for Ducklings".

- 3. Locate on a map or drawing the relative location of the school to students' homes.
- 4. Observe and suggest reasons for the locations of stop signs, stoplights, fire hydrants, and other human-made features in the area around the school.
- 5. Identify similar physical characteristics of Earth using the globe and pictures.
- 6. Respond to verbal instructions involving directions (e.g., play "Simon Says" and point to left/right, or up/down when told to do so).

## 17B — Students who meet the standard can analyze and explain characteristics and interactions of Earth's physical systems.

- 1. Describe how seasons relate to the ways people dress and seasonal activities they engage in, in different areas of the world using pictures in books and magazines.
- 2. Look at the sky early in the day and predict what the weather might be like, then record the predictions on a wall chart for several months.
- 3. Identify behaviors that would show respect for the environment.

#### 17C — Students who meet the standard can understand relationships between geographic factors and society.

- 1. Tell how people pollute the air, water, and land.
- 2. Select pictures from a series that show people using the environment to meet their needs (e.g., people cutting trees in a forest, damming up rivers, mining operations).
- 3. Locate pictures showing ways that humans use the natural environment.
- 4. Describe how people have changed the physical and human environment of the school grounds and the surrounding neighborhood.

#### 17D — Students who meet the standard can understand the historical significance of geography.

- 1. Describe daily changes in the weather and changes in the seasons in the local community.
- 2. Describe seasonal changes occurring on the school ground throughout the year.
- 3. Explain why physical and human features in the local environment change over time.

## 18A — Students who meet the standard can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

- 1. Describe how communities within a culture are similar.
- 2. Identify cultural traits.
- 3. Identify symbols of local culture.
- 4. Describe the role of technology in daily life.

## 18B — Students who meet the standard can understand the roles and interactions of individuals and groups in society.

- 1. Define social group.
- 2. Explain how contact with others shapes peoples' lives.
- 3. Give examples of personality differences.
- 4. Tell about the role of families in the community.

#### **18C** — Students who meet the standard can understand how social systems form and develop over time.

- 1. Provide examples of how individuals make choices that affect the group.
- 2. Give examples of group decisions that do not please every individual in the group.

### IV. Science Kindergarten and First Grade Standards

Note: We have pulled the Next Generation Science Standards directly from the website so as to preserve the formatting. We will use those as our science standards to create our scope and sequence in Kindergarten and first grade.

### 1. Space Systems: Patterns and Cycles

#### 1.Space Systems: Patterns and Cycles

Students who demonstrate understanding can:

- 1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]
- 1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]

The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:

#### **Science and Engineering Practices**

#### **Planning and Carrying Out Investigations**

Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

Make observations (firsthand or from media) to collect data that can be used to make comparisons. (1-ESS1-2)

#### **Analyzing and Interpreting Data**

Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (1-

#### **Disciplinary Core Ideas** ESS1.A: The Universe and its Stars

Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1)

#### ESS1.B: Earth and the Solar System

 Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)

#### **Crosscutting Concepts**

#### **Patterns**

Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-ESS1-1),(1-ESS1-2)

#### Connections to Nature of Science

#### Scientific Knowledge Assumes an Order and **Consistency in Natural Systems**

- Science assumes natural events happen today as they happened in the past. (1-ESS1-1)
- Many events are repeated. (1-ESS1-1)

Connections to other DCIs in first grade: N/A

Articulation of DCIs across grade-levels: 3.PS2.A (1-ESS1-1); 5.PS2.B (1-ESS1-1),(1-ESS1-2) 5-ESS1.B (1-ESS1-1),(1-ESS1-2)

Common Core State Standards Connections:

ELA/Literacy

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (1-ESS1-1),(1-ESS1-2)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-ESS1-1),(1-ESS1-2) W.1.8 **Mathematics** 

Reason abstractly and quantitatively. (1-ESS1-2) MP.2 MP.4 Model with mathematics. (1-ESS1-2)

Use appropriate tools strategically. (1-ESS1-2) MP.5

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with 1.0A.A.1 unknowns in all positions, e.g., by using objects, drawings, and equations to represent the problem. (1-ESS1-2)

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1-ESS1-2)

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled "Disciplinary Core Ideas" is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated

#### 1.Structure, Function, and Information Processing

#### 1.Structure, Function, and Information Processing

Students who demonstrate understanding can:

- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.\* [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]
- 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]
- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] [Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]

The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:

#### **Science and Engineering Practices**

#### **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in K-2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-LS3-1)
- Use materials to design a device that solves a specific problem or a solution to a specific problem. (1-LS1-1)

#### Obtaining, Evaluating, and Communicating Information

of natural phenomena and designing solutions.

Obtaining, evaluating, and communicating information in K-2 builds on prior experiences and uses observations and texts to communicate new information.

Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (1-LS1-2)

#### Connections to Nature of Science

#### Scientific Knowledge is Based on Empirical Evidence

Scientists look for patterns and order when making observations about the world. (1-LS1-2)

#### **Disciplinary Core Ideas**

#### LS1.A: Structure and Function

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

#### LS1.B: Growth and Development of Organisms

Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2)

#### LS1.D: Information Processing

Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

#### LS3.A: Inheritance of Traits

Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1)

#### LS3.B: Variation of Traits

Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)

#### **Crosscutting Concepts**

#### **Patterns**

Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-LS1-2),(1-LS3-

#### **Structure and Function**

 The shape and stability of structures of natural and designed objects are related to their function(s). (1-LS1-1)

Connections to Engineering, Technology, and Applications of Science

#### Influence of Engineering, Technology, and Science on Society and the Natural World

Every human-made product is designed by applying some knowledge of the natural world and is built by built using materials derived from the natural world. (1-LS1-1)

Connections to other DCIs in first grade: N/A Articulation of DCIs across grade-levels: K.ETS1.A (1-LS1-1); 3.LS2.D (1-LS1-2) 3.LS3.A (1-LS3-1); 3.LS3.B (1-LS3-1); 4.LS1.A (1-LS1-1); 4.LS1.D (

Common Core State Standards Connections:

ELA/Literacy -

**RI.1.1** Ask and answer questions about key details in a text. (1-LS1-2),(1-LS3-1)

RI.1.2 Identify the main topic and retell key details of a text. (1-LS1-2)

RI.1.10 With prompting and support, read informational texts appropriately complex for grade. (1-LS1-2)

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (1-LS1-W.1.7 1),(1-LS3-1)

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-LS3-1)

**Mathematics** 

MP.2 Reason abstractly and quantitatively. (1-LS3-1)

Use appropriate tools strategically. (1-LS3-1) MP.5

1.NBT.B.3 Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols >, =, and <. (1-LS1-2)

1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning uses. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1-LS1-2)

1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1-LS1-2)

1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (1-LS1-2)

1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-LS3-1)

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

#### 1. Waves: Light and Sound

#### 1.Waves: Light and Sound

Students who demonstrate understanding can:

- **1-PS4-1.** Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]
- **1-PS4-2.** Make observations to construct an evidence-based account that objects can be seen only when illuminated. [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.]
- 1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. [Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).] [Assessment Boundary: Assessment does not include the speed of light.]
- 1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.\* [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string "telephones," and a pattern of drum beats.] [Assessment Boundary: Assessment does not include technological details for how communication devices work.]

  The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:

#### **Science and Engineering Practices**

#### **Planning and Carrying Out Investigations**

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

 Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question. (1-PS4-1),(1-PS4-3)

#### **Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena (1-PS4-2)
- Use tools and materials provided to design a device that solves a specific problem. (1-PS4-4)

#### Connections to Nature of Science

#### Scientific Investigations Use a Variety of Methods

- Science investigations begin with a question. (1-PS4-1)
- Scientists use different ways to study the world. (1-PS4-1) Connections to other DCIs in first grade: N/A

### **Disciplinary Core Ideas**

#### **PS4.A:** Wave Properties

• Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)

#### **PS4.B: Electromagnetic Radiation**

- Objects can be seen if light is available to illuminate them or if they give off their own light. (1-PS4-2)
- Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (1-PS4-3)

### PS4.C: Information Technologies and Instrumentation

 People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4)

#### **Crosscutting Concepts**

#### Cause and Effect

 Simple tests can be designed to gather evidence to support or refute student ideas about causes. (1-PS4-1),(1-PS4-2),(1-PS4-3)

Connections to Engineering, Technology, and Applications of Science

### Influence of Engineering, Technology, and Science, on Society and the Natural World

 People depend on various technologies in their lives; human life would be very different without technology. (1-PS4-4)

Articulation of DCIs across grade-levels: K.ETS1.A (1-PS4-4); 2.PS1.A (1-PS4-3); 2.ETS1.B (1-PS4-4); 4.PS4.C (1-PS4-4); 4.PS4.B (1-PS4-2); 4.ETS1.A (1-PS4-4)

Common Core State Standards Connections:

ELA/Literacy -

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1-PS4-2)

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (1-PS4-1),(1-PS4-3),(1-PS4-3),(1-PS4-4)

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-PS4-1),(1-PS4-2),(1-PS4-3)

**SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (1-PS4-1),(1-PS4-2),(1-PS4-3)

Mathematics -

**MP.5** Use appropriate tools strategically. (1-PS4-4)

**1.MD.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-PS4-4)

**1.MD.A.2** Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (1-PS4-4)

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

#### K.Weather and Climate

#### **K.Weather and Climate**

Students who demonstrate understanding can:

- K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface. [Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]
- K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.\* [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]
- K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.1
- K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, **severe weather.**\* [Clarification Statement: Emphasis is on local forms of severe weather.]

The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:

#### Science and Engineering Practices

#### **Asking Questions and Defining Problems**

Asking questions and defining problems in grades K-2 builds on prior experiences and progresses to simple descriptive questions that can be tested.

 Ask questions based on observations to find more information about the designed world. (K-ESS3-2)

#### **Planning and Carrying Out Investigations**

Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1)

#### Analyzing and Interpreting Data

Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1)

#### **Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in K-2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-

#### Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in K-2 builds on prior experiences and uses observations and texts to communicate new information.

Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2)

#### Connections to Nature of Science

Scientists look for patterns and order when making observations about the world. (K-ESS2-1)

#### Disciplinary Core Ideas

#### PS3.B: Conservation of Energy and Energy Transfer

Sunlight warms Earth's surface. (K-PS3-1),(K-PS3-2) ESS2.D: Weather and Climate

· Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)

#### ESS3.B: Natural Hazards

Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2)

### ETS1.A: Defining and Delimiting an Engineering

Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary to K-ESS3-2)

#### **Crosscutting Concepts**

#### **Patterns**

Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1)

#### **Cause and Effect**

Events have causes that generate observable patterns. (K-PS3-1),(K-PS3-2),(K-ESS3-2)

Connections to Engineering, Technology, and Applications of Science

#### Interdependence of Science, **Engineering, and Technology**

People encounter questions about the natural world every day. (K-ESS3-2)

### Influence of Engineering, Technology, and Science on Society and the Natural

People depend on various technologies in their lives; human life would be very different without technology. (K-ESS3-

#### Scientific Investigations Use a Variety of Methods

Scientists use different ways to study the world. (K-PS3-1)

#### Science Knowledge is Based on Empirical Evidence

Connections to other DCIs in kindergarten: **K.ETS1.A** (K-PS3-2),(K-ESS3-2); **K.ETS1.B** (K-PS3-2)

Articulation of DCIs across grade-levels: 1.PS4.B (K-PS3-1), (K-PS3-2); 2.ESS1.C (K-ESS3-2); 2.ESS2.A (K-ESS2-1); 2.ETS1.B (K-PS3-2); 3.ESS2.D (K-PS3-1), (K-ESS2-1); 3.ESS3.B (K-ESS3-2); **4.ESS2.A** (K-ESS2-1); **4.ESS3.B** (K-ESS3-2); **4.ETS1.A** (K-PS3-2)

Common Core State Standards Connections:

ELA/Literacy

RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2)

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS3-1),(K-PS3-2),(K-ESS2-

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-ESS3-2)

Mathematics -MP.2

Reason abstractly and quantitatively. (K-ESS2-1) MP.4 Model with mathematics. (K-ESS2-1), (K-ESS3-2)

Counting and Cardinality (K-ESS3-2) K.CC K.CC.A Know number names and the count sequence. (K-ESS2-1)

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-ESS2-1)

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. (K-PS3-1),(K-PS3-2)

K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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#### K.Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

#### K.Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Students who demonstrate understanding can:

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.]
- K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]
- K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas, and grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]
- K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.\* [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:

#### **Science and Engineering Practices**

#### **Developing and Using Models**

Modeling in K-2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

Use a model to represent relationships in the natural world. (K-ESS3-1)

#### **Analyzing and Interpreting Data**

Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)

#### **Engaging in Argument from Evidence**

Engaging in argument from evidence in K-2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).

Construct an argument with evidence to support a claim.

#### Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in K-2 builds on prior experiences and uses observations and texts to communicate new information.

Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3)

#### Connections to Nature of Science

#### Scientific Knowledge is Based on Empirical Evidence

 Scientists look for patterns and order when making observations about the world. (K-LS1-1)

#### **Disciplinary Core Ideas**

#### LS1.C: Organization for Matter and Energy Flow in **Organisms**

All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)

#### ESS2.E: Biogeology

Plants and animals can change their environment. (K-ESS2-2)

#### **ESS3.A: Natural Resources**

Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)

#### **ESS3.C: Human Impacts on Earth Systems**

Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to K-ESS2-2),(K-ESS3-3)

#### ETS1.B: Developing Possible Solutions

Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary to K-ESS3-3)

#### **Crosscutting Concepts**

#### **Patterns**

Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)

#### **Cause and Effect**

Events have causes that generate observable patterns. (K-ESS3-3)

#### **Systems and System Models**

Systems in the natural and designed world have parts that work together. (K-ESS2-2),(K-ESS3-1)

Connections to other DCIs in kindergarten: K.ETS1.A (K-ESS3-3)

Articulation of DCIs across grade-levels: 1.LS1.A (K-LS1-1), (K-ESS3-1); 2.LS2.A (K-LS1-1); 2.ETS1.B (K-ESS3-3); 3.LS2.C (K-LS1-1); 3.LS4.B (K-LS1-1); 4.ESS2.E (K-ESS2-2); 4.ESS3.A (K-ESS3-3); 5.LS1.C (K-LS1-1); 5.LS2.A (K-LS1-1),(K-ESS3-1); 5.ESS2.A (K-ESS2-2),(K-ESS3-1); 5.ESS3.C (K-ESS3-3)

Common Core State Standards Connections:

ELA/Literacy

With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2) RI.K.1

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2)

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS2-2), (K-ESS3-3)

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS1-1) W.K.7 Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ESS3-1)

SL.K.5 **Mathematics** 

Reason abstractly and quantitatively. (K-ESS3-1) MP.2

Model with mathematics. (K-ESS3-1) MP.4 K.CC Counting and Cardinality (K-ESS3-1)

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. (K-LS1-1)

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

#### K.Forces and Interactions: Pushes and Pulls

#### K.Forces and Interactions: Pushes and Pulls

Students who demonstrate understanding can:

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled. a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by
- K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.\* [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in

The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:

#### **Science and Engineering Practices**

#### **Planning and Carrying Out Investigations**

Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1)

#### **Analyzing and Interpreting Data**

Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2)

Connections to Nature of Science

#### Scientific Investigations Use a Variety of Methods

• Scientists use different ways to study the world. (K-PS2-1)

#### **Disciplinary Core Ideas**

#### **PS2.A:** Forces and Motion

- Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2)
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2)

#### **PS2.B:** Types of Interactions

When objects touch or collide, they push on one another and can change motion. (K-PS2-1)

#### PS3.C: Relationship Between Energy and Forces

A bigger push or pull makes things speed up or slow down more quickly. (secondary to K-PS2-1)

#### **ETS1.A:** Defining Engineering Problems

 A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (secondary to K-

#### **Crosscutting Concepts**

#### **Cause and Effect**

Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1),(K-PS2-2)

Connections to other DCIs in kindergarten: K.ETS1.A (K-PS2-2); K.ETS1.B (K-PS2-2)

Articulation of DCIs across grade-levels: 2.ETS1.B (K-PS2-1); 3.PS2.A (K-PS2-1), (K-PS2-1); 4.PS3.A (K-PS2-1); 4.ETS1.A (K-PS2-2)

Common Core State Standards Connections:

ELA/Literacy

RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-PS2-2)

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1)

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-PS2-2)

**Mathematics** 

MP.2 Reason abstractly and quantitatively. (K-PS2-1)

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-PS2-1) K.MD.A.1

Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. (K-PS2-1) K.MD.A.2

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

#### V. Social/Emotional Kindergarten and First Grade Standards from Illinois SEL standards

**Kindergarten** (Stage A) (Scope and Sequence, by month.)

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

#### 1A — Identify and manage one's emotions and behavior. (GLA MONTH TAUGHT- September)

- 1. Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in "feeling faces" or photographs.
- 2. Name the emotions felt by characters in stories.
- 3. Identify ways to calm yourself.
- 4. Describe a time you felt the same way a story character felt.
- 5. Discuss classroom and school rules.
- 6. Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.

#### 1B — Recognize personal qualities and external supports. (October)

- 1. Identify things you like to do.
- 2. Identify the values that help you make good choices.
- 3. Identify the people who can give you the help you need.
- 4. Describe things you do well.
- 5. Identify reliable adults from whom you would seek help in an emergency.
- 6. Describe situations in which you feel confident.
- 7. Describe situations in which you feel you need help.
- 8. Demonstrate a special skill or talent you have.

#### 1C — Demonstrate skills related to achieving personal and academic goals. (November)

- 1. Recognize the relationship between what you want to accomplish and setting goals.
- 2. Explain the various aspects of being successful in school.
- 3. Describe a behavior you would like to change.
- 4. Give an example of an academic goal you could set for yourself.
- 5. Give an example of a personal goal you could set for yourself.
- 6. Divide a goal you have set into manageable steps.

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

#### 2A — Recognize the feelings and perspectives of others. (December)

- 1. Recognize that others may interpret the same situation differently from you.
- 2. Recognize that others may feel differently from you about the same situation.
- 3. Describe how others are feeling based on their facial expressions and gestures.
- 4. Explain how interrupting others may make them feel.
- 5. Explain how sharing with and supporting others may make them feel.
- 6. Recognize how changing your behaviors can impact how others feel and respond.

#### 2B — Recognize individual and group similarities and differences. (January)

- 1. Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas).
- 2. Recognize that all people are similar in the needs they share.
- 3. Participate in the development of classroom rules.

- 4. Describe rules that help students treat each other fairly.
- 5. Demonstrate how students help each other (e.g., sharing, not interrupting).
- 6. Demonstrate honesty and fairness while playing or working with others.

#### 2C — Use communication and social skills to interact effectively with others. (February)

- 1. Describe appropriate ways to seek group entry.
- 2. Use "please" and "thank you" appropriately.
- 3. Raise one's hand for recognition.
- 4. Pay attention when someone else is speaking.
- 5. Follow directions given at school.
- 6. Take turns and share toys and other resources with classmates.
- 7. Practice sharing encouraging comments with others.
- 8. Practice saying "no" to protect yourself from unsafe situations.

## 2D — Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. (March)

- 1. Describe situations at school in which classmates might disagree and experience conflict (e.g. refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity).
- 2. Describe situations in the home where children and parents might disagree and experience conflict (e.g., resisting the enforcement of rules or completing of household chores).
- 3. Describe a time when you had a disagreement with someone, what happened, and how you might have handled the situation differently.
- 4. Distinguish between constructive and destructive ways of resolving conflict.
- 5. Use puppets to act out and resolve conflict situations.
- 6. Practice self-calming techniques for anger management as a way to de-escalate conflict situations.

## Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. (April)

#### 3A — Consider ethical, safety, and societal factors in making decisions.

- 1. Identify and follow bus, classroom, and school safety rules.
- 2. Recognize appropriate touch; and avoid inappropriate touch.
- 3. Explain how taking or destroying another's property makes them feel.
- 4. Explain why hitting or yelling at somebody is hurtful and unfair.
- 5. Identify reliable sources of adult help.
- 6. Describe situations when you might feel unsafe and need help (e.g., crossing a busy street, being approached by a strange adult).
- 7. Draw pictures of ways to help others.

#### 3B — Apply decision-making skills to deal responsibly with daily academic and social situations. (May)

- 1. Recognize that one has choices in how to respond to situations.
- 2. Describe calming strategies.
- 3. Brainstorm alternative solutions to problems posed in stories and cartoons.
- 4. Use "I-statements" in expressing feelings.
- 5. Implement stop, think, and act (plan) strategies in solving problems.
- 6. Practice group decision making with one's peers in class meetings.
- 7. Identify foods and behaviors that keep the body healthy.

#### 3C — Contribute to the well-being of one's school and community. (June)

- 1. Identify how you currently help out at home and what else you might do for a caregiver or sibling.
- 2. List ways that students can help their class run more smoothly.
- 3. Express how you feel about helping out in class or at home.
- 4. Describe what you learned about yourself in helping out in class and at home.
- Volunteer for various classroom tasks (e.g., helping with room set up, cleaning up, passing out papers, etc.).
- 6. Participate in making and enforcing class rules.

#### Grade 1 (Stage B)

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

#### 1A — Identify and manage one's emotions and behavior. (September)

- 1. Describe how various situations make you feel.
- 2. Describe your physical responses to strong emotions.
- 3. Recognize that feelings change throughout the day.
- 4. Demonstrate patience in a variety of situations.
- 5. Demonstrate a range of emotions through facial expressions and body language.
- 6. Practice self talk to calm yourself.

#### 1B — Recognize personal qualities and external supports. (October)

- 1. Identify the personal traits of characters in stories.
- 2. Describe an achievement that makes you feel proud.
- 3. Identify a community resource you enjoy using (e.g., play field, park, swimming pool, etc.).
- 4. Identify various helpers in the school community.
- 5. Analyze how you might have done better in a situation.
- 6. Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the beach).

#### 1C — Demonstrate skills related to achieving personal and academic goals. (November)

- 1. Identify a situation you want to change.
- 2. Identify the progress that you have made toward achieving your goal.
- 3. Explain the relationship between success in school and becoming what you want to be.
- 4. Describe how you might improve your classroom behavior (e.g., raise your hand more often, complete assignments, pay attention).
- 5. Make a plan for how to improve your performance in a school subject.
- 6. Make a plan for how to achieve a personal goal.
- 7. Use self-talk to reward yourself for accomplishments

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

#### 2A — Recognize the feelings and perspectives of others. (*December*)

- 1. Identify verbal, physical, and situational cues in stories.
- 2. Recognize the value of sharing diverse perspectives.
- 3. Explain why characters in stories feel as they do.
- 4. Analyze how students being left out might feel.
- 5. Describe how different people interpret the same situation.
- 6. Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions).

#### 2B — Recognize individual and group similarities and differences. (January)

- 1. Recognize the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity, shared interests, religion, and disability).
- 2. Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs).
- 3. Recognize that people who share a cultural tradition differ from one another in other ways.
- 4. Recognize how diversity enriches a community.
- 5. Compare and contrast various family structures.
- 6. Reflect on your experiences with people of different age groups.

#### 2C — Use communication and social skills to interact effectively with others. (February)

- 1. Discuss ways of initiating contact with someone you don't know.
- 2. Discuss how to be a good friend.
- 3. Greet others by name.
- 4. Make and respond appropriately to introductions.
- 5. Summarize a plan for making friends.
- 6. Use appropriate non-verbal communication with others (e.g., movements, gestures, posture, facial expressions).
- 7. Participate in establishing and enforcing ground rules for class and group/team efforts.

## 2D — Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. (March)

- 1. Describe situations at school in which classmates might disagree and experience conflict (e.g. refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity).
- 2. Describe situations in the home where children and parents might disagree and experience conflict (e.g., resisting the enforcement of rules or completing of household chores).
- 3. Describe a time when you had a disagreement with someone, what happened, and how you might have handled the situation differently.
- 4. Distinguish between constructive and destructive ways of resolving conflict.
- 5. Use puppets to act out and resolve conflict situations.
- 6. Practice self-calming techniques for anger management as a way to de-escalate conflict situations.

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

#### 3A — Consider ethical, safety, and societal factors in making decisions. (April)

- 1. Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don't know).
- 2. Explain why it is important to treat others as you would want to be treated.
- 3. Analyze how rules your family uses help its members get along together.
- 4. Contribute to school safety by supporting classroom, lunchroom and playground rules.
- 5. Participate in creating and enforcing classroom rules.
- 6. Demonstrate sharing and taking turns.

#### 3B — Apply decision-making skills to deal responsibly with daily academic and social situations. (May)

- 1. Describe the use of self-talk to calm down.
- 2. Brainstorm alternative solutions to inter-personal problems in the classroom.
- 3. Analyze how your tone of voice influences how others respond to you.

- 4. Analyze the consequences of alternative choices.
- 5. Make healthy choices regarding snacks.6. Demonstrate reflective listening.
- 7. Demonstrate wise decisions regarding safety hazards (e.g., wearing seat belts in cars, wearing a bicycle helmet; avoiding sharp objects, too much sun exposure, and playing with fire).

#### 3C — Contribute to the well-being of one's school and community. (June)

- 1. Identify a way you can help improve your local community.
- 2. Describe what you have done to make a positive difference in your class or school and how you feel.
- 3. Brainstorm ways to help your teacher address a shared concern.
- 4. Volunteer to help out at home in a way that goes beyond what you are expected to do.
- 5. Participate in developing a class policy on teasing.
- 6. Plan and implement a project to improve your local community.

## APPENDIX D.22: SAMPLE KINDERGARTEN WRITING PACING GUIDE

		First Trimester
	Big Ideas/Themes/Guiding Questions	Writing Standards
Kindergarten Writing Standards Pacing Guide	<ul> <li>Free Writing</li> <li>Journal Writing</li> <li>Word Book</li> <li>Choose a topic, sketch it, and then write a tiny bit about it</li> <li>Add more to their picture or words Find and take care of the tools they need for Writer's Workshop</li> <li>Decide on a topic, envision it, and then record the meaning on that page</li> <li>Draw the best they can, and keep going</li> <li>Use pictures and words to write stories like famous authors</li> <li>Separate Sounds in words and write down corresponding letters</li> <li>Stretch out words, listening for initial sounds</li> <li>Use approximate spellings, and move on</li> <li>Use writing tools to match the sounds with the letter that represents it (i.e. alphabet chart)</li> </ul>	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is</i> .).  W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

# APPENDIX D.22: SAMPLE KINDERGARTEN WRITING PACING GUIDE

	Second Trimester			
	Big Ideas/Themes/Guiding Questions	Writing Standards		
Kindergarten Writing Standards Pacing Guide	<ul> <li>Organize and separate finished and unfinished pieces of writing (i.e. red and green stickers)</li> <li>Introduce booklets</li> <li>Write in a range of genres (i.e. lists and letters)</li> <li>Realize that every moment of everyday holds a writing possibility</li> <li>Revise writing</li> <li>Edit and "fancy up" writing for publication</li> <li>Reading into the circle: An Author's Celebration</li> <li>Understand a small moment story</li> <li>Discover one small moment</li> <li>Establish long-term partnerships</li> <li>Stretch one small moment</li> </ul>	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		

# APPENDIX D.22: SAMPLE KINDERGARTEN WRITING PACING GUIDE

	Third Trimester			
	Big Ideas/Themes/Guiding Questions	Writing Standards		
Kindergarten Writing Standards Pacing Guide	Non-Fiction Writing: How-To Books Revison Editing Publishing Party Review of skills learned	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		

### APPENDIX D.23: SAMPLE FIRST GRADE WRITING PACING GUIDE

		First Trimester
	Big Ideas/Themes/Guiding Questions	Writing Standards
First Grade Writing Standards Pacing Guide	•Launch of Writer's Workshop •Using supplies appropriately •Carrying on independently as writers •Using both pictures and words as famous authors do • Stretching and writing words •Spelling the best we canand moving on •Fixing up writing •Editing and fancying up writing •Author celebrations •Small moments •Stretching one small moment •Spacing words •Sketching rather than drawing •Planning details •Learning more sigh words •Writing some words in snap •Focusing on the most important part •Revising and editing with peers (adding more sounds, spelling, punctuation) •Reading aloud for visitors: celebration	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers  W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Great Lakes Academy: Appendix D.23: Sample First Grade Writing Pacing Guide

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# APPENDIX D.23: SAMPLE FIRST GRADE WRITING PACING GUIDE

	Second Trimester			
	Big Ideas/Themes/Guiding Questions	Writing Standards		
First Grade Writing Standards Pacing Guide	•How-To books     •Checking for clarity     •Revising words and pictures     •Incorporating features of How-To writing     •Revising     •Editing: periods, parentheses and colons     •Author celebration     •All-About Books     •Structuring All-About Books: Table of Contents     •Planning chapters     •Making labeled diagrams     •Making texts that teach     •Revising: learning from each others writing     •Revising: fitting information into writing	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers  W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)  W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		

## APPENDIX D.23: SAMPLE FIRST GRADE WRITING PACING GUIDE

	Third Trimester			
	Big Ideas/Themes/Guiding Questions	Writing Standards		
First Grade Writing Standards Pacing Guide	•Intro to revision unit •Adding into the middle of texts •Adding dialogue •Revising by taking away •Teaching children to confer about writing •Showing, not telling •Revising endings •Revising while writing •Learning revision from authors •Revision museum •Revising and editing poetry •Presenting poems to the world celebration	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers  W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)  W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		

# APPENDIX D.24: SAMPLE KINDERGARTEN READING COMPREHENSION PACING GUIDE

	First Trimester				
	Big Ideas/Themes/Guiding Questions	Read Aloud and Literature	Literature (RL)	Informational Text (RI)	
indergarten Reading Standards Pacing Guide	<ul> <li>How to handle and hold books</li> <li>Library/Meeting spot tour</li> <li>What Shared Reading looks like and sounds like (behavioral expectations)</li> <li>Parts of a book</li> <li>Just Right Books</li> <li>Author and Illustrator roles</li> <li>Genres of books</li> <li>Text-to-self connections</li> <li>Ask/Answer: What is happening in the story?</li> <li>Using pictures to make sense of text</li> <li>Introduce characters</li> <li>Making and confirming predictions</li> <li>Introduce setting</li> <li>Identify major events and retell in order</li> <li>Informational Text</li> <li>Compare Fiction and Informational Text</li> <li>Infer characters feelings</li> <li>Use details from illustrations to support points made in discussion</li> <li>Have opinions about the text and state the basis for opinions (tell why)</li> </ul>	Miss Bindergaten Gets Ready for Kindergarten Miss Bindergarten Stays Home from Kindergarten Chrysanthemum Elmer Leo the Late Bloomer The Kissing Hand Peter's Chair Brown Bear, Brown Bear What do You See If You Give a Mouse A Cookie Stellaluna Lily's Purple Plastic Purse The Relatives Came Miss Nelson is missing The Mitten	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major events in a story.  RL.K.4 Ask and answer questions about unknown words in a text.  RL.K.5 Recognize common types of texts (e.g., storybooks, poems).  RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  RL.K.10 Actively engage in group reading activities with purpose and understanding.	RI.K.1 With prompting and support, ask and answer questions about key details in a text RI.K.5 With prompting and support, identify the main topic and retell key details of a text R1.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.10 Actively engage in group reading activities with purpose and understanding.	

## APPENDIX D.24: SAMPLE KINDERGARTEN READING COMPREHENSION PACING GUIDE

	Second Trimester					
	Big Ideas/Themes/Guiding Questions	Read Aloud and Literature	Literature (RL)	Informational Text (RI)		
Kindergarten Reading Standards Pacing Guide	Continue Non-Fiction Text-to-word connections Setting and how it affects the story/characters Compare and contrast characters and setting with two different stories Fantasy vs. realistic fiction Main idea Main idea vs. details Cause and Effect Inference Critical Thinking Text structure Sequence of events Compare and contrast different version of the same story, rhyme, or traditional tale Acquire understanding of new words from context Talk about characters, problems and events in a story Derive information from illustrations Reflect meaning with the voice through pause, comma, stress and phrasing Predictions Text-to -text connections	A House is a House for me Three Little Pigs The True Story of the Three Little Pigs What a Wonderful World The Color of Us The Gingerbread Book We Are All Alike We Are All Different My Nose, Your Nose	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories	RI.K.1 With prompting and support, ask and answer questions about key details in a text RI.K.2 With prompting and support, identify the main topic and retell key details of a text RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.K.10 Actively engage in group reading activities with purpose and understanding.		

## APPENDIX D.24: SAMPLE KINDERGARTEN READING COMPREHENSION PACING GUIDE

	Third Trimester				
Big Ideas/Themes/Guiding Questions	Read Aloud and Literature	Literature (RL)	Informational Text (RI)		
•Inference •Critical Thinking •Cause and effect •Compare and contrast two informational texts •Theme •Plot •Author's Purpose Continue work with: •Text-to-self connections •Text-to text connections • Have opinions about text and state the basis for the opinions •Recognize interesting and new information and add it to their understanding •Retelling w key details		RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major events in a story. RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories RL.K.10 Actively engage in group reading activities with purpose and understanding.	RI.K.1 With prompting and support, ask and answer questions about key details in a text RI.K.2 With prompting and support, identify the main topic and retell key details of a text RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.5 With prompting and support, identify the main topic and retell key details of a text R1.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. RI.K.10 Actively engage in group reading activities with purpose and understanding.		

## APPENDIX D.25: SAMPLE FIRST GRADE READING COMPREHENSION PACING GUIDE

		First Trimester				
	Big Ideas/Themes/Guiding Questions	Read Aloud and Literature	Literature (RL)	Informational Text (RI)		
First Grade Reading Standards Pacing Guide	<ul> <li>Habits of good readers</li> <li>How readers choose books</li> <li>Habits of discussion</li> <li>Care of books</li> <li>Reading partners</li> <li>Activating prior knowledge</li> <li>Text-to-self connections</li> <li>Use pictures to predict and confirm reading</li> </ul>	Wild About Books! No, David David Goes to School David Gets in Trouble The Night Before First Grade Born to Read The Recess Queen Blueberries for Sal Goodnight Moon Frog and Toad Are Friends Rainbow Fist Sloths Lily's Purple Plastic Purse First Day Jitters The Berenstein Bears and the Messy Room Julius the Baby of the World Bread and Jam for Frances The Cat and the Hat Come out and Play, Little Mouse Thank you Bear Harry the Dirty Dog	RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.		

## APPENDIX D.25: SAMPLE FIRST GRADE READING COMPREHENSION PACING GUIDE

	Second Trimester				
	Big Ideas/Themes/Guiding Questions	Read Aloud and Literature	Literature (RL)	Informational Text (RI)	
First Grade Reading Standards Pacing Guide	<ul> <li>Retell</li> <li>Predict</li> <li>Envison</li> <li>Read on as well as re-read to establish meaning</li> <li>Readers think and talk about books</li> <li>Monitor reading to check for what makes sense in the story</li> <li>How-To texts and all about texts</li> <li>Characters</li> <li>Infer</li> <li>Distinguish between new and known information</li> <li>Explain the topic</li> <li>Genre</li> <li>Discuss aspects of story (who, what, where, when, how)</li> <li>Discuss visual, meaning and structure errors</li> <li>Summarize</li> <li>Retell with significant details</li> </ul>	Miss Bindergarten From Kindergarten Kitten's First Full Moon The Recess Queen Mr. Putter and Tabby Catch the Cold Moving Day Iris and Walter Mr. Putter and Tabby Bake the Cake Moving Day The Important Thing Strega Nona Rumplestiltskin The Magic Porrige Pot Sylvester and the magic Pebble The Ugly Duckling The Elves and the Shoemaker Town Mouse Country Mouse The Tortoise and the Hare Hattie and the Fox Joesph Had a Little Overcoat The Art Lesson Tops and Bottoms	RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.6 Identify who is telling the story at various points in a text. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.8 Identify the reasons an author gives to support points in a text. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	

## APPENDIX D.25: SAMPLE FIRST GRADE READING COMPREHENSION PACING GUIDE

	Third Trimester			
	Big Ideas/Themes/Guiding Questions	Read Aloud and Literature	Literature (RL)	Informational Text (RI)
First Grade Reading Standards Pacing Guide	•Characters •Poetry •Biography •Cause and effect •Tall Tales •Reread to clarify meaning •Use increasing knowledge of punctuation to read fluently and meaningfully •Retell a story with significant details •Identify Themes •Read for longer amounts of time •Make inferences based on evidence from the text •Reflect on how we have grown as readers •Make reading plans for the summer and future	Paul Bunyon Mike Fink The Grouchy Lady Bug When Sophie Gets Angry – Really, Really Angry Wilfrid Gordon McDonald Partidge No David!  Poems: Leave Me Alone Eat It-It's Good for You Tooth Truth Big Sister; Girls Can, Too! Making Soup?; Learning The Little Turtle Winter Clothes Goodbye, My Winter Suit The Substitute Teacher Big Sister The Bug I Was Walking in a Circle Elevator Rolling Down a Hill When You Can Read My Brother Learning Monday! Mad Song New School	RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.6 Identify who is telling the story at various points in a text. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9 Compare and contrast the adventures and experiences of characters in stories. RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.8 Identify the reasons an author gives to support points in a text. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1

#### APPENDIX D.25:

### SAMPLE FIRST GRADE READING COMPREHENSION PACING GUIDE

#### Literature

- **RL.1.1** Ask and answer questions about key details in a text.
- **RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL.1.3** Describe characters, settings, and major events in a story, using key details.
- **RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **RL.1.6** Identify who is telling the story at various points in a text.
- **RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.
- **RL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

#### **Informational Text**

- RI.1.1 Ask and answer questions about key details in a text.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- **RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.8** Identify the reasons an author gives to support points in a text.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.

## APPENDIX D.26: SAMPLE KINDERGARTEN READING COMPREHENSION CAT

### \*Thanks to Endeavor College Prep

We ek#	Date	Big Ideas/Themes/Guiding Questions	Habits of Discussion	Read Aloud + Literatur e	Literature Standard (RL)	Nonfiction Texts	Informational Text Standard (RI)
	2012-13						
1.	August 28-30* (3 day week)	Intro to parts of a book: front cover, back cover, spine, title, author, illustrator, print directionality, tracking (STEP q format)Author & illustrator rolesHow to hold/handle booksDifferent genres of books (assess after non-fiction is introduced)	Straight hands to answerQuestion sign to ask a q		RL.K.5 RL.K.6	tbd	RI.K.5
2.	September 3-6* (4 day week)	Fiction Text to self connections Author & illustrator roles Ask/answer: What is happening in the story? HDYK? Using pictures to help make sense of the text Different genres of books	Straight hands to answerQuestion sign to ask a qConnection signAgree/disagreeAdd detail/hand it off (plus sign)		RL.K.1 RL.K.5 RL.K.7 RL.K.10		
3.	September 9-13	FictionText to self connectionsAsk/answer: What is happening in the story? HDYK?Using pictures to help make sense of the textIntro characters	Straight hands to answerQuestion sign to ask a qConnection signAgree/disagreeAdd detail/hand it off (plus sign)		RL.K.1 RL.K.7 RL.K.3		

September 10-20		T	T :		T ==	
Convections   Convections   Convections   Convection sign to ask a q   Connection sign   Connection	4.	September 16-20	Fiction	Straight hands to answer	RL.K.1	
-Ask/amsver: What is happening in the story? -Using pictures to help make sense of the text -Intro setting (place & time of day) -Agree/disagree -Add detail/hand it off (plus sign) -Ask/amsver: What is happening in the story? -Using pictures to help make sense of the text -Add detail/hand it off (plus sign) -Ask/amsver: What is happening in the story? -Using pictures to help make sense of the text -Add detail/hand it off (plus sign) -Ask/amsver: What is happening in the story? -Using pictures to help make sense of the text -Add detail/hand it off (plus sign) -Ask/amsver: What is happening in the story? -Using pictures to help make sense of the text -Identifying major events & retell in order -Add detail/hand it off (plus sign) -Agree/disagree -Add detail/hand it off (plus sign)			Making and confirming predictions			
HDYK?				Question sign to ask a q	RL.K.7	
Using pictures to help make sense of the textIntro setting (place & time of day)  5. September 23-27    Fiction			Ask/answer: What is happening in the story?			
-Intro setting (place & time of day) -Add detail/hand it off (plus sign)  5. September 23-27 Fiction -Making and confirming predictions (woonnections) -Ask/answer: What is happening in the story? HDYK? -Using pictures to help make sense of the text -Ask/answer: What is happening in the story? HDYK? -Using pictures to help make sense of the text -Identifying major events & settal in order -Ask/answer: What is happening in the story? -Question sign to ask a q -Question sign to ask a q -Agree/disagree -Add detail/hand it off (plus sign)  -Straight hands to answer -Question sign to ask a q -Connection sign -Agree/disagree -Add detail/hand it off (plus sign) -Agree/disagree -Agree/disagree -Add detail/hand it off (plus sign)			HDYK?	Connection sign	RL.K.3	
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September 23-27   Fiction			g (t	Add detail/hand it off		
September 23-27						
-Making and confirming predictions (wconnections) -Ask/answer What is happening in the story? HDYK? -Using pictures to help make sense of the text -More practice with characters AND setting (plus sign) -Ask/answer: What is happening in the story? HDYK? -Using pictures to help make sense of the text -More practice with characters AND setting (plus sign) -Ask/answer: What is happening in the story? -Connection sign -Ask/answer: What is happening in the story? -Connection sign -Agree/disagree	5	September 23-27	Fiction		DI K 1	
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-Identifying major events & retell in order						
-Identifying major events & retell in order			Using pictures to help make sense of the text	Agree/disagree		
7. October 7-11 STEP WEEK  October 15-18* (4 day week)  October 15-18* (4						
7. October 7-11 STEP WEEK  October 15-18* (4 day week)  October 15-18* (4			Identifying major events & retell in order	Add detail/hand it off		
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(w/connections)Question sign to ask a qAsk/answer: What is happening in the story?		day week)	eek)Making and confirming <b>predictions</b>			
				Question sign to ask a q		
			Ask/answer: What is happening in the story?			
				Connection sign		

		Using pictures to help make sense of the text	Agree/disagree		
		Identifying major events & retell in order	Add detail/hand it off (plus sign)		
9.	October 21-25	FictionMaking and confirming predictions (w/connections)Ask/answer: What is happening in the story? HDYK?Using pictures to help make sense of the textIdentifying major events & retell in order	Straight hands to answerQuestion sign to ask a qConnection signAgree/disagreeAdd detail/hand it off (plus sign)	R.L.K. 2	
10.	October 28 – November 1	FictionMaking and confirming predictions (w/connections)Ask/answer: What is happening in the story? HDYK?Using pictures to help make sense of the textIdentifying major events & retell in order		R.L.K. 2	
11.	November 4-8	FictionMaking and confirming predictions (w/connections)Ask/answer: What is happening in the story? HDYK?Using pictures to help make sense of the textIdentifying major events & retell in order		R.L.K. 2	
12.	November 12-15* (4 day week)	Non-fictionWhat is informational text? Why/when/how do we use it?How is it different from fiction?Text FeaturesAuthor & illustrator roles			R.I.K.1 R.I.K.6 R.I.K.10

13.	November 18-22	Non-fiction			R.I.K.7
	STEP WEEK	Text Features			
		Using pictures to make sense of text			
		How is it different from fiction?			
		Topic and details Retell what we learned/details			
14.	November 25-27* (3				
	day week) STEP WEEK				
15.	December 2-6	Non-fiction		R.L.K.9	
		Text Features			
		How is it different from fiction? Compare &			
		contrast			
		Topic and details Retell what we learned/details			
16.	December 9-13	Non-fictionText Features			R.I.K.9
		Text Features			
		How is it different from fiction? Compare &			
		contrastTopic and details			
		Retell what we learned/details			
17.	January 6-10	Fiction			
	•				
		Character development			
		Text to world connections			
18.	January 13-17	Fiction			
		Setting and how it affects the			
		story/characters			
19.	January 21-24* (4	Fiction			
17.	day week)				
		Compare & contrast characters & setting			

		(w/2 different stories)	
20.	January 27-31	Fiction	
		Compare & contrast fantasy & realistic fiction	
21.	February 3-7 STEP WEEK		
22.	February 10-14	Fiction	
		Main idea of fiction texts (finding evidence to support; main idea vs. details)	
23.	February 18-21* (4 day week)	Fiction	
	day week)	Main idea of fiction texts (finding evidence to support; main idea vs. details)	
24.	February 24-28	NonfictionMain idea of non-fiction texts (finding evidence to support; main idea vs. details)Author's purpose  R.I.K. R.I.K.	2.3
25.	March 3-7	Fiction	
		Cause & effect	
		Inference	
26.	March 10- 14	Fiction	
		Cause & effect	
		Inference	
		Critical thinking	
27.	March 17- 21	Fiction	
		Cause & effect	
		Inference	
		Critical thinking	
28.	March 24-28 STEP WEEK		
29.	March 31-April 4	Nonfiction	

		Compare & contrast 2 informational texts
30.	April 7-11	NonfictionCompare & contrast 2 informational texts
31.	April 28- May 2 CST Testing	FictionTheme & plot
32.	May 5-9 CST Testing	FictionTheme & plot
33.	May 12-16	Review weekCause & effectInferenceCritical thinking
34.	May 19- 23 STEP WEEK	
35.	May 27-30 * (4 day week) STEP WEEK	
36.	June 2-6	FictionInferenceCritical thinking
37.	June 9-13 Stanford 10 Testing	FictionInferenceCritical thinking
38.	June 16-20 Final Exams	FictionInferenceCritical thinking

## APPENDIX D.27: SAMPLE FIRST GRADE READING COMPREHENSION CAT

### \*Thanks to Endeavor College Prep

We ek #	Date	Big Ideas/Themes/Guiding Questions	Read Aloud + Literature	Literature Standard (RL)	Nonfiction Texts	Informational Text Standard (RI)
	Summer Academy: August 19-23					
1.	August 28-30* (3 day week)	Intro to Habits of Good Readers Intro to Habits of Discussion	Wild About Books!	RL.1.1 Ask and answer questions about key details in a text.		
2.	September 3- 6* (4 day week)	Habits of Good Readers Habits of Discussion Activating Prior Knowledge (Our LPs)	No, David David Goes to School David Gets in Trouble	RL.1.1 Ask and answer questions about key details in a text. RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1		
3.	September 9- 13	Text-to-Self Connections (Original LPs) Text-to-Text Connections (Original LPs)	The Night Before First Grade Born to Read The Recess Queen	RL.1.1 Ask and answer questions about key details in a text. RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1		
4.	September 16- 20	Fiction vs. Nonfiction Texts Locate Info in Non-Fiction Texts Using Its Features Reading Photographs and Diagrams			Jaguars The Recess Queen Giant Pandas (AZ) Monkeys Rockets and Spaceships Cows on the Farm Pigs on the Farm Earth's Water (AZ)	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
5.	September 23- 27	Determining the Meaning of Unknown Words Using the Glossary, Photographs, & Context Clues			Jaguars Trains Sloths Earth's Water (AZ) A Day in the Life	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Great Lakes Academy: Appendix D.27: Sample First Grade Reading Comprehension CAT

			of A Firefi Rockets & Spaceship	various text features
6.	September 30- October 4	Determining the Meaning of Unknown Words Using Context Clues Determine what the Author is Trying to Teach us Using Text Features	Rockets a Spaceshij Trains Hibernatio Let's Mak The Four S	os questions to help determine or clarify the meaning of words and phrases in a text.
7.	October 7-11	Identify the main topic of a book using the title and information in the text to describe what the book is all about Retell parts of a story by describing what they learned about the topic in a section of text.	A Bed for (3 Other N Books)	1
8.	October 15- 18* (4 day week)	Retell larger sections of a story Retell a book and list 3 facts learned Identify what the author is trying to teach us	Gorillas (A Jaguars Night Anii (AZ) Sharks (A	topic and retell key mals details of a text RI.1.7 Use the illustrations

		(May need to cut last lesson)			The Four Seasons Let's Make Pizza	describe its key ideas RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
9.	October 21-25	Describe a book as fiction or nonfiction. Identify the characters. Distinguish between main characters and secondary characters.	Rainbow Fish Sloths Lily's Purple Plastic Purse The Recess Queen First Day Jitters The Berenstein Bears and the Messy Room Bonk's Bad Dream (AZ) The Little Red Hen (AZ) Julius the Baby of the World Gopher Goes Outside (AZ)	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.  RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.		
10.	October 28 – November 1	Describe the main character. Explain how a character changes. Identify the setting.	Julius the Baby of the World Rainbow Fish Bonk's Bad Dream (AZ) Thank you, Bear Harry the Dirty Dog The Berenstein Bears and the Messy Room Bread and Jam for Frances The Recess Queen The Cat in the Hat First Day Jitters	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.  RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
11.	November 4-8	Identify an event in the story. Sequence the events in a story. Identify the problems in a story.	Bread and Jam for Frances Come Out and Play, Little Mouse Rainbow Fish Thank You, Bear Bark, George The Berenstein Bears	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.  RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.		

			T	1	1	
			and the Messy Room			
			Billy Gets Lost (AZ)			
12.	November 12-	Identify the main problem.	Lily's Purple Plastic	RL.1.7 Use illustrations and details in		
	15* (4 day	(Add another main problem	Purse	a story to describe its characters,		
	week)	lesson)	The Berenstein Bears	setting, or events.		
			and the Messy Room			
			Billy Gets Lost (AZ)	RL.1.2 Retell stories, including key		
			Rainbow Fish	details, and demonstrate		
				understanding of their central		
				message or lesson.		
13.	November 18-	Identify the solution.	Lily's Purple Plastic	RL.1.7 Use illustrations and details in		
	22	Retell the story.	Purse	a story to describe its characters,		
		Create a reading summary by	Berenstein Bears and	setting, or events.		
		writing about the character,	the Messy Room	5,		
		setting, problem and solution.	Rainbow Fish	RL.1.2 Retell stories, including key		
		0.1	Julius the Baby of the	details, and demonstrate		
			World	understanding of their central		
			Bark, George	message or lesson.		
			Thank You, Bear			
			Harry the Dirty Dog			
			Just Me and My Dad			
			Billy Gets Lost (AZ)			
14.	November 25-	Compare and contrast how-			Monkeys	RI.1.9 Identify basic
	27* (3 day	to texts and all about texts.			Pigs on the Farm	similarities in and
	week)	Identify steps in a procedure.			Cows on the Farm	differences between two
	,	Follow the steps in a how-to			Tomatoes to	texts on the same topic
		book.			Ketchup	(e.g., in illustrations,
					How to Make	descriptions, or
					Paper (AZ)	procedures).
					Tomatoes Grow in	RL.1.7 Use illustrations
					6 Steps (AZ)	and details in a story to
					Oranges to	describe its characters,
					Orange Juice	setting, or events.
					How to Make a	
					Snowperson (AZ)	
15.	December 2-6	Describe what the reader			How to Make	RL.1.7 Use illustrations
		needs to do first next and last.			Lemonade	and details in a story to
		Describe what the reader			(AZ???)	describe its characters,
		needs to do first next and last.			How to Make a	setting, or events.
					Snow Person (AZ)	<i>J.</i>
16.	December 9-				( -/	
	13					
	_			1	1	

17.	January 6-10	Distinguish between main	The Recess Queen	RL.1.7 Use illustrations and details in		
' ' '	January 0-10	character and secondary	Mr. Putter and Tabby	a story to describe its characters,		
		character.	Catch the Cold	setting, or events.		
		Describe something they	Mike's Good Bad Day	setting, or events.		
		know about the character	(AZ)	RL.1.2 Retell stories, including key		
		using illustrations and text.	Moving Day	details, and demonstrate		
		Identify the problem in the	Iris and Walter	understanding of their central		
		story.	Mr. Putter and Tabby	message or lesson.		
		Make predictions about what	Bake the Cake			
		the character might do to				
		solve the problem.				
		Describe the character's				
18.	January 13-17	actions.  Predict the character's	Iris and Walter	DI 4.7.11 ''II I I I I I I I I I I I I I I I I		
10.	January 13-17	actions to specific events.	Mr. Putter and Tabby	RL.1.7 Use illustrations and details in		
		Identify how their prediction	Bake the Cake	a story to describe its characters, setting, or events.		
		was similar to or different from	Iris and Walter True	setting, or events.		
		what the character actually	Friends	RL.1.2 Retell stories, including key		
		did.		details, and demonstrate		
		Infer character's motivations.		understanding of their central		
				message or lesson.		
19.	January 21-24*	Infer characters feelings.	Iris and Walter True	RL.1.7 Use illustrations and details in		
	(4 day week)	Describe how a character's	Friends	a story to describe its characters,		
		feelings change.	Little Bill Shipwreck	setting, or events.		
			Saturday	RL.1.2 Retell stories, including key		
				details, and demonstrate		
				understanding of their central		
				message or lesson.		
20.	January 27-31	Retell a story.	Little Bill Shipwreck	RL.1.2 Retell stories, including key		
		Retell a story.	Saturday	details, and demonstrate		
		Retell a story.	Little Bill The Meanest	understanding of their central		
			Thing to Say	message or lesson.		
			Terrell's Taste buds (AZ)			
			Moving Day			
			Mike's Bad News Day (AZ)			
21.	February 3-7	Make inferences about	(ML)		Why Should I Eat	RI1.2 Identify the main
	1 Soldary 3-7	information in the text.			Well	topic and retell key
		Figure out the meaning of an			Eating Well	details of a text.
		unknown word.			Good Enough to	RI1.3Describe the
		Figure out the meaning of an			Eat	connection between
		unknown word.			Eating Well	two individuals, events,
					Summer Olympic	ideas, or pieces of

				Events (AZ)	information in a text. RI1.41.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI1.7Use the illustrations and details in a text to describe its key ideas.
22.	February 10-14	Explain the topic of a book. Explain the topic of a book. Distinguish between new and known information.		The Edible Pyramid Dinosaurs Alive and Well Good Enough to Eat My Amazing Body The Food We Eat (AZ) I'm Allergic to Peanuts (AZ) All About Kites (AZ) Is That a Fish? (AZ)	RI1.2 Identify the main topic and retell key details of a text. RI1.3Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI1.41.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI1.7Use the illustrations and details in a text to describe its key ideas.
23.	February 18- 21* (4 day week)	Figure out why the author included certain information. Synthesize what they learned about nutrition.		The Monster Health Book Eating Well (Copies of text from unit)	RI1.2 Identify the main topic and retell key details of a text. RI1.3Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI1.4_1.4_ Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI1.7Use the illustrations and details in a text to describe its key ideas. RI1.1_ Ask and answer

					questions about key details in a text.
24.	February 24-28	Define the genre of Folklore. Describe when the setting in a story changes. Describe the characters in a story as make-believe or not.	Strega Nona Rumpelstiltskin The Magic Porrige Pot Sylvester and the Magic Pebble The Ugly Duckling (simplified version)	RL 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.  RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  RL1.3 Describe characters, settings, and major events in a story, using key details.	
25.	March 3-7	Retell the story. Retell.	The Elves and the Shoemaker (GR) Strega Nona Goldilocks and the Other Three Bears (AZ) Henny Penny*** The Three Little Pigs (AZ)	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.  RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  RL1.3 Describe characters, settings, and major events in a story, using key details.  RL1.9 Compare and contrast the adventures and experiences of characters in stories.	
26.	March 10- 14	Identify how a character's feelings change. Describe the central message or lesson. Describe the central message or lesson.	The Boy Who Cried Wolf Town Mouse Country Mouse*** Fables****** The Tortoise and the Hare	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.  RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  RL1.3 Describe characters, settings, and major events in a story, using key details.  RL1.9 Compare and contrast the adventures and experiences of characters in stories.	

27.	March 17- 21	How character's feelings change. Identify how a character's feelings change. Describe how a character changes and what caused the change.	The Ugly Duckling Rumpelstiltskin The Boy Who Cried Wolf Town Mouse Country Mouse The Tortoise and the Hare Sylvester and the Magic Pebble	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.  RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  RL1.3 Describe characters, settings, and major events in a story, using key details.  RL1.9 Compare and contrast the adventures and experiences of characters in stories.	
28.	March 24-28	Read poems in meaningful phrases. Read poems in meaningful phrases. Read poems by identifying rhyming or repeating patterns.	Poems: Leave Me Alone Eat It- It's Good for You Tooth Truth Big Sister Girls Can, Too! Making Soup? Learning The Little Turtle	RF.1.4 Read with sufficient accuracy and fluency to support comprehension. RF.1.4a Read grade-level text with purpose and understanding. RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
29.	March 31-April 4	Paraphrase a stanza of a poem.  Describe what is happening in the poem by making a mindmovie.  Describe what is happening in the poem by making a mindmovie.	Poems: Tooth Truth Winter Clothes Eat It- It's Good for You Goodbye, My Winter Suit The Substitute Teacher Big Sister The Bug The Little Turtle	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL1.3 Describe characters, settings, and major events in a story, using key details.	
30.	April 7-11	Explain how the way the author structures the poem adds to the meaning.  Describe the topic of the poem.  Determine the message of the poem.	Poems: I Was Walking in a Circle Elevator Seal Rolling Down a Hill When You Can Read	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL1.3 Describe characters, settings, and major events in a story, using key details.	

			Goodbye My Winter Suit My Brother Learning			
31.	April 28- May 2 CST Testing	Identify words/phrases in a poem that suggest feeling. Identify words/phrases in a poem that appeal to the senses.  Describe how the poem makes them feel.	Poems: Monday! New School I Am Roaring Like A Lion Mad Song The Toaster The Sleeping Bag What the Popcorn Said Weather My Brother Surprises and Sulk Moving	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL1.3 Describe characters, settings, and major events in a story, using key details. RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		
32.	May 5-9 CST Testing	Describe the topic of a biography. Identify the cause of an event. Identify the effect of an event.			Roberto Clemente- Pride of the Pittsburg Pirates Dizzy Hank Aaron: Brave in Every Way Wilma Unlimited Alvin Ailey	RI 1.2Identify the main topic and retell key details of a text. RI1.3Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI1.8Identify the reasons an author gives to support points in a text.
33.	May 12-16	Identify the cause and effect of events.  Analyze an important event in the subject's life.  Describe a key event in the subject's life.			Hank Aaron: Brave in Every Way Catching the Moon Richard Wright and the Library Card Roberto Clemente- Pride of the Pittsburg Pirates Dizzy	RI 1.2Identify the main topic and retell key details of a text. RI1.3Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI1.8Identify the reasons an author gives to support points in a text.

					Mermaid Queen	
34.	May 19- 23	Describe the central figure's character traits by analyzing what he/she says and does. Determine the author's central message. Determine the author's central message.			Salt in his Shoes America's Champion Swimmer: Gertrude Ederle Catching the Moon Wilma Unlimited Garrett Morgan and the Traffic Signal (AZ)	RI 1.2Identify the main topic and retell key details of a text. RI1.3Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI1.8Identify the reasons an author gives to support points in a text.
35.	May 27-30 * (4 day week)	Introduction to Tall Tale***	TBD	RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL1.7 Use illustrations and details in a story to describe its characters, setting, or events.		
36.	June 2-6	Synthesize a tall tale. Describe the plot. Describe the cause and effect of big events. Describe the traits of the main character.	Paul Bunyon Mike Fink	RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL1.7 Use illustrations and details in a story to describe its characters, setting, or events.  1.3 Describe characters, settings, and major events in a story, using key details. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.		
37.	June 9-13 Stanford 10 Testing	Identify the details that are exaggerated. Describe the author's purpose for exaggerating an element.	Mike Fink	RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL1.7 Use illustrations and details in a story to describe its characters, setting, or events.  1.3 Describe characters, settings, and major events in a story, using key details.		

			RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	
38.	June 16-20 Final Exams			

## APPENDIX D.28: SAMPLE KINDERGARTEN WRITING CAT (CURRICULUM MAP)

## \*THANK YOU TO ENDEAVOR COLLEGE PREP

Week #	Date	Big Ideas/Themes/Guiding Questions	Standards	Unit	Additional Resources
	Summer Academy: August 19-23				
1.	August 28-30* (3 day week)	Writing Workshop		What is writing?  How to hold a pencil  How and where to write your name and date on your paper  Where to draw your picture	•
2.	September 3-6* (4 day week)	Writing Workshop			•
3.	September 9-13	Writing Workshop		What is writing? (putting what is in your head on paper so other people can see)  How to come up with ideas: Brainstorming  Choosing one topic and staying on topi	•
4.	September 16-20	Writing Workshop		What is a detail  Adding details  What is a lable?  Adding Lables (stretching words to write letters many scholars will not have the knowledge to fully sound things out, but they may use inventive spelling, scribbles, etc.	Review details and lables, have scholars explain their "writing" and make sure to dictate, push them to add more details to develop their ideas

Great Lakes Academy: Appendix D.28: Sample Kindergarten Writing CAT

5.	September 23-27	Informative writing	CC Standards taught:	What is research? How do we	Adding a sentence: If
			w.k.5,3,6,7,8,	research? How do we write a research	you can think it, you can say it; if you can
				paper? How is it different from a narrative?	say it, you can write it!
					(add later, when editing: if you can
				Use 4 square to write a research piece	write it, you can read
				on a topic as a class (each scholar writes their own, but on a shared topic)	it!) • STRETCHING WORDS
				Times their error, but on a shared topic,	
6.	September 30- October 4	<ul> <li>Informative writing</li> </ul>			<ul> <li>Sentence writing:</li> <li>Stretching words,</li> </ul>
					spaces, BEGIN WITH
7.	October 7-11	Informative writing			CAPITAL •
8.	October 15-18* (4	Informative writing			Sentence writing: Stretching
	day week)				words, spaces, begin with a
					capital, END WITH PUNCTUATION
9.	October 21-25	Informative writing			•
10.	October 28 –	Informative writing			Sentence Writing:
	November 1				Writing 2 sentences to add detail.
11.	November 4-8	<ul> <li>Informative writing</li> </ul>	CC Standards taught:	Use 4 square to write a research piece	•
			w.k.5,3,6,7,8,	on a topic as a class (each scholar writes their own, but on a shared topic)	
				Share writing with peers to add details/edit	
				publish research piece	
12.	November 12-15* (4	Informative writing			•
13.	day week) November 18-22	Informative writing			•
		ASSESSMENT			
14.	November 25-27* (3 day week)	<ul> <li>Personal Narrative</li> </ul>	CC Standards taught: w.k.2, 5	Draw a picture to tell about a subject (ie: family, what you did over the	
	day week,		VV.N.Z, O	tie. ramily, what you did over the	

				weekend, about friend)	
				·	
				Add details to a picture	
				Label a picture to describe picture	
15.	December 2-6	Personal Narrative	CC Standards taught: w.k.2, 5	Draw a picture to tell about a subject (ie: family, what you did over the weekend, about friend)Add details to a pictureLabel a picture to describe picture	•
				Add a sentence to describe picture	
16.	December 9-13	Personal Narrative			•
17.	January 6-10	Personal Narrative	CC Standards taught: w.k.5,3,6,7,8,	introduce 4 square graphic organizer to write 4 details/ideas about a single topic (do first one informational, since they are familiar with writing informational pieces) What is a narrative? Use 4 square to write a narrative	
18.	January 13-17	Personal Narrative			•
19.	January 21-24* (4 day week)	Personal Narrative	CC Standards taught: w.k.5,3,6,7,8,	Use 4 square to write a narrative Have scholars share writing with one another and add details to make their stories more exciting Publish narrative piece	•
20.	January 27-31	Personal Narrative			•
21.	February 3-7	Personal Narrative			•

22.	February 10-14	Personal Narrative			•
23.	February 18-21* (4 day week)	Personal Narrative			•
24.	February 24-28	Personal Narrative			•
25.	March 3-7	<ul> <li>Personal Narrative ASSESSMENT</li> </ul>			•
26.	March 10- 14	<ul> <li>Persuasive</li> </ul>	CC Standards taught: w.k. 1,5,6	What is an opinion? How do we write an opinion piece?Use 4 square to write an opinion piece (ie: my favorite book is because)	
27.	March 17- 21	<ul> <li>Persuasive</li> </ul>	CC Standards taught: w.k. 1,5,6	Use 4 square to write an opinion piece (ie: my favorite book is because)Share writing with peers to add details/editpublish research piece	•
28.	March 24-28	<ul> <li>Persuasive</li> </ul>			•
29.	March 31-April 4	<ul> <li>Persuasive</li> </ul>			•
30.	April 7-11	<ul> <li>Persuasive</li> </ul>			•
31.	April 28- May 2 CST Testing	• Persuasive	CC Standars taught: w.k. 1,5,6	Use 4 square to write an opinion piece (ie: my favorite book is because)Share writing with peers to add details/editpublish research piece	•
32.	May 5-9 CST Testing	<ul> <li>Persuasive</li> </ul>			•
33.	May 12-16	<ul> <li>Persuasive</li> </ul>			•
34.	May 19- 23	<ul> <li>Persuasive</li> </ul>			•

35.	May 27-30 * (4 day	<ul> <li>Persuasive</li> </ul>		•
	week)			
36.	June 2-6	<ul> <li>Persuasive</li> </ul>		•
37.	June 9-13 Stanford 10 Testing	Persuasive     ASSESSMENT		
38.	June 16-20 Final Exams	<ul> <li>Persuasive</li> </ul>		

# APPENDIX D.29: SAMPLE FIRST GRADE WRITING CAT

## \*Thanks to Endeavor College Prep

Unit	Dates	Lucy Calkins - Lessons	Standards
1: Launching the	Week 1	1: Starting the Writing Workshop	CCSS.ELA-Literacy.W.1.5 With
Writing		2: Carrying on Independently as Writers	guidance and support from adults,
Workshop		3: Using Supplies independently	focus on a topic, respond to
	Week 2	4: Telling Stories in Illustrations	questions and suggestions from
		5: Drawing Even Hard-to-Make Ideas	peers, and add details to strengthen
		6: Using Both Pictures and Words Like Famous	writing as needed.
		Authors	
		7: Stretching and Writing Words	
	Week 3	8: Stretching and Writing Words: Initial Sounds	
		9: Spelling the Best we can and Moving On	
		10: Using Writing Tools: The Alphabet Chart	
		11: Creating a Place for Writing In Progress:	
		Long Term Projects	
		12: Introducing Booklets	
	Week 4	13: Widening Writing Possibilities: Lists and	
		Letters	
		14: Widening Writing Possibilities: Real World	
		Purposes	
		15: Fixing Up Writing	
		16: Editing and Fancying Up Writing	
		17: Reading Into the Circle: An Author's	
		celebration	

	Week 5	1: Introducing How-To-Books	CCSS.ELA-Literacy.W.1.2 Write
2: Informative		2: Checking for Clarity	informative/explanatory texts in
Writing		3: Revising Words and Pictures	which they name a topic, supply
		4: Incorporating Features of How-To Writing	some facts about the topic, and
		5: Revising: Learning from a Variety of How-To	provide some sense of closure.
		Writing	CCSS.ELA-Literacy.W.1.5 With
	Week 6	6: Editing: Using Periods (and colons)	guidance and support from adults,
		Second How-To Book (Independent)	focus on a topic, respond to
		1: Introducing How-To-Books/Brainstorming	questions and suggestions from
		New Topic	peers, and add details to strengthen
		2: Checking for Clarity	writing as needed.
		3: Revising Words and Pictures	
		4: Incorporating Features of How-To Writing	
	Week 7	5: Revising: Learning from other Student Writing	
		6: Editing: Using Periods (and colons)	
		Flex Days – Finish How-To Books	
	Week 8	7: Introducing All About Books	
		8: Structuring All About Books: The Table of	
		Contents	
		9: Planning Each Chapter: Choosing Papers and	
		Structures	
		10: Making Labeled Diagrams	
	Week 9	11: Making Texts that Teach	
		12: Revising: Learning From Each Other's	
		Writing	
		13: Revising: Fitting Information Into Writing	
		14: Editing: Becoming Resourceful Word	
		Solvers	
		Second All About Book (Independent)	

		7: Introducing All About Books/Brainstorming	
		New Topic	
	Week 10	8: Structuring All About Books: The Table of	
		Contents	
		9: Planning Each Chapter: Choosing Papers and	
		Structures	
		10: Making Labeled Diagrams	
		11: Making Texts that Teach	
		12: Revising: Learning From Each Other's	
		Writing	
	Week 11	13: Revising: Fitting Information Into Writing	
week 11		14: Editing: Becoming Resourceful Word	
		Solvers	
		Flex Days- Finish All About Books	
	Week 12	Flex Days Author's Choice – Write How-To or All	
		About Book	
	Week 13	Informative Writing Prompt	
3: Personal	Week 14	1: Understanding a Small Moment Story	CCSS.ELA-Literacy.W.1.3 Write
Narrative		2: Discovering One Small Moment	narratives in which they recount
		3: Establishing Long Term Partnerships	two or more appropriately
	Week 15	4: Stretching One Small Moment	sequenced events, include some
		5: Stretching and Writing Words	details regarding what happened,
		6: Sketching Rather than Drawing	use temporal words to signal event
		7: Planning Details	order, and provide some sense of
		8: Internalizing Story Shapes	closure.
	Week 16	9: Storytelling with Partners	CCSS.ELA-Literacy.W.1.5 With
		10: Writing Some Words in a Snap	guidance and support from adults,
		11: Focusing on the Most Important Part	focus on a topic, respond to

		12: Revealing Internal Stories 13: Writing Close-In Story Endings	questions and suggestions from peers, and add details to strengthen
	Week 17	14: Revising and Editing with Partners 15: Reading Aloud with Visitors and Author's	writing as needed.
		Celebration	
		Second Personal Narrative	
		1/2: Choosing a Small Moment	
		4: Stretching One Small Moment	
	Week 18	5: Stretching and Writing Words	-
	WEEK 10	7: Planning Details 8: Internalizing Story Shapes	
		9: Storytelling with Partners	
		10: Writing Some Words in a Snap	
		11: Focusing on the Most Important Part	
	Week 19	12: Revealing Internal Stories	-
		13: Writing Close-In Story Endings	
		14: Revising and Editing with Partners	
		15: Reading Aloud with Visitors and Author's	
		Celebration	
	Week 20	Third Personal Narrative	
		1/2: Choosing a Small Moment	
		4: Stretching One Small Moment	
		5: Stretching and Writing Words	
		7: Planning Details	
		8: Internalizing Story Shapes	
	Week 21	9: Storytelling with Partners	
		10: Writing Some Words in a Snap	
		11: Focusing on the Most Important Part	
		12: Revealing Internal Stories	
Great Lakes Academy: Annandi		13: Writing Close-In Story Endings	

Great Lakes Academy: Appendix D.29: Sample First Grade Writing CAT

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	Week 22	14: Revising and Editing with Partners	
		15: Reading Aloud with Visitors and Author's	
		Celebration	
		Fourth Personal Narrative	
		1/2: Choosing a Small Moment	
		4: Stretching One Small Moment	
		5: Stretching and Writing Words	
	Week 23	7: Planning Details	
		8: Internalizing Story Shapes	
		9: Storytelling with Partners	
		10: Writing Some Words in a Snap	
	Week 24	11: Focusing on the Most Important Part	
		12: Revealing Internal Stories	
		13: Writing Close-In Story Endings	
		14: Revising and Editing with Partners	
		15: Reading Aloud with Visitors and Author's	
		Celebration	
	Week 25	Narrative Writing Prompt	
	Week 26	Fact ns. Opinion	CCSS.ELA-Literacy.W.1.1 Write
4: Persuasive		1: Fact vs. Opinion	opinion pieces in which they
Writing		2: Fact vs. Opinion	introduce the topic or name the
· <b>G</b>		3: Anchor Chart/Noticing Chart	book they are writing about, state
		4: Immersion (Exposing Children to different	an opinion, supply a reason for the
		types of Persuasive and Opinion Writing)	opinion, and provide some sense of
		5: Immersion	closure.
			CCSS.ELA-Literacy.W.1.5 With
	Week 27	6 - What is Persuasion	guidance and support from adults,
	VVCCR Z/	7 – Choosing Persuasive Language	focus on a topic, respond to
		8 – Supporting our Opinions	questions and suggestions from
		o Supporting our Opinions	questions and suggestions from

	Guided	peers, and add details to strengthen
	9 – Writing a Persuasive Paragraph	writing as needed.
	10 – Writing a Persuasive Paragraph	
Week 28	11 – Writing a Persuasive Paragraph	
	Independent	
	12 - Writing a Persuasive Paragraph	
	13 - Writing a Persuasive Paragraph	
	14 - Writing a Persuasive Paragraph	
	15 – Writing a Persuasive Paragraph	
Week 29	16 – Into to Persuasive Letters	
	Guided	
	17- Writing a Persuasive Letter	
	18 - Writing a Persuasive Letter	
	Independent	
	19 - Writing a Persuasive Letter	
	20 - Writing a Persuasive Letter	
Week 30	21 - Writing a Persuasive Letter	
	Commercials	
	22 – Intro to Commercials	
	23 – writing a class commercial	
	24 – Writing a class commercial	
	25 – writing individual commercial or ads	
Week 31	26 – writing individual commercial or ads	
	27 – writing individual commercial or ads	
	Book Review	
	28 – Intro to Writing a Book Review	
	29 – Writing a class book review	
	30 – Writing a class book review	
Week 32	31 - Writing Book Review	
	32 - Writing Book Review	

	33 - Writing Book Review	
Week 33	Author's Choice:	
	Writing Persuasive Paragraph, Letter,	
	Commercial, or Book Review	
Week 34	Author's Choice:	
	Writing Persuasive Paragraph, Letter,	
	Commercial, or Book Review	
Week 35	Author's Choice:	
	Writing Persuasive Paragraph, Letter,	
	Commercial, or Book Review	
Week 36	Persuasive Writing Prompt	

## Appendix E.1: Operations Start-Up Plan

Appendix E.1: Operation	ns Start-up Plan
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Great Lakes Academy Charter School		ne		п	of ity													
Action Plan	ive or	usi		Ja   In	or (		~	~	~			4		4			4	
P= Primary; S= Secondary; C= Consultant	Executive Director	Dir. of Ops/Busine	Board	Dean of Curriculum	Director of Community	S	0ct13	Nov-13	Dec-13	Jan-14	Feb-14	r-1	r-14	y-1.	Jun-14	Jul-14	Aug-14	Sep-14
Task/ Planning Area/ Timeline	Exe Dir	Dir Op:	Bos	Dea	Dir Cor	BES	0ct	Nov	Dec	Jan	Feb	Ma	Apr-14	Maj	Jun	Jul	Aug	Sep
Student Recruitment & Admissions																		
Design and disseminate informational flyer/packets at local businesses, nail salons, churches, etc.	P				S	С												
Identify community organizations to help with awareness generation	P				S													
Work with community organizations to generate awareness & interest	P				S													
Hold Monthly Sneakers on the Street Events to raise awareness and interest.	P				S													
Host information sessions	P			S	S													
Design student enrollment forms	P	S																
Conduct admissions lottery	S	P																
Establish wait list (or repeat lottery)	S	P																
Confirm acceptances - Phone calls, then Home visits	P	С		S														
Request student records		P																
Receive student records		P																
Informational Flyer																		
Design family information flyer.	P				S	S												
Make copies and deliver flyers.	P				S													
Post flyer on website.	P				S													
Post flyers and leaflets in communities	P				S													
Enrollment Form																		
Design student enrollment form.	P					С												
Post enrollment form on website.	S	P																
Publicity Campaign																		
Press release?		P																
Information Sessions	-	•		•							-				-			
Secure locations for information sessions.	P																	
Create sign up sheets for information sessions.	P																	
Admissions Lottery																		
Collect enrollment forms.	S	P																
Secure a location.	S	P																
Notify families of status.	S			P														
Administrative																		
Develop database for student reporting (e.g. bi-weekly progress reports)	S	P		S														
Work with Kickboard to design paycheck system, recordkeeping	S	P		S														

Great Lakes Academy Charter School		je Je		Е	r Y													
Action Plan	ive	 usir		f Ilui	or o							_						
P= Primary; S= Secondary; C= Consultant	Executive Director	Dir. of Ops/Busine	Board	Dean of Curriculum	Director of Community	,,	0ct13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14
Task/ Planning Area/ Timeline	Exe Dir	Dir. of Ops/B	Boa	Dea	Dir	BES	0ct	Nov	Dec	Jan	Feb	Мал	Apr	Мау	Jun	Jul	Aug	Sep
Develop student attendance reporting system		P		S														
Purchase supplies and materials for program		P																
Secure janitorial services		P																
Create filing system		P																
Hold pre-opening family meetings (Parent Orientation)	P	S																
Curriculum, Teaching, and Learning																		
Site visits and analyses of "best practice" charter and public schools models	P	S		P		С												
Attend national and local educational conferences	P	S		P														
Create and finalize curriculum plans and timelines	P			P														
Create benchmarks aligned with state standards and curriculum frameworks	P			P														
Create scope and sequence for each department	P			P														
Purchase materials and textbooks		P																
Purchase electronic curricular resources																		
Acquire student records from other schools, such as IEPs and 504s		P																
Conduct baseline testing of all students	S			P														
Instructional Program																		
Develop curriculum	S			P														
Scope and sequence for math and reading	S			P														
Scope and sequence for science, social studies & writing	S			P														
Purchase materials, etc.		P		S														
Create Assessments - Math and Reading	S			P		С												
Create Assessments - Social Studies, Science, and Writing	S			P		С												
Finalize student handbook, code of conduct	P			S		С												
Finalize school calendar	P			S														
Special Education																		
Identify SPED student population, if known				P														
Acquire student records - sped records		P																
Activate child study teams - w/ SPED dir.	S			P														
Consult with SPED administrator from the district	P			С														
Hire SPED Student Support Services Coordinator	P																	
Identify and secure specific texts and materials				P														
After School Program																		
Contact after school partners	P	S																
Apply for after school grants	P	S																

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Task/ Planning Area/ Timeline	Executive Director	Dir. of Ops/Busine	Board	Dean of Curriculum	Director of Community	BES	0ct13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14
Sign agreement with after school partner or hire after school staff.																		
School Culture and Climate	•							_					_		_			
Finalize discipline policy	P			S		С												
Finalize daily schedule	P			S		С												
Finalize school calendar	P			S		С												
Develop special rituals/routines	P			S		С												
Facilities				•														
Sign LOI	P	S																
Sign Lease	Р																	
Perform renovations /ADA Compliance	S	P																
Hire contractor	Р	S																
Hire Architect	Р	S																
Acquisition of furniture and materials	S	P																
Obtain property insurance	S	P																
Prepare building infrastructure (phones, lease copiers, furniture, etc.)	S	P																
Fund Development/ Fund Raising																		
Identify, cultivate and solicit potential individual donors (continuous)	P		S															
Write post-authorization Walton grant	P		S															
Write Next Generation Learning Challenge Grant	P																	
Approve board fundraising strategy	S		P															
Apply for additional start-up grants or educational grants.	S		P															
First and Second Round Erate application	P		S															
Financial Management																		
Codify the fiscal controls and financial policies the school will employ to track																		
daily operational finances	S		P															
Identify check signers	P		S															
Identify check writers	P		S															
Define signature policies	S		P															
Develop financial reporting templates (e.g. budget vs. actual) and policy	P																	
Design process forms (e.g. purchase orders, expense forms) and policy	P																	
Appoint Treasurer	P					S												
Develop segregation of funds policy (public/private)	P	S	P															
Establish payroll	P	S																
Develop schedule of Board financial reviews	S	S	P															

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P= Primary; S= Secondary; C= Consultant	Executive Director	Dir. of Ops/Busine	Board	Dean of Curriculum	Director of Community	S	0ct13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14
Task/ Planning Area/ Timeline	Exe Dir	Dir Op	B0;	Dea	Dir Co	BES	Oct	No	De	Jan	Fek	Ма	Apı	Ма	Jun	Jul	Aug	Sep
Develop a chart of accounts to track income and expenses, assets and liabilities,																		
and cash flows	S	P	S															
Define investment/savings strategy (where will excess funds be placed?)	S	S	P															
Apply for line of credit with bank	P	S																
Prepare for DOE and Title I reimbursements	S	P																
Conduct search for independent auditor	S		P															
Develop cash flow plan	P	S																
Governance																		
Board Expansion and Transition to Governing Board																		
Recruit and nominate new Board members	P		P			С												
Approve by-laws	С		P			С												
Hold Organizational Meeting	S		P			С												
Develop governance strategy, i.e.									•				•	•	•			
Define communication methods	S		P			С												
Define decision-making processes	S		P			С												
Approve policies			P			С												
Arrange Board liability	S	P				С												
Develop Board Calendar	S		P			С												
Board Structure									•				•	•	•			
Finalize by-laws. Make sure the entire board has a copy and that critical issues																		
have been discussed and agreed upon by the board.	S		P			С												
Adopt job descriptions of board members, officers, committee chairs and each																		
committee as policy.	S		P			С												
Create a written document that defines the relationship between the school																		
leader and the board. Have a healthy discussion about this relationship.	S		P			С												
Create a Board members handbook.	S		P			С												
Board Meetings																		
Pick a set day and time to consistently hold meetings. Print a schedule. Follow																I	$\Box$	
the postings for the Open Meeting Law.	P		S			С												
Develop a consistent format for board meeting packets (that go out prior to	i i					1											$\neg$	$\Box$
board meetings).	P		С			С												
Have observers attend meetings to give you feedback about process,																	$\neg$	
facilitaition, etc.			P			С												

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P= Primary; S= Secondary; C= Consultant	Executive Director	Dir. of Ops/Busine	Board	Dean of Curriculum	Director of Community		0ct13	Nov-13	Dec-13	Jan-14	Feb-14	r-14	Apr-14	May-14	Jun-14	14	Aug-14	Sep-14
Task/ Planning Area/ Timeline	Exe Dir	Dir. Ops	Boa	Dea Cur	Dir Con	BES	0ct	Nov	Dec	Jan	Feb	Mar-14	Apr	May	Jun	Jul-14	Aug	Sep
Develop a checklist that a board member could use to evaluate each board																		
meeting. Conduct a quick debrief using the checklist at the end of each meeting.	S		P			С												
Start creating formal meeting minutes. Remember, minutes are legally binding -																		
get an outside party to review them to make sure that you are doing it properly.	S		P			С												
Create mechanisms to keep track of attendance at all committee meetings and																		
board meetings.	S		P			С												
Develop a board calendar and start to list the critical tasks that need to happen																		
at each board meeting,	S		P			С												
Create a mechanism (binder) for keeping track of all official policies.		P				С												
Create a comprehensive list of all the policies that need to be created before the																		
school opening. (Look at the Policy Sampler produced by the National Center																		
for Nonprofit Boards).	S		P			C												
School Leader																		
Determine performance benchmarks/measures for the school leader.			P			С												
Create a clear process for evaluating the school leader.			P			С												
Hire the school leader.																		
Board Development																		
Create a board development plan to include orientation of new members,																		
retreats, workshops, etc.	S		P			С												
Personnel	-	-		-	-													
Design benefit packages, including retirement	S	P				С												
Negotiate and sign agreements for contracted back-office services	P	S																
Develop professional development plans	P			S		С												
Plan and hold staff orientation	P			S														
Put together a literature packet on the school for prospective teachers.	P					С												
Design compensation and benefits packages	P					С												
Design a filing/documentation process.	P					С												
understanding (contract) about work agreement; 3. Salary/benefits information									1						1		I	1
sheet	Р					С												
Perform background checks on employees	S	P																$\dashv$
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Have new staff fill out Employee Information forms (ie.emergency contact)		P																
Develop staff handbook	P	S	С			С												

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Task/ Planning Area/ Timeline	Executive Director	Dir. of Ops/B	Board	Dean of Curricul	Dir Cor	BES	0ct13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14
Define procedure for visitors entering building	S	P																
Develop forms necessary to track and monitor visitors		P																
Upgrade website		P	С															
Select provider for Internet access (DSL, cable)		P																
Set up Intranet (so all computers are linked)		P																
Define how teachers and administration will communicate (email, walkie talkie,																Î		
phones)	P	S		S														
Set up nonprofit mailing status with Post Office		P																
Set up phone systems and answering services		P																
Purchasing																		
Create a comprehensive list of all items that need to be purchased through Dec.																		
of your 1st year	S	P		S														
books	S	P																
Purchase classroom equipment and furniture	S	P																
Purchase technology for students (computers, projectors, etc.)																		
Purchase office equipment and furniture	S	P																
Purchase postage meter		P																
Purchase restroom supplies		P																
Purchase cleaning products		P																
Purchase library materials	S	P																
Purchase science lab materials	S	P																
Purchase materials for enrichment	S	P																
Purchase PE equipment		P																
Purchase office supplies		P																
Line up testing company (NWEA, STEP)	P			S		С												
Contract Personnel																		
Hire janitorial services		P																
Line up electrician, plumber, & handyman		P																
Line up counselor, speech pathologist, art teacher etc	P	<u> </u>	<u> </u>	S	<u> </u>	<u> </u>												
Technology																		
Write tech plan	P	S																
Computers for teachers	<u> </u>	P	<u> </u>	<u> </u>	<u> </u>	<u> </u>									Ш			
Uniforms																		
Contract student uniforms	P	S																

## Great Lakes Academy: Appendix E.2: Sample Complete Operations Checklist

## 1. Daily Checklist

Task	Responsible	Notes
Open building	ED	
Get breakfast ready	OF	
Brain/bright work folders on seats	DO	night before
AM walk-through	ED	
Morning Huddle	ED	
Turn on morning music	DO	
Prepare Wilson or ELL program for student support	SSSC	
Greet Cars/Busses/Walkers	ED	
Entrance	ED, DC	
Assist coats/backpacks	T1 & T2	
Uniform check	ED, DCI	
HW Check	T1 & T2	
Oversee breakfast	T2	
Morning Meeting	ED or T1	
Collect late students, check HW & uniforms, & send to class	DC	
Compile attendance & tardy data	T2	
Compile HW completion data & create HW club list (to be announced at first recess)	T2	
Send attendance data to state/district (if necessary)	T2	
Make calls to parents of absent students	Op. Fellow	
Send automated message to Ps whose C has not completed HW (to notify of HW club)	Op. Fellow	
AM Snack delivered to classes	Op. Fellow	
AM Break Bathroom duty	Op. Fellow	
Get lunch ready	Op. Fellow	
Track students eating school lunch	Op. Fellow	
Lunch bathroom duty	Op. Fellow	
Oversee lunch	ED, DC,DO,OF,	
Oversee sick/injured students during lunch/day	tbd	
Oversee recess	ED, DC, DO,	
Oversee dispensation of medication	DO	
PM bathroom duty	DO	

<sup>\*</sup>Special thanks to University Prep

HW Folder duty (add docs to go home to Ps, update color chart)	T2	
Create bus lists (noting students who will not be riding bus that day)	DO	
Greet busses, cars, walkers	ED	
Walkers	DC	
Oversee students waiting for dismissal	DO	
Oversee students whose parents are late	OF	
Oversee discipline	DC	
Oversee students who have accidents	DO	Keep change of clothes

## II. Daily Tasks

Task	Responsibility	Notes
Sunday Memo	ED	
Weekly PD	ED, DC, DC	
Weekly Staff meeting	ED	Morning, before school
Print and stuff HW packets	T2; OF	
Friday Treasure Chest	DC	
Community Circle	ED, DC	
		Super Reader, Be GREAT Stick, Peppy and proud jacket (our equivalent), HW Star/Crown; have
Oversee awards for Community Circle	ED, DC	awards ready (e.g, college t-shirts); Call Ps of winners so they can attend.
Track circle star/lunch star data	DC	
Track student Bdays	DC	so we can celebrate w/song and sticker at Morning Meeting

#### III. Monthly Checklist

Task	Responsibility	Notes
Monthly Newsletter	DO/ED	DO drafts, ED reviews and finalizes
Prepare Great Lakes Academy News	DO/ED	DO drafts, ED reviews and finalizes (see comms list)
Pick 20 strong resumes from TFA job board to cold call	DO/ED	(start in January) (see hiring list)
Cold call 20 TFA CMs/month	ED	(start in January) (see hiring list)
Prepare board agenda and packet	DO/ED	ED finalizes
Arrange weekly outside visitors for upcoming month	DO/ED	Goal: 1 visitor (or team of visitors) per week from business/philanthropy/education community (see Develo
All monthly accouting and finance tasks	DO/ED	See 1-4C BES Fin_Ops Leadership Checklist
Parent Workshops	ED	ED prepares monthly parent workshops; enlists 1-2 teachers per month to assist in administering

#### IV. Ongoing Checklist

Task	Responsibility	Notes	
Fire drills	DO/ED		
Lock down drills	ED		
Families for Great Lakes Academy meetings	DO/ED		
Parent teacher conferences	DC/ED		
Monthly workshops (students & families)	DC/ED		
Performance Reviews	DC/ED		
Teacher/staff recruitment	DC/ED		
Student recruitment/Sneakers on the Street	DC/ED		
Parent information sessions (pre-enrollment d	ea DC/ED		
Scheduled school fun days	DC	Fun days that are earned and build culture: Halloween (dress like a p	rofession); dress like teacher day; holiday parties; etc.
Outside presenters	DC	musicians, artists, career days,	
Performances: concerts, plays, presentations	DC		

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SUMMER PD																																									
Review employee handbook																																									
HR presentation to team																																									
Board/staff dinner																																									
EMPLOYEE RECOGNITION																																									
Happy hours																																									
Holiday party																																									
Teacher Appreciation Week																																									
End of year party																																									
IOB POSTING																																									
Write new job descriptions																																									
Jpdate GLA website																																									
Post jobs on all database sites																																									
Facebook Ads																																									
Google Ad Words																																									
RECRUITMENT																																									
Research HBCU career fairs																																									
Research diverse college career fairs																																									
On campus recruiting events																																									
Research local ed school fairs																																									
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VI. Ongoing Enrollment Checklist																																													
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RECRUITMENT																																													
Reach out re: k transition and tours																																													
Preschool provider tours																																													
Kinder transition nights																																													
Produce new collateral																																													
Advertising																																													
Mailers																																													
Sneakers on the Street																																													
Reach out re: daycare tabling & presentations																																													
Tabling & presentations at daycare providers																																													$\Box$
Open houses/Info sessions																																													
Community Event Tabling																																													
ENROLLMENT																																													
Process forms																																													
Produce enroll letters																																													
Drop enroll letters																																													
Round I deadline for conf forms																																													
Produce round II enroll/WL letters																																													
Drop round II letters																																													
Prep Large Group Orientation																																													
Large Group Orientation																																												Ш	
Small Group Orientations																																													
Manage list movement																																													
Summer binder deadline																																												$oldsymbol{ol}}}}}}}}}}}}}}}}$	┰┚
Produce binders																																													TT
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New Family Orientation																																											Т		
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#### X. Family Engagement Checklist

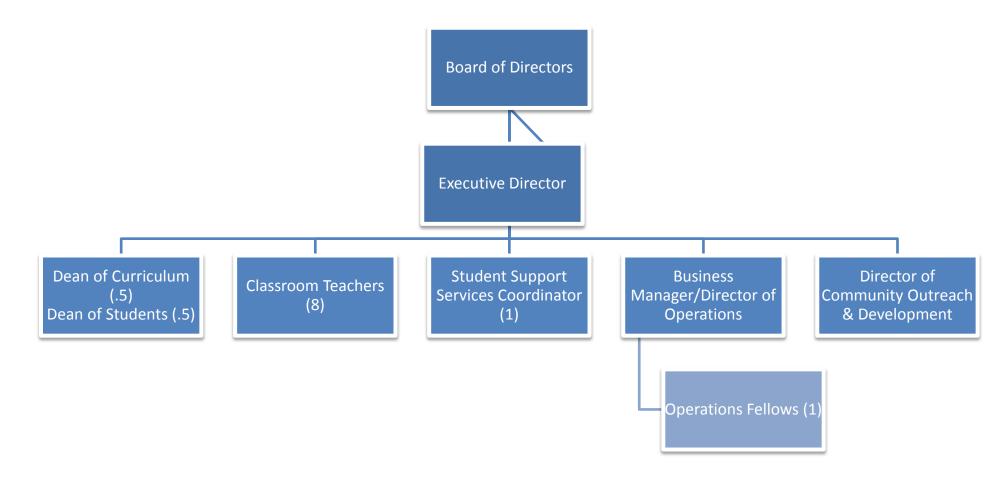
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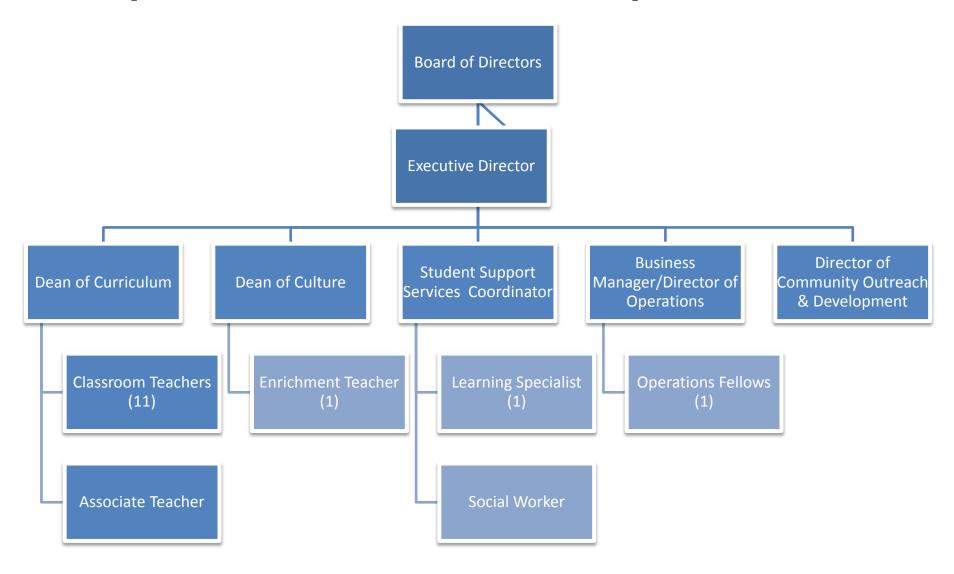
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# APPENDIX E.3: ORGANIZATIONAL CHARTS, Y1-Y8 (FULL CAPACITY)

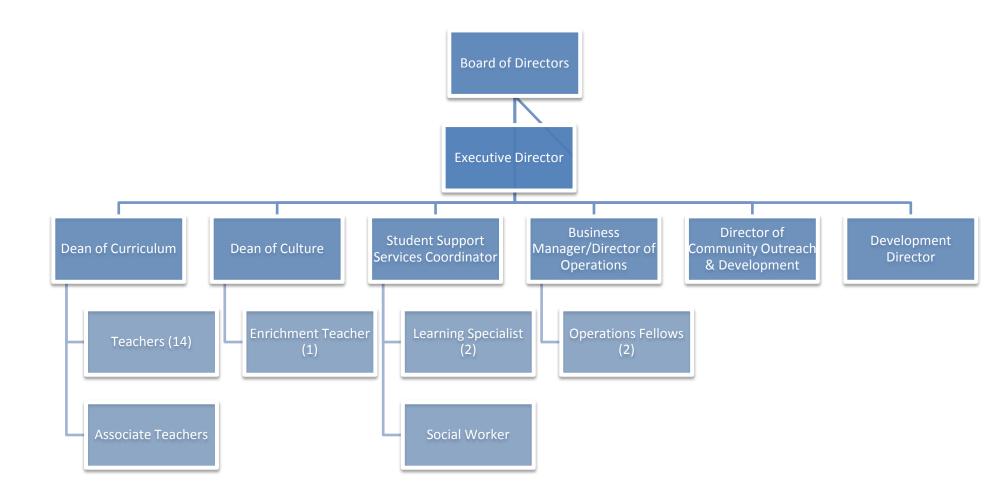
## Operational Year 1 (2014-15, K-1, 128 students, 13 FTE, 1 Operations Fellow)



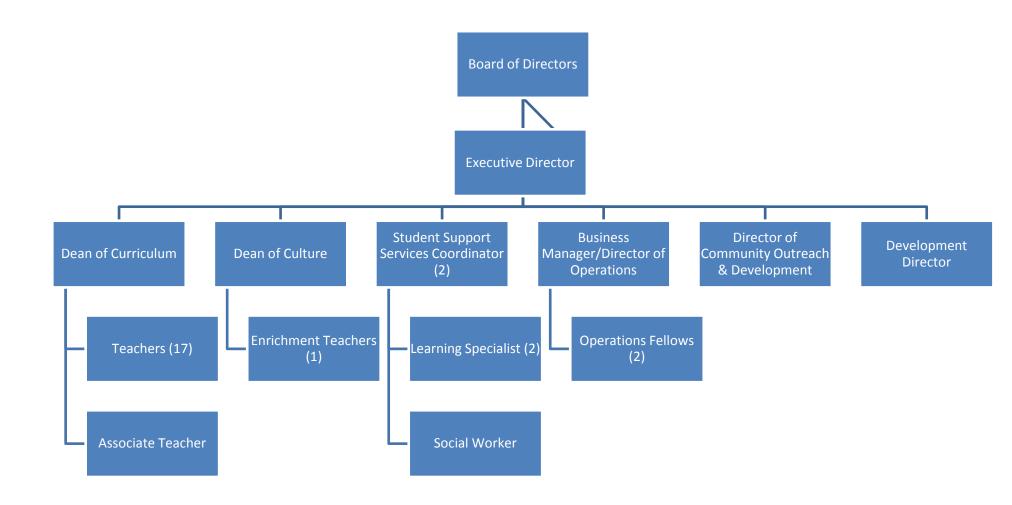
## Operational Year 2 (2015-16, K-2, 192 students, 21 FTE, 1 Operations Fellow)



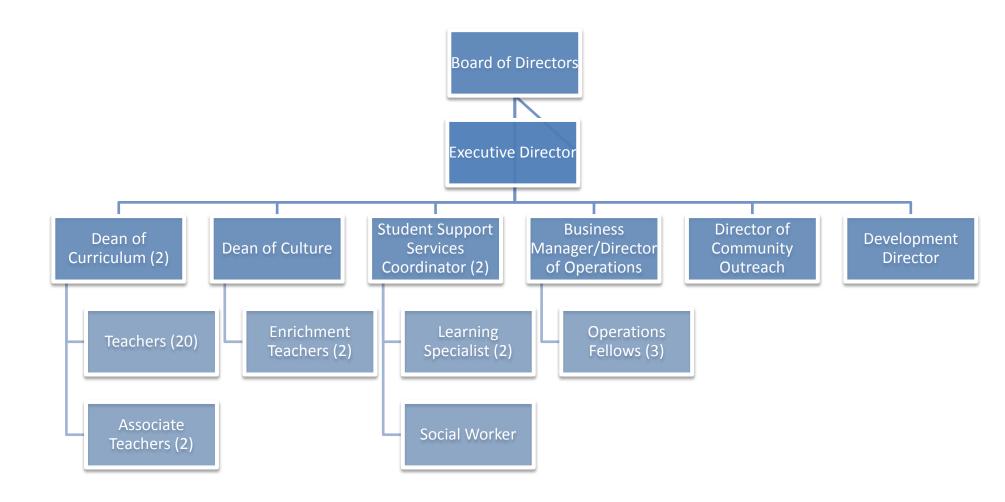
## Operational Year 3 (2016-17, K-3, 256 Students, 26 FTE, 2 Operations Fellows)



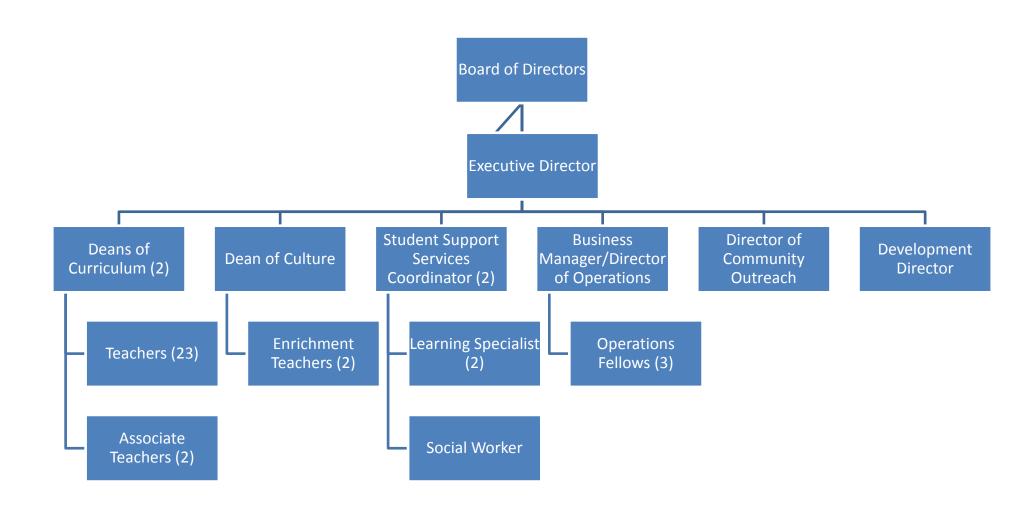
## Organizational Year 4 (2017-18, K-4, 320 Students, 29 FTE, 2 Operations Fellows)



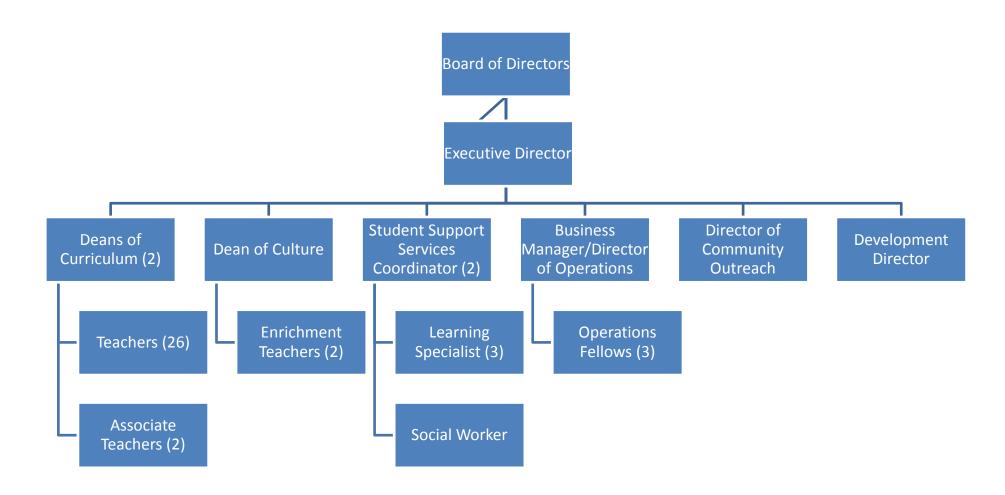
## Organizational Year 5 (2018-19, K-5, 384 Students, 35 FTE, 3 Operations Fellows)



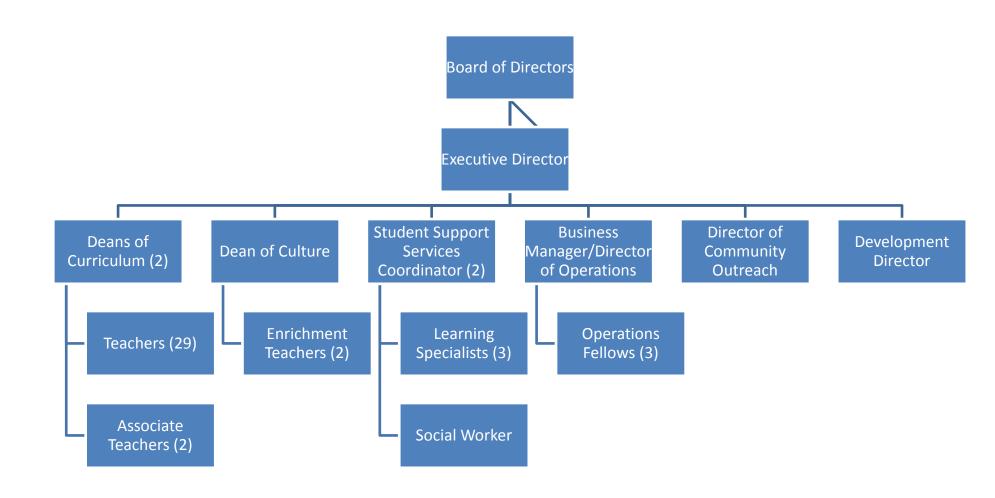
## Organizational Year 6 (2019-20, K-6, 448 Students, 39 FTE, 3 Operations Fellows)



### Organizational Year 7 (2020-2021, K-7, 507 Students, 43 FTE, 3 Operations Fellows)



# Organizational Year 8, FULL CAPACITY, (2021-2022, K-8, 561 Students, 47 FTE, 3 Operations Fellows)



## APPENDIX E.4: ENROLLMENT PLAN

Great Lakes Academy will open August 19, 2014 with 64 kindergarten and 64 first grade students.

Each year, we will enroll new students to fill any spots made available by student attrition or retention, up until and including the sixth grade.

Because of our highly structured, academically rigorous program we do not anticipate enrolling new students in grade levels higher than the sixth grade. See **Figure 1** for our planned and maximum enrollment in our first five years, and **Figure 2** for our enrollment through capacity. Each chart assumes 64 students per grade in the kindergarten through sixth grades, as we plan on filling spots with students through our lottery and our waitlist to keep enrollment consistent. We stop enrolling students after sixth grade, in order to ensure that we have a minimum of three years with students to prepare them for a college preparatory high school experience. Based upon the mobility of our students and the experiences of similar schools, and to conservatively plan, after sixth grade, we assume a very conservative 8% attrition each year resulting in a smaller number of students in the seventh and eighth grades. **Figure 1** outlines our enrollment with anticipated attrition and at maximum enrollment without attrition. **Figure 2** outlines enrollment through capacity, with attrition and at maximum capacity.

Figure 1: Enrollment Chart in Years 1-5

Year	Students	Grade Levels
2014-2015	128	K, 1
2015-2016	192	K, 1, 2
2016-2017	256	K, 1, 2, 3
2016-2017	320	K, 1, 2, 3, 4
2017-2018	384	K, 1, 2, 3, 4, 5,
2018-2019	448	K, 1, 2, 3, 4, 5, 6

Figure 2: Enrollment Chart through Capacity

Year	Students	Maximum Enrollment	Grade Levels
2020-2021	507	512	K, 1, 2, 3, 4, 5, 6, 7
2021-2022	561	576	K, 1, 2, 3, 4, 5, 6, 7, 8

Every aspect of Great Lakes Academy's enrollment and recruitment practices will comply with CPS, Illinois State and federal standards. Our enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, home language, housing status, or need for special education services.

Great Lakes Academy holds the strong core belief that *all* students - no matter their race, socio-economic status or level of academic skill - have the ability to succeed in high school and college. It is critically important to us that our student population reflects the racial and ethnic demographic make-up of the local schools and that we serve a population that is similar in regards to eligibility for free and reduced lunch, special education needs and English Language Learner status. In order to reach out to all families, we will make clear in our marketing and presentation materials that we welcome all students regardless of academic history, special needs, 504 plans, IEPs, etc. For more detail, please see **Appendix C.6:** Sample Great Lakes Academy Brochure.

#### **Student Recruitment Strategy**

<sup>[1]</sup> In the event of any enrollment issues or challenges, the Board is open to amending our policy so that we would take students in during seventh and eighth grade. We strive to ensure that we are balancing our core belief in high school and college preparation with serving as many students as possible.

To ensure that our student population mirrors that in local traditional schools, we will employ an active and robust recruitment strategy. Since early 2013, Lead Founder and proposed Executive Director Katherine Myers, has been engaging with residents and families throughout the greater South Shore area, engaging in conversations about what families want for their children and how that aligns with our proposal. Below is a table of our past and continued efforts.

#### Strategies/Descriptions

#### Word of Mouth

The Lead Founder, Founding Board, and staff will generate interest and excitement about the school and its college preparatory program and encourage families, friends, neighbors and community members to freely share and spread information. We will use our relationships with community board organizations to get word out, and to help us connect with families about our educational option. We will also hold informational sessions with organization's membership and other community members that they may reach. We have connected with the following organizations:

#### **Direct Mail**

Based upon our community outreach, we generate and continue to grow a list of families with children eligible to enroll at Great Lakes Academy. We conduct mailings annually.

#### **Community Meetings**

We attend local community meetings already happening in the community, including Connects South Shore (monthly, held at the S. Shore Chamber of Commerce), Exchange Ideas (monthly, held at Chef Sara's café), C.A.C. meetings for the South Shore, at the S. Shore Chamber building, Block Club connect meetings, at Good Foods, and monthly parent meetings at Day-Care providers.

#### **Door-to-Door Recruitment**

We held regular "Sneakers on the Street" events in the spring and summer of 2013 in order to spread the word about the school. We will continue to hold "Sneakers on the Street" events on a semi-annual basis to ensure that we spread the word out about our school in our direct community.

#### **Early Childhood Education Providers**

One of our primary points of recruitment and family contact is at early childhood education providers in the neighborhood. We have met with, and will continue to partner with the following providers:

DJ Brooks Head Start Center, Prodigy Learning Center, St. Jude Education Institute, Precious Little Things Daycare, Children's Development Institute, Kinder Kare Day Nursery, Colors for Tots Daycare, Loren Children's Learning center, Melissa's Childcare Center, Ada S. McKinley, Little Folks Daycare, Higher Learning Daycare, A Child's World Early Learning Center, A Whizz Kid Preschool, S. Harper Montessori, Links to Learning Childcare, Kenyatta's Daycare & Learning Center, Eastside Academy of Early Learning, C.R. Phillips Child Development Center.

#### **Faith Based Community**

We have met with several churches in the neighborhood and plan to recruit at their Sunday schools.

#### **Recreation Centers**

We have met with the heads of several community organizations and recreation centers, including the South Side YMCA. We continue to partner with them in a multitude of ways, including student enrollment.

#### Website

Our website is regularly updated to include upcoming community meetings.

We post enrollment forms on the website which families can complete online or download and return to the school.

Since early 2013, we have held four community meetings, five Sneakers on the Street, five Stop and Chats, and a Family Meet and Greet, distributed over 3000 brochures and flyers, collected nearly 1500 signatures, and added hundreds of local individuals to our mailing list. We also have collected 110 Intent to Enroll forms from interested families. Redacted copies of the petitions and intent to enroll forms are available upon request.

We are confident our extensive outreach efforts will yield a population similar to those of local traditional schools, including the number of students with disabilities and special needs. All recruitment materials emphasize that we are open to all students, and that academic record and/or need for special services does not prevent any student from enrolling.

#### **Enrollment Timeline**

#### **Enrollment Open**

Our enrollment opens each year for the following fall on the first business day of the New Year at 8:00 am. In 2014, due to the schedule for authorization, that day will be on February 1. Our application will be available both online and at our school's facility, as well as via brochures that we will distribute throughout the community.

#### **Enrollment Close**

Our enrollment closes each year on the last Friday of March at 5:00 pm. In 2014, that will be on Friday, March 28. Applications must be received by that time to be entered into our lottery. All accepted thereafter will be placed at the end of our waitlist.

#### Lottery

Our lottery takes place each year on the first Thursday of April at 6:30 pm. In 2014, that will be on Thursday, April 3.

#### **Enrollment Secured**

We will notify families of their child's enrollment status in writing within five business days of the lottery. In 2014, that will be by Thursday, April 10.

Families have 2 weeks for the school to receive, in hand, their completed application and acceptance of enrollment. If the application is not received by 5 pm within those three weeks, we will remove the student and begin contacting families on our waitlist. In 2014, that date and time will be 5:00 PM on Thursday, April 24.

#### Waitlist

On the following business day, we will begin contacting waitlist families On Friday, April 25, we will begin contacting waitlist families. Families on the waitlist have five business days for the school to receive in hand their completed application.

# APPENDIX E.5: JOB DESCRIPTIONS



#### **Draft**

Great Lakes Academy Job Descriptions



#### **Position Description: Executive Director**

The Executive Director sets the vision for the school and is responsible for ensuring that every adult in the building is focused on, and making decisions around preparing students for success in college and in their careers.

#### **Job Outputs**

- 1. Ensure fiscal health such that the school is operating with a revenue cushion after year 3.
- 2. Maintains a strong adult culture with annual by staff retention over 80%.
- 3. Maintains student and family satisfaction with annual attrition under 10%.
- 4. Student achievement on state tests is at least 10% higher than city and at least 5% above state averages.

#### **Competencies**

- 1. Strong team builder of Board and school staff.
- 2. Strong communicator- with board, parents, community, staff, and partnerships
- 3. Ability to long term strategically plan and execute on this vision.
- 4. Curricular knowledge and vision.
- 5. Self-reflective.
- 6. Self-directed.
- 7. Ability to positively and professionally represent school at all different types of meetings, from community meetings to parent meetings to community stakeholders, education conferences, foundation meetings, etc.
- 8. Entrepreneurial on behalf of the school- constantly looking for ways to grow and develop the school and educational opportunities provided therein.
- 9. Willingness to be humble on behalf of the school and make all decisions in best interest of the school.
- 10. Strong problem solver, able to adapt and problem solve in the moment.

#### Responsibilities

- 1. Manages Board relationship, and all communications to the board.
- 2. Final decision maker in all hiring and firing decisions on the staff.
- 3. Leads and manages Leadership Team.
- 4. Evaluates all members of Leadership Team and Director of Operations/Business Manager.
- 5. Sets yearly and long term strategy and goals for the schools with Board approval.
- 6. Develops educational program, including the school's curriculum and enrichment programming.
- 7. Trains or coordinates the training all staff members, including teachers.
- 8. Selects and trains the staff on the assessments used by the school in addition to state tests.
- 9. Presents Board with contractual options for operational decisions.
- 10. Creating and maintaining a marketing plan, and fundraising plan for school.

#### **Cultural Fit at Great Lakes Academy**

To work at GLA, you need to be someone who is hard-working, intelligent, reflective, mission aligned, growth-oriented, team-oriented, organized, humble, and have a sense of humor.

- 1. Urban teaching experience.
- 2. Experience and success leading and training adults.
- 3. College Diploma. Preferred with advanced degree in Education.



#### **Position Description: Dean of Culture**

The Dean of Culture sets and maintains the fiercely positive, warm/strict and structured culture for the school.

#### **Job Outputs**

- 1. Daily implementation of school culture that is structured, fiercely positive, consistent.
- 2. Plans for, implements and maintains every detail of every school system and procedure of the school, including HW, discipline, detention, transitions, entrance and exit, so that GLA is structured and highly joyful with a focus on learning.
- 3. Maintains positive relationships with families while holding consistently high behavioral expectations for students.
- 4. Ensures that all GLA students move from compliance to ownership of behavior and core values inside of 6 months at the school (90% within 3 months).
- 5. Creates comprehensive scope and sequence for character (social/emotional) teaching.
- 6. Coaches teachers in classroom management

#### **Competencies**

- 1. Strong communicator with adults- peers and families. Gets along with others and build a strong, collaborative, transparent and open team.
- 2. Consistency- emotional consistency, system and procedure consistency.
- 3. Highly organized and efficient.
- 4. Strong authoritative presence- intentional calm & positive.
- 5. Ability to form strong relationships with students and families and staff members.

#### Responsibilities

- 1. Sets and executes the vision for school culture with Executive Director.
- 2. Creates system for tracking school culture and tracks, analyzes and action plans based on this data.
- 3. Creates a system for, and conducts school culture audits on a quarterly basis.
- 4. Action plans for any deficits in culture.
- 5. Handles in-school disciplinary action, and coordinates any out of school actions, such as suspensions.
- 6. Communicates with families around all cultural aspects of the school including field trips, school celebrations, parent-teacher conferences, and student disciplinary issues and actions.

#### **Cultural Fit at Great Lakes Academy**

To work at GLA, you need to be someone who is hard-working, intelligent, reflective, mission aligned, growth-oriented, team-oriented, organized, humble, and have a sense of humor.

- 1. College Diploma.
- 2. Urban teaching experience.



#### **Position Description: Dean of Curriculum**

The Dean of Curriculum sets the skeleton for a college preparatory curriculum for each grade and is responsible for the execution of curriculum by teachers in the classroom as well as teacher development.

#### **Job Outputs**

- 1. Develops a curriculum that scales up to .5 grade levels above state standards by the end of 3rd grade.
- 2. Creation of rigorous, standards based end of year and interim assessments for Reading Comprehension, Math, Science and SS and Writing for every grade as well system to evaluate the outcomes and respond to data.
- 3. Coach teachers on executing daily, weekly and interim assessments and analysis and highly responsive action plans that bring 100% of scholars to mastery of 100% of objectives. in instruction such that every single student masters every single standard.

#### **Competencies**

- 1. Strong communicator with adults and children.
- 2. Able to coach teachers in use of data, lesson planning, curriculum building, action planning, and execution.
- 3. Knowledge of elementary curriculum with particular knowledge of literacy development.
- 4. Deep knowledge of curricular resources and programs, and deep knowledge and understanding of common core.
- 5. Ability to work collaboratively and problem solve proactively.
- 6. Experienced teacher with track record of student success.

#### Responsibilities

- 1. Creates scope and sequence for Math, ELA, SS and Sci for every grade level a minimum of one year in advance.
- 2. Coaches every teacher on creating course scope and sequence, daily lesson plans and the execution of lessons.
- 3. Assists in teacher hiring with Executive Director.
- 4. Coordinates with Student Support Services Coordinator on IEP process.
- 5. Seeks out the most effective, research based curriculum programs for the school to draw upon and use, from computer based to textbook based.

#### **Cultural Fit at Great Lakes Academy**

To work at GLA, you need to be someone who is hard-working, intelligent, reflective, mission aligned, growth-oriented, team-oriented, organized, humble, and have a sense of humor.

- 1. College Diploma.
- 2. Urban teaching experience.



#### Position Description: Director of Community Outreach and Development

The Director of Community Outreach and Development is charged with building and sustaining strong relationships with local community members, school parents, local partner organizations, foundations, and donors.

#### **Job Outputs**

- 1. Forming partnerships with organizations in the community that will benefit our students and their families.
- 2. Recruiting and enrolling students to meet the school's annual enrollment targets.
- 3. Generating over \$150,000 in donations and grants in Y1, \$200,000 in donations and grants in Y2, and \$300,000 in donations and grants by Y3, and each year thereafter.

#### **Competencies**

- 1. Strong communication skills.
- 2. Ability to establish relationships with a variety of individuals, from community members and families to corporate sponsors and large national foundations.
- 3. Ability to expertly manage the school's external image.
- 4. Self-starter, able to independently seek out new partnership and development opportunities for the school.

#### Responsibilities

- 1. Develops and maintains relationships with local and citywide nonprofit organizations that will benefit students and families.
- 2. Coordinates an after school enrichment program for students attending the school.
- 3. Seeks out and applies for grants for the school from local and national foundations.
- 4. Develops relationships with individual donors for the school.
- 5. Develops and coordinates local and national marketing strategy for the school's fundraising efforts.

#### **Cultural Fit at Great Lakes Academy**

To work at GLA, you need to be someone who is hard-working, intelligent, reflective, mission aligned, growth-oriented, team-oriented, organized, humble, and have a sense of humor.

#### Requirements:

1. College Diploma or working towards college diploma.



#### **Position Description: Student Support Services Coordinator**

The Student Support Services Coordinator is responsible for overseeing the pre-referral and referral process of special education, as well as overseeing the creation of, and execution of the IEP process for special education students.

#### **Job Outputs**

- 1. Assist in creation and execution of comprehensive school-wide systems for monitoring all student progress.
- 2. All students in need of any special education testing are so tested and given appropriate plans.
- 3. School is in compliance with all state and federal special education laws.
- 4. All qualified students are identified and are given appropriate special services.

#### **Competencies**

- 1. Ability to coordinate the execution of evaluations and creation of IEPs or 504 plans for students in need of such.
- 2. Ability to ensure the compliance of the school with all state and federal special education laws.
- 3. Clear communication with families, students, and staff regarding individual student needs.
- 4. Ability to organize and schedule the special services of all qualified students.

#### Responsibilities

- 1. Creates and executes comprehensive school-wide systems for monitoring all student achievement and noting of any students falling behind adequate progress.
- 2. Coordinates all special education testing, and creation of IEPs and 504s for special needs students.
- 3. Trains staff in school's special education systems and procedures, from identification to monitoring, to referral to providing of services.
- 4. Ensures all students are given appropriate services on a daily, weekly, quarterly and yearly basis.
- 5. Coordinates the scheduling of all special student support staff, including any contracted services.

#### **Cultural Fit at Great Lakes Academy**

To work at GLA, you need to be someone who is hard-working, intelligent, reflective, mission aligned, growth-oriented, team-oriented, organized, humble, and have a sense of humor.

- 1. College Diploma
- 2. Special Education Certification.
- 3. Special Education teaching experience.



#### **Position Description: Special Education Teacher**

Special Education teachers are responsible for assisting in the creation of, and implementing individual education plans for all qualified students.

#### **Job Outputs**

- 1. Adequate growth for all supported students as outlined on student's IEPs.
- 2. Compliance with all state and federal laws regarding special education.

#### **Competencies**

- 1. Ability to collaborate effectively with classroom teachers.
- 2. Ability to stay organized and effective despite a highly variable daily schedule.
- 3. Ability to communicate with both parents and staff regarding individual student needs.
- 4. Ability to help special needs students achieve high levels of growth.

#### Responsibilities

- 1. Creates and executes engaging lessons that supports all students in charge in meeting and exceeding their IEP goals.
- 2. Creates lessons for small groups of students that meet their IEP goals.
- 3. Collaborates with Student Support Services Coordinator and Lead teachers in coordinating support schedules for all special needs students.

#### **Cultural Fit at Great Lakes Academy**

To work at GLA, you need to be someone who is hard-working, intelligent, reflective, mission aligned, growth-oriented, team-oriented, organized, humble, and have a sense of humor.

- 1. College Diploma.
- 2. Special education certification or work towards such certification.



#### **Position Description: Lead Teacher**

A lead teacher takes responsibility for the high academic achievement and character development of every child in his or her classroom while working as a positive, supportive team player and helping his or her co-teacher develop. Lead Teachers and co-teachers share Kindergarten and first grade classrooms. Teachers lead grade 2 - 4 classrooms alone, and teach content areas in grades 5-8.

#### **Job Outputs**

- 1. Classroom culture is fiercely positive and discipline issues are limited to outliers.
- 2. Students are instilled with a joy of learning and working to become self-motivated and self-monitoring learners.
- 3. Student achievement on interims and state tests demonstrates an average of 85% mastery.
- 4. Consistently models the BE GREAT Great Lakes Academy core values: Bravery, Evolving, Grit, Responsibility, Enthusiasm, Achievement, Team.
- 5. Parental surveys indicate an average of 85% approval.
- 6. Student surveys indicate an average of 85% approval.

#### **Competencies**

- 1. Outstanding classroom management that relies predominately on positive, proactive reinforcement of high behavioral standards.
- 2. Strong relationship builder with students, families, and other staff members.
- 3. Ability to work collaboratively and without ego.
- 4. Willingness to place student achievement as highest goal.
- 5. Self-reflective, and a drive to continually grow as a teacher; open to feedback.
- 6. Willingness to work hard and drive through challenges.
- 7. Ability to be flexible and to take new challenges in stride.

#### Responsibilities

- 1. Creates engaging, rigorous daily lesson plans in subject area.
- 2. Expert delivery of lessons plans to students that are engaging, and effective per student data.
- 3. Cultivation of positive relationships with families, and consistent communication with families
- 4. Assesses and evaluates student growth; action plans at class-wide, group-wide and individual basis in response to student data.
- 5. Creates classroom culture that develops in students, high self-esteem and an identity as an academic.

#### **Cultural Fit at Great Lakes Academy**

To work at GLA, you need to be someone who is hard-working, intelligent, reflective, mission aligned, growth-oriented, team-oriented, organized, humble, and have a sense of humor.

- 1. College Diploma
- 2. Teaching certification.
- 3. 2 + years of teaching experience.



#### **Position Description: Co-Teacher**

A co-teacher takes responsibility for the high academic achievement and character development of every child in his or her classroom while maintaining a strong growth curve in their personal teaching development. Co-Teachers are in kindergarten and first grade classrooms.

#### **Job Outputs**

- 1. Achievement of Lead Teacher status after 1 year.
- 2. Demonstration of student growth in small group and large group settings.
- 3. Classroom culture is warm/strict and discipline issues are limited to outliers.
- 4. Student achievement on interims demonstrates an average of 85% mastery.
- 5. Student achievement on state tests demonstrates an average of 85% mastery.
- 6. Parental surveys indicate an average of 85% approval.

#### **Competencies**

- 1. Ability to take and implement feedback.
- 2. Ability to connect with students and develop meaningful relationships with students.
- 3. Willingness to work hard. Strong relationship builder with students, families, and other staff members.
- 4. Ability to work collaboratively and without ego.
- 5. Willingness to place student achievement as highest goal.
- 6. Self-reflective, and a drive to continually grow as a teacher.
- 7. Organized and timely.

#### Responsibilities

- 1. Creates engaging, rigorous daily lesson plans in subject area.
- 2. Expert delivery of lessons plans to students that are engaging, and effective per student data.
- 3. Cultivation of positive relationships with students and families, and consistent communication with families.
- 4. Assesses and evaluates student growth; action plans at class-wide, group-wide and individual basis in response to student data.
- 5. Creates classrooms culture that develops in students high self-esteem, GLA core values, and an identity as an academic.
- 6. Creates shared scope and sequence for a given academic area such as math, reading comprehension, writing, science.

#### **Cultural Fit at Great Lakes Academy**

To work at GLA, you need to be someone who is hard-working, intelligent, reflective, mission aligned, growth-oriented, team-oriented, organized, humble, and have a sense of humor.

- 1. College Diploma
- 2. Teaching certification, or work towards teaching certification.



#### **Position Description: Associate Teacher**

An associate teacher takes responsibility for supporting all the teachers in their grade range, and all the students therein. They are charged with effectively developing and teaching whole and small group lessons and maintaining a strong growth curve in their teaching progress.

#### **Job Outputs**

- 1. Achievement of Co-Teacher or Teacher status after 1 year.
- 2. Demonstration of student growth in small group and large group settings.
- 3. Classroom culture is warm/strict and discipline issues are limited to outliers.

#### **Competencies**

- 1. Ability to take and implement feedback.
- 2. Ability to work with and to support multiple teachers at once.
- 3. Willingness to work hard.
- 4. Strong relationship builder with students, families, and other staff members.
- 5. Ability to work collaboratively and without ego.
- 6. Willingness to place student achievement as highest goal
- 7. Self-reflective, and a drive to continually grow as a teacher.
- 8. Organized and timely.
- 9. Willingness to step in as lead teacher when absences arise.

#### Responsibilities

- 1. Creates engaging, rigorous small group lesson plans in given subject area.
- 2. Coordinates and organizes the support of multiple groups of students as well as individual students.
- 3. Steps in for any lead teachers or co-teachers when they are absent.
- 4. Teaches at least one enrichment class per day.
- 5. Supports teachers in assessing and remediating students in responsible grade level.

#### **Cultural Fit at Great Lakes Academy**

To work at GLA, you need to be someone who is hard-working, intelligent, reflective, mission aligned, growth-oriented, team-oriented, organized, humble, and have a sense of humor.

#### **Requirements**

Teaching certification, or work towards certification.



#### **Position Description: Enrichment Teacher**

An enrichment teacher is responsible for upholding the school's culture of fiercely positive, establishing and maintaining relationships with all for the students that are seen each week, and for ensuring that high rigor and accountability is brought to enrichment classes along with joy, curiosity and creativity.

#### **Job Outputs**

- 1. Creation of a course scope and sequence that is both structured and objective driven, and also joyful and creative.
- 2. Creation of, or selection of, assessments that evaluate the non-academic standards being taught in enrichment classes.
- 3. Positive contribution to overall school culture as a result of classroom culture.
- 4. Demonstrated development in students of non-cognitive skills based upon the GLA non-cognitive skill framework.

#### **Competencies**

- 1. Ability to take and implement feedback.
- 2. Ability to work with and to support multiple teachers at once.
- 3. Willingness to work hard.
- 4. Strong relationship builder with students, families, and other staff members.
- 5. Ability to manage large groups of students through a culture of positive reinforcement, rewards and incentives.
- 6. Organized and timely.

#### Responsibilities

- 1. Creates engaging, rigorous lessons that include the promotion of non-cognitive skills and values in students.
- 2. Leads small groups of students in effective remediation.
- 3. Communicates regularly with student families.
- 4. Builds relationships with all students.
- 5. Assists school in variety of enrichment opportunities, including coordination of field day, art fairs, and more.

#### **Cultural Fit at Great Lakes Academy**

To work at GLA, you need to be someone who is hard-working, intelligent, reflective, mission aligned, growth-oriented, team-oriented, organized, humble, and have a sense of humor.

#### Requirements

Content area expertise.



#### **Position Description: Business Manager/ Director of Operations**

The Director of Operations is charged with managing the operational side of the school, from financial management to vendor relationships to facility operations, as well as managing and maximizing the impact of the Operational Fellows.

#### **Job Outputs**

- 1. Establish and maintain contracts with all outside vendors.
- 2. Up to date financial statements and record keeping in compliance with GAAP.
- 3. Monthly reporting to Board on school financial status.
- 4. On-time payments to all outside vendors.
- 5. Stocking of school with supplies, from textbooks and furniture to printer paper and ink to classroom pencils.

#### **Competencies**

- 1. Highly organized and efficient.
- 2. Able to research and select the most competitive and efficient outside vendors to support the school.
- 3. Able to coordinate multiple moving parts, and multiple tasks on a daily basis.
- 4. Ability to establish and implement operational best practices at start-up school.
- 5. Financial background; ability to manage the school finances and report out on school finances to Executive Director and Board on daily, weekly, monthly basis.
- 6. Ability to coordinate facilities upkeep.
- 7. Strong communicator
- 8. Able to problem solve and think creatively about establishing systems and structures for a new school.

#### Responsibilities

- 1. Facility upkeep, including technology.
- 2. Supplies for school, including furniture, curricular orders.
- 3. Financial monitoring and reporting.
- 4. Establishing and monitoring vendor relationships.
- 5. Establishing and monitoring systems within the school for supplies, finances, vendors, etc.
- 6. Coordinating student enrollment with Leadership team.

#### **Cultural Fit at Great Lakes Academy**

To work at GLA, you need to be someone who is hard-working, intelligent, reflective, mission aligned, growth-oriented, team-oriented, organized, humble, and have a sense of humor.

#### Requirements

1. College Diploma



#### **Position Description: Operations Fellow**

An Operations Fellow is a semester or yearlong position that is responsible for executing the day to day operations of the school, while learning operational expertise. The Operations Fellow is charged with ensuring that all of the small details of running a school are attended to. No call should be un-returned; no piece of homework unchecked.

#### **Job Outputs**

- 1. Able to pilot one concrete improvement in school's operational systems.
- 2. Assist Director of Operations in a variety of daily tasks.
- 3. Upkeep of the systems of the school on a daily, weekly and monthly basis.

#### **Competencies**

- 1. Organized and timely
- 2. Able to learn quickly and implement feedback quickly.
- 3. Strong computer skills.
- 4. Able to think on feet and problem solve in the moment.
- 5. Flexible and able to handle a diversity of tasks responsibilities.
- 6. Strong work ethic and willingness to dig in wherever needed.

#### Responsibilities

- 1. Assists Leadership Team and Teachers in administrative tasks.
- 2. Assists with all aspects of recruitment and student enrollment.
- 3. Assists Director of Operations in upkeep and execution of all operational systems and procedures of the school.
- 4. Assisting with students during all communal times including breakfast, lunch, entry and dismissal, community meetings, and transitions.

#### **Cultural Fit at Great Lakes Academy**

To work at GLA, you need to be someone who is hard-working, intelligent, reflective, mission aligned, growth-oriented, team-oriented, organized, humble, and have a sense of humor.

#### Requirements

College Enrollment or college diploma



#### **Position Description: Great Lakes Academy Intern**

A Great Lakes Academy Intern is a semester or yearlong position that is responsible for assisting the Executive Director in all aspects of running a school- from enrollment to facilities upkeep, from family and community outreach to front office administration, the position is an opportunity to learn about all aspects of a start-up charter school.

#### **Job Outputs**

- 1. Creation and upkeep of organized system of school information system, including potential families and students, and potential staff.
- 2. Assist Executive Director in all aspects of opening a start-up charter school.
- 3. Completion of an independent project for the school's improvement.

#### **Competencies**

- 1. Organized and timely.
- 2. Able to learn quickly and implement feedback quickly.
- 3. Ability to communicate and build relationships with school staff, students, families and community members.
- 4. Flexible and able to handle a diversity of tasks responsibilities.
- 5. Willingness to dig in where needed.

#### Responsibilities

- 1. Assist Executive Director in all aspects of school starting.
- 2. Create and maintain filing system for interested families and staff members.
- 3. Conduct community outreach in all aspects from daycare visits to hosting of festival booths to planning community canvassing events.

#### **Cultural Fit at Great Lakes Academy**

To work at GLA, you need to be someone who is hard-working, intelligent, reflective, mission aligned, growth-oriented, team-oriented, organized, humble, and have a sense of humor.

#### Requirements

College Enrollment or college diploma.

## APPENDIX E.6 HIRING GUIDE FROM START TO FINISH

#### **QUALITIES SOUGHT IN ALL CANDIDATES:**

- Intelligence; has demonstrated capacity to learn and implement
- Strong communicator: verbal and written
- Mission alignment
  - o Highest expectations all kids can and will learn, 100 % attitude
  - o No excuses: an achievement oriented culture is one where joy and rigor work in concert with each other and a child's background is never used as an excuse for lack of re
- Reflectiveness:
  - O Ability to implement feedback: Open to hearing feedback, and able to implement changes quickly.
- Classroom skill: Behavior management and Instruction (coherent lesson plans, rigor)
- Humor: Does not take self or others so seriously that loses sight of the bigger picture; able to handle situations of high stress with good humor.
- Core Value Match:
  - O Brave- ready for challenges, flexible, action oriented, takes initiative
  - o **Endurance** relentless, sticks with challenges
  - o **Growth** relentless, sticks with challenges
  - o **Responsibility** able to reflect and grow, and take responsibility for any failure or success
  - o Enthusiasm- is excited about a new school, mission, children, challenge
  - o Achievement- track record of success
  - o **Team** team oriented, team player, supports others and helps others.

#### **GOLDEN RULES**

- Candidate talks 80 -90% of time
- Push to know more, get more examples and specifics
- Break through ability to talk about education and into what it really looks like, in real time
- Get to real beliefs about what's necessary on the ground level every day, in every class.

#### DON'T BE FOOLED

There is no correlation between...

Educational licensure, graduate work, or years of experience with teacher efficacy

Ability to articulate "eduspeak" with teacher efficacy

Political ideology of spiritual beliefs and teacher efficacy

Depth of concern for challenges that children in poverty face and teacher

Mission fit is not about the end game – most thoughtful, caring people that go into this work think all things are possible for all children; mission fit is about what it will take to make that end game possible – do they believe that children can read great books and thrive in structure?

#### **STEP 1: RESUME SCREENING**

A resume is chance for a candidate to communicate who they are to us in a limited amount of space.

What they choose to share (content) and how they share it (professional quality, proper grammar, spelling, etc.) provides us with important information on whether or not to move forward to STEP 2. When a resume comes to the attention of a member of the leadership there are a variety of both screen in and screen out indicators to support making a decision on how to proceed.

The goal of STEP 1 is to screen in or screen out resumes within 1-2 minutes of review.

#### RESUME SCREEING INDICATORS

PROFESSIONALISM	ABILITY TO COMMUNICATE
Email addresses (John Ralinich@gmail.com	Terse/Few Details – fails to paint a clear picture
vs. Baby22@yahoo.com) The email address a candidate uses speaks to their level of professionalism.  Standard information not offered in the resume If the resume is missing important information re. work experience or contact information it is a	The resume is the candidate's one opportunity to share who they are with us. If they're unable to paint a clear picture for us, that's an absolute negative – the resume shouldn't leave you with clarifying questions about what they've done, it should encourage delving questions and a desire to learn more about what's been shared.  Misspellings, grammatical errors, formatting errors An absolute negative, if errors are glaring, candidate should not be considered
negative.  PDF (most accepted professional format)  PDF ensures that the resume comes to us exactly how they want us to see it. It demonstrates an attention to the importance of detail, a valued commodity.	Cover Letter included – aligns with job applying for and specific to Excel  If the candidate doesn't take the time to align their cover letter to our school or share any specifics for why their applying for "US" and not just a teaching job that should be used against them.
In-line resume It's a negative if the resume is included within an email message, doesn't demonstrate attention to detail or concern for formatting.	Formatting Is the resume highly readable? Consider the development of Do Nows and Classwork documents for classes. They must be clear and easy to follow. Does the resume reflect this ability?
References References do not need to be included in the resume. If they are, not including references for job supervisors is a negative sign.	

EDUCATION/CERTIFICATIONS	EXPERIENCE
Universities It's a plus if their undergraduate or graduate work was done at a highly selective and/or competitive college.	Too good to be true  If a candidate has held a variety of leadership positions and details success in multiple settings you may want to consider why they're coming to us to teach.
Licensure/Certification  If a candidate references their licensures multiple times or chooses to use a large amount of space to highlight their certifications then they may have the false notion that holding such credentials has anything to do with creating / demonstrating	Low-skill jobs  If the candidate is detailing a variety of low-skill jobs from High School then they are ineffectively using their one opportunity to sell themselves to us. If all of their experience is low-skilled jobs then they most likely don't have the capacity to be an Excel teacher.
results – a negative.  Test scores from teacher certification tests  This should not be viewed as high value and is unnecessary to include in a resume.	Teaching experience (urban education, charter, no-excuses)  It's a plus if the candidate has gotten their hands dirty in an urban environment prior to coming to us. It's a greater plus if they've had experience with a like-minded charter school.
High GPA and Academic Achievements Particularly for young candidates with minimal professional experience, it's a plus if they demonstrated a strong academic track record in college.	Multiple jobs simultaneously This can be a negative, showing a lack of focus on one demanding position.
	For any position held, teaching or other, Data/results listed We don't just want to know what you did (inputs), we are looking for people who value results and hold themselves accountable for achieving them.  Moving around a lot Demonstrates a lack of commitment and/or variety of employers asking the candidate to leave or being forced out.
	Teach For America, Teaching Fellows, Education Pioneers, etc. Coming to us from any like-minded organization that may have provided relevant training is a plus Leadership Positions Should be viewed positively if a candidate has served in leadership roles in their previous settings

Additional Contributions
If a teacher, any additional contributions to the
school such as running an after school program,
tutoring on weekends, etc. shows a team-player
mentality and an above and beyond work ethic.
Curriculum Design
If the candidate has experience with developing
scope and sequence based on standards, creating
instructional materials, etc. that is a plus.

#### STEP 2: RESPONSE TO WRITTEN QUESTIONS

If upon initial screening a resume is deemed as having potential by the Leader who reviews it, that individual should receive a follow up email with a series of questions to respond to. The candidate should be given a maximum of two business days to respond and questions should only be sent from Monday – Wednesday to ensure that the candidate does not have the weekend to deliberate. These questions are outlined below and include a scoring system to be used in evaluation. The goal of STEP 2 and the written questions is to screen out as many candidates as possible in very little time on our end.

Each response should be considered either "Strong/Aligned" or "Weak/Misaligned." Within those two buckets, a response may be judged on two scales. If it is "Strong/Aligned," it should be scored on a scale of 1-3 (3 being the strongest, most aligned response). If it is "Weak/Misaligned" it should receive a 0. Following each question are detailed examples of the types of ideas and thoughts that the reviewer should be looking for during evaluation.

At the conclusion of scoring the responses, a score of 11 or higher out of a possible 15 total points leads to STEP 3 of the hiring process. A score of 10 or lower should result in a generic email or letter articulating that "we've received your written responses to our questions and thank you for your time and energy. However, we're not interested at this time…"

In reviewing written responses, the leader should also be looking for the quality of writing, detail orientation, and the teacher candidates' general ability to articulate clear, cohesive, and supported ideas. Any written responses that have been completed in a shoddy manner with multiple errors in grammar, punctuation, word choice, etc. or lack command of the written language should be automatically eliminated from the hiring process.

## QUESTIONS AND EVALUATION TOOL

1.) We would all like to raise student achievement and address the needs of each student as a "whole child." However, we often have to make hard choices. If you had to choose, would you rather raise student achievement or increase self-esteem/self-worth? Both are not an option – you must pick one and explain your reasoning.

(Strong/Aligned Response)	(Weak/Misaligned Response)
-Student achievement - Drives lasting self- esteem Feeling success changes a student's affect - Self-esteem and confidence will develop naturally as a result of academic achievement This is the stronger lever and the one a child can carry with them into future classes	-Self-esteem - A child cannot focus on learning if they don't have lots of time devoted to self-esteem and self- worth - Our job as teachers is more about developing self-esteem than it is academic achievement
1 2 3	0

2.) Can you be both strict and caring? Is one better than the other in achieving academic results? Regardless of which you choose, strict, caring or both, use concrete examples to articulate exactly what it looks like in action in your classroom.

		(Strong/Aligned Response)	Weak/Misaligned Response
-	Being stric	ict and Caring is a way of demonstrating real caring igh Expectations	-A teacher's only job is to careAll a child needs is to know you care
1	2	3	0

### 3.) How do you feel about standardized tests? Explain

(Strong/Aligned Response)	(Weak/Misaligned Response)
-Need data to assess student progress -Useful to have objective data to assess school efficacy -They are not perfect / have their flaws, but are absolutely necessary -They are a fact of life today, and kids need to know how to be successful at them – you can't access a single high paying job without the ability to pass exams, not just a "school thing," a "life thing" - Standardized tests make light of the achievement gap and objectively illustrate the underperformance of specific subgroups in our country.	-Standardized tests are terrible, waste of time, require teachers to just teach to the test -You can't assess individual students based on a single test - Standardized tests are biased and don't tell you what a student really knows - Individual schools, teachers and parents should be able to do decide what their students should know and be able to do and how they'll be assessed.
1 2 3	0

# 4.) What do you think are the key factors to ensuring success working with a predominantly low income, urban population of students?

#### (Strong/Aligned Response) (Weak/Misaligned Response) - High expectations with high levels of - Anything suggesting that they are making accountability at all levels (students, teachers, excuses for students' lack of success. leaders, curriculum etc.) - Overall focus on tangential issues vs. high - Structure/disciplined learning environments expectations -Hard Work - Home lives are tough, so need to counsel them - Extra support / time for students - Must have families involved and if family is too - High quality teachers who take responsibility busy there's nothing the school can do for their student's performance - What matters is that the curriculum meets them - No-excuses at their level 1 2 3 0

# 5.) Why do you think that many students in low income neighborhoods are not achieving at the same levels of academic success a their more affluent peers.

(Strong/Aligned Response)	(Weak/Misaligned Response)
<ul> <li>- High expectations with high levels of accountability at all levels (students, teachers, leaders, curriculum etc.)</li> <li>- Structure/disciplined learning environments</li> <li>- Hard Work</li> <li>- Extra support / time for students</li> <li>- High quality teachers who take responsibility for their student's performance</li> </ul>	<ul> <li>Anything suggesting that they are making excuses for students' lack of success.</li> <li>Overall focus on tangential issues vs. high expectations</li> <li>Home lives are tough, or students living in poverty can't learn.</li> <li>Must have families involved and if family is too busy there's nothing the school can do</li> </ul>
- No-excuses	- What matters is that the curriculum meets them
1 2 3	0

# 6.) Assume you are the leader of a school and are charged with evaluating your teaching staff. Explain how you would define teacher effectiveness in your evaluations.

- Student absolute performance (reading,	Any response that fails to mention achievement	
writing, doing math at grade level)	and/or growth	
- Team player – ability to be effective within the		
systems and culture of the school		
- Meeting professional development goals that		
are directly aligned to improving quality of		
instruction, and in turn, student achievement		
1 2 3	0	
TOTAL SCORE FOR WRIT' RESPONSES	TEN /18	
14 or higher – i	move to STEP 3	
13 or lower – email or letter thanking for time and effort		
-		

### STEP 3: 10 - 15 MINUTE PHONE SCREENS

The goal of the phone screens is to determine if the candidate is truly a mission fit - (a) believes at their core that all children can learn and that the school and teachers can make that happen, no matter what and (b) has a powerful, whatever it takes work ethic. If possible, try to schedule phone interviews over Skype or Google hangout, so that you can watch the body language of candidates.

### During interview:

- SAY AS LITTLE AS POSSIBLE
- Jump right into business, minimize formality/pleasantries
- If the response to any question is clearly off-base, end the call politely after they finish answering that question. Do not feel the need to continue through all questions.
- Use pieces from the written responses to start, push, or guide the conversation use what they've already shared to push back on their thinking or call them out on a contradiction (this allows us to see how they react to conflict/challenges).
- If their answer is unclear, ask for clarification. "Can you tell me more about that?" "Could you explain what you mean by that?" "Could you provide 2 concrete examples of what you mean?"
- To learn more about the candidate and ensure that they are doing the majority of the talking (90/10), use the following prompts during the conversation:
  - o Tell me more about that
  - O What does that look like?
  - o Please give an example
  - o Another example...another example.
  - o Help me understand more what you mean.
  - o How have you seen this in your current work?
  - o How so? In what way?
- At end, thank person for their time and mention that we are currently speaking with many candidates we will be in touch should any next steps be necessary.

### FOUR COMMON QUESTIONS FOR PHONE SCREENS

### To be scored using the same system as the written responses from STEP 2.

The maximum amount of points possible is 12. A candidate scoring 9 or higher should be considered for an in-person interview/demo lesson, STEP 4. A candidate scoring an 8 or below should receive a generic email or letter saying, "Thank you for your time and for your interest in Great Lakes Academy, however, at this time we are not interested." As in all STEPS of the hiring process, a member of the leadership team may make an executive decision to continue the hiring process with a candidate at any time should they feel it is in the best interest of the school regardless of scoring.

Should the phone screening of the common questions go successfully and a member of the Leadership Team is interested in learning more about the candidate prior to inviting them in for an interview, it is encouraged to continue the dialogue utilizing the alternative questions written at the end of the STEP 3 section.

## Q1: Mission Fit

What made you decide to apply to Great Lakes Academy? Tell me about your path to teaching. Describe your ideal classroom.

(Strong/Aligned Response)	(Weak/Misaligned Response)
<ul> <li>I want to work at a school that has high expectations and a college mission.</li> <li>Students are focused, working hard, doing heavy lifting. High expectations and accountability for behavior and academics</li> </ul>	<ul> <li>I am applying to schools all over.</li> <li>Lots of songs, and exploratory learning.</li> <li>I love children, and babysat a lot</li> </ul>
1 2 3	0

## **Q2:** Highest Expectations

Our students often come to us already 1-2 years behind academically. Should they be held to the same standards at the end of their first year as kids in wealthier districts, most of whom start at or above grade level already?

(Strong/Aligned Response)	(Weak/Misaligned Response)
-Absolutely -We have to set high standards so kids can strive to get there -Kids that come in with a lot of challenges will need more support to get there, but we can't change the expectations for them	-No, it's not fair -You shouldn't hold them to the exact same standards as kids who started out better off, it's too much to ask.
1 2 3	0

### Q3: Failure of Urban Schools

Why are so many urban public middle and high schools failing? If you had to pinpoint one reason for their general inability to produce satisfactory academic achievement with their students, what would it be and why?

(Strong/Aligned Response)	(Weak/Misaligned Response)
- Low expectations on behalf of leadership and	- Lack of parent engagement, blame it on the
teachers	home life.
- Weakly structured/disciplined learning	- Students don't care enough about their own
environments	educations
- Minimal accountability for leadership, teachers, or	- Students are so far behind that they can
students to achieve results	never catch up
- Missing a "whatever it takes" attitude	
- Schedule doesn't emphasize time for extra support	
and/or additional learning time for students	
1 2 3	0

### Q4: Procedures vs. Freedom

Classroom management styles tend to fall along a spectrum – from teachers who have a procedure for everything (such as when and how students may get a tissue) to those who believe more in personal freedom (students can determine when/if they will get a tissue at any time). Where do you fall on that spectrum? Give me examples.

(Strong/Aligned Response)	(Weak/Misaligned Response)
-Procedures oriented -It's more efficient to have systems, it saves so much time / avoids wasting a lot of time -Kids know what to expect in my class -I'm consistent and therefore fair	-Personal freedom -it's not a big deal if kids get up for a pencil or a tissue
1 2 3	0

## **Q5: Instructional Alignment**

How do you monitor your student's progress? How do you know that they are learning?

(Strong/Aligned Response)	(Weak/Misaligned Response)
<ul> <li>I give daily or weekly quizzes.</li> <li>I keep a running log of my students.</li> <li>I review classwork each day to determine effectiveness.</li> </ul>	<ul> <li>I really know my students and I can tell.</li> <li>I don't think tests give you the real picture.</li> </ul>
1 2 3	0

## **Q6: Openness to Feedback**

Tell me about some changes that you've made in your teaching so far this year? What was the impetus?

(Strong/Aligned Response)	(Weak/Misaligned Response)
<ul> <li>I am always trying new things. I ask people to observe me and give me their feedback.</li> <li>I observe other teachers, and steal their ideas.</li> </ul>	<ul> <li>I haven't really had to change very much.</li> <li>No one has observed me.</li> <li>I'm not really comfortable with folks watching me.</li> </ul>
1 2 3	0

TOTAL SCORE FROM PHONE SCREEN	/ 18
12 or higher – move to STEP	
11 or lower – email or letter thanking for time and effort	

### Additional questions for phone screen:

1.) What's a policy at your school that you disagree with? How do you handle that?

- 2.) Describe in detail three systems you use in your classroom. Follow-up...reference one of the systems detailed in the response and as how it impacts learning in their classroom.
- 3.) How have you gone above and beyond the normal expectations in your current school setting? Describe two examples from the last month.
- 4.) Every class has at least a small group of struggling, not at grade level students, what do you do for those students in your classroom?
- 5.) How much homework should we expect of students, 90% of whom live in poverty/single- parent homes?
- 6.) What sorts of challenges should we understand for a student's lack of participation in class?
- 7.) How demanding are the work hours at your current position? Could you walk me through your typical week?
- 8.) Take two minutes and walk me through your resume.
- 9.) What gets you up in the morning? What inspires you?
- 10.) What do you want to be after you are done teaching? Where do you see yourself in 5 years?
- 11.) What is your organizational system? Can you send me a copy/show it to me?

### STEP 4: DEMO LESSON & IN-PERSON INTERVIEW

### **DEMO LESSON**

There are two options for demo lessons to take place with a teacher candidate. If they are currently teaching in the Nashville area, the first is to visit them at their school and observe them in their natural setting. This provides for an opportunity to not only evaluate their instruction, but to get a sense of the school culture and expectations that they've been working in prior to possibly joining the Team. The second option is for the teacher candidate to come to a like-minded school and teach a demonstration lesson.<sup>1</sup>

In the second instance, the teacher candidate should be provided with the following information prior to coming to model their lesson.

- An explicit standard (learning outcome) to be covered during the lesson.
- A brief amount of information about what the students have been learning up until this point (provide context).
- A time constraint, i.e. you'll have 20 minutes to deliver your lesson.
- Information regarding what resources will be available to them for delivering their lesson, i.e. LCD projector, overhead, whiteboard with dry erase markers, poster paper, etc.

Although it can be extremely valuable to see how someone responds when they are unsure of the situation they're entering, the goal of the demo lesson is to determine how well the teacher candidate can deliver a lesson and the means in which they communicate/work with kids and adults.

During the demo lesson, if deemed appropriate and available, teachers either within the grade level team of the proposed teacher candidate or in the same department should be welcomed to participate in the evaluation. This is a chance to extend leadership opportunities to teachers who have demonstrated mastery of what it means to be a "Teacher."

The following scoring tool should be used by all observers during the Demo Lesson.

<sup>&</sup>lt;sup>1</sup> We anticipate building a relationship with Chicago Collegiate and other schools in the area to arrange demo lessons.

# DEMO LESSON SCORING TOOL

D	URING LESSON
1.	<ul> <li>Intelligence/3</li> <li>Vocabulary used is robust and varied – not dumbed down for students.</li> <li>Demonstrates flexibility based on knowledge acquired during instruction -</li> <li>100 % competent with content knowledge and skills during lesson.</li> </ul>
2.	<ul> <li>Urgency</li> <li>Pacing - Effectively uses/manages time during lesson.</li> <li>Utilizes the 20 minutes provided for the lesson in a way that maximizes studentlearning.</li> <li>Exemplifies the "we have a lot do, let's get after it" attitude throughout lesson.</li> </ul>
3.	<ul> <li>Communication <ul> <li>Clear and precise in speaking with students – Economy of Language.</li> </ul> </li> <li>Speaks with students and adults using appropriate demeanor and language.</li> <li>o Asks to be called by Mr or Ms (formal)</li> <li>Clear, planned-out directions</li> </ul>
4.	<ul> <li>Mission Alignment</li> <li>During lesson demands 100 % engagement and compliance.</li> <li>Demonstrates belief that all children can achieve at high levels based on how</li> <li>he/she speaks with class as a whole and individual students.</li> <li>Communicates values of appropriate behavior to students.</li> </ul>
5.	<ul> <li>Content Knowledge</li> <li>Demonstrate a clear grasp of content area knowledge.</li> <li>Lesson provides evidence of familiarity with where today's learning fits with the bigger picture of the content area being taught.</li> </ul>
6.	Classroom Skill: Behavior  Holds students accountable for their behavior during class.  Models professional behavior through actions, words, dress, etc.  Creates a structured student environment that demands respect.  Is purposeful about where students sit in the classroom.
7.	<ul> <li>Classroom Skill: Instruction</li> <li>Is well-prepared, attentive to detail, and organized.</li> <li>Lesson plan demonstrates careful thought and planning.</li> <li>Lesson delivery demonstrates appropriately rigorous and challenging material.</li> <li>Uses informal and/or formal means to check for student understanding of essential content</li> </ul>
8.	<ul> <li>CLLOWING LESSON</li></ul>

• Eager for feedback

<ul> <li>Not defensive about feedback, or making excuses.</li> <li>Able to implement feedback in role play after lesson</li> </ul>	/3
	TOTAL/27
Notes:	

### **STEP 5: CASE STUDIES**

The purpose of the case studies component of the interview is primarily to create an experience in which the teacher candidate has to articulate their thinking in an "on-the-spot" manner. Answering the question, "how does this person think through a problem," is the driving force behind each case study. More specifically, the four options provided below allow for the interviewer(s) to further explore an area of concern that they may have with a candidate - they may need more information to be sure of their dispositions or core beliefs. Below is a brief overview of the topics covered in each case study.

- 1: The "sole provider mentality" Understanding when "Whatever it Takes" needs to be spread out amongst a team and you need to use supports/processes
- 2: Working within consistent systems Personality vs. Systems

### Case Study Option 1: DISENGAGED STUDENT

**Goal**: Does the teacher candidate have the "sole provider mentality" or do they recognize and reach out for supports to tackle problems? Do they use the "Whatever it takes" attitude and work ethic appropriately, differentiating when to take on a problem by themselves versus using a team and system of supports?

Vanessa, a student in your 1<sup>st</sup> grade class, has become increasingly disengaged (head down with little participation) in class over the past two weeks. Noticing the lack of engagement from your student you pull her aside for a conversation during homeroom. She doesn't share much information with you regarding her change in behavior and affect and that afternoon you call home to speak with her mother. It has been two days since you called home and you have not received a call back from the family. Vanessa is becoming increasingly disengaged, failing to complete homework assignments, and participating in class at an absolute minimum level.

How do you respond? What do you do and why?

### Case Study Option 2: SYSTEMS - MERITS AND DEMERITS

**Goal**: Does the teacher candidate understand the critical nature of operating within a system? Do they see the value of consistency in a school's practices and recognize that the school trumps the

individual?

Mr. Reynolds, a 2<sup>nd</sup> grade teacher at Florida Achievement Academy (FAA) is young and energetic. The students in the school love his class and he has built excellent professional relationships with each and every one of them. His instruction is high-energy all the time and extremely focused on achieving the grade-level standards that he is responsible for. Relying predominantly on charisma and enthusiasm to ensure order and focus in his classes, his students have achieved great academic results, regularly reaching 90% proficient and advanced on the state assessment.

Ms. Marquez, a softer, calmer presence in the classroom, is a 2<sup>nd</sup> grade teacher on the grade level team with Mr. Reynolds. Like her colleague, she has led her classes to exemplary student achievement with over 85% of her students reaching proficient and advanced status on the state assessment. During her class, she routinely uses FAA's behavior system to monitor, correct and praise student behavior. For example, if a student is failing to track the speaker in the room she will quickly, and using a journalist's voice say, "Rachel, that's a clip move – please track the speaker at all times." Ms. Marquez will then document the demerit she has assigned to the student using the school wide tracking sheet.

At the end of the first month of school the Principal completes a data analysis of how teachers are using the merit and demerit system to monitor, re-direct and praise student behavior. On an average week, Mr. Reynolds is issuing four merits and two demerits while Ms. Marquez is issuing seven merits and 23 demerits.

Based on the fact that both Mr. Reynolds and Ms. Marquez are achieving exceptional academic results with their students do you see an issue with the discrepancy in their use of the Merit/Demerit System? Why or why not? Explain.

If you had to place yourself on the continuum between the style of Mr. Reynolds and Ms. Marquez, where would you fall? What advantages do you think that provides you with as a teacher and what challenges might you need to overcome to maximize your teaching potential?

### **STEP 6: CHECK REFERENCES**

Check references before hiring. Ideally two or more.

Questions to ask:

- 1. Would you re-hire this person?
- 2. What are this person's strengths and weaknesses?
- 3. How open are they to feedback?
- 4. How collaborative are they/are they able to work on teams?
- 5. What are 3 action steps you would give this person at this time?

# PUTTING IT ALL TOGETHER

A combination of STEPS 1-6 should give the Leadership team a clear sense of whether or not they'd like to offer a position to the teacher candidate. If a candidate has successfully navigated the resume screen, written response to questions, phone screen, demo lesson, in-person interview with case studies and references, they should be seriously considered for a position. With the goal of ensuring that along the way the candidate has shown their true colors, the hiring process, should provide a clear sense on the areas that are most critical to success as a Teacher.

- Intelligence; has demonstrated capacity to learn and implement
- Takes initiative; is action oriented. Exudes a sense of energy / urgency
- Strong communicator: verbal and written
- Team oriented: A team player, who will go out of his or her way to support and help others; able to work on a team and collaborate
- Mission alignment

Highest expectations – all kids can and will learn, 100 % attitude No excuses: an achievement oriented culture is one where joy and rigor work in concert with each other and a child's background is never used as an excuse for lack of performance.

- Relentlessness / Grit; has demonstrated ability to stick to challenging goals
- Reflectiveness: Ability to reflect upon practices and grow.
- Openness to feedback: Open to hearing feedback, and able to implement changes.
- Classroom skill: Behavior management and Instruction (coherent lesson plans, rigor)
- Humor: Does not take self or others so seriously that loses sight of the bigger picture; able to handle situations of high stress with good humor.

# FINAL STEP - MAKING AN OFFER

- 1. Make offer as soon as possible.
- 2. Give a present (mug, t-shirt, etc.) with offer letter
- 3. Have members of the team call, email, invite to coffee, etc.
- 4. Connect to moving tips if living elsewhere. (Life in Chicago, neighborhoods)

# APPENDIX E.7 STAFF RECRUITMENT PLAN

**Recruitment Goals.** Great Lakes Academy is committed to recruiting the most talented individuals possible to help us achieve our ambitious mission of ensuring all of students are successful to and through college.

**Ultimate Goal.** Our recruitment goal is to recruit the most talented, committed individuals possible to join our team.

**Enabling Goals.** In order to reach our ultimate goal, we have several enabling goals that allow us to ensure we are reaching our ultimate goal:

- The Director of Community Outreach and Development and Director of Operations/Business Manager are hired by March 1
- The Dean of Curriculum/Dean of Culture is hired by April 1
- All teachers are hired by June 1.
- All staff is hired by July 1.
- The diversity of our staff will mirror the diversity of our student body.

**Recruitment Plan.** Below is our plan for hiring all staff members in Y0. Recruitment in later years will be similar

Start Date	End Date	Position	Task	Responsible Party
Date	Date	1 OSITION	I GUX	rarty
August 2013	September 2013	All	Finalize all job descriptions	Executive Director
August 2013	September 2013	All	Create list of connectors: people who may know of strong prospective candidates	Executive Director
			Contact connectors to have conversations	
August 2013	September 2013	All	about possible candidates; add names they suggest to Master List of Referrals	Executive Director
August 2013	October 2013	All	Contact individuals from Master List of Referrals	Executive Director
August 2013	September 2013	Teacher	Contact local schools of Education including DePaul, Northern Illinois, University of Illinois, UIC, Northwestern, University of Wisconsin, and request dates for teacher fairs, and days of interviews.  Ask about lists of alumni, and post job at school's local electronic boards, or list-serves	Executive Director
August 2013	September 2013	Teacher	Get annual calendar for local educational schools of education events and teacher fairs, and calendar.	Executive Director
October 2013	October 2013	Teacher	Get list of all Golden Apple winners and finalists	Executive Director
October 2013	October 2013	All	Contact Jim Conti about advertising positions to Alain Locke Initiative/Inner City Teaching Corps	Executive Director
October 2013	October 2013	All	Get annual calendar of Alain Locke/Inner City Teaching Corps events for year; mark to attend and network	Executive Director

552

1

			Contact Jess Zander, Director of Alumni relations about advertising positions to	
			Teach For America alums, get personal	
October 2013	October 2013	All	list of recommendations from her	Executive Director
October 2013	OC100C1 2013	7 111	Get annual calendar of Teach For	Executive Birector
			America Chicago and regional events for	
October 2013	October 2013	All	year; mark to attend and network	Executive Director
3010001 2015	3000001 2015	1111	Contact Director/Managing Director of	Encount of Birotton
			Alumni Affairs, in these regions of Teach	
			For America: Bay, LA, New York, DC,	
			Indianapolis, Las Vegas, New Orleans, St.	
			Louis, Milwaukee, Detroit, Kansas City,	
			Mississippi Delta, South Dakota,	
			Northeast Ohio, Southwest Ohio, Twin	
October 2013	October 2013	All	Cities	Executive Director
			Contact Managing Director of Program in	
			these regions of Teach For America: Bay,	
			LA, New York, DC, Indianapolis, Las	
			Vegas, New Orleans, St. Louis,	
			Milwaukee, Detroit, Kansas City,	
			Mississippi Delta, South Dakota,	
			Northeast Ohio, Southwest Ohio, Twin	
October 2013	October 2013	All	Cities	Executive Director
October 2013	October 2013		Talk to Jess Zander about getting list of	
			alum interested in school leadership who	
		All	would be interested in Chicago	Executive Director
October 2013	October 2013		Follow up on Teach For America list	
		All	interested in Chicago	Executive Director
October 2013	October 2013		Sort through Teach For America alumni	
			book; identify candidates as promising for	
		All	various positions	Executive Director
October 2013	October 2013	Director of		
		Operations/	Send job descriptions to business schools	
		Business	career services offices <sup>1</sup>	
		Manager	Post listing on at least 10 websites.	Executive Director
October 2013	October 2013	Director of	Contact list of potential candidates	
		Community	already created based upon contacts at	
		Outreach &	community meetings and community	
		Developmen	outreach	F
0 1 2012	TT /11 1/1 1	t r	Post listing on at least 10 websites	Executive Director
October 2013	Until position is	Dean of	Destitution of the 2	
	filled	Culture/Curr	Post listing on at least 10 websites <sup>2</sup>	E Dinastan
		iculum		Executive Director
	Until position is	Director of	Send pre-work to complete and submit	
October 2013	filled	Operations	before second round interview	Executive Director
			Contact the National Black MBA	
		Director of	Association to get connected to their	
October 2013	October 2013	Operations	members	Executive Director
		Director of	Contact the National Association of	
October 2013	October 2013	Operations	Hispanic MBAs to get connected to their	Executive Director

<sup>1</sup> 

<sup>&</sup>lt;sup>1</sup> Schools where Great Lakes Academy sends notices to career services offices, graduate school offices and business school career services include, but are not limited to: Northwestern University, University of Chicago, Loyola University, Elmhurst College, Wheaton College, the University of Illinois at Chicago, the University of Illinois at Urbana-Champaign, Indiana University, the University of Iowa, the University of Wisconsin-Madison, the University of Wisconsin-Milwaukee, the University of Notre Dame, the University of Michigan, Michigan State University, Valparaiso University and Purdue University.

			members	
October 2013	October 2013	All	Contact New Leaders for New Schools nationally; connect about their alumni	Executive Director
October 2013	October 2013	All	Contact the National Association of Black Educators to get connected to their members	Executive Director
		_	Contact local universities to post intern position on job boards.	
October 2013	October 2013	Intern	Interview 5 candidates hire one.	Executive Director
November	M 2014	7D 1	D (1) (1) (10 1 )	Τ.,
2013 November	May 2014 Until position is	Teacher Student Support Services	Post listings on at least 10 websites	Intern
2013	filled	Coordinator	Post listings on at least 10 websites	Intern
November 2013	November 2013	Teacher	Email all Golden Apple winners and finalists with our listing	Intern
November 2013	November 2013	Teacher	Follow up with all Golden Apple winners and finalists	Executive Director
November 2013	Monthly until positions are filled	All	Send Monthly newsletter blast to 300+ education professionals and 300+ Chicago area professionals on our list asking them to submit referrals	Intern
2013	Illied	All	Check job postings and how they rank	Intern
November 2013	May 2014	All	when applicants search; repost job listings as necessary.	Intern
November 2013	November 2013	All	Send job descriptions to undergraduate and graduate career services offices	Intern
November 2013	April 2014	All	Advertise positions in national and local publications	Executive Director
November 2013	November 2013	All	Contact New Leaders for New Schools in Chicago; connect about their alumni as well as their current leaders	Executive Director
November 2013	November 2013	All	Contact Peace Corps & Americorp about connecting to their alumni	Executive Director
November 2013	November 2013	All	Contact Summerbridge/Break Through Collaborative to connect to their alumni	Executive Director
November 2013	November 2013	All	Contact the National Board for Professional Teaching Standards to get connected to their members	Executive Director
November 2013	November 2013	All	Contact the National Employment Minority Network to get connected to their members	Executive Director
November 2013	November 2013	All	Contact the National Partnership for Educational Access to get connected to their members	Executive Director
November 2013	November 2013	All	Contact Ed Pioneers to get connected to their fellows and alumni	Executive Director
April 2014	July 2014	Operations Fellow	Post listings on at least 10 websites; Contact local college and university career offices.	Intern

# APPENDIX E.9: SAMPLE TEACHER EVALUATION



Name	Trimester	Date	<b>Evaluating Administrator</b>

## I. Core Value Demonstration

**Rating on a scale of 1-5:** 1= Value not demonstrated 2= Inconsistent in demonstration of value

3= Consistent demonstration of value 4= Mastery 5=Mastery and role model of value

Core Value	Core Value Description	Teacher Rating & Self-Evaluation	Administrator Rating & Evaluation
	We are not afraid to take risks.		
Bravery	We show bravery by trying our hardest, knowing that we will make mistakes, and learn from them.		
Endurance	We never give up.  We have the courage and the tenacity to keep at a task or skill until it is accomplished or mastered.		
Growth	We constantly grow.  We are never satisfied		

Core Value	Core Value Description	Teacher Rating & Self-Evaluation	Administrator Rating & Evaluation
	with what exists; we are constantly looking to be our new best self.		
	We look to ourselves to get the job done.		
Responsibility	We take responsibility for our actions, our efforts, our words and our demeanor.		
	We are fiercely positive and it shows.		
Enthusiasm	We approach life with energy, enthusiasm, and humor. We remain positive and show our positivity.		
Achievement	We focus on results. Outcomes matter; we focus on results and do what it takes to accomplish our goals.		
	We succeed and fail as one.		
Team	Teamwork means supporting others and placing the good of the group over good of the individual.		

# II. Goals and Growth

# **III. Student Test Scores**

Subject	Interim I	Interim II	Interim III	Interim IV	Interim V
<b>ELA</b> (Avg. STEP scores and Avg. Growth)					
Writing					
Math					
Science					
Teacher Comments					
Administrator comments					

# **IV.** Additional Comments and Thoughts

Additional Comments	Teacher	Administrator

# V. Next Steps

Teacher Notes	Administrator Notes

# VI. Signatures

Name	Signature	Date
(Teacher)		
(Administrator)		

# $\begin{array}{c} \text{Appendix E.10:} \\ \text{Sample Leadership Team Evaluation}^1 \end{array}$

Name	Position	Trimester	Date

TEACHER EVALUATIONS					
	4	3	2	1	
Provides all teachers with clear, thoughtful performance and timely evaluations	Evaluations are exceptionally insightful and designed to create improvement.	Meets standard	Evaluations are occasionally vague	Evaluations are often vague or insufficiently thoughtful.	

	ACHIE	EVEMENT		
	4	3	2	1
Meets expectations for test performance results. [Note: These expectations will be set with ED at the start of each school year based on historic and comparative data.]	Significantly exceeds expectations	Meets expectations.	Falls slightly below expectations	Falls significantly below expectations.
Takes and demonstrates responsibility for the achievement of all students in all subject areas.	Ensures that all students are performing at exceptional levels.	Meets standard by ensuring that students in all quartiles are performing at high levels.	One quartile shows inadequate growth.	More than one quartile shows inadequate growth.
Regularly employs an organized system to use assessment data to track the progress of individual students and individual teachers.	Maintains and frequently employs an integrated and sophisticated system that provides instant information on scholar's performance and a teacher's performance.	Meets standard	System is insufficiently organized or updated or employed.	Attention to assessment data is insufficient.
Regularly analyzes data with teachers to ensure that teachers receive consistent feedback on their progress towards meeting achievement expectations.	Creates a culture where teachers own their data and bring independent insights to data analysis meetings.	Meets standard	Analyzes data but provides inconsistent feedback to teachers.	Provides insufficient feedback to teachers on their data.
Builds a school culture that respects testing as an accurate measure of performance and respects the integrity of testing by working to ensure that all students are pushed to	Builds a culture that results in extreme student and teacher buy-in on assessments that leads to authentic performance	Meets standard	Creates an uneven culture where most teachers and students share this view of assessment.	Creates an uneven culture where most teachers and students do not share this view of assessment.

 $<sup>^{\</sup>rm 1}$  Thank you to Edward Brooke Schools for the evaluation template this is built off of.

perform their best.	achievement beyond		
Understands the role of	expectation.		
achievement on testing in			
achieving the school's			
mission.			

SETTING INSTRUCTION	AL EXPECTATIONS A	AND ENSURING	G THAT TEACHER	S MEET THEM
	4	3	2	1
Ensures that all teachers are creating and executing cohesive thoughtful lessons within thoughtful units that combine into a thoughtful year-long plan that aligns with grade level expectations and state assessments.  Effectively manages teachers to ensure that they are consistently providing instruction that effectively communicates the point of lessons, presents open ended questions, enables them to place new material in context, and holds students	Strong attention to planning results in exceptionally strong plans.  Creates a culture where teachers are consistently providing this level of instruction because the teachers have internalized these instructional practices.	Meets standard  Meets standard	Attention to planning is insufficient, resulting in some teachers/teams creating inadequate plans.  Ensures that most teachers are consistently providing this level of instruction.	Attention to planning is negligent, resulting in many teachers/teams creating inadequate plans.  Ensures that half of the teachers are consistently providing this level of instruction.
accountable for thinking.  Effectively manages teachers to ensure that teachers are differentiating to meet the needs of all students without relying on significant outside support to meet the needs of their learners.	Creates a culture where teachers are consistently providing this level of instruction because the teachers have internalized these instructional practices.	One to two teachers are not adequately differentiating or are overly relying on outside support to meet their students' needs.	More than two teachers but less than half are not adequately differentiating or are overly relying on outside support to meet their students' needs.	Most teachers are not adequately differentiating or are overly relying on outside support to meet their students' needs. Or many teachers are failing to meet students' needs entirely.
Effectively manages teachers to generate a high level of student participation throughout the school.	School is a model of student participation; visitors would be struck by the high level (in terms of quality and quantity) of student participation throughout the school.	Meets standard	Student participation is uneven throughout the school; there are areas of the school where participation is strong.	Students participate at too low a level throughout the school.
Observes teachers weekly and provide them with high quality, actionable feedback each week.	feedback results in impressive growth in instruction for all teachers	Meets standard by observing every teacher once every two weeks and providing high quality,	Observes most (but not all) teachers regularly and gives high quality feedback OR is sometimes unable to provide	Observes all teachers once a month OR is often unable to provide strong feedback

		4'1-1-	-t	
		actionable	strong feedback	
		feedback each		
		time.		
Creates and maintains	Is innovative in	Meets standard	Holds teachers	Does not hold all
structures and expectations	creating effective	by continuing	accountable for	teachers
that hold all teachers	structures for regular	current Brooke	providing	accountable, but
accountable for providing	feedback.	practices and	individualized	some teachers still
regular individualized		holding all	feedback, yet not	provide
feedback to their students.		teachers	all students are	individualized
		accountable for	receiving this	feedback
		meeting	individualized	
		individualized	feedback	
		feedback		
		expectations.		
Plans and leads weekly	Weekly professional	Meets standard.	Professional	Professional
professional development	development is		development is	development is
that meets the needs of the	exceptional in		often good but is	weak because it is
instructional staff and results	quality and in level		occasionally	not meeting
in improved achievement.	of staff buy-in.		uneven.	teachers' needs.
in improved delice vericing				
Develops and implements	New teacher	Meets standard.	Quality is mostly	New teacher
new teacher training that	professional		strong, but in some	training is weak
effectively shares the Great	development is		instances does not	because it is not
Lakes Academy vision of	exceptional in		clearly convey the	meeting teachers'
effective instruction and	quality and in level		GLA vision or is	needs.
enables new teachers to	of staff buy-in.		ineffective in	
implement instruction that	Teachers enter the		meeting new	
develops skills within the	year totally prepared		teachers' needs.	
context of developing critical	to teach and to			
thinking.	maintain GLA			
	quality			
	instruction/culture.			

	SCH00	L CULTURE		
	4	3	2	1
Establishes a limited number of clear, prioritized goals for the year, and maintains personal and school focus on those goals.	Has exceptional buy-in and focus and these goals result in improved achievement.	Meets standard	Goals are too many or too vague or focus is uneven throughout the year.	The leader has goals, but staff cannot articulate these goals.
Communicates to students and teachers that effort, not innate ability, is central to achievement.	Creates a school culture in which this belief is pervasive and deeply held.	Meets standard	Occasionally permits staff comments or actions that show a lack of belief in the centrality of effort to achievement.	Often permits staff comments or actions that show a lack of belief in the centrality of effort to achievement. OR Occasionally makes comments or takes action that show a lack of belief in the centrality of effort to achievement.

Cuestes and commons	School is a model of	Meets standard	There is a positive	The school culture
Creates and conveys a	positive culture;	Meets standard	school culture but	is flat overall.
positive vision for student				OR The school
culture and realizes that	visitors would be		it is noticeably	
vision through community	struck by the sincere		uneven in areas.	culture is
meetings and management of	and positive culture			incredibly uneven
classroom teachers.	throughout the			and some areas
	school.			are very negative.
Establishes and maintains	School is a model of	Meets standard	Some routines	Many routines
effective whole-school	effective		need	need improvement
routines and manages	management and		improvement or	or are
teachers to ensure effective	routine.		are inconsistently	inconsistently
classroom routines.			upheld.	upheld.
Clearly communicates high	School is a model of	Meets standard	Isolated areas of	Significant areas
standards for student	high behavioral		inconsistent	of inconsistent
behavior to all members of	standards and		enforcement in	enforcement in the
the school community	enforcement.		the school staff.	school staff. OR
(parents, teachers, students,			OR Instances of	Instances of poor
and support staff) and			insufficient	communication
consistently enforces these			communication	with some
high standards for student			with some	community
behavior.			community	members.
benavior.			members.	members.
Is fair and respectful and	Does an exceptional	Meets standard.	Occasionally has	Often has
Is fair and respectful and		Meets standard.	favorites who	favorites who
sets appropriate limits with	job of setting and			
all students and families.	maintaining limits		receive different	receive different
	while always		treatment or does	treatment or does
	maintaining a calm		not demonstrate	not demonstrate
	and purposeful tone.		professional	professional
			respect in	respect in repeated
			contained	instances.
			instances.	
Models appropriate	Provides	Meets standard	Has an occasional	Has significant
behavior, tone, preparation,	exceptional		lapse in modeling	lapses in modeling
and organization to	modeling in each of		one of the stated	one of the stated
demonstrate the importance	the stated areas.		areas for one	areas for one
of each.			segment of the	segment of the
			school	community. OR
			community.	Has occasional
				lapses in modeling
				several stated
				areas.
Has a confident and	Exceptionally	Meets standard.	Occasional lapses	Regular lapses in
authentic presence with	confident and		in either	either confidence
students, families, and staff.	authentic presence.		confidence or	or authenticity.
,,	1		authenticity.	
<b>Ensures that all teachers</b>	School is a model of	A few	In 1-2 classrooms,	In more than 2
believe in the urgency of our	urgency; visitors are	classrooms	the culture	classrooms, the
mission and establishes a	struck by the calm	occasionally	consistently does	culture does not
classroom culture that	and deliberate	reflect a lack of	not reflect	reflect urgency.
reflects that urgency.	culture that ensures	adequate	adequate urgency.	
	no time is wasted.	urgency.	and argoney.	
Develops and maintains a	School is a model of	Meets standard.	Isolated staff	Staff culture
positive staff culture based	staff positivity.	micous standard.	members can be	overall is negative
	stan positivity.			_
on a shared commitment to			negative.	around certain

the school's mission and a				issues.
				issues.
belief in their own power to contribute to it.				
	Cu CC . 1,	M	Martice	M
Builds a reflective,	Staff culture is	Meets standard.	Most staff	Many staff
responsible culture where all	exceptionally		members are	members are
members of the staff reflect	reflective,		reflective and	reflective and
on own performance and set	collaborative, and		driven to meet	driven to meet
and work to meet goals for	goal-oriented.		own goals, but a	own goals, but
own performance.			few are	some are
			insufficiently	insufficiently
			reflective.	reflective.
Exemplifies and models the				
school values of Bravery,				
Endurance, Growth,				
Responsibility Enthusiasm,				
Achievement, and Team at				
all times.	DD 0 = P			
		SSIONALISM	3	1
A 040moles ( d 4000 1	Garagetas have in	Marta standard	2	When we 1, 1
Actively identifies and	Generates buy-in from all involved	Meets standard	Actively identifies and effectively	When problems are identified,
effectively solves problems.				′
	parties while		solves most	works to solve
	effectively solving		solvable problems.	them. OR
	problems. OR Is			Identifies
	exceptionally			problems but
	perceptive in			overly depends on
	identifying and			help of others to
	solving problems.	3.6		solve them.
Manages time in order to	Exceptionally	Meets standard.	Occasionally loses	Often loses sight
meet long term goals and	manages time to		sight of long term	of long term goals
handle immediate needs.	accomplish long		goals and only	and only focuses
	term goals while		focuses on short	on short term
	effectively meeting		term concerns.	concerns.
	all short-term		OR	OR
	responsibilities.		Occasionally	Often focuses on
			focuses on long-	long-term goals
			term goals and	and neglects short
			loses sight of short	term needs.
			term needs.	
Is knowledgeable about	Exceptional	Meets standard.	Has one confined	Has several
instruction across grade	knowledge across		subject or grade	subject or grade
levels and content areas and	all grade levels and		level where	level where
works to increase	content areas.		incomplete	incomplete
instructional knowledge.			knowledge makes	knowledge makes
			it difficult to give	it difficult to give
			strong feedback.	strong feedback.
			Identifies that area	OR
			of weakness and is	Has one confined
			working to address	subject or grade
			it. OR Has several	level where
			areas where more	incomplete
			knowledge would	knowledge makes
			improve quality of	it difficult to give
			feedback.	strong feedback
				and is not working

				to address it.
Reflects accurately on own	Is exceptionally	Meets standard.	Is inaccurate in	Is inaccurate in
performance and sets and	insightful about	Wiccis standard.	self-assessment in	most areas. OR
works to meet goals for own	own performance		a few areas. OR	Is not setting or
performance.	and is driven by		Does not	working to meet
performance.	own goals.		consistently work	goals for own
	own goals.			performance.
			to meet goals for own performance.	performance.
Solicit, respond positively to,	Solicits and	Meets standard.	Solicits and	Struggles to
and implements feedback	responds to		responds positively	respond well to or
from ED.	feedback and does		to feedback but	implement
	an exceptional job		struggles to	feedback.
	of implementing		implement it all.	
	feedback.			
Is visible throughout the	Is a consistently	Meets standard.	Is sometimes	Is often
school (including attending	strong presence		insufficiently	insufficiently
all school events, checking in	throughout the		present in the	present in the
with teachers informally,	school.		hallways or at	hallways or at
etc.)			school events or to	school events or
,			meet with teachers.	to meet with
				teachers.
Effectively communicates	Generates	Meets standard.	Usually	Frequent lapses in
school policies and rationale	exceptional buy in		communicates well	communication.
with staff, parents, and	without		with all parties, but	
students and solicits input as	compromising the		has an occasional	
appropriate.	integrity of the		lapse in	
uppropriate.	school's policies.		communicating	
	sensor s poneres.		with one group.	
Meets all deadlines and	Exceptionally	Meets standard	Occasional lapses	Frequent lapses in
responds promptly to emails	responsive to all	by responding	in meeting	meeting deadlines
and messages.	communications	to all internal	deadlines or in	or in responding
und messages.	and completely	and important	responding	promptly.
	reliable in meeting	external	promptly.	promptry.
	all deadlines.	communications	promptry.	
	an deadines.	within 24 hours.		
		Meets all		
		deadlines, even		
		self-designated.		
Follows all state and federal	Effectively follows	Meets standard.	Occasional minor	Frequent minor
regulations.	regulations while	mices standard.	lapses in following	lapses in
1 centarions.	managing time to		regulations, while	following
	meet the needs of		still meeting the	regulations, while
	the school.		intent of the	still meeting the
	the sellout.		regulations.	intent of them.
Presents self in professional	Exemplary in attire,	Meets standard	Occasional lapses.	Frequent lapses,
manner at all times,	demeanor and	wiccis standard	occasional lapses.	including
including attire, demeanor	communications,			inappropriate
and communications.	both written and			attire,
and communications.	verbal.			unprofessional
	verbar.			communications.
				communications.

ED Signature:	 	
Admin Signature:		

# APPENDIX E.11:

# TRANSPORTATION PLAN

Great Lakes Academy is proposed as a neighborhood school. As such, we anticipate drawing the vast majority of our students from the greater South Shore neighborhood.

It is our expectation that students will get dropped off at school by family, and in later, grades walk to school, or, if their families choose, take public transportation. We are working to ensure that the school is centrally located for families residing in this community, and with access to public transportation. In addition, Great Lakes Academy will work to ensure that arrival to and departure from school is convenient for families: for example, we will open the doors of the school 15 minutes before school opens so students can wait inside rather than outside in inclement weather.

Should the funding in the Illinois Parental Transportation Reimbursement Program (as established in 105 ILCS 5/29-5.2) be reinstated for families who live more than 1.5 miles from the school or who have a verified safety hazard, we will explore this opportunity for our parents. We want to work to ensure that transportation not be a burden or barrier for any Great Lakes Academy student.

### **Students with Disabilities**

In accordance with legal requirements, we will provide transportation for students with disabilities, as we are required to do. We anticipate serving a small number of students who have this need, and the Student Support Services Coordinator, hired as a full-time staff member starting in Y1 of operation, will work with these students and their families on an individual basis to find a solution that best meets their needs. The Student Support Services Coordinator will work with the Director of Operations, who works with all vendors, to ensure transportation needs are successfully met. This individual is responsible for the implementation of all Individualized Education Plans (IEPs) at Great Lakes Academy and will thus be fully informed as to what students may need transportation provided to them. S/he will also be aware of which students become classified as a student with special needs during their time at Great Lakes Academy.

### **Students in Temporary Living Situations or Homeless Students**

We will work closely with families of homeless students to ensure they are able to remain in our school as they are allowed by law. The Student Support Services Coordinator will work with these students and families on a case-by-case basis to arrive at the best transportation method for their circumstances.

In order to ensure that the Student Support Services Coordinator is aware of any changing developments with students' living situations, s/he will meet weekly with the Leadership Team and any changes in student housing and transportation needs will be a standing agenda item.



# Appendix E.12: 501c3 Proof of Filing

GIS E NORTH WATER ST SIE SOEW

00031223

T : DOOR

GREAT LAKES ACADEMY INC C/O KATHERINE P MYERS 415 E NORTH WATER ST STE 604W

CHICAGO IL 60611

.4420

Employer Identification Number: 46-1862158

Tax Form: 1023

Document Locator Number: 17053-120-33202-3 For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

- Those that can be processed immediately based on information submitted,
- 2. Those that need minor additional information to be resolved, and
- 3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, www.irs.gov/eo. If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of irs.gov. To subscribe, go to www.irs.gov/eo and click on "EO Newsletter."

GREAT LAKES ACADEMY INC C/O KATHERINE P MYERS 415 E NORTH WATER ST STE 604W CHICAGO IL 60611

For other general information, tax forms, and publications, visit www.irs.gov

Sincerely yours,

Lois G. Lerner

Director, Exempt Organizations

Sof Jun

FILED JAN 03 2013 Jesse White Secretary of State				
Article 1. Corporate Name: GREAT	LAKES ACADEMY INC	С.		
Article 2. Registered Agent: KATHE	RINE P. MYERS			
Registered Office: 415 E N	IORTH WATER ST APT	T 604W		
CHICAG	30	IL 60611-5613	COOK COUNTY	
Article 3. The first Board of Directors K. CHASKIN 1727 S. INDIA		III IIUIIIL	er, their Names and Addresses be	ing as follows
S. KRAUS 520 S. STATE S	ST. UNIT 1001 CHICAG	O, IL 60605		
A. BHATTACHARYA 815 N	N. MARSHFIELD AVE. (	CHICAGO, IL 60622		
D. FEINBERG 2112 W. CO	NCORD ST. UNIT 2, C	HICAGO, IL 60606		
S. MAYE 520 STATE ST. U	JNIT 1508 CHICAGO, I	L 60605		
W. MOORE 1255 S. STAT	E ST. UNIT 1001 CHIC	AGO, IL 60605		
B. GANT 225 BELLINGHA	M DR. BARRINGTON, I	L 60010		
Article 4. Purpose(s) for Educational.	which the Corporation	is organized:		
Is this a Cooperative Hous Is this Corporation a Home in subsection (c) of Section Article 5. Name & Addre	ing Corporation as defi owner's Association, wh i 9-102 of the code of C ess of Incorporator	ned in Section 216 on hich administers a co civil Procedure?	ne Condominium Property Act? of the Internal Revenue Code of 19 ommon-interest community as defire that the statements made in the fore	ned ☐ Yes ☑ No
	KATHERINE P. MYERS		415 E. NORTH WATER ST	
Dated	Name JANUARY 03 Month & Day	, <u>2013</u> Year	CHICAGO, IL 60611  City, State, ZIP	

FORM **NFP 102.10** 

File # 68840201 Filing Fee: \$50

Approved By: \_

ARTICLES OF INCORPORATION
General Not For Profit Corporation Act

**JXR** 

# APPENDIX E.13: ENROLLMENT DOCUMENTS



Office Use Only:
Date Received:
Volunteer Initials:
Follow up:

# **Enrollment Form**

This Enrollment Form enters your student into the Great Lakes Academy Charter School lottery to be held on April 3, 2014. Signing this Letter of Intent <u>does not obligate</u> your child to attend Great Lakes Academy Charter School, <u>nor does it</u> <u>guarantee</u> admission.

Full Student Name:					□ M □	F	DOB:
<b>Current Grade:</b>	pre-K	□к					
Current School:							
Sibling at or applying Academy?	to Great Lakes	Y N					
		P	ARENT OR GUARD	IAN INFORM	ATION		
Name (Last, First):							
Relationship:		Mother	☐ Legal Guardian ☐	Foster Parent	□ Other		
Address	Street :			Apartment			Apartment No.
	Street:			City:			
	State:			Zip Code:			
Phone:			Email:				
Phone #2:			ьтан:				
How did you hear abo	ut Great Lakes Aca	ıdemy?					
		ession at			Sneakers on the Street Community		
				Ca	nvassing		
Other:							
I,, am interested in sending my child(ren),,							
to <b>Great Lakes Academy</b> , a proposed charter school in the Chicago community, in 2014.							
Parent or (	Suardian Signa	ture				Ι	Date

# Great Lakes Academy Acceptance Confirmation Letter



# **Great Lakes Academy Charter School**

Chicago, IL 60649

	<b>Yes!</b> I would like to enroll my child at Great Lakes Academy for the 2014-2015 academic year.
	<b>No</b> , while I appreciate your offer, I will be unable to enroll my child/children at Great Lakes Academy for the 2014-2015 academic year. I understand that once I have declined this enrollment position, my child's name will be removed from the waiting list and I would have to reapply to be eligible for enrollment. I have decided not to enroll my child at the school because
Date:	
Print Paren	t Name
Sign Paren	Name
Print Stude	nt Name
Sion Stude	nt Name

## THANK YOU FOR YOUR RESPONSE!

# **Registration, Table of Contents**

Congratulations on your successful enrollment into Great Lakes Academy Charter School! We warmly welcome you into our new community and look forward to meeting you in the coming months.

For your immediate attention, please review and complete the enclosed registration forms. The table of contents below lists all of the mandatory forms. For your child's successful registration, we must receive documents 1 through 9 by May 30, 2014 and documents 10, 11 and 12 by July 11, 2014. Please mail the forms to ------ (Phone: (773) 599-3614).

If you have any questions, please contact Katherine Myers, preferably by e-mail, at kmyers@greatlakesacademycharterschool.org or at (773) 599 - 3614. Thank you.

REGISTRATION TABLE OF CONTENTS	DEADLINES
1SIS Form	1. May 30, 2014
2Field Trip Permission Form	2. May 30, 2014
3Emergency Contact Information Form	3. May 30, 2014
4Proof of Residency Form	4. May 30, 2014
5Records Release Form	5. May 30, 2014
6 Release of Information Form	6. May 30, 2014
7Media Release Form	7. May 30, 2014
8Survey	8. May 30, 2014
9Contract of Mutual Responsibilities	9. May 30, 2014
10Medical Requirements Check List	10. July 11, 2014
11Health Information Form	11. July 11, 2014
12Physician and Parent/Guardian Authorization Form	12. July 11, 2014

# Department of Education Student Information 2014-2015

The Illinois Department of Education assigns identification numbers (SIS) to each student in the state. The school needs to submit a number of pieces of information for these ID numbers to be created. Please complete this form completely without using initials or nicknames.

Student First Name	
Student Middle Name	_
Student Last Name	_
Date of Birth	
City or Town, State, and Country of Birth	
Parent Signature	_
Date	_

# Field Trip Permission Form 2014-2015

Please complete the form below to give your child permission to participate in school-sponsored field trips during the 2014-15 academic year. You will be notified of each field trip in advance, and may be asked to sign additional permission slips for specific trips.

understand that all field trips will be planned at additional parent chaperones as needed to ensu understand that my child may travel during fiel	, permission to attend field trips as poll program during the 2014-2015 academic year. I and chaperoned by Great Lakes Academy staff, with are proper supervision of all attending students. I ld trips on public transportation, by chartered bus, or in eate with my child's advisor or teacher regarding any planned for my child.
Name of Parent/Guardian	Date
Signature of Parent/Guardian	

# GREAT LAKES ACADEMY: CONTACT AND EMERGENCY INFORMATION 2014-2015

Name of Student	Grade 2014-2015
Name of Parent/Guardian & Relationship to Child	Name of Parent/Guardian & Relationship to Child
Above Parent/Guardian's Home Phone Number	Above Parent/Guardian's Home Phone Number
Above Fatelio Guardian 8 Hollie Filone Pulliber	Above I delibotiatulali s Holle I liole Nulliber
Above Parent/Guardian's Work Phone Number	Above Parent/Guardian's Work Phone Number
Above Parent/Guardian's Email, Cell, Pager, etc.	Above Parent/Guardian's Email, Cell, Pager, etc.
Child's Primary Residence:	Other Parent/Guardian Residence:
Address	Address
City / State / Zip Code	City / State / Zip Code
Home Phone	Home Phone
Other Emergency Contacts:	
Name & Relationship to Child	Name & Relationship to Child
Above Person's Phone Number(s)	Above Person's Phone Number(s)
	<b>on</b> to pick up your child from school. If a person not listed will the school office in writing to grant permission.
Name & Relationship to Child	Name & Relationship to Child
Name & Relationship to Child	Name & Relationship to Child

# Proof of Residence 2014-2015

Name of Student(s)				
Name of Parent(s)/Guardian(	s)			
Street Address / Apt. Number	f			
City / State / Zip Code				
If child's parent/g following:	uardian is primary r	renter or property owner	at above address, please com	plete the
I hereby certify that	at the above address i	is my legal residence and	the legal residence of my chil	d,
Name of Child	·			
I have enclosed co	pies of the following	two proofs of residence:		
Lease	_Utility bill(s)	Driver's License	Other (please specify)	
Signature of Parent/Guardian			Date	
owner's deed. If s	_ •	the parent/guardian rent	may be listed on the renter's s or owns the residence at the	
I hereby certify that	at the above address i	is the legal residence of _		and
Name of Parent/Guardian	<u> </u>	Name of Child		
	pies of the following _Utility bill(s)	two proofs of residence:Driver's License	Other (please specify)	
Signature of Parent/Guardian			Date	

### **Records Release Form**

To ensure the successful enrollment of your child at Great Lakes Academy Charter School, we need your child's educational and health records from his/her current school and/or current health care provider/doctor.

I hereby request that my child's current school provide a complete copy of my child's educational and health records (including the cumulative record, ISAT and NWEA scores, and any files related to Special Education, Bilingual, or ESL services) to Great Lakes Academy Charter School, where my child will be enrolled in the fall of 2014.

I hereby request that my child's healthcare provider/doctor release appropriate health information and records (e.g. immunization records) to the nurse, counselor, or administrator at Great Lakes Academy Charter School, where my child will be enrolled in the fall of 2014.

Child's Full Name	
Parent's/Guardian's Name	
Child's Current School	
Current School's Phone	
Current School's Fax	
Child's Current Doctor or Health Care Provide	
Current Doctor or Health Care Provider's Phone	
Current Doctor or Health Care Provider's Fax	
	Parent/Guardian Signature
	Date
Check here if your child is not currently enrol records.	led in a school and does not have any school

Please complete a separate form for each child you are enrolling. Thank you.

Great Lakes Academy: Appendix E. 13: Enrollment Documents

## Release of Information 2014-2015

I hereby authorize Great Lakes Academy Charter School or information determined to be relevant to the education	1	ıta
	Chicago Public Schools, the Illinois State Board	of
Education, any other schools and school systems in whi governmental departments, health or social service providirectly on the programs or services with which my chil School. I understand that all such information will be k	oviders, or other offices whose activities bear ild is provided at Great Lakes Academy Charter	•
Parent/Guardian (please print)	_	
Signature of Parent/Guardian	Date	

## Media Release & Student Displays 2014-2015

I give permission for the Great Lakes Academy Charter School to record, film, photograph, interview, and/or publicly exhibit, display, distribute or publish my child's name, appearance and spoken words during the 2014-2015 school year, whether undertaken by school staff, students, or anyone outside the school, including the media. I agree that the school may use, or allow others to use, those works without limitation or compensation. I release the Great Lakes Academy Charter School staff from any claims arising out of my child's appearance or participation in these works.

Student's Name	
Name of Parent/Guardian (please print)	
Signature of Parent/Guardian	Date

## **Student and Family Information Survey**

At Great Lakes Academy, we are committed to creating a safe academic environment where all children will succeed in meeting the school's high standards. We understand that in order to best assist all students, communication lines between the school and families must always remain open. To start that dialogue, we request your candid responses to the following questions. Your answers will help us create learning environments that will most accurately match the needs of your child and his/her classmates. We know that middle school children rapidly mature academically, physically and emotionally. Therefore, the more we know about your child's past and present experiences, the more we can help your child successfully start off the new year.

Student Personal Background			
Please check the general racial category that most clearly reflects the	student's	recog	nition of
his/her community or with which the student most identifies:			
American Indian or Alaskan Native – A person having origins in a			
North America, and who maintains cultural identification through tri	bal affilia	tion or	commun
attachment.			
Asian or Pacific Islander – A person having origins in any of the or			
East, Southeast Asia, the Indian subcontinent or the Pacific Islands.		includ	es, for
example, China, India, Japan, Korea, the Philippine Islands, and Sam			
Black – A person having origins in any of the black racial groups of			
White – A person having origins in any of the original peoples of Eu	irope, Noi	th Afr	ica, or the
Middle East.	.1 4 .		.1
Hispanic – A person of Mexican, Puerto Rican, Cuban, Central, Sou	ith Americ	can or	other
Spanish culture or origin, regardless of race.			
What is the primary language english at home? (Cheek one)			
What is the primary language spoken at home? (Check one)			
English Spanish English and Spanish equall	157		
Other (specify)	ıy		
Outer (specify)			
Student Services			
	Yes	No	Don't
			Know
Is your child currently eligible for free or reduced-priced lunch at school?			
Is your child currently enrolled in a bilingual program?			
Has your child been screened for Special Education?			
Has your child ever received Special Education services?			
Does your child currently have an Individualized Education Plan (IEP)?			
Does your child currently receive special services in school?			
If your child receives special services, explain what they are.			

Does your child h	ave any medical, learning,	physical or	other special needs of	which we should be av
s there any other	information you think wou	ıld be helpfu¹	for us to have about	vour child?
Parent/G	uardian Educational Bac	kground		
	st level of education the stu			
(Check One)	Did not complete high		Attended some f	
	Graduated from High School/GED		Graduated from	four-year college
	Attended some two-y	ear college	Attended some a	dvanced-degree
	~		program	
	Graduated from two-y	year	Graduated from program	advanced-degree
Vhat is the highes	st level of education the stu	dent's father	/male guardian has ob	otained?
	Did not complete high			
	Graduated from High School/GED		Graduated from	four-year college
	Attended some two-y	ear college	Attended some a	dvanced-degree
	0 1 1 1 1 1 1 1		program	1 11
	Graduated from two-y	year	Graduated from program	advanced-degree
- 10			1 18 11	
Parent/G	uardian Statement			
ismissal of my cl	nformation above is true an mild from Great Lakes Acadehanges to the information	demy Charte	r School. I will inform	
Parent/Guardi	ian Name Pa	arent/Guard	dian Signature	Date

#### CONTRACT OF MUTUAL RESPONSIBILITIES

At Great Lakes Academy, we recognize that all members of the school community must work together in order to create an environment conducive to academic excellence. Every child learns best when his or her family is actively involved in the child's education. Parents, students, and the school's administration, teachers and staff all have responsibilities to promote student learning and growth.

As educational partners, we must agree to create a respectful school environment, with everyone treating others as valued members of the community. Please read the school's cultural expectations as they are outlined below. School personnel, students, and all parents/guardians need to sign this contract, indicating a willingness to uphold our responsibilities as active participants within the community.

## STUDENT: I agree to:

- Arrive at school on time and attend classes prepared to work;
- Commit myself to achievement all day, every day;
- Make the school a safe and orderly environment by being respectful and courteous;
- Complete homework assignments thoroughly and on time;
- Seek help when I need it; and
- Follow the school's rules and accept responsibility for my actions.

Student's Name (Print):

Student's Signature:
----------------------

**DATE:** 

## PARENT(S) / GUARDIAN(S): I / We agree to:

- Ensure my child arrives to school on time and attends classes prepared to work;
- Communicate regularly with my child's teachers and advisors;
- Make the school a safe and orderly environment by being respectful and by supporting the school in its efforts to promote my child's courteous behavior;
- Support my child by maintaining high academic and behavioral standards;
- Attend all parent-teacher conferences;
- Check my child's homework every night to ensure it is completed thoroughly and on time; and
- Follow the school's rules and accept responsibility as a partner in my child's learning.

Parent/Guardian's Name(s) (Please print):

DATE:

## ADMINISTRATORS AND TEACHERS: We agree to:

- Arrive to school on time to provide for an academically rigorous college preparatory environment;
- Make the school a safe and orderly environment by being respectful and by supporting the school in its efforts to promote the students' courteous behavior;
- Communicate regularly with families;
- Assess students regularly and fairly; and
- Follow the school's rules and accept responsibility as partners in the students' learning.

Name (Print):

Signature:	DATI
agnature:	DA

## **Medical Requirements Checklist**

In order to keep your child's health records up to date and to provide proper health services, your child will need a Physical Examination by your family physician. Use the following check list to ensure you have completed all the required medical documents.

Have your physician conduct a Physical Examination of your child. Please be sure your child's physician

meraac	u.
	1) A Physical Examination form (your doctor will have this)
	2) Date of Chicken Pox disease or date of varicella vaccine
	3) TB assessment
	4) Complete Immunization Record
	5) Great Lakes Academy's 'Health Information' Form (See document #11). You may need your physician's assistance to complete this form.
	6) Great Lakes Academy's 'Physician and Parent/Guardian Authorization to Dispense Medication' Form (See document #12.) Your physician will need to sign this form.

Please be aware that during the 2014-2015 academic school year students will have Vision and Hearing and scoliosis screenings. These free school screenings are not a diagnostic service, but provide screening for possible problems, some of which may need professional attention. If you do not want your child to participate in these screenings, please send in a letter. If we do not hear from you, we will have your child participate in the screenings.

## **Great Lake Academy Health Information Form**

Student Name					_
Student Date of Birth					_
Address					_
Home Phone Number					_
Previous School					
Legal Guardians (Check One	)Both	Parents _	MotherFatherC	Guardian	
Name(s) of Guardians					_
Guardian's Home Phone					_
Guardian's Work Phone					
Guardian's Cell					
In emergency, notify: Name					_
In emergency, call phone #s:					_
Doctor's Name/Health Cente	r				_
Doctor's Phone Number					
Doctor's Fax Number Preferred Hospital					_
Name of Health Insurance					_
Health Insurance Policy #					_
Name of Dentist					_
Allergies to Medication					_
Allergies to Food					
C					_
1. Do any of the student's fa	amily/house	ehold mem	bers have any major health p	roblems?	
$\square$ Yes $\square$ No If yes, ple	ease describ	e:			
0 11 1 1 1 1	C.1 C.11	11	11.1		
2. Has the student had any of	of the follow	ving illness	ses or conditions?		
Accidents	□ Yes	□ No	Bowel Problems	☐ Yes	□ No
Allergy	□ Yes	$\square$ No	Anemia	□ Yes	$\square$ No
Asthma	□ Yes	$\square$ No	Sickle Cell	□ Yes	$\square$ No
Diabetes	□ Yes	$\square$ No	Seizures	∃ Yes	$\square$ No
TB	□ Yes	$\square$ No	Frequent Headaches	∃ Yes	□ No
G6PD	□ Yes	$\square$ No	Skin Problems	☐ Yes	□ No
Lead Poisoning	□ Yes	$\square$ No	Behavioral Problems	☐ Yes	□ No
Heart Problems	□ Yes	$\square$ No	Birth Defect	☐ Yes	□ No
Menstrual Problems	□ Yes	□ No	Kidney/Urinary Problems	☐ Yes	□ No
Learning Problems	□ Yes	□ No	Rheumatic Fever		□ No
Weight Problems	□ Yes	□ No	Ear/Throat Infections		□ No
Hospitalizations	□ Yes	$\square$ No	Respiratory Infections	☐ Yes	□ No
Dental Problems	□ Yes	$\square$ No	Bone/Joint Problems	☐ Yes	□ No

Please describe in more detail, any of the above items that are marked 'Yes:'

3. Hearing / Vision / Speech			
Has this student had convulsions		$\square$ Yes	□ No
Has this student had a hearing tes		$\square$ Yes	□ No
Does this student have a hearing p	·	$\square$ Yes	□ No
Does this student have a vision pr		$\square$ Yes	□ No
Has this student had a vision test?		$\square$ Yes	□ No
Does this student wear glasses?		$\square$ Yes	□ No
If yes:Full TimeRead			
	ntial seating for a vision/hearing problem?	$\square$ Yes	□ No
Does this student receive speech t	therapy? any of the above items marked 'Yes:'	☐ Yes	□ No
4. Does this student have any spe example, is it necessary to limit	cial needs that the School Health Program (it activity?)	should be av	ware of? (For
5. Is this student taking any medi If yes, please specify:	cation on a daily basis? $\square$ Yes $\square$ N	(o	
			formation with
	other members of the school faculty and start on shared, please contact Ms. Myers.	aff. If there	is any reason
Authorization to Dispense Medicat	aspirin, and asthma inhalers) is to be adminition form must be completed by the prescribust be given to the nurse or Office Manage never carry medication.	ber/doctor a	nd the
medical emergency. I give permissinformation relevant to the prescrib and appropriate for my child's heat medication may be destroyed if it is one week beyond the end of the scl	academy Charter School the consent for treasion to the school to administer my child's bed medication, to determine if self-administration of med s not picked up within one week following thool year. I hereby release Great Lakes Ac in liability associated with administration of my child.	medication, stration of n ication. I un termination ademy Chan	to share nedication is safe nderstand that of the order or eter School, its
Parent/Guardian Name	Parent/Guardian Signature	—————Dat	e

## Physician and Parent/Guardian Authorization to Dispense Medication

## Section to be completed by licensed prescriber.

Student Name	Parent Name	
Physician Name	Physician Phone	
Name of Medication	Route	
Dosage	Frequency/Administration 7	Гіте
Other Directions		
Date of Order	Discontinuation Date	
Diagnosis	Possible Side Effects	
SIGNATURE OF PHYSICIAN/I	LICENSED PRESCRIBER	
Date		
Section	to be completed by parent/guardian.	
Student Name	Date of Birth	
Parent(s)/Guardian(s) Name		
Parent(s)/Guardian(s) Home Phone _		
Parent(s)/Guardian(s) Work Phone		
Parent(s)/Guardian(s) Cell Phone/Pag	ger	
Name of Medication		
Child's Food or Drug Allergies		
prescribed medication, to determine it child's health, and to allow self-admin Charter School, its staff members, and child's medication. I understand that	ninistrate my child's medication, to shar f self-administration of medication is sa nistration of medication. I hereby releat d its officers from any liability associate medication may be destroyed if it is no one week beyond the end of the school	fe and appropriate for my se Great Lakes Academy ed with administration of my t picked up within one week
Parent/Guardian Name	Parent/Guardian Signature	 Date

## APPENDIX F.1: FACILITY TIMELINE

We have located two potential locations for the school:

- Primary Choice: St. Brides at 7811 S. Coles Ave.
- Secondary Choice: St. Mary Magdalene at 8426 S. Marquette Ave.

Below is a timeline for the securing of a facility and ensuring that it is ADA compliant and prepared to open for staff in July 2014 and for students in August, 2014.

Timeframe	Project Description	Manager of Project
January 2013	Create facilities space plan, for short term (4 years,	Executive Director
	grades K-5) and long term (full enrollment, grades K-8).	
Jan May	Locate and tour potential buildings in greater South	Executive Director
2013	Shore Buildings	
Jan May	Conduct demographic research on street by street basis in	Executive Director
2013	greater South Shore area, including school-aged child	
	density	
March 2013	Form Facilities Committee	Executive Director
June 2013	Hone list to three potential facilities	Facilities Committee
July 2013	Hire architect and tour three facilities with architect;	Facilities Committee
	hone options to two options	
July 2013	Hire Real Estate attorney	Facilities Committee
July-Aug. 2013	Have three contractors submit bids for the renovation of two facilities.	Facilities Committee
Sept. – Oct.	Review bids with architect and individual contractors to	Facilities Committee
2013	finalize	
Oct	Finalize selection of facility with full Board; primary and	Board of Directors
Nov.2013	secondary facility.	
Sept. 2013	Develop student recruitment plan for broader South	Executive Director
	Shore neighborhood taking into account all possible	
	locations	
Oct. 2013	Meet with Community Outreach Committee to get their	Executive Director/
	feedback on student recruitment plan	Community Outreach
		Committee
Aug. – Oct.	Conduct negotiations with landlord of facilities.	Executive
2013		Director/Facilities
		Committee
Oct Nov.	Execute letter of intent with landlord.	Executive
2013		Director/Facilities
		Committee
January 2014	Authorization decisions announced by the Board of Education.	n/a
January 2014	Begin executing student recruitment plan in greater South	Executive
	Shore neighborhood.	Director/Community
		Outreach Committee
January 2014	Sign lease agreement with landlord (post-authorization)	Executive Director/Board
		of Directors
January 2014	Sign contract with contractor for facility renovation	Executive Director/Board
	(post-authorization)	of Directors

January 2014	Sign loan agreement for renovation costs (post-authorization)	Executive Director/Board of Directors
February 2014	Hire Director of Community Outreach and Development to begin working on student recruitment	Executive Director
February 2014	Continue executing student recruitment plan; honing in on the area immediately surrounding likely school location.	Director of Community Outreach & Development
February 2014	Update all enrollment materials, publications, website with location; notify all families who have indicated interest of confirmed location	Executive Director
March – April 2014	Begin renovations on facility	Executive Director
March 2014	Do a needs analysis on furniture, equipment, inventory, etc.	Director of Operations/Business Manager
April 2014	Order all classroom furniture, technology, accessories and equipment (including overhead screens and projectors, table, tasks, chairs, staff and student computers, shelving, white boards, etc.)	Director of Operations/Business Manager
April 2014	Sign contract with waste service provider and custodial service provider. Determine need for security firm.	Executive Director Director of Operations/Business Manager
May 2014	Order student, classroom and office supplies	Director of Operations/Business Manager
May 2014	Inventory and tag all computers, monitors, IT	Director of Operations/Business Manager
May 2014	Ensure that network and technology is functional	IT Consultant Director of Operations/Business Manager
June 2014	Complete renovations. Prepare building for opening, paint rooms/halls, order cleaning supplies	Executive Director Director of Operations/Business Manager
June 2014	Ensure all inspections are complete, including fire, health.	Director of Operations/Business Manager
June 2014	Ensure signage for inside and outside of building	Director of Operations/Business Manager

## Appendix F.2: ADA Compliance Report Form, St. Bride

## **ADA REPORT**

This report is to be completed by a building professional and signed below by a representative of your school with the authority to commit to any necessary building and policy remediation.

I have read the below report and commit to	the remediation plan described in Section VII.
Signature:	Date:
Name (printed): Lawrence P Kearns AIA	School/Organization:
Title: Principal, Wheeler Kearns Architects	

## Instructions:

- 1. Please fill out a separate ADA Report for each of the following:
  - Your proposed facility;
  - · Your back-up facility; and
  - Any temporary facility you contemplate using if your facility is not ready in time for your school's opening.
- 2. Answer the questions in Sections I-VII with regard to the <u>current state of the facility</u>, regardless of any plans you may have to renovate it; detail any planned renovations in Section VIII. Note in that section the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).
- 3. Survey each building for compliance with the 2010 ADA Standards for Accessible Design, 28 C.F.R. Pt. 36, Subpart D (2010) & 36 CFR pt. 1191, App. B & D. (2009) (available at <a href="www.ada.gov">www.ada.gov</a>) which are strictly required in new construction and alterations and are used as a guide in pre-existing, unaltered buildings/spaces.
- 4. You or your building professional should survey each building feature listed below for each standard listed parenthetically after. Small deviations from ADA standards can amount to total exclusion from a facility for some persons with disabilities, and visual surveys alone, without careful measurements, will not be sufficient to detect these often critical deviations. Please note that the below-cited standards are not necessarily all of the standards applicable to the particular feature or to your building.
- 5. City permits or Certificates of Occupancy do not demonstrate or ensure ADA compliance.
- 6. CPS will provide assistance in completing this Report upon request. Please contact CPS to submit a request or if you have any questions about this Report.

Name of School or Proposed School	Year Constructed Original building 1911;
Great Lakes Academy Charter School	
Address of Facility	Dates of Any Known Alterations  In 1929, a four classroom addition was made over the single story
7765 S Coles Ave, Chicago, Illinois, 60649 former St Bride parish school	north wing; Circa 2006, CPS added infrastructure improvements  before leasing the building during construction of Powell
(check one) proposed location back-	up location temporary location

(check one)	proposed location	back-up location temporary location	
Person Comp Lawrence P.	pleting Report (name & title) Kearns, AIA	School Organization/Design Team Member Attesting to Information Plan (name & title)	ation
Principal, Wheeler Kearns Architects		Great Lakes Charter Academy	
Date of Repo	ort16 September 2013		

### I. Site:

- A. Do the parking lot and the routes from the parking lot, bus drop-off, and sidewalks comply with all ADA Standards? (E.g., §206 & §402 [accessible routes-general]; §403 [walking surfaces]; §404 [doors, doorways & gates]; §405 [ramps-note: for areas primarily serving children 12 & under, some guidance recommends slopes ≤1:16 & ramp runs ≤ 20]; §406 [curb ramps]; §208 & §502 [parking spaces]; §209 & §503 [drop-off zones])

  Accessible routes exist from bus drop-offs and sidewalks; Parking lot does not have designated accessible spaces; ample room is available
- B. Is there a playground area? (y/n) No If so, does it comply with all ADA play area guidelines? (E.g., §240 & §1008 [play areas]) N/A

#### **Entrance:**

- C. Does the main building entrance comply with all ADA Standards? (E.g., §206.4 [entrances general]; §206.5 [doors, doorways & gates]; §405 [ramps note: for areas primarily serving children 12 & under, some guidance recommends slopes ≤1:16 & ramp runs ≤ 20']; §216.2, §216.3, §216.6 & §703.7 [signs]; §205, §308, §309, §309.4 [intercoms: scoping, reach ranges, operability])
  - Two steps exist at the current main entry, which will be converted to a secondary entry. The new entry, to be served by a Limited Use Limited Access elevator, will remain central and convenient to the general public and designated accessible parking spaces.
  - D. If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? (*E.g.,* §216.3, §216.5, §703.5) A sign will be placed at the current main entry directing users to the new entry.

#### II. Interior Routes:

- A. Are all floor levels (including basements, half-levels & mezzanines that have functional rooms) served by an ADA-compliant elevator or other allowable means of vertical access (specify)? (E.g., §206.2.3, §206.6, §206.7 [accessible routes in multi-story buildings & facilities-scoping]; §407 [elevators]; §408 [Limited-Use-Limited-Application "LULA" elevators]; §410 [platform lifts])
  - No. A LULA elevator is anticipated to be adjacent to or supplant the west exit stair serving grade, lower, first, and second floor levels.
- B. Are all rooms & spaces on each floor on accessible routes (i.e., no rooms up a step or curb from the regular floor level; no rooms set off from the regular floor by a narrow corridor)? (E.g., §206.2.3)
  - No. A single administrative space on the first floor, above the existing boiler room, is not accessible. The room function will be a duplicate of functions provided within the lower level accessible administrative space.
- C. If the school includes student lockers, does the appropriate number meet ADA Standards for reach and operability? (E.g., §225.2.1 & §811)
  - School will not utilize lockers.
- D. Are there objects that protrude more than 4" into circulation paths, which may pose a danger to people who are blind or visually impaired? (E.g., §204.1, §307)

  No.

#### III. Classrooms

- A. Do all classrooms & instructional spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]; §216.2 & §703 [signs]; §225 & §811 [shelves/storage]; §606 [sinks]; §204.1 & §307 [protruding objects]; §308 [whiteboards]; §205, §309 [controls]; §226 & §902 [lab stations/work surfaces], §902.4 [work surfaces for children 12 & under])
  - All existing classrooms comply since space was improved by CPS prior to their occupancy.
- B. List any classrooms that are on an inaccessible floor level, noting any that are specially equipped classrooms (e.g., rooms with built-in lab tables, kitchen equipment, computer labs)?

  All classroom interior spaces are accessible but no floor is accessible via elevator.

IV.	<u>Unique</u>	ue Purpose Rooms (e.g., gym, locker rooms, auditorium, multipurpose room, cafeteria, library, administrative offices)			
	A.	A. List any unique purpose rooms or spaces that are on a floor level for which there is no wheelchair access.			
		There	e is no floor level that is currently accessible.		
	В.	§216.2 [food serooms	than access to their floor level, do all unique purpose rooms & spaces & §703 [signs]; §225 & §811[shelves/storage]; §221 & §802 [gym & auditorium seating, ervice lines], §226 & §902 [dining surfaces-note §902.4 for children 12 & under]; locker note §604.5 advisory for children 12 & under]; libraries & administrative offices: §227 & for children 12 & under])	], §219 & ooms: §:	& §706 [assistive listening systems]; cafeterias: §227 & §904.5 222 & §803 [dressing areas], §213 & §§601-610 [toilet & bathing
		•	Gym <sub>N/A</sub>	•	Library N/A
		•	Locker Rooms N/A	•	Principal's/Administrative Office Single administrative space is not accessible; Duplicate spaces intended for administration will be accessible
		•	Pool/Natatorium N/A	•	Courtyard N/A
		•	Auditorium N/A	•	Greenhouse/Public-Use Green Roof/Garden N/A
		•	Multipurpose Room Existing platform or stage is inaccessible.	•	Other Unique Space (specify) N/A

Cafeteria N/A

## V. Restrooms & Water Fountains:

- A. Are all restrooms accessible? (E.g., §213 & §§603-606 [note standards for children 12 & under])

  No. Restrooms require modifications to be fully accessible.
- B. If there are other, inaccessible restrooms, do they have signage directing to the accessible entrance? (E.g., §216.8)

  NA
- C. If drinking fountains exist, are there accessible fountains in close proximity? (E.g. §211 & §602-note §602.2 standard for clear floor space & spout height of fountains primarily serving children 12 & under)

  Drinking fountains will be replaced with hi-lo units.
- VI. Fire Alarms: Does the building have ADA-compliant visual (strobe) alarms? (E.g. §215 & §702) Yes.

- VII. <u>Remediation Plans</u>: If any of the above currently does not comply with ADA standards, please describe in detail your remediation plan, including:
- The details of what you will renovate: For example, describe, if applicable:
  - how you will modify parking and entrances to be accessible;
  - how you will provide vertical access to any currently inaccessible floor levels;
  - which and how many restrooms you will make accessible;
  - and for any element which you described as not accessible above, what specific renovation or other measure you will undertake to make it accessible;
- Your deadline for completion of the renovation;
- · Any interim alternate access measures planned; and/or
- Any legal justifications for non-compliance.
- Make sure to describe the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).

Great Lakes Academy Charter School will serve grades K to 8.

Prior to the initial phase of occupancy, 20% of the renovation budget will be earmarked for improvements to accessibility including striping and signing of accessible parking spaces, toilet room renovations, and drinking fountain replacement. If possible within budget constraints, floor openings for the LULA will be made and a shaft constructed. The balance of the renovation budget will be spent on outfitting a catering kitchen, a serving line, and rudimentary classroom and administrative area improvements. Administrative space will be constructed on the lower level.

During the second phase of occupancy, the LULA elevator, along with a grade level entry lobby, will be installed to create a fully accessible facility. Cloakrooms, which occur on the first and second floor will be demolished and adjacent classrooms enlarged.

After the fourth year of occupancy, Great Lakes Academy Charter School will either relocate to a new campus or complete an 11,000sf addition to accommodate all grade levels. Site improvements will include a new parking lot, play field or gymnasium, and entry court.

## Appendix F.3: Inspecting Architects Report, St. Bride

## 2013 Request for Proposals for New Schools INSPECTING ARCHITECT'S REPORT

Please note, where ADA issues are noted herein, be sure they are included in the additional ADA Compliance Report (Appendix G).

Site Address: Former St Bride School, 7765 S Coles Ave, Chicago, Illinois, 60649

Number of Buildings: One

(Please complete a separate report for each building on site that students will access)

School Name: Great Lakes Academy Charter School

Inspector's Name: Lawrence P. Kearns, AIA (include firm if appropriate) Lawrence P. Kearns Architects 343 S. Dearborn Street, #200

Chicago, Illinois 60604

**Telephone:** 312-939-7787

Date: 16 September 2013

# 2013 Request for Proposals for New Schools INSPECTING ARCHITECT'S REPORT

General Building Info					
Construction Type (if multiple types, list all)	Type IIIB (assumed), Sprinkled				
Approximate Age of each construction type, building addition, wing, etc.	Structure built in 1911 as eight classroom facility; In 1929, four classrooms added above north wing				
Approximate Size of Building (sq. ft.)	28,080gsf	Useable Space (sq. ft.)	24,000nsf		
Approximate Amount of Space School Needs (sq. ft.)			00sf programmed space 1,000sf single story addn		
Number of Floors	Three	Approximate sq. ft. per Floor	6,940gsf (Lower) 7,200gsf (1st) 7,000gsf (2nd)		
	Occupied	Unoccupi	ed		
Current and Previous Uses		constructed; Pre	eased by CPS while eviously parish school		
Appearance	Poor	$\underline{\times}$ Good	Excellent		
Maintenance	Poor	$\times$ Good	Excellent		
Describe Area	Depressed	X Stable	Prosperous		
Current Zoning		Is school use permitted?			

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## Appendix F.4:ADA Compliance Report Form, St. Mary Magdalene

## **ADA REPORT**

This report is to be completed by a building professional and signed below by a representative of your school with the authority to commit to any necessary building and policy remediation.

I have read the below report and commit to th	e remediation plan described in Section VII.
Signature:	Date:
Name (printed): Lawrence P Kearns AIA	School/Organization:
Title: Principal, Wheeler Kearns Architects	

## Instructions:

- 1. Please fill out a separate ADA Report for each of the following:
  - Your proposed facility;
  - · Your back-up facility; and
  - Any temporary facility you contemplate using if your facility is not ready in time for your school's opening.
- 2. Answer the questions in Sections I-VII with regard to the <u>current state of the facility</u>, regardless of any plans you may have to renovate it; detail any planned renovations in Section VIII. Note in that section the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).
- 3. Survey each building for compliance with the 2010 ADA Standards for Accessible Design, 28 C.F.R. Pt. 36, Subpart D (2010) & 36 CFR pt. 1191, App. B & D. (2009) (available at <a href="www.ada.gov">www.ada.gov</a>) which are strictly required in new construction and alterations and are used as a guide in pre-existing, unaltered buildings/spaces.
- 4. You or your building professional should survey each building feature listed below for each standard listed parenthetically after. Small deviations from ADA standards can amount to total exclusion from a facility for some persons with disabilities, and visual surveys alone, without careful measurements, will not be sufficient to detect these often critical deviations. Please note that the below-cited standards are not necessarily all of the standards applicable to the particular feature or to your building.
- 5. City permits or Certificates of Occupancy do not demonstrate or ensure ADA compliance.
- 6. CPS will provide assistance in completing this Report upon request. Please contact CPS to submit a request or if you have any questions about this Report.

Name of School or Proposed School	Year Constructed Original building 1911;
Great Lakes Academy Charter School	
Address of Facility	Dates of Any Known Alterations  In 1939, a fire occurred and subsequent repairs made; In 1954, a
8401 South Saginaw Ave, Chicago, Illinois, 60617 former St Mary Magdalene parish school	church which occupied the ground floor was vacated and the entire structure remodelled
(check one) proposed location back-up location	temporary location

## Person Completing Report (name & title)

Lawrence P. Kearns, AIA Principal, Wheeler Kearns Architects

Date of Report 16 September 2013

## School Organization/Design Team Member Attesting to Information & Remediation Plan (name & title)

**Great Lakes Charter Academy** 

## I. <u>Site</u>:

- A. Do the parking lot and the routes from the parking lot, bus drop-off, and sidewalks comply with all ADA Standards? (E.g., §206 & §402 [accessible routes-general]; §403 [walking surfaces]; §404 [doors, doorways & gates]; §405 [ramps-note: for areas primarily serving children 12 & under, some guidance recommends slopes ≤1:16 & ramp runs ≤ 20]; §406 [curb ramps]; §208 & §502 [parking spaces]; §209 & §503 [drop-off zones])
  Accessible routes exist from bus drop-offs and sidewalks; Parking lot does not have designated accessible spaces
- B. Is there a playground area? (y/n) No If so, does it comply with all ADA play area guidelines? (E.g., §240 & §1008 [play areas]) N/A

#### **Entrance:**

C. Does the main building entrance comply with all ADA Standards? (E.g., §206.4 [entrances - general]; §206.5 [doors, doorways & gates]; §405 [ramps - note: for areas primarily serving children 12 & under, some guidance recommends slopes ≤1:16 & ramp runs ≤ 20']; §216.2, §216.3, §216.6 & §703.7 [signs]; §205, §308, §309, §309.4 [intercoms: scoping, reach ranges, operability])

A single step exists at the current main entry, which can be ameliorated with regrading and/or a 1:20 sloped ramp.

D. If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? (E.g., §216.3, §216.5, §703.5)

NA

#### II. Interior Routes:

A. Are all floor levels (including basements, half-levels & mezzanines that have functional rooms) served by an ADA-compliant elevator or other allowable means of vertical access (specify)? (E.g., §206.2.3, §206.6, §206.7 [accessible routes in multi-story buildings & facilities-scoping]; §407 [elevators]; §408 [Limited-Use-Limited-Application "LULA" elevators]; §410 [platform lifts])

No. A new LULA elevator is anticipated to be installed southwest of the existing north stair to serve first (grade), second, and third floor levels.

- B. Are all rooms & spaces on each floor on accessible routes (i.e., no rooms up a step or curb from the regular floor level; no rooms set off from the regular floor by a narrow corridor)? (E.g., §206.2.3)

  No. The first floor multipurpose room is accessed by traversing 5 steps down and then ramping partially up. First floor toilet rooms are located three steps above adjacent multipurpose room. Areas south of the multipurpose room are two steps lower than multipurpose room. Existing toilet room on second floor are raised one step above the second floor level.
- C. If the school includes student lockers, does the appropriate number meet ADA Standards for reach and operability? (E.g., §225.2.1 & §811)

School will not utilize lockers.

D. Are there objects that protrude more than 4" into circulation paths, which may pose a danger to people who are blind or visually impaired? (E.g., §204.1, §307)

No.

### III. Classrooms

A. Do all classrooms & instructional spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]; §216.2 & §703 [signs]; §225 & §811 [shelves/storage]; §606 [sinks]; §204.1 & §307 [protruding objects]; §308 [whiteboards]; §205, §309 [controls]; §226 & §902 [lab stations/work surfaces], §902.4 [work surfaces for children 12 & under])

All existing classrooms comply since space was improved by CPS prior to their occupancy.

B. List any classrooms that are on an inaccessible floor level, noting any that are specially equipped classrooms (e.g., rooms with built-in lab tables, kitchen equipment, computer labs)?

All classroom interior spaces, except those south of the multipurpose room, are accessible but no floor is currently accessible via elevator.

۱۷. <u>ر</u>	IV. <u>Unique Purpose Rooms</u> (e.g., gym, locker rooms, auditorium, multipurpose room, cafeteria, library, administrative offices)					
	A.	A. List any unique purpose rooms or spaces that are on a floor level for which there is no wheelchair access.				
		There is no floor level that is currently accessible.				
	B.	§216.2 [food s rooms	than access to their floor level, do all unique purpose rooms & spaces & §703 [signs]; §225 & §811[shelves/storage]; §221 & §802 [gym & auditorium seating ervice lines], §226 & §902 [dining surfaces-note §902.4 for children 12 & under]; locker - note §604.5 advisory for children 12 & under]; libraries & administrative offices: §227 of for children 12 & under])	g], §219 8 rooms: §	& §706 [assistive listening systems]; cafeterias: §227 & §904.5 222 & §803 [dressing areas], §213 & §§601-610 [toilet & bathing	
		•	Gym N/A	•	Library N/A	
		•	Locker Rooms N/A Pool/Natatorium N/A	•	Principal's/Administrative Office Single administrative space south of multipurpose room is not accessible;  Courtyard N/A	
		•	Auditorium N/A	•	Greenhouse/Public-Use Green Roof/Garden N/A	

**Multipurpose Room** 

Currently inaccessible.

Cafeteria N/A

## V. Restrooms & Water Fountains:

- A. Are all restrooms accessible? (E.g., §213 & §§603-606 [note standards for children 12 & under])

  No. Restrooms require modifications to be fully accessible.
- B. If there are other, inaccessible restrooms, do they have signage directing to the accessible entrance? (E.g., §216.8) NA
- C. If drinking fountains exist, are there accessible fountains in close proximity? (E.g. §211 & §602-note §602.2 standard for clear floor space & spout height of fountains primarily serving children 12 & under)

  Drinking fountains will be replaced with hi-lo units.
- VI. <u>Fire Alarms</u>: Does the building have ADA-compliant visual (strobe) alarms? (E.g. §215 & §702) Yes.

- VII. <u>Remediation Plans</u>: If any of the above currently does not comply with ADA standards, please describe in detail your remediation plan, including:
- The details of what you will renovate: For example, describe, if applicable:
  - how you will modify parking and entrances to be accessible;
  - how you will provide vertical access to any currently inaccessible floor levels;
  - which and how many restrooms you will make accessible;
  - and for any element which you described as not accessible above, what specific renovation or other measure you will undertake to make it accessible;
- Your deadline for completion of the renovation;
- · Any interim alternate access measures planned; and/or
- Any legal justifications for non-compliance.
- Make sure to describe the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).

Great Lakes Academy Charter School will serve grades K to 8.

Prior to the initial phase of occupancy, 20% of the renovation budget will be earmarked for improvements to accessibility including striping and signing of accessible parking spaces, construction of a single user accessible toilet room on the second floor, and drinking fountain replacements. If possible within budget constraints, ramps will be constructed within the multipurpose room to access peripheral spaces, floor openings for the LULA will be made, a shaft constructed, and portions of the former choir loft demolished for head clearance on the first floor. The balance of the renovation budget will be spent on outfitting a catering kitchen, a serving line, and rudimentary classroom and administrative area improvements. Administrative spaces will be constructed on the first and second floor levels.

During the second phase of occupancy, the LULA elevator will be installed, resulting in a fully accessible facility. An inaccessible room above the southeast stair will be demolished.

## Appendix F.5: Inspecting Architects Report, St. Mary Magdalene

## 2013 Request for Proposals for New Schools INSPECTING ARCHITECT'S REPORT

Please note, where ADA issues are noted herein, be sure they are included in the additional ADA Compliance Report (Appendix G).

**Site Address:** Former St Mary Magdalene School, 8401 South Saginaw Ave , Chicago, Illinois, 60617

Number of Buildings: One

(Please complete a separate report for each building on site that students will access)

**School Name:** Great Lakes Academy Charter School

Inspector's Name: Lawrence P. Kearns, AIA Wheeler Kearns Architects appropriate) 343 S. Dearborn Street, #200

Chicago, Illinois 60604

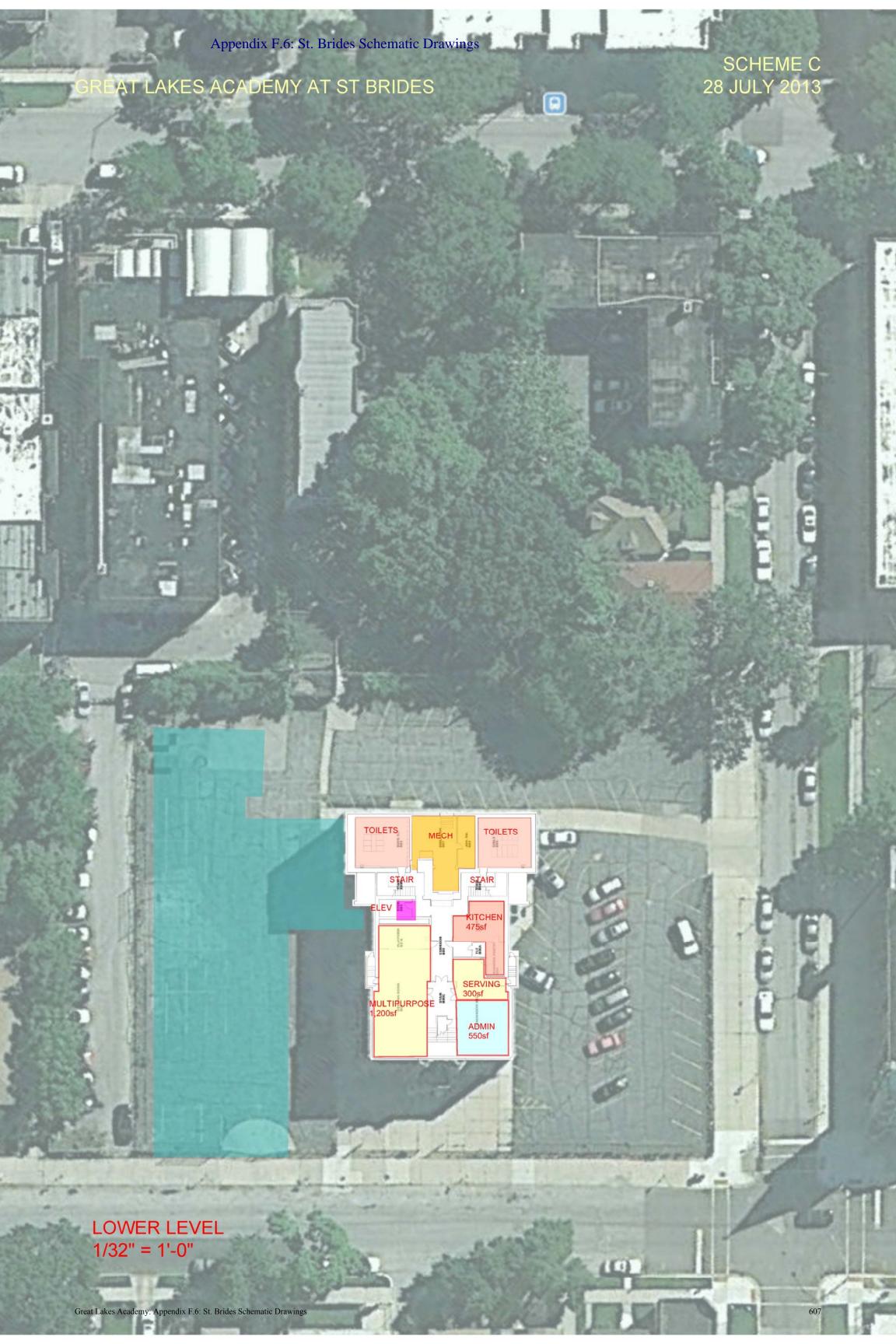
**Telephone:** 312-939-7787

Date: 17 September 2013

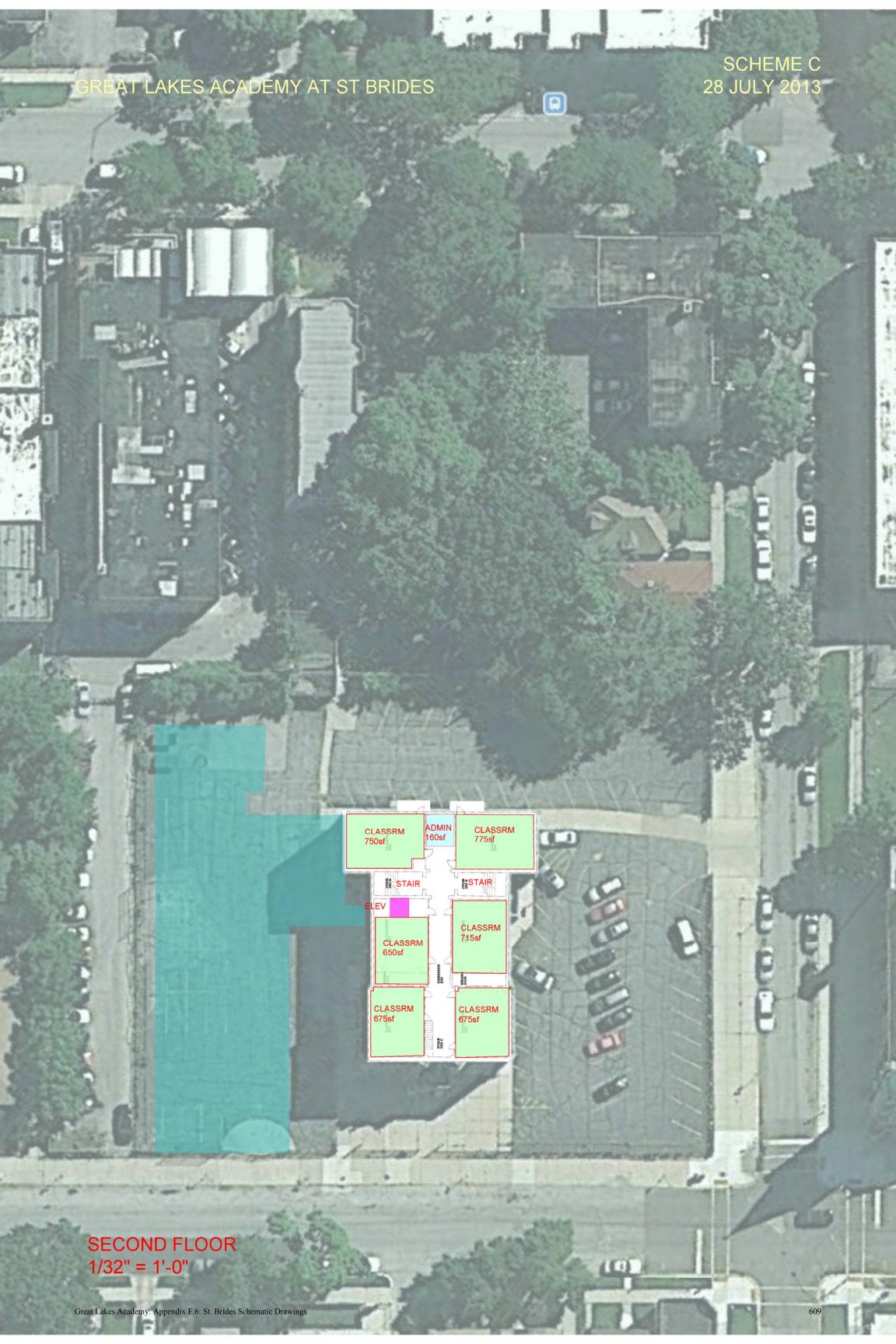
# 2013 Request for Proposals for New Schools INSPECTING ARCHITECT'S REPORT

General Building Info				
Construction Type (if multiple types, list all)	Type IIIB (assumed), Sprinkled  Structure built in 1911 as multi-use building (church, school); In 1954, church space was converted to school use			
Approximate Age of each construction type, building addition, wing, etc.				
Approximate Size of Building (sq. ft.)	36,330gsf	Useable Space (sq. ft.)	30,800nsf	
Approximate Amount of Space School Needs (sq. ft.)	30,000nsf			
Number of Floors	Three	Approximate sq. ft. per Floor	13,930gsf (1st) 11,200gsf (2nd) 11,200gsf (3rd)	
	Occupied	Unoccupi		
Current and Previous Uses	Occupational High operated until 2009	School; Previous	eased by CPS for Las Casas usly parish school	
Appearance	Poor	$\underline{\times}$ Good	Excellent	
Maintenance	Poor	$\times$ Good	Excellent	
Describe Area	Depressed	X Stable	Prosperous	
Current Zoning		Is school use permitted?	YESNO	

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## Appendix F.7: St. Brides Scope of Work

### **DIVISION A - GENERAL**

### **Scope of Work includes:**

Located at 7811 S Coles Ave in the South Shore neighborhood, the project entails the phased remodeling and addition to an existing Archdiocese grade school for a long term lease for a K-8 charter elementary school operated by Great Lakes Academy. Great Lakes Academy is a 501c(3) not-for-profit currently seeking a charter from Chicago Public Schools (CPS) and is sales tax exempt in the State of Illinois. This project will not seek LEED certification.

The existing 21,000sf two-story with full basement facility was originally constructed in 1911 as an eight classroom school with a single-story north wing. In 1929, a second floor was added above the north wing. It is presumed that the existing fire sprinklers were added to the building sometime in the early 1960s. The Archdiocese school closed in 2005. While the new district school, Powell, was being constructed, CPS leased the building and installed new windows, improved the roof, and installed a data network.

During the first Phase of construction, the existing facility will be made accessible and remodeled. During the second Phase, a single-story 10,900sf addition will be constructed to provide an additional eleven classrooms and support spaces.

At the conclusion of both Phases, the program for the new 570-student elementary school will include

- Twenty-three general purpose classrooms
- Toilet facilities comprising thirty-six toilets
- Catering kitchen
- One multipurpose room
- One main Administration suite with integral conference room and three satellite offices
- Mechanical rooms; Storage;
- Janitor's closets

During Phase One, structural and exterior envelope modifications to the existing building will include:

Installation of a four-stop LULA (limited use limited access) elevator with ground level entry

During Phase One, new interior work in the existing building will include:

- Build out of catering kitchen where prior CPS
- Construction of new administration suite on lower level
- Demolition of existing cloak rooms on first and second floors and reconfiguration of adjacent classroom to accommodate LULA shaft
- Restoration of voice and data for all classrooms
- Remodeling of the existing fire alarm
- Installation of new pendant T5 lighting fixtures in newly constructed rooms only
- Painting of all interior surfaces

During Phase Two, new construction of the addition will entail:

- Construction of poured in place spread footings and foundation walls with electrical knockouts
- Construction of exterior precast insulated wall panels and composite acoustical metal roof deck
- Installation of new double drywall insulated interior parititions
- Construction of slab on grade with embedded conduit and microtopping finish
- Installation of 400sf of one hour fire rated glass transoms and sidelights at classroom entries
- Construction of new toilet rooms with a total of 12 new toilets
- Installation of new spray foam roof with white reflective polyurea finish
- Installation of new voice and data for all classrooms
- Installation of Smartboards in all Phase II classrooms
- Extension of existing fire alarm system to comply with Type I requirements
- Installation of new hydronic perimeter radiation
- Installation of new gas fired RTUs with demand control ventilation, economizers, and DDC control

During Phase Two, remodeling of existing facility will entail:

- Installation of new spray foam roof with white reflective polyurea finish over existing roofing
- Modification of existing LULA storefront at ground level

During Phase Two, modifications to the site include

- Demolition of the majority of existing pavement
- Construction of new play court west for younger ages with accessible path to LULA ground level entry
- Construction of new play field east for older ages with storm water storage
- Establishment of 18 car parking lot
- Construction of new driveway at 78<sup>th</sup> Street
- Construction of new sidewalks at abandoned driveways
- Construction of new masonry trash enclosure
- Installation of new parkway trees along Coles Avenue and 78<sup>th</sup> Street

#### **Environmental Remediation**

Assist Owner in scheduling remediation or encapsulation of the following elements suspected to contain asbestos

- 9x9 inch vinyl asbestos tile
- Insulation of existing ductwork and HVAC piping

#### **Schedule**

Phase work to comply with the following schedule for Phase One

- 1 March 2014 Commence Construction
- 1 August 2014 Substantial Completion

Phase work to comply with the following schedule for Phase Two

- 1 August 2016 Commence Construction
- 1 August 2017 Substantial Completion

Restrict work to site area. Deliveries / refuse removal at building loading dock unless otherwise permitted by City.

#### **Alternates**

Provide pricing for the following alternates for Phase Two:

- 1. Alternate #1 Tear off existing roofing at existing building; Install new TPO roof with min R30 polyiso insulation over existing roofing and over new composite roof deck.
  - a. Base Estimate: New sprayed polyurethane roof over new and existing roofs
- 2. Alternate #2 Install fabric ceiling system in Multipurpose Room

#### **Allowances**

Provide for the following allowances:

- 1. Allow \$5,000 for miscellaneous specialties.
- 2. Allow \$5,000 for interior signage, donor recognition signage
- 3. Allow \$10,000 for exterior signage

### Work by Owner

The contracts for the following work shall be negotiated by the Owner separately:

- 1. Loose Furnishings and Furniture
- 2. Hazardous Material Abatement including asbestos insulation and vinyl asbestos tile.
- 3. Installation of all computers. Data jacks and terminations by Contractor.
- 4. Installation of rack mounted servers, patch panels, UPS, and routers. Data terminations by Contractor.
- 5. Installation of optical, T1 or cable for data
- 6. Installation of telephone switch, telephony modems (if any) and voice mail processing equipment.
- 7. Installation of security panel, DVR, video server, cameras, and contacts.
- 8. Installation of ceiling mounted LCD projector in the multipurpose rooms, if any
- 9. Interior Exit plan signage inserts.
- 10. Installation of printers stations

# **DIVISION B - SITE WORK**

#### **Selective Demolition - Phase Two**

Demolish existing pavement. Backfill under new pavement with coarse aggregate compacted to 95% maximum density.

## Parking Lot Wheel Stops and Markings - Phase Two

Revise parking lot markings and wheelstops to accommodate reconfiguration.

# **Landscape and Plantings - Phase Two**

Landscape is designed to provide amenity, beauty, and meet requirements of applicable codes.

#### **Plant Material**

- High-quality, conforming to industry standards and State requirements for nursery stock
- All plant material selected at the nursery by the Landscape Architect
- One (1) year replacement warranty on all plant material
- Replace existing dead / dying parkway trees with new shade trees, 2 ½" caliper
- Shade trees 2 ½" caliper, single stem
- Ornamental trees 2 ½" caliper, single stem
- Shrubs #5 containers, 24 26" spacing, depending on species
- Perennials #1 containers, 12 18" spacing, depending on species
- Vines quart containers, 36" spacing
- Sodded lawn areas

# Topsoil and planting soil

- 6" depth sandy loam topsoil in sod (lawn) areas
- 12" depth amended planting soil in perennial planting beds
- 18" depth amended planting soil in shrub planting beds
- Tree pits over-excavated to three times (3x) rootball diameter, backfilled with sandy loam topsoil

# **Irrigation**

All landscape areas on private property to have automatic irrigation system

Tree Protection Fencing

• Tree protection fencing to be placed around all existing trees to remain during construction

#### Fencing - Phase Two

Install new 4 foot high ornamental fence at east side of parking lot. Install solid wood fence at north and west side of parking lot.

# **DIVISION C - FOUNDATION AND SUBSTRUCTURE**

#### **LULA Pit - Phase One**

Cast in place a nominal 12 inch deep concrete pit without a sump.

#### Cast in Place Foundations - Phase Two

Install new 24 inch wide spread foundations with 12 inch wide concrete stem walls for new addition.

#### Cast in Place Slab on Grade

Install new 5 inch concrete slab on grade over Stegowrap vapor barrier with taped joints over minimum 6 inch aggregate base course. Polish surface of concrete and seal with silicate based sealer.

# **DIVISION D - SUPERSTRUCTURE**

# Masonry Restoration and Modification - Phase Two

Tuckpoint or seal existing masonry in the following percentages:

Brick Walls – 20 percent Brick Chimney – 15 percent

#### **Exterior Insulated Precast Bearing Walls - Phase Two**

Construct exterior walls with precast concrete wet-cast thermally broken non-composite wall panels. Design only inner wythe as load-bearing. Form openings in panels to obviate supplemental headers or lintels. Use closed cell polyisocyanurate board insulation to separate the facing wythe from the structural wythe. Extend insulation full width and length of panel to avoid thermal shorts. Tie facing wythe to structural wythe with non-conductive ties only. Design lifting lugs in edges of structural wythe only.

Construct exterior wall panels with the following dimensions:

Structural Wythe: 6"

Layer of Rigid Insulation: 3"
Architectural Facing Wythe: 2"

Construct panels with the form-face on the exterior of the facing wythe. Coordinate panel-to-panel sidelap plate locations so they are concealed below slab or behind ceiling construction. Miter all panels at corner conditions. Allow for the possibility of inclusion of false vertical joints in exterior panels. Assume inclusion of shallow textured form liners on all exterior facing wythes.

Assume medium float or broom finish in vertical direction on all structural wall interiors. Cast steel embeds and inserts into panels for connections to other framing elements. Embed electrical conduit in walls from the wall base (below finished floor) to back boxes as indicated.

## **DIVISION E - EXTERIOR CLOSURE**

#### **New Exterior Windows - Phase Two**

Install min CRF 50 aluminum windows with fixed lites. Glaze with clear insulated units with warm edge and low e coating on surface #2, PPG Solarban 60 or better.

#### **New Exterior Storefront - Phase Two**

Thermally broken 2 inch x 4 inch or 4-1/2 inch AAMA compliant with medium stile doors, clear anodized finish.

# **DIVISION F- ROOFING**

# Reflective Spray Polyurethane Roofing - Phase Two

Install 4 inches of spray polyurethane roofing with white polyurea coating to obtain 1-90 rating and 15-year NDL warranty. Include new curbs, if required, for roof mounted mechanical equipment.

#### **DIVISION G - INTERIOR CONSTRUCTION**

# **Existing Plaster Walls and Ceilings -**

Patch existing plaster walls and ceilings and paint with two finish coats of from Benjamin Moore's Aura product line.

#### **New Walls Phase One and Two**

- Typical New Gypsum Board Partitions Two layers 5/8" gypsum Type X board each side, outer layer Fiberock Brand VHI Abuse-Resistant Gypsum Interior Panels by USG to 8' high. Level 4 finish. One hour fire rating minimum. Minimum 5-1/2 inch stud. Fill cavity with 3 inch batt of mineral wool. Frame and sheath all partitions from floor to deck. Seal perimeter and all openings with continuous bead of acoustic sealant.
- **Low-VOC Paint** Paint all gypsum board surfaces with one prime coat, two finish coats from Benjamin Moore's Aura product line.
- **Typical Wall Base, Gyp Board Finish** 4" Rubber, Wallflowers Premium Wall Base by Flexco, Straight Style, typical. Cove Style at Multi-purpose
- **Kitchen FRP Wall Covering** Install white Marlite FRP Panels #P100 with PVC trim in matching color and stainless steel corner guards over gypsum board substrate
- **New Toilet Rooms, Ceramic Tile** Install glazed Ceramic Mosaic Tile, Mesh-mounted, 2"x2" nominal tile size. Install over cementitious tile backing panel, thinset in latex-modified, portland cement-based mortar. Install latex modified unsanded grout at walls.

# **New Ceilings**

• Suspended Acoustic Panel Ceiling – 2'x2' Grid and Acoustic Ceiling Panel System, Install USG Fineline DXF Suspension System with Halcyon ClimaPlus Acoustical Panels or equal approved alternate.

- Suspended Washable Acoustic Panel Ceiling Toilet Rooms 2'x2'x 5/8" Unperforated Grid and Acoustic Ceiling Panel System, Install USG 15/16" DX Suspension System with Premier Hi-Lite Climaplus Acoustical Ceiling Panel, white color
- Acoustic Stretched Fabric Ceiling System Multipurpose Room (Alternate)
  - Option #1 Eurospan System by Wall Technology, Inc or Softwalls. Stretched Trevira textile, applied over an 1 inch fiberglass acoustical core over existing substrate, attached to a continuous mounting system of nominal 1" to 1 ½" rigid plastic extrusions. White color. www.soundcontrol.com
  - Option #2 Suspended Techstyle Classic 2'x4', white color, by Hunter Douglas Contract

#### Flooring - Phase Two Only

Existing flooring to remain in Phase One.

- General Purpose Classrooms and Administration Areas Install Interface FLOR carpet tile
   www.interfaceflor.com in manufacturer standard pattern/color. Lay in checkerboard pattern.
- Hallways, Lobbies, Miracoat microtopping over concrete slabs or Forbo Marmoleum sheet flooring with welded seams.
- Kitchen Safety Flooring Install Stronghold 30 High Performance Safety Flooring by Altro <u>www.altrofloors.com</u> . Heat-weld seams and integrally cove base 6 inches high. Thickness: 0.12"; Roll width: 6' 7". Architect to select from manufacturer's range of colors.

### **Doors and Hardware**

- Cylindrical keyed lever locksets with dull chrome finish by Sargent, typical. Interchangeable cores with master key level keying as determined by Owner.
- Universal adjustable closers on all rated assemblies. Sound gasketing on all doors.
- Low Energy Powered Openers Provide at interior and exterior doors at accessible building entries. Post mounted pie plate openers. Stanley or preapproved equal.
- Provide electric lock at new kitchen service door.

#### **Interior Stairs**

Repair existing.

#### **Interior Glazing**

- Classroom Transoms and Sidelights Provide 45 minute clear intumescent Contraflam fire rated glazing by Vetrotech in hollow metal frames.
- Washroom Mirrors Provided as an accessory; See Division I Special.

# **DIVISION I - SPECIAL**

#### **Food Service Equipment**

Include installation of the following equipment in the Service Kitchen.

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- One ice maker
- One triple basin sink; install new overhead rinse faucet, one double jointed faucet
- Install under counter grease interceptor
- Install one handwash sink, faucet
- Install Metro storage shelving
- Install new double convection ovens under new Type II condensate hood
- Install two new Reach in Refrigerators
- Install one new reach in Freezer

# **Multipurpose Room Equipment - Phase One**

• Install one 8' long roll down motorized projection screen in multipurpose room.

#### **Signage**

Interior signage by allowance

Exterior signage by allowance

#### **Classroom Accessories**

Provide two 8 foot long white boards per classroom.

# **Smartboards - Phase Two Only**

Install smartboards in all Phase II classrooms.

# **Lockers**

None.

# **New Toilet and Shower Partitions**

Toilet Partitions – Knickerbocker Metropolitan Series Stainless Steel Toilet Partitions

# **Toilet Accessories**

Provide toilet accessories in the following minimum quantities –

- Toilet Tissue Dispenser, Lockable, stainless steel (one per toilet), Bobrick Contura Series Surface
   Mounted Multi-Roll Toilet Tissue Dispenser
- Automatic battery powered Soap Dispenser, stainless steel encased (one per lavatory)
- Grab bars, stainless steel (two per accessible toilet)
- Automatic battery powered Touchless Paper towel dispenser, Georgia Pacific enMotion. (two per washroom, locker room)
- Automatic Hand Dryer (two per washroom, locker room)
- Waste receptacle, stainless steel (two per washroom, locker room), Bobrick Contura Series Recessed
   Waste Receptacle
- Mirrors (one per lavatory )

#### **Window Treatments**

None

# **DIVISION J - CONVEYING**

# **Limited Use Limited Application Elevator - Phase One**

Install a four stop complete direct acting hydraulic or roped oil-hydraulic passenger elevator system which meets or exceeds the safety standards set by the American Society of Mechanical Engineers (ASME) A17.1, Part XXV, for Limited Use Limited Application Elevators. Provide west hoistway door at ground level and east hoistway doors at all other landings.

# **DIVISION K - MECHANICAL & PLUMBING**

#### Mechanical - General

All systems shall be design build andmeet all applicable codes including, but not limited to the following: City of Chicago and NFPA

- City of Chicago Plumbing 2011
- NFPA 90
- SMACNA

New systems shall meet or exceed the following standards:

- ASHRAE 90.1-2007
- ASHRAE 62.1-2007
- ASHRAE 55-2004
- ASHRAE Guideline 0 Commissioning.

This project will seek LEED certification with a possible LEED Silver Rating.

#### Cooling - Phase One

Install a single 1.5 or 2 ton PTAC units in existing windows of every classroom or administrative space. Install two units in Multipurpose room . Provide power and air tight installation kit, sealing to jambs and sill of existing windows.

# Air-side Cooling and Preheat - Phase Two

Provide packaged air-cooled DX Roof Top Units with gas fired heat for addition ONLY. Each unit shall have digital scroll compressors, modulating indirect gas heating, and a packaged efficiency rating of 10 EER and 12.5 IEER. The units shall have supply and return fans with VFD control and MERV 13 filtration. The units shall be provided with sound attenuators on the supply and return ductwork and a compressor sound blanket. Differential dry-bulb economizer control shall be provided and the outside air minimum shall be controlled based on room level CO2 monitoring (demand based ventilation control) and building pressure.

 50-ton VAV roof top unit serving the entire addition. This unit will serve approximately 14 VAV boxes

All terminal units shall have hot water re-heat and ECM motors. Where possible, medium pressure ductwork and boxes shall run in the corridor ceilings. Low pressure ductwork down-stream of the boxes shall run to the zone exterior perimeter to provide conditioning via slot diffusers.

#### **Hot Water Heating Plant**

Provide one (1) new gas-fired sealed combustion high efficiency condensing boiler sized at 500 MBH output. Unit to be Locinvar Crest, Camus, or pre-approved alternate. The boilers shall have dedicated primary pumps. The hot water distribution System shall include two redundant secondary pumps with VFD drives controlled based on loop pressure. The hot water distribution loop shall serve the kitchen make-up air, terminal reheat, and unit heaters. All hot water piping shall be insulated. Boiler venting and combustion air intake piping shall be provided through the building roof or sidewall.

#### **Catering Kitchen - Phase One**

Provide common exhaust for general area. Provide single Type II condensate hood for double convection oven.

#### **HVAC - Exhaust - Phase Two**

Provide new exhaust systems for toilet room and janitor closet. Demand control exhaust shall be provided in these spaces via space mounted occupancy sensors.

# **HVAC - Temp Control System - Phase Two**

Install a new centralized building automation system. The system shall be capable of monitoring and controlling the building heating and cooling system, lighting, domestic hot water, and sanitary and sewer equipment. Trane or equivalent pre-approved manufacturer shall be provided.

# **Plumbing General**

All systems shall be design build and meet all applicable codes including, but not limited to the following:

- City of Chicago Plumbing, 2011
- National Fire Protection Association (NFPA)
- Illinois Department of Public Health (IDPH)

New systems shall meet or exceed the following standards:

- ASHRAE 90.1-2007
- ASHRAE Guideline 0 Commissioning.

Provide new combined fire and water service. All piping shall comply with the following:

- Domestic water piping below ground, 2" and less to be type K copper with wrought fittings and soldered joints. Domestic water piping above ground, 4" and less to be type L copper with wrought fittings and soldered joints. Pro-press fittings are an acceptable alternate.
- Domestic water piping above ground, larger than 4" to be galvanized steel pipe and fittings.
- Provide flanged connections at all equipment.
- Provide mechanical sleeve systems at all piping penetrations below grade.
- Provide ductile iron pipe sleeves at all penetrations through masonry wall systems. Provide fire stopping systems to maintain the fire rating of all penetrations.
- Provide escutcheons at all penetrations. Piping to be sized for a maximum velocity of 5 feet per second.

Comply with the following:

•

- Wall mounted fixtures with 1.0gpf infrared flush valves for water closets and 1/8gpf infrared flush valves for urinals.
- Provide a minimum of 36 total toilets
- Provide 30 lavatories with 0.5gpm battery powered infrared sensing faucets.

Provide the following in public areas:

Drinking fountains (3 units total) – Haws Model 1011HPS "Hi-Lo", high polished stainless steel
drinking fountain with polished chrome-plated brass bubbler heads, push buttons and waste
strainers. Include matching back panel, vandal-resistant bottom plates, 1-1/4" O.D. waste arms and
mounting plate.

At a minimum, provide stainless steel non-freezing hose bibs with testable double check valves on each exterior exposure.

# **Domestic Hot Water System - Phase Two**

Provide 96% efficient condensing gas water heating and storage system Locihnvar Armor or equivalent (150 MBH, 500 gallons). A hot water recirculation system with a master temperature mixing valve shall provide 120 degree water to all risers and fixtures. The Kitchen shall be supplied with 140 degree hot water. Hot water pipe insulation shall comply with ASHRAE Standard 90.1-2007. Temperature controls shall allow for storage temperature adjustment from 120°F or lower to a maximum temperature compatible with the intended use or manufactures recommendation.

Install new piping per the following requirements (installation will require saw cutting the existing slab):

- All storm piping to be cast iron hub and spigot with lead and oakum joints, or gasketed joints.
- All sanitary waste and vent piping below ground to be 4" minimum size, cast iron hub and spigot with lead and oakum joints, or type K copper.
- All sanitary waste and vent piping above ground less than 4" to be cast iron hub and spigot with lead and oakum joints or type K or L copper with wrought joints and soldered fittings.
- All sanitary waste and vent piping above ground 4" and larger to be cast iron hub and spigot with lead and oakum joints.
- All pressurized waste piping to be type L copper, galvanized steel with threaded fittings and joints.

Piping to be sized via the fixture unit method according to the Chicago Building Code.

New roof drains shall be cast iron with dome and basket. New floor drains shall be provided in finished spaces and all restrooms with 6" stainless strainers. Mechanical rooms, janitor's closets and unfinished spaces shall be provided with large capacity 8" cast iron strainers. Provide trench drains with ductile iron wheelchair safe covers at all ramps and traffic areas. New work will require saw cutting the existing slab.

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#### Kitchen - Phase One

Provide rough-in for kitchen equipment, floor sinks, etc. per food service specifications. Provide grease and solid interceptor.

#### Fire Protection - Phase Two

Provide a new combined fire and water service. Provide fire pump with dedicated electrical service. Provide a new fire sprinkler system per code. Provide Fire Extinguishers in recessed cabinets kitchen (Type K) and elsewhere (Type ABC) Potter Roemer or preapproved equal.

# Misc Work – Mechanical and Plumbing

- Given the significant increase in the buildings gas load from kitchen equipment and domestic hot water use, the existing gas service may not be sufficient. Provide allowance for gas service upgrade.
- Provide new gas piping to the boilers, RTUs, kitchen equipment, domestic hot water heater.
- Provide ducted supply and return systems.

# Insulation shall comply with the following:

- Provide ½" mineral fiber pipe insulation on domestic cold and hot piping in all areas of the building.
   Branch piping does not have to be insulated at the Owner's discretion, but is recommended.
   Provide factory applied all service jacket in concealed areas and PVC jacket in exposed areas.
- Use preformed insulation fittings for all valves and fittings, use valve handle extensions on all shutoff valves.
- Provide ½" mineral fiber insulation on all horizontal storm leaders to roof drains.
- Insulate the underside of roof drain bodies with ½" armaflex insulation.

# Valves shall comply with the following:

- Provide shutoff valves to disconnect all equipment.
- Provide shutoff valves to isolate all branches off the main, fixture groups, and individual fixtures which do not have service stops.
- Use ball valves on piping 2" and less and butterfly valves on piping 2-1/2" and larger.
- All ball valves to be full port, two piece with stainless steel trim.
- All butterfly valves to have stainless steel trim and epdm seats.
- Provide round brass stamped tags on braided chains for all valves and equipment.
- Provide color coded vinyl pipe flow and system identification labels.

# **DIVISION L - ELECTRICAL**

All new electrical work shall comply with the latest edition of the 'Chicago Building Code' Volume 2 [(i.e. City of Chicago Electrical Code (CCEC)]. All new electrical lighting and systems shall meet or exceed ASHRAE 90.1-2007 mandatory and performance requirements. This project will seek LEED certification with a possible LEED Silver Rating.

# **Electrical Service and Distribution System - Phase Two**

Feed new electrical switchboard from existing building/ New switchboard shall be free-standing type, with C/T compartment, bolted pressure main switch, with circuit breaker type distribution section installed on 4" high concrete pad.

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#### **Lighting System - General**

Provide all new light fixtures with high performance electronic ballasts, low mercury lamps, switches, automatic lighting controls, LED exit signs, and interior and exterior emergency battery units.

#### **Lighting System - Classrooms**

Provide light fixtures with T5 direct/indirect linear pendant fixtures equivalent to 1.3 watts per square foot coverage. Provide new branch circuit wiring.

Alternate: Provide electronic dimming ballasts with occupancy sensors, and daylight sensors where applicable. Daylight sensors and dimming modules shall automatically dim fixtures in response to available daylight.

## **Lighting System - Elsewhere**

Provide new light fixtures with direct/indirect T5 linear pendants. In mechanical equipment areas provide industrial light fixtures with T5 lamps and electronic ballasts. Lamping types will be kept to a minimum for ease of maintenance and storage. Provide new branch circuit wiring.

#### **Branch Wiring System**

# Provide the following:

- Provide new 120/208V branch circuit panelboards with custom metering to serve various categories of load, i.e. lighting, mechanical equipment, receptacles and other miscellaneous building loads, separately.
- Provide Straight-Blade-Type Receptacle wiring devices as necessary with stainless steel coverplates.
  Comply with NEMA WD 1, NEMA WD 6, DSCC W-C-596G, and UL 498. Provide as necessary Straight-Blade and Locking Receptacles, Heavy-Duty grade. Provide GFCI Receptacles: Straight blade, non-feed-through type, specification grade, with integral NEMA WD 6, Configuration 5-20R duplex receptacle; complying with UL 498 and UL 943.
- Steel raceway, supports, vibration isolation, compression fittings, etc. for power, fire alarm, and communications systems wiring.
- Copper conductors for all new feeders, branch circuits, and fire alarm wiring.
- New digital, addressable Class I fire alarm system, control and annunciation panels, horns, strobes, pull stations, smoke detectors, and heat detectors, with automatic dial in connections to Cicero Fire Department. Connections to HVAC equipment for automatic shutdown control of air handling units.
- Provide connections to food service equipment, domestic water heaters, air handlers, exhaust fans, exhaust/return fans, VAV boxes, communications systems, security systems,
- Provide equipment branch circuits and terminations for kitchen equipment.
- Provide low voltage transformer and power for electric lock at kitchen service door.
- Connect to (3) powered roll-down projection screens in the multi-purpose room.
- Provide power connections to automatic hand dryers (two per washroom and locker room).

#### **Wiring Device Criteria**

- Corridors: One (1) duplex 120V, 20A receptacle every 30 feet on center.
- Mechanical Equipment Rooms: One (1) duplex, 120V, 20A receptacle within 25 feet of all equipment.
- Offices: One (1) double duplex, 120V, 20A receptacle per work area in each office and one duplex 120V receptacle on remaining walls.

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- Multipurpose: Two (2) double duplex, 120V, 20A receptacle in each in addition to two duplex 120V receptacles on each wall.
- Classrooms: One (1) double duplex, 120V, 20A receptacle at the teacher's desk location, and one duplex 120V receptacles on each wall.
- Wireless Access Points Shall be powered over Ethernet (PoE)

#### **Access Control Main Entries - Phase Two**

Provide low voltage transformer and power for low energy door openers at interior and exterior doors at the main building entries.

# **Lighting Automation System - Phase Two**

Provide programmable time based automatic lighting control system as manufactured by Lutron EcoSystem Lighting Automation System (LAS) including Bus Supplies, Digital H-Series Ballasts, Hi-lume Ballasts and Ballast Modules, Hi-lume A-Series LED Drivers, Energy Saver Nodes, Occupancy/Vacancy Sensors, IR Receivers, IR Transmitters, and wall controls. Connect all ballasts and modules with LV communication bus.

Provide Microprocessor-based, multi-channel remote control dimming system with solid-state controls for the large multipurpose/gym room. System shall consist of control stations and a separately mounted dimmer cabinet. Operation: Automatically changes variable dimmer settings of indicated number of channels simultaneously from one preset scene to another when a push button is operated. System shall include a master control and remote controls. Each channel shall be configurable to control the following: low-voltage incandescent and dimming fluorescent lamps. Memory: Retain presets and fade settings through power failures for at least 90 days by retaining physical settings of controls or by an on-board, automatically recharged battery.

Provide dual technology (passive infrared/acoustic) occupancy sensor based lighting control systems in private offices, passive infrared occupancy sensors in storage rooms and ultrasonic occupancy sensors in multi-stall toilet rooms. Individual toilet rooms to have wall mounted occupancy sensors so that lighting is turned off automatically after reasonable time delay when a room or area is vacated by the last person to occupy said room or area.

Provide a master override switch, located in the administration office, for all corridor and toilet room lighting.

Alternate: Include Daylight Sensors, Handheld Programmers, and related accessories or approved equivalent. Assume a minimum of two daylight sensors in each classroom space. For all classrooms provide Lutron Eco-System ballasts, bus supplies, two daylight sensors, occupancy sensor, and two push button wall stations. For corridor light fixtures provide Lutron Eco-System electronic dimming ballast and bus supplies.

#### **Exit Signs**

Provide LED edge glow type "Chicago Approved" exit signs as manufactured by Cooper Lighting or approved equivalent.

#### **Fire Alarm System**

Provide new fire alarm system for each school to comply with Class I fire alarm system requirements

- Provide for call out to UL listed central station.
- Provide annunciator at each main entry. Provide an additional remote annunciator in the school administration office.

#### **Telecommunications System, General**

- Remove all existing low voltage telephone and data cables, outlets, termination backboards, and equipment racks.
- Provide outlet boxes, plywood backboards, data racks, conduit stubs to accessible ceilings, cable trays, sleeves through floors and rated walls for all communication systems.
- Provide raceway system and necessary rough-ins for Cat 6e wiring. Minimum conduit size 1" for 2
  pair Cat 6e wiring..CAT 6e wiring and terminations at outlets and racks or punch-down blocks in the
  MDF room by owner.

# **Telecommunications System - Data**

- Provide cable trays, metallic conduit and metallic box rough-in for LAN (local area network) data cabling system.
- Pulling and termination of Cat 6 cable to data jacks and at central patch panel by owner
- Provide data jacks in the following minimum quantities
  - 1. Kitchen 2 data jacks
  - 2. Offices 2 data jacks
  - 3. Multipurpose 2 data jacks
  - 4. Classrooms 4 data jacks
  - 5. Hallway and Multi-Purpose Room Video Monitors- Total of 10 data jacks
  - 6. Hallway Printing Stations Total of 5 data jacks

#### **Telecommunications System - Wireless Data**

- Provide cable trays, metallic conduit and metallic box rough-in for LAN (local area network) wireless system.
- Pulling and termination of Cat 6 cable to ceiling or high side wall mounted PoE Wireless Access
   Points in the following minimum quantities
  - 1. Kitchen 1 PoE data jacks
  - 2. Admin 2 PoE data jacks
  - 3. Multipurpose 2 PoE data jacks
  - 4. Classrooms 1 PoE data jacks
  - 5. Hallway and Multi-Purpose Monitors- Total of 3 PoE data jacks for entire school

# **Telecommunications System - Voice**

- Provide power to Owner supplied phone switch. Provide cable trays, metallic conduit and metallic box rough-in for voice communication cabling system.
- Pulling and termination of Cat6e to voice jacks and central punch down blocks by owner.
- Provide voice jacks in the following minimum quantities
  - 1. Kitchen 1 outlet
  - 2. Offices 1 outlet
  - 3. Multipurpose- 2 outlets
  - 4. Classrooms 1 outlets

# **Security System**

- Provide power to Owner supplied security system. Provide metallic conduit and metallic box rough-in for cabling system.
- Provide outlet boxes, empty conduits, and sleeves.
- Pull and terminate Cat6e cable to all IP camera locations, video monitor locations, and security video distribution patch panel
- Provide a minimum of 3 ceiling mounted dome style exterior IP P/T/Z security cameras.

# **Audio Visual- Phase Two Only**

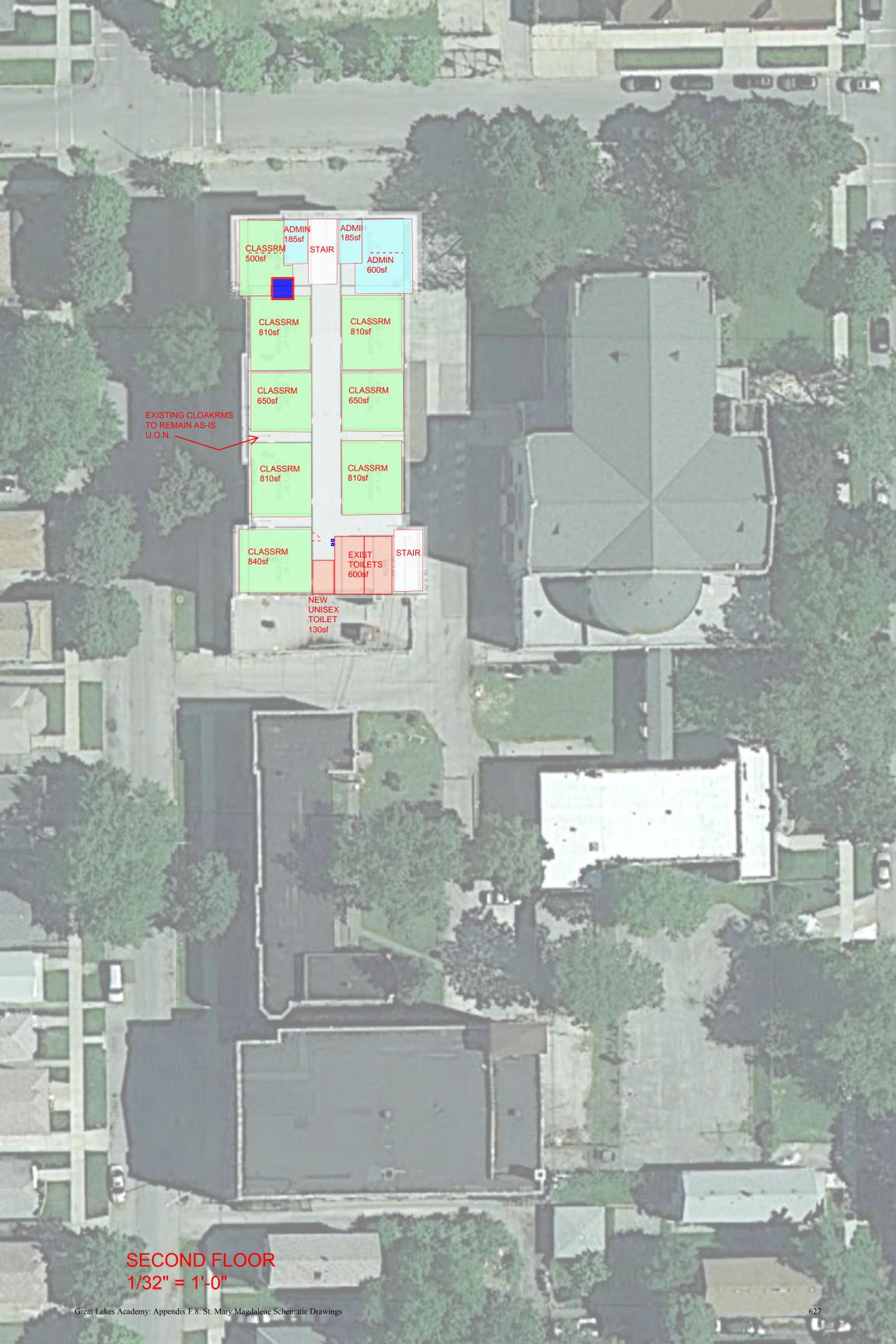
Provide conduit and cabling for each Smartboard location in Phase Two only. Provide minimum 1-1/4 inch conduit from AV box behind Smartboard to teacher station (within 15 feet). Provide decora style C2G Rapid Run faceplates, flying leads, and multimedia cable providing VGA HD15, 3.5mm audio, and Composite Video and Stereo Audio; Provide additional keystone adapters for HDMI and USB.

#### **Access Control**

No electronic access control provisions. All keyed security.

**End of Outline Specification** 







# APPENDIX F.9: St. Mary Magdalene Scope of Work

#### **DIVISION A - GENERAL**

#### **Scope of Work includes:**

Located at 8426 S. Marquette in the South Shore neighborhood of Chicago, the project entails the phased remodeling of an existing Archdiocese school for a long term lease for a charter elementary school operated by Great Lakes Academy. Great Lakes Academy is a 501c(3) not-for-profit and is sales tax exempt in the State of Illinois. This project will not seek LEED certification.

There are two school buildings on the St Mary Magdalene campus – a former mixed use building located on 84<sup>th</sup> Street and Saginaw and an athletic building located mid-block on Saginaw – which were built in the early 1900s.

The project entails the phased remodeling of the North building only, which was constructed in 1910 as a three-story multiuse building with a crawlspace. It was constructed with exterior bearing brick walls, interior steel columns and girders and wood joist-framed floors and roof. The building originally housed a church on the first floor, a grade school on the second floor and an auditorium and convent on the third floor. After a new church was built in 1954, the entire building was converted to a grade school. A single story wing to the south accommodates the physical plant for both the school and the existing church. The plant formerly served the former convent, located immediately to the south, which has now been converted to a Single Room Occupancy facility.

In 1927, a three-story athletic center was constructed to the south, accommodating a parish center in the basement and a gymnasium and auditorium on the first floor with an overlooking third-floor balcony with raked seating to the east. The athletic center integrated a campanile at the northeast corner of the building, which supplanted a free-standing one that stood close by. Great Lakes Academy may lease the gymnasium, but in its current condition. Consequently, the scope of work excludes the south building.

The current north building comprises 38,000sf of area on three floors. It is assumed that it was sprinkled in the early 1960s after the Our Lady of the Angels tragedy.

The program for the new 570-student elementary school will include

- Nineteen general purpose classrooms
- Toilet facilities comprising twenty-four toilets
- Catering kitchen
- One multipurpose room
- One main Administration suite with integral conference room and satellite offices
- Mechanical rooms; Storage;
- Janitor's closets

Phase One modifications to the existing North building includes:

- Replacement of existing glass block windows with venting windows to match elsewhere
- Installation of a new three-stop machine room-less elevator with front and reverse openings
- Installation of new one-hour fire-rated glass enclosures for north stair enclosure
- Remodeling of existing toilet rooms on first floor
- Remodeling of existing single user toilet room in Multipurpose area to be accessible
- Remodeling of one classroom at first floor
- Remodeling of reception admin space on the first floor
- Remodeling of admin areas south of Multipurpose room on first floor
- Reinstatement of existing service kitchen
- Remodeling of existing administrative suite on second floor
- Installation of new voice and data for all classrooms where absent on first and second floor
- Modification of existing fire alarm system on first and second floor
- Modification of existing sprinkler system on first and second floor
- Installation of window mounted air conditioners in every classroom on first and second floor
- · Painting of all interior surfaces on first and second floor

Phase Two modification to the existing North building includes:

- Installation of new voice and data for all classrooms where absent on third floor
- Modification of existing fire alarm system on third floor, if any
- Modification of existing sprinkler system on third floor, if any
- Installation of window mounted air conditioners in every classroom on third floor
- Painting of all interior surfaces on third floor
- Remodeling of existing toilet rooms on second floor with raised floor
- Construction of new accessible unisex toilet on second floor

Phase Three modifications to the existing North building includes:

- Installation of new reflective super insulated roof
- Installation of Smartboards in all classrooms

Phase Three modifications to the site include

- Construction of new 21 space parking lot with City required ornamental fencing and landscape improvements
- Construction of new storm water retention system
- Install low energy power openers at main entry doors

#### **Schedule**

Phase work to comply with the following schedule for Phase One

- 1 March 2014 Commence Construction
- 1 August 2014 Substantial Completion

Phase work to comply with the following schedule for Phase Two

- 1 August 2015 Commence Construction
- 1 August 2016 Substantial Completion

Phase work to comply with the following schedule for Phase Three

- 1 August 2017 Commence Construction
- 1 August 2018 Substantial Completion

Restrict work to site area. Deliveries / refuse removal at building loading dock unless otherwise permitted by City.

#### Alternates

Provide pricing for the following alternates:

- Alternate #1 (Phase Three) Spray Polyurethane Roofing at North Building Install new sprayed
  polyurethane roofing over existing roofing system to achieve R30 performance. Coat with reflective
  polyurethane or silicone coating. Minimum 15 year warrantee.
  - a. Base Estimate: Tearoff with new white TPO over fully adhered R30 polyiso.
- 2. Alternate #2 Phase One Raise Multipurpose Room and adjacent kitchen/classroom floor elevation to be accessible
  - a. Base Estimate: Install four ramps to provide accessibility from Multipurpose Room to surrounding uses
- 3. Alternate #3 Install acoustically absorptive fabric ceiling system in existing Multipurpose Room
  - a. Base Estimate: No work
- 4. Alternate #4 Omit construction of new 21 space parking lot.
  - a. Base Estimate (Phase Three): Construction of new 21 space parking lot

#### **Allowances**

Provide for the following allowances:

- 1. Allow \$3,000 for miscellaneous specialties.
- 2. Allow \$1,500 for interior signage, donor recognition signage
- 3. Allow \$1,500 for exterior banner

#### Work by Owner

The contracts for the following work shall be negotiated by the Owner separately:

- 1. Loose Furnishings and Furniture
- 2. Hazardous Material Abatement including asbestos insulation and vinyl asbestos tile.
- 3. Installation of all computers. Data jacks and terminations by Contractor.

- 4. Installation of rack mounted servers, patch panels, UPS, and routers in existing MDF room. Data terminations by Contractor.
- 5. Installation of switches in existing wall mounted cabinets
- 6. Installation of optical, T1 or cable service for data
- 7. Installation of telephone switch, telephony modems (if any) and voice mail processing equipment.
- 8. Installation of security panel, DVR, video server, cameras, and contacts.
- 9. Installation of ceiling mounted LCD projector in the multipurpose room, if any
- 10. Interior Exit plan signage inserts.
- 11. Installation of printers stations

## **DIVISION B - SITE WORK**

#### **Selective Demolition - Phase One**

Remove existing glass block windows. Demolish interior work where required.

Remove portion of existing wall west of new elevator.

Demolish existing room retrofitted above South Stair.

## Walkway - Phase One

Stripe existing asphalt indicating walkway to be used by students travelling between north and south building. Regrade existing pavement at main entry, no steeper than 1:20, to eliminate step.

# Pervious Pavement, Storm water Detention, East Parking Lot - Phase Three

Assume that the lot will be required to meet detention requirements for a 100-YR storm event, with rainwater intensities provided by the City of Chicago Department of Water Management (DWM), 2010 Storm Water Regulations. Construct drainage swales and install piping to convey storm water into storage areas below permeable pavers in the east parking area. Construct the storage layer with course aggregate (CA-7 and CA-1). Install perforated PVC piping loop with aggregate and connect to the existing sewer in South Marquette.

Assume the following pavement section at parking area:

- Eco Optiloc pavers, standard color and finish, as manufactured by Unilock
- 1" of CA-16 bedding layer, CA-16 for fill joints
- 4" of CA-7
- 12" of CA-1
- Entire volume of CA-1 and CA-7 to be wrapped in filter fabric.

# Parking Lot Wheel Stops and Markings - Phase Three

Revise parking lot markings and wheelstops to accommodate reconfiguration.

# **Landscape and Plantings - Phase Three**

Landscape is designed to provide amenity, beauty, and meet requirements of applicable codes.

#### **Plant Material**

- High-quality, conforming to industry standards and State requirements for nursery stock
- All plant material selected at the nursery by the Landscape Architect
- One (1) year replacement warranty on all plant material
- Replace existing dead / dying parkway trees with new shade trees, 2 ½" caliper
- Shade trees 2 ½" caliper, single stem
- Ornamental trees 2 ½" caliper, single stem
- Shrubs #5 containers, 24 26" spacing, depending on species
- Perennials #1 containers, 12 18" spacing, depending on species
- Vines quart containers, 36" spacing
- Sodded lawn areas

# Topsoil and planting soil

- 6" depth sandy loam topsoil in sod (lawn) areas
- 12" depth amended planting soil in perennial planting beds
- 18" depth amended planting soil in shrub planting beds
- Tree pits over-excavated to three times (3x) rootball diameter, backfilled with sandy loam topsoil

# Irrigation

• All landscape areas on private property to have automatic irrigation system

## **Tree Protection Fencing**

Tree protection fencing to be placed around all existing trees to remain during construction

# **Fencing - Phase Three**

Install new 4 foot high ornamental fence at east side of east parking lot. Install solid wood fence at south property line at south side of east parking lot.

# **DIVISION C - FOUNDATION AND SUBSTRUCTURE**

# **Elevator Pit Foundation - Phase One**

Cut existing wood framed floor at north building and pour new concrete elevator pit with sump.

# **DIVISION D - SUPERSTRUCTURE**

# North Building Masonry Restoration and Modification - Phase One

Tuckpoint existing masonry walls of the North Building assuming the following coverages:

- South Elevations 10 percent
- Other Elevations 5 percent

Repair broken roof parapet copings;

# **Slab on Grade Microtopping**

In floor areas not receiving other finishes, install new microtopping finish to conceal new slab trenches and provide a monolithic appearance. Micro-topping or Micro-topping DP by <a href="www.miracote.com">www.miracote.com</a>

#### **DIVISION E - EXTERIOR CLOSURE**

# **New Exterior Windows - Phase One**

Install min CRF 50 aluminum windows with project out vents to match existing comprising minimum 8% of classroom footprint. Glaze with clear insulated units with warm edge and low e coating on surface #2, PPG Solarban 60 or better.

# **DIVISION F- ROOFING**

# Reflective Replacement Roofing, North Building Only (upper and lower roofs)- Phase Three

Remove existing roofing. Install 6 inches of polyisocyanurate insulation with staggered joints applied with adhesive foam as required to obtain 1-90 rating. Install fully adhered white TPO membrane.

# **DIVISION G - INTERIOR CONSTRUCTION**

# **Existing Plaster Walls and Ceilings - Phase One**

Patch existing plaster walls and ceilings and paint with two finish coats of from Benjamin Moore's Aura product line.

#### **New Walls Phase One and Two**

- Typical New Gypsum Board Partitions Two layers 5/8" gypsum Type X board each side, outer layer Fiberock Brand VHI Abuse-Resistant Gypsum Interior Panels by USG to 8' high. Level 4 finish. One hour fire rating minimum. Minimum 5-1/2 inch stud. Fill cavity with 3 inch batt of mineral wool. Frame and sheath all partitions from floor to deck. Seal perimeter and all openings with continuous bead of acoustic sealant.
- **Low-VOC Paint** Paint all gypsum board surfaces with one prime coat, two finish coats from Benjamin Moore's Aura product line.
- **Typical Wall Base, Gyp Board Finish** 4" Rubber, Wallflowers Premium Wall Base by Flexco, Straight Style, typical. Cove Style at Multi-purpose
- **Kitchen FRP Wall Covering** Install white Marlite FRP Panels #P100 with PVC trim in matching color and stainless steel corner guards over gypsum board substrate
- **New Toilet Rooms, Ceramic Tile** Install glazed Ceramic Mosaic Tile, Mesh-mounted, 2"x2" nominal tile size. Install over cementitious tile backing panel, thinset in latex-modified, portland cement-based mortar. Install latex modified unsanded grout at walls.

#### **New Ceilings**

- Suspended Acoustic Panel Ceiling 2'x2' Grid and Acoustic Ceiling Panel System, Install USG Fineline
   DXF Suspension System with Halcyon ClimaPlus Acoustical Panels or equal approved alternate.
- Suspended Washable Acoustic Panel Ceiling Toilet Rooms 2'x2'x 5/8" Unperforated Grid and Acoustic Ceiling Panel System, Install USG 15/16" DX Suspension System with Premier Hi-Lite Climaplus Acoustical Ceiling Panel, white color
- Acoustic Stretched Fabric Ceiling System Multipurpose Room (Alternate)

- Option #1 Eurospan System by Wall Technology, Inc or Softwalls. Stretched Trevira textile, applied over an 1 inch fiberglass acoustical core over existing substrate, attached to a continuous mounting system of nominal 1" to 1 ½" rigid plastic extrusions. White color. www.soundcontrol.com
- o Option #2 Suspended Techstyle Classic 2'x4', white color, by Hunter Douglas Contract

#### **Flooring**

- **Entry Walk Off Mat** Replace in main entry north building. Architect to select from manufacturer's range of colors.
- **Kitchen Safety Flooring** Install Stronghold 30 High Performance Safety Flooring by Altro <a href="www.altrofloors.com">www.altrofloors.com</a>. Heat-weld seams and integrally cove base 6 inches high. Thickness: 0.12"; Roll width: 6' 7". Architect to select from manufacturer's range of colors.
- **General Purpose Classrooms and Administration Areas** Install Interface FLOR carpet tile <a href="https://www.interfaceflor.com">www.interfaceflor.com</a> in manufacturer standard pattern/color. Lay in checkerboard pattern.
- **Hallways and Lobbies** Install new Forbo Marmoleum with welded seams where non terrazzo or wood floors exist. Terrazzo and strip wood floors to remain exposed.

#### **Doors and Hardware**

- Reuse existing doors or match existing; Provide mimimum C label.
- Cylindrical keyed lever locksets with dull chrome finish by Sargent, typical. Interchangeable cores with master key level keying as determined by Owner.
- Universal adjustable closers on all rated assemblies. Sound gasketing on all doors.
- Low Energy Powered Openers Provide at interior and exterior doors at main north building entries (Phase III). Post mounted pie plate openers. Stanley or preapproved equal.
- Provide Electric Locks (not electric strikes) at north building and south building entries

#### **Stairs**

Repair existing.

#### **Interior Glazing**

Washroom Mirrors – Provided as an accessory; See Division I - Special.

#### **DIVISION I - SPECIAL**

#### **Food Service Equipment**

Include installation of the following equipment in the Service Kitchen.

- Reuse existing triple basin sink; install new overhead rinse faucet, one double jointed faucet
- Reuse existing under counter grease interceptor
- Reuse hand wash sinks, faucet
- Install Metro storage shelving
- Install new double convection oven under new Type II condensate hood
- Install two new reach-in Refrigerators

# **Multipurpose Room Equipment**

Install one 8' long roll down projection screen in the multipurpose room.

#### **Signage**

Interior signage by allowance

Exterior signage by allowance

#### **Classroom Accessories**

Provide two 12 foot long white boards per classroom.

## **Toilet and Shower Partitions**

Toilet Partitions – Knickerbocker Metropolitan Series Stainless Steel Toilet Partitions

#### **Toilet Accessories**

Provide toilet accessories in the following minimum quantities -

- Toilet Tissue Dispenser, Lockable, stainless steel (one per toilet), Bobrick Contura Series Surface Mounted Multi-Roll Toilet Tissue Dispenser
- Automatic Soap Dispenser, stainless steel encased (one per lavatory)
- Grab bars, stainless steel (two per accessible toilet)
- Automatic Touchless Paper towel dispenser, Georgia Pacific enMotion. (two per washroom, locker room)
- Automatic Hand Dryer (two per washroom, locker room)
- Waste receptacle, stainless steel (two per washroom, locker room), Bobrick Contura Series Recessed
   Waste Receptacle
- Mirrors (one per lavatory, tilting at one lavatory per bath)

## **Window Treatments**

None

# **DIVISION J – CONVEYING**

#### **Elevators - Phase One**

Install one new three-stop Kone Ecostop machine-roomless elevators operated with variable frequency drive system. Provide entries at front and reverse. Provide four-stops. Provide 3500# cab. Stainless steel finish.

Provide key card access to limit student use.

# **DIVISION K - MECHANICAL & PLUMBING**

# **Cooling - Phase One**

Install a single 1.5 or 2 ton PTAC units in existing windows of every classroom or administrative space. Install two units in Multipurpose room . Provide power and air tight installation kit, sealing to jambs and sill of existing windows.

# **Heating - Phase One**

Modify existing steam heating system to provide code required heating in modified spaces.

# Plumbing -

Re-use existing underground sanitary sewer and vertical waste and vent risers. Inspect existing piping and repair as necessary or as required by Owner.

Provide new water, vent, and sanitary connections as required to accommodate all new fixtures. All existing cold and hot water piping shall be re-insulated as required. New cold and hot water piping shall be copper and insulated. Install new gas-fired sealed combustion water heating with a master control valve. Provide 140°F water piping to kitchen and 110°F hot water distribution to all other areas requiring hot water for domestic use. Provide hot water return loop with circulation pumps for each building.

Provide the following in the Kitchen in the north building -

- Install new mop sink and fittings: Floor mount terrazzo
- Reuse exist floor drains
- Reuse existing Grease Trap

Contractor shall be responsible for all provisions required by installation of elevator in north building, including, but not limited to sump and drains.

Provide the following in toilet areas

- Twenty-four toilets or urinals
- Eighteen lavatories with battery powered sensing faucets

Provide the following in public areas

 Drinking fountains (3 units) – Haws Model 1011HPS "Hi-Lo", high polished stainless steel drinking fountain with polished chrome-plated brass bubbler heads, push buttons and waste strainers.
 linclude matching back panel, vandal-resistant bottom plates, 1-1/4" O.D. waste arms and mounting plate.

#### Gas

Provide gas to all heat producing equipment in warming kitchen

#### **Fire Protection**

Provide Fire Extinguishers in recessed cabinets kitchen (Type K) and elsewhere (Type ABC) . Potter Roemer or preapproved equal.

Modify existing sprinklers in north building with existing fire pump to remain. South building is not sprinkled.

# **DIVISION L - ELECTRICAL**

#### **Electrical Service and Distribution**

Reuse existing electrical service and modify distribution system as required to accommodate remodeling.

Provide additional battery power emergency lighting units in remodeled spaces.

#### **Lighting System - Typical Phase One**

Reuse existing lighting.

Replace all existing T12 light fixtures, if any, with T5 up/down linear pendant fixtures equivalent to 1.3 watts per square foot coverage. Provide electronic ballasts with occupant sensors. Reuse existing conduit and wiring if possible.

#### **Branch Wiring System**

Reuse existing conduit and wiring wherever feasible. At a minimum, provide all of the following:

- All wiring shall be installed in conduit unless otherwise specified or required by environmental conditions.
- Provide Straight-Blade-Type Receptacle wiring devices as necessary with stainless steel coverplates.
   Comply with NEMA WD 1, NEMA WD 6, DSCC W-C-596G, and UL 498. Provide as necessary Straight-Blade and Locking Receptacles, Heavy-Duty grade. Provide GFCI Receptacles: Straight blade, non-feed-through type, Commercial grade, with integral NEMA WD 6, Configuration 5-20R duplex receptacle; complying with UL 498 and UL 943.
- Provide all light fixtures, high performance electronic dimming ballasts, low mercury lamps, switches, exit signs and interior and exterior emergency battery units.
- Steel raceway, supports, vibration isolation, compression fittings, etc. for power, fire alarm, and communications systems wiring.
- Copper feeders, branch circuits, and fire alarm wiring.
- Fire alarm system control and annunciation panels, horns, strobes, pull stations, smoke detectors, heat detectors, and connections to tamper switches.
- Provide connections as required to accommodate food service equipment, domestic water heaters, air handlers, exhaust fans, exhaust/return fans, communications systems, security systems, sound systems, and other such equipment that requires electrical connections.
- Provide all kitchen area equipment branch circuits and terminations.
- Wiring Device Criteria
  - o Corridors: One (1) duplex 120V, 20A receptacle every 30 feet on center.
  - o Mechanical: One (1) duplex, 120V, 20A receptacle within 25 feet of all equipment.
  - Offices: One (1) double duplex, 120V, 20A receptacle per work area in each office and one duplex 120V receptacle on remaining walls.
  - Multipurpose: Two (2) double duplex, 120V, 20A receptacle in each and two duplex
     120V receptacles on each wall.
- Classrooms: One (1) double duplex, 120V, 20A receptacle at teachers work station, and one duplex 120V receptacle at Smartboard,

- Provide means of disconnect, with the capability of being locked in the open position, as required
  to accommodate equipment, fusible or non-fusible as required by the manufacturer in addition to
  means of over-current protection.
- Provide all necessary connections to elevator, including but not limited to, controls, motor
  overcurrent protection and disconnect, elevator recall, emergency power, and smoke and heat
  detection of elevator control/equipment room and shaft.

#### **Access Control Main Entries - Phase Three**

Provide low voltage transformer and power for low energy door openers at interior and exterior doors at the main building entries.

# **Exit Signs**

Provide LED edge glow type "Chicago Approved" exit signs as manufactured by Cooper Lighting or approved equivalent.

# **Fire Alarm System**

- Modify existing fire alarm system to comply with Class I fire alarm system requirements
- Provide for call out to UL listed central station.
- Modify annunciator at main entry.

#### **Telecommunications System, General**

- Remove all existing low voltage telephone and data cables, outlets, termination backboards, and equipment racks that will not be reused.
- Provide outlet boxes, plywood backboards, data racks, conduit stubs to accessible ceilings, cable trays, sleeves through floors and rated walls for all communication systems.
- Provide raceway system and necessary rough-ins for Cat 6e wiring. Minimum conduit size 1" for 2 pair Cat 6e wiring..CAT 6e wiring and terminations at outlets and racks or punch-down blocks in the MDF room by owner.

#### **Telecommunications System - Data**

- Provide cable trays, metallic conduit and metallic box rough-in for LAN (local area network) data cabling system.
- Pulling and termination of Cat 6 cable to data jacks and at central patch panel by owner
- Provide data jacks in the following minimum quantities
  - 1. Kitchen 2 data jacks
  - 2. Offices 4 data jacks
  - 3. Multipurpose 2 data jacks
  - 4. Classrooms 2 data jacks

# **Telecommunications System - Wireless Data**

- Provide cable trays, metallic conduit and metallic box rough-in for LAN (local area network) wireless system.
- Pulling and termination of Cat 6 cable to ceiling or high side wall mounted PoE Wireless Access
   Points in the following minimum quantities
  - 1. Admin Areas 1 PoE data jacks
  - 2. Multipurpose 4 PoE data jacks
  - 3. Classrooms 1 PoE data jack

# **Telecommunications System - Voice**

- Provide power to Owner supplied phone switch. Provide cable trays, metallic conduit and metallic box rough-in for voice communication cabling system.
- Pulling and termination of Cat6e to voice jacks and central punch down blocks by owner.
- Provide voice jacks in the following minimum quantities
  - 1. Kitchen 1 outlet
  - 2. Offices 1 outlet
  - 3. Multipurpose– 2 outlets
  - 4. Classrooms 1 outlets

#### **Security System**

- Provide power to Owner supplied security system. Provide metallic conduit and metallic box rough-in for cabling system.
- Provide outlet boxes, empty conduits, and sleeves.
- Pull and terminate Cat6e cable to all IP camera locations, video monitor locations, and security video distribution patch panel
- Provide a minimum of 3 ceiling mounted dome style exterior IP P/T/Z security cameras.

# **Audio Visual- Phase Three Only**

Provide conduit and cabling for each Smartboard location in Phase Three only. Provide minimum 1-1/4 inch conduit from AV box behind Smartboard to teacher station (within 15 feet). Provide decora style C2G Rapid Run faceplates, flying leads, and multimedia cable providing VGA HD15, 3.5mm audio, and Composite Video and Stereo Audio; Provide additional keystone adapters for HDMI and USB.

#### **Access Control**

No electronic access control provisions. All keyed security.

**End of Outline Specification** 

# APPENDIX G.1:

# LEAD FOUNDER, DESIGN TEAM MEMBER AND PROPOSED EXECUTIVE DIRECTOR KATHERINE MYERS RESUME AND STATEMENT OF COMMITMENT

# **Katherine P. Myers**

#### **EDUCATION**

# **University of Chicago Law School**

Chicago, Illinois

J.D.: June 2006

- Co-Head Streetlaw, a program whereby law students teach high school students legal principles
- Co-Head Women's Law Caucus; Student Law Association; 1L student representative

St. John's University

New York, New York

M.A. in Elementary Education: May 2003

**Duke University** 

Durham, North Carolina

B.A. in English, Certificate in Sexuality Studies: May 2001

- Study abroad at New York University in Florence, Italy, Fall Semester 1999
- Dean's List: Fall 1997, Spring 1999, Fall 2000

#### **EDUCATION FIELD EXPERIENCE**

# **Building Excellent Schools**

Chicago, IL

Fellow & Lead Founder of Great Lakes Academy Charter School, August 2012-Present

Trained in nationally recognized charter school creation program in finance, management, curriculum and leadership development. Visited and analyzed over 50 high performing charter schools nationally. Completed school leadership residency in high performing elementary charter school. Lead Founded Great Lakes Academy Charter School. Chosen from a national pool of applicants with under 3% acceptance rate.

MATCH NOLA

New Orleans, LA

Founding Teacher Coach, July 2011-August 2012

Founding coach in pilot program (part of Harvard study) for ongoing teacher professional development. Coached teachers in charter schools all over New Orleans from kindergarten through 12<sup>th</sup> grade A.P. English. Co-created and led summer P.D. for Classroom Management skills. Coordinated scheduling and communications with school leaders.

#### **John Dibert Community Charter School (Firstline Schools)**

New Orleans, LA

Founding Middle School Teacher, ELA Team Lead, Sixth Grade Lead, June 2010-July 2011

Co-created middle school ELA curriculum, including reading comprehension, writing and grammar scope and sequence and objectives. Assisted in developing cultural and curricular vision for 5-8 turnaround middle school. Taught sixth grade literacy block.

#### **New Orleans College Preparatory Charter School**

New Orleans, LA

Middle School Teacher, August 2009-June 2010

Created scope, sequence, and curriculum for Eighth Grade writing class. Taught middle school reading comprehension, reading decoding, phonics and writing in third year charter school.

# New York City Teaching Fellow, New York Dept. of Education

Brooklyn, NY

Second Grade Teacher, June 2001-August 2003

Taught self-contained second grade at Public School 16, District 14 in Brooklyn, New York. Created Second-Sixth grade buddy program. Developed and studied daily silent writing and silent reading period based on "Read to Win" program. Created parent-student weekly reading program.

# OTHER PROFESSIONAL EXPERIENCE

# Grippo & Elden LLC

Chicago, IL

Associate, June 2007-July 2009

Obtained favorable settlement for pro bono client alleging sexual harassment in Federal Settlement Assistance Program. Participated in two multi-month trials from discovery through post trial briefing. Acted as primary counsel representing corporation in landlord/tenant dispute.

Associate, Litigation Department, Summer 2005, September 2006-June 2007 Represented clients in all areas of complex litigation.

#### STATEMENT OF COMMITMENT

Name: Katherine P. Myers Proposed Position: Proposed Executive Director

Success comes from the ability to take advantage of the opportunities that life throws your way. Without an education, one's ability to take advantage of those opportunities is significantly hindered.

I grew up in the northern suburbs of Chicago, and through sheer fortune of circumstance, attended among the best public schools our nation has to offer. Once I entered public education after college on the other end, as a teacher in Brooklyn, I quickly realized the vast inequality of opportunities facing our young, urban, poor, and largely minority students. These differences in lifetime opportunities are directly impacted by the quality, or lack thereof, of the education that these students receive. It is unspeakably unjust. These same individuals will be expected to compete for jobs as adults with wealthier peers who have been trained by their schools to master academic fundamentals, think critically and be metacognitive, and to conduct themselves in a professional manner.

I believe that it is a fundamental right for every child in this great nation of ours to receive a high quality education that allows them to reach the heights of their own potential so that they can spend their lives as they choose, not as others or circumstances choose for them. I also believe that providing every child with a high quality education is fundamental to the survival of our great nation and our great democracy. Without it, we will not all of us survive, thrive, and prosper.

My professional experience is in both urban education and civil, corporate litigation. After college, I worked for the New York City Teaching Fellows and taught second grade at P.S. 16, a school scoring in the lowest 5% of New York City Public Schools, while attending St. John's University at night to earn an MA in Education. I then attended the University of Chicago Law School, and while there led the Street Law initiative, an organization that sent law students into neighboring high schools to teach basic legal knowledge. After practicing for several years, I left the practice of law and moved to New Orleans to reenter the classroom, this time as a middle school teacher in a charter school. I had visited New Orleans just one time previously, but I heard that it was the epicenter of innovative thinking in urban public education and wanted to learn as much as I could at ground zero. While in New Orleans, I helped found a charter school as a founding ELA team leader and 6<sup>th</sup> grade ELA teacher and team leader, and then helped found a teacher coaching organization, MATCH Teacher Coaching NOLA. While with MATCH, I coached teachers from grades K- AP English citywide, and was able to watch hundreds of children positively impacted by their teachers' commitment and growth.

My heart has always been in my hometown of Chicago, and my goal was always to bring my educational and legal knowledge to found a charter school in the city. I am honored and humbled to have the opportunity to work with Building Excellent Schools as a Fellow and to be the lead founder of Great Lakes Academy Charter School, and I am honored and humbled by the outpouring of support for Great Lakes Academy and its mission from so many members of the community on the South Shore of the city. Great Lakes Academy will provide a top-notch education for the K-8 students that it serves - an education that will enable its graduates to take advantage of all of the opportunities that come their way in life.

# APPENDIX G.2:

# DESIGN TEAM MEMBER & FOUNDING BOARD MEMBER APARUPA BHATTACHARYA RESUME & STATEMENT OF COMMITMENT

#### APARUPA BHATTACHARYA

#### **EXPERIENCE**

#### 2008-Present

#### **DELOITTE CONSULTING LLP, Chicago, IL**

Manager, Human Capital Practice, Organization Transformation Service Line/ Healthcare Provider Sector

#### Organizational Design and Effectiveness

- Conducted organizational assessments including span of control analysis, committee structure rationalization, and gap analysis of operating models, service delivery models, leadership structures, and governance.
- Re-designed operating models to decrease organizational silos and increase systematic operations to gain
  scalability and sustainability, with a focus on leadership structures, role clarification, and definition of decisionmaking accountabilities in large healthcare systems and consumer products clients.
- Led teams in transforming human resources and finance organizations at global clients to include shared services enhancing efficiency, scalability, and sustainability while reducing long-term operating costs.

#### Talent Management and Strategies

- Defined competencies, capabilities, and role profiles for new and re-designed roles within organizations transforming leadership structures with specificity around accountabilities, responsibilities, and expectations for collaboration with other leaders.
- Facilitated workforce transition planning with clients, including mapping of leaders to roles, defining transition plans for individuals that outlined new capabilities to develop, defining consultative roles for transitioning executives, and ensuring succession planning.

#### Culture Change and Leadership/Employee Engagement

- Developed strategies for establishing cultures of strategy-driven change; aligning leadership around a consistent
  method for prioritizing organizational goals from which transformative initiatives are cascaded and expected
  performance metrics are derived.
- Designed and supported implementation of change management capabilities in organizations to support transformation of critical business initiatives leveraging change agent networks and strategic communications.
- Drove change management, communications, and development of eLearning for sourcing and procurement tools enabling global spend management processes and governance.

# 2007 **CHICAGO PUBLIC EDUCATION FUND, Chicago**, IL

# Fund Fellow, Chicago Public Schools (CPS)

- Developed a guide for CPS principals, outlining promising practices and systematic procedures as a foundation for their schools' human resources, to drive mission-directed human capital management.
- Directed resource management at Jones College Prep High School, including the hiring of new faculty and advising of current staff leaders regarding job descriptions and staff development programs.

#### 2002-2006

#### BEARINGPOINT, INC., Atlanta, GA

#### Manager, Public Health and Social Services Sector

- Created Federal *Strategy for Preparedness Education*. Led a team of 7 to establish the Centers for Disease Control's School of Preparedness and Emergency Response and education competencies for its 8,000 employees.
- Launched the Federal Meta-Leadership Summit for Preparedness to mobilize "leaders of leaders" in communities and business during times of crisis.
- Restructured a \$43M cooperative agreement funding 52 colleges and universities for . Implemented procedures for communications, state/local health department partnerships, award distribution, and performance measurement

#### Senior Management Analyst, Communications and Content Sector

- Served as project management lead in designing processes to implement a call center integration strategy, saving the client \$10M in their first year after transformation.
- Assessed clients' competitive positions in the marketplace. Developed training and communication plans for the implementation of technology to enhance employee productivity and customer experience.

#### 2000-2002 ARTHUR ANDERSEN BUSINESS CONSULTING, Atlanta, GA

Senior Consultant, Strategy, Organizations, and People Practice

- Collaborated with leaders to map corporate strategies. Assessed market factors and barriers to success.
- Developed key performance indicators and balanced scorecards to articulate performance management strategies.

#### **EDUCATION**

#### **DUKE UNIVERSITY, The Fuqua School of Business, Durham, NC**

Master of Business Administration - Strategy Concentration, Health Sector Management Certificate, May 2008.

Recipient of the Dean's Recognition and Team Fuqua Awards. MBAA Executive Officer of Student Life, responsible for community building aspects of the student experience. Center of Leadership and Ethics Fellow and Volunteer Center of Durham Board Associate.

#### VANDERBILT UNIVERSITY, College of Arts and Sciences, Nashville, TN

Bachelor of Arts - Communication Studies, May 2000.

Chancellor's Scholar, Vanderbilt Keystone recipient for outstanding contributions in the community. Elected to serve as International Vice President on the Circle K International Board of Trustees leading 11,000 students at more than 500 colleges and universities.

#### ADDITIONAL INFORMATION

Harvard Leadership Essentials certified. Interests include outdoor activities, travel, baking, and painting.

# STATEMENT OF COMMITMENT

Name: Aparupa Bhattacharya Proposed Position: Founding Board Member, Vice Chairperson

In the management consulting industry, an individual who leaves to take on a position with another Firm or in a specific industry, but then chooses to return to their consulting roots after realizing they missed the culture, opportunities, and/or potential for growth, is often referred to as a "boomerang" employee. I consider myself a "boomerang" Chicagoan. Born in Chicago, and largely raised in the Western suburbs, I attended public schools all my life, and left the area after high school following a four-year scholarship that took me to Vanderbilt University, in Nashville, TN. I found myself working in Atlanta for a number of years, and then pursued my MBA at Duke University. After these fantastic opportunities, I wanted to return to the city I've always referred to as home – and reconnect with the culture, opportunities, and potential for growth that I knew Chicago offered.

As a "boomerang" it is critical to find ways to reconnect with the community. While completing my MBA, and considering a return to Chicago, I was selected to serve as a Chicago Public Education Fund, Fund Fellow. I spent the summer getting an inside view of the Chicago Public Schools district from the perspective of principals and teachers, while developing a human capital strategy to support more consistent talent management efforts at the individual school level. Upon returning to Chicago as a permanent resident, I quickly sought out opportunities to connect to the communities through organizations that would allow me to contribute on weekends to balance out my career that often has me on the road during the week. I continued to gain exposure to the needs of various parts of our community by becoming a volunteer through Chicago 2016 efforts, World Sport Chicago, and as the Community Service Lead for the Duke Alumni Club of Chicago working with the Ravenswood Mobile Food Pantry in conjunction with the Greater Chicago Food Depository.

My continued passion and interest in education, along with my commitment to finding opportunities to strengthen the community, made the opportunity to support the effort to charter and establish Great Lakes Academy as a founding board member an effort I wanted to commit my personal time and expertise towards. My background as a tenured Manager with Deloitte Consulting's Human Capital practice, has allowed me to be a part of and lead teams addressing complex issues with strategies to help organizations best utilize what are often their biggest assets – their people. I have a deep understanding of what it takes to design and build organizations, as well as manage changes in organizational dynamics, behaviors, and processes - all to achieve greater efficiencies and effectiveness among systems that need to act as parts of a whole, rather than individual silos. I look forward to bringing this expertise to the table as we think about how to structure relationships inside and outside of the school walls, how to engage the surround community and parents, and in how to build a student culture that inspires students to want to be learning and participating in their educational experiences.

In the spirit of the "boomerang," I am energized by the idea of being in Chicago and building something that helps youth succeed, in the way my own public school experience served as the foundation in opening the many doors that have helped me succeed. I believe in the values upon which we are proposing Great Lakes Academy, and I am committed to bringing my expertise and passion to bear in creating a public school environment that provides high quality academics framed with structure, discipline, and an appreciation for building a culture of expedience and energy to learn.

# APPENDIX G.3:

# DESIGN TEAM MEMBER & FOUNDING BOARD MEMBER KIT CHASKIN RESUME & STATEMENT OF COMMITMENT

# Catherine (Kit) Chaskin

# Litigation Experience

#### REINSURANCE AND INSURANCE LITIGATION

**Reed Smith: Partner** 

2007-present

Policyholder-side litigation and ADR under all types of commercial policies.

Sachnoff & Weaver: Partner

2000-2007

Policyholder-side D&O negotiations, mediations and litigation

#### **Brand & Novak: Associate**

1997—2000

- Senior Associate in charge of multi-million dollar reinsurance arbitration from demand through award, including discovery, direct examination of witnesses and presentation of case pursuant to Federal Rules of Civil Procedure.
- Litigated complex nationwide asbestos and pollution lawsuits on behalf of London-market Insurer.
- Developing fine arts coverage practice through representation of London Market Insurers in direct litigation and subrogation.

# Phelan, Pope & John: Associate

1990-1993

- Third Chair Employment Discrimination action in the Northern District of Illinois
- Major reinsurance contract dispute took depositions and drafted motions.
- Solely responsible for numerous Salmonella class-action claims, including depositions and bench hearings.

#### **CRIMINAL LITIGATION**

Assistant State's Attorney 1993-1997

- Briefed and argued numerous criminal appeals involving constitutional issues
- Reported Cases:

People v. Ware, 636 N.E.2d 1007 (search and seizure)

People v. Zernel, 636 N.E.2d 834 (inconsistent verdicts)

People v. Sowewimo, 657 N.E.2d 1047 (due process)

People v .Scott, 648 N.E.2d 86 (intent/accountability)

# Non-Legal Career

#### Professional actress 1983-1987

- Goodman Theatre/ Practical Theatre Chicago
- Alchemy Theatre New York

# **Education**

Northwestern University School of Law J.D. 1990; Northwestern University B.S. Speech 1983

#### STATEMENT OF COMMITMENT

Name: Catherine (Kit) Falsgraf Chaskin

Position: Founding Board Member: Great Lakes Academy

I am committed to bringing my leadership, perspective, and reputation to Great Lakes Academy's Founding Board. As an attorney in Chicago for the past 22 years, I have developed a deep sense of the community, business interests and justice system. As a litigator, I have been an advocate for non-profit and for-profit companies. As the director of my firm's global women's initiative, I am deeply committed to the education, advancement, and well-being of girls and women.

I do not have a deep background in education, other than raising two children and the fact that my mother and both of her parents were teachers. One of the exciting aspects of being a Founding Board Member of Great Lakes Academy for me will be contributing my expertise in support of a great school for the South Shore of Chicago. I have been lucky to receive a great education, and would be proud to pay some of that back.

Finally, I plan to wind down my other commitments so that attending meetings, volunteering 10 hours per week and cultivating a network of financial, organizational, and volunteer contributors for the school will be my priority.

I am looking forward to this opportunity, and I will do my best to live up to the standards set forth in the Founding Board Performance Expectations and to fully support the success of Great Lakes Academy and its important mission.

# APPENDIX G.4:

# DESIGN TEAM MEMBER & FOUNDING BOARD MEMBER DAVID FEINBERG RESUME & STATEMENT OF COMMITMENT

# **David Feinberg**

# Professional Experience

Project Manager, Canyon Agassi Charter School Facilities Fund

May '12 - Present

CACSFF is a national charter school real estate developer for high performing charter school operators

- Cultivate client relationships across seven states in the Midwest
- Manage more than \$30 million of charter school real estate projects annually for four different operators
- Design and develop best practices and organizational policies and procedures
- Draft, author, and present project summaries, reports, and market analysis to investment committee and client boards

Co-Founder, Dir. of Real Estate, Launchpad Dev. Company

Oct. '09 - June '12

Launchpad is a charter school real estate development company for Rocketship Education and other CMOs

- Created org-wide strategy, operating policies and procedures and initial business plan
- Established more than 25 business relationships spanning private, public, financial and political sectors (i.e. LISC, City of San Jose Vice Mayor)
- Spearheaded and negotiated 12 site acquisitions and land use entitlements in four regions
- Innovated tools and procedures for project and asset management for \$75 million portfolio
- Designed and implemented 3 board and senior management due diligence tools
- Hired, trained, and managed 2 staff employees
- Captained strategic planning initiative and roll-out of new real estate product line

Assistant Project Manager, Pacific Charter School Development

June '09 - Aug. '09

PCSD is an NGO charter school real estate development company for high performing charters in L.A.

- Assisted with acquisitions, entitlements, and pre-construction for a \$25M project
- Wrote 10 project communication materials, including RFPs and community relations strategy
- Customized project pro-forma and development timeline
- Authored memos on environmental reports, land use/building entitlements and site history

Planning Intern, CRA/LA South LA Region

Sept. '08 - May '09

The CRA (Comm. Redev. Agency) is a quasi-public planning and economic development agency

- Devised CEQA compliance documentation for 3 project areas in South L.A. Project Merger
- Produced 3 project area land use and performance evaluations for public and board review
- Reviewed plans, conducted site analysis, and recommended action on 3-5 projects weekly
- Authored reports on design, community benefits, and economic impacts for 5 project areas

Council Aide/Policy Intern, Los Angeles Council District 07

Feb. '08 - Aug. '08

L.A. City Council is the legislative branch of city government; each district represents 200,000+ residents

- Coordinated 7 speakers and 2 hearings for the committee to end poverty in Los Angeles
- Drafted 3 council resolutions and motions on transportation, housing, and workforce policy
- Wrote labor and industrial relations chapters for the Master Plan to End Poverty in L.A.

Educational Consultant / Trip Leader, American Jewish World Service

Mar. '07 - May '09

AJWS is a non-profit grant maker and capacity builder supporting social justice in the global south

- Coordinated and led 4 global service learning and development trips in Central America
- Consulted and wrote development strategy to double impact within five years for Indian NGO
- Created performance based assessments for Indian NGO school operations and curriculum

# Education

University of Southern California, Los Angeles, CA, MPL, 3.92 GPA

Aug. '07 - May '09

 Sustainable Cities Certificate, Dean's Merit Scholarship, Carlson Redevelopment Fellowship, AICP Outstanding Student Award, APA-LA Board Member, USC ASPD President, USC PN Co-Chair

Arizona State University, Tempe, AZ, M.Ed., 3.9 GPA

Aug. '02 - May '04

Thesis: Memoir and Truth, Director Campus EMS, R.A., Jewish Writer's Workshop, Baseball Captain

### Associations. Interests & Skills

ULI—Young Leaders – Planner's Network – APA – CCSA – EdTech Entrepreneurs' Lab – Teach For America

Proficient Spanish & Hebrew – Arc-GIS – Office Suite – PageMaker – Photoshop – InDesign – Illustrator – Sketch-Up

Running – Travel – Family – Skiing/Surfing/Scuba – Cinema – Education Reform – Urban Design – Reading

### STATEMENT OF COMMITMENT

Name: David Feinberg Proposed Position: Founding Board Member

Since beginning my professional career over a decade ago, I have been involved in working for educational equity. I began my career as a public school teacher in the Roosevelt School District in Phoenix, AZ, as a Teach For America corps member. I was drawn to this line of work through a deep seated belief that educational equity was a matter of social and economic justice, and that every child in this country, irrespective of demography, had the right to an excellent education.

My work in the classroom led me to deeper involvement with the issues confronting my students outside of the classroom and I became attuned to the social and environmental challenges that my students faced on a daily basis. I returned to graduate school in the field of urban planning and community development, to study sustainable city making and community-oriented design and redevelopment. Through work in the public and non-profit sectors, I have had the opportunity to promote quality schools as the anchors of community redevelopment. Working in charter school real estate development has demanded that I refine my skills as an entrepreneur, collaborator, advocate, educator, developer, and urban planner.

I am inspired and motivated by the belief that an excellent education can provide positive career and life opportunities for students, and that an excellent school can serve as a positive anchor to provide present and future opportunities for communities. I have continued deepening my work and understanding in the fields of education and urban planning/community development throughout the years by teaching and leading in informal and formal settings.

I am thrilled at the opportunity to serve as a Founding Board member of the Great Lakes Academy Charter School. I take this charge very seriously and look forward to contributing what I can from my skill sets in education, community development, charter school operations, and charter school real estate. The undertaking of launching a high quality and excellent school is no small task and requires a dedicated group that has the expertise and fortitude to make difficult decisions, and the drive and humility to continue learning in the process of striving for excellence. I know our school leader possesses these attributes and has chosen a Founding Board that will also live up to these principles. Personally, I had the incredible opportunity to attend some of the highest quality public schools in the Chicago area while growing up. I benefited from the opportunities of a great education where high academic expectations were held for me and by connecting with teachers that believed in me and pushed me to reach my limits. In my career, I have learned more and more about the inequities in public education present across our country and within our metro area. I view my participation on the Board as an opportunity to play a role in eradicating the educational equity gap in our metro area at large, and in the South Shore community more specifically.

### APPENDIX G.5:

# DESIGN TEAM MEMBER & FOUNDING BOARD MEMBER CHRIS HOYES RESUME & STATEMENT OF COMMITMENT

### CHRISTOPHER C. HOYES

### **EDUCATION**

### THE UNIVERSITY OF CHICAGO BOOTH SCHOOL OF BUSINESS

Chicago, IL

Master of Business Administration, Concentrations in Finance and Strategy

Jun 2011

- Chicago Booth Merit Scholarship for excellence in academics, work experience, and community service
- LEAD Facilitator Selected to teach a 10-week leadership and management course to 120 first-year students

### GEORGETOWN UNIVERSITY MCDONOUGH SCHOOL OF BUSINESS Washington, DC

Jun 2004

Bachelor of Science in Finance and International Business

### EXPERIENCE

### ROLAND BERGER STRATEGY CONSULTANTS

Chicago, IL

Senior Consultant – Strategy and Operations Group

Aug 2011 – Present

- Developed 10-year global portfolio and market expansion strategies including detailed market models, segmentation and financial impact analyses for various automotive and commercial vehicle suppliers
- Created a new technology strategy and competency assessment tool for a Fortune 400 company
- Completed due diligence of a technology start up for a Fortune 400 company and recommendations for acquisition, expansion and reorganization
- Managed and coordinated the workflows and assignments of Junior Consultants on various projects
- Co-authored automotive industry studies and various client acquisition documents

### **BMO CAPITAL MARKETS**

Chicago, IL

<u>Summer Associate – Investment Banking Division – Mergers & Acquisitions Group</u>

Jun 2010 – Aug 2010

- Valued companies and transactions using discounted cash flow, accretion/dilution, leveraged buy-out, precedent transaction, and comparable company analyses
- Built a three-statement financial model to evaluate a client's capital structure and analyzed shareholder returns from potential acquisitions, stock repurchases, or special dividends
- Simultaneously created pitch books for clients in the diversified industrials, financial institutions, and consumer products industries with enterprise values ranging from \$300 million to \$21 billion
- Researched and normalized the financial performance of companies for internal precedent transaction databases

### CONSOLIDATED EDISON COMPANY OF NEW YORK

New York, NY

Senior Analyst, Analyst - Strategic Planning

Jan 2007 - Jul 2009

- Developed a business plan and pro forma financial models to create a new subsidiary with assets of \$1.2 billion
- Valued M&A targets and ranked according to strategic alignment, valuation, and attractiveness
- Analyzed strategic opportunities of industry trends, regulatory issues, and new technologies
- Conducted strategic reviews of existing Con Edison subsidiaries and new business opportunities
- Designed and led internal training sessions to develop and integrate strategic thinking into the organization
- Created the summer intern program and supervised, trained, and evaluated the performance of the interns

### Management Associate - Management Associate Program

Jul 2005 - Dec 2006

- Rotational program with three, 6-month rotations in different Con Edison organizations
- 1<sup>st</sup> rotation: Supervisor Accounts Payable Supervised twelve employees and ensured compliance with the company's accounting policies and procedures
- 2<sup>nd</sup> rotation: Budget Analyst Westchester Gas Operations Created a budget manual detailing the process and systems involved for regulatory reporting requirements
- 3<sup>rd</sup> rotation: Pre-Audit Specialist Steam Operations Created a new automated fire safety program

### SIMON'S HARDWARE & BATH

New York, NY

<u>Specialist - Accounts Payable / Accounts Receivable</u>

Sep 2004 - May 2005

- Analyzed and reconciled vendor, customer, and credit accounts to ensure timely collection and payment of bills
- Answered vendor inquiries, investigated payment delays, and took action to issue payments

### **ADDITIONAL**

- Community service committee member of the New York Urban League Young Professionals, served for 2 years
- Founding board member and association president of Highland Place Condo Association, served for 3 years
- Lived in Singapore for 14 years and travelled extensively throughout South East Asia

### STATEMENT OF COMMITMENT

Name: Christopher Hoyes Proposed Position: Founding Board Member

Prior to moving to Chicago several years ago, I lived in the New York metropolitan area and was an active member of the Community Service Committee of the New York Urban League Young Professionals (NYULYP). During my time with the NYULYP, I helped to raise funds for elementary schools in low income neighborhoods, organized community picnics, participated in various walkathons to raise money to fight societal ailments, and tutored elementary students. These experiences taught me the value of helping in the community and the challenges that low-income families face. I have seen the environmental distractions that young students face in low income neighborhoods and the economic struggles that their families have to manage. But I have also seen the joy a student has when they learn something new in their studies and the happiness a family enjoys when they participate in a safe, fun community event.

Creating an educational foundation for low income students, promoting the joy of learning, and increasing happiness in the community are the reasons I am excited to be part of the Great Lakes Academy founding Board. Great Lakes Academy aims to provide a safe, structured, and joyful school in the South Shore neighborhood of Chicago that will provide its students a strong educational foundation for lifelong success in high school, college, and beyond. After visiting this neighborhood multiple times, and speaking with local families, I know that the community is welcoming of the school and its mission and will greatly benefit from having a positive influence in the neighborhood.

As part of the founding Board, I will utilize my past experience in community service and my professional experience in strategic planning, operations, and finance to help build and support Great Lakes Academy. I believe in the mission and values of Great Lakes Academy and its ability to function as a beneficial good to the South Shore community and the greater city of Chicago. I believe we have assembled a strong team capable of bringing the right combination of experience, resources, and determination to make the school a success and I am excited by this opportunity to be a positive influence in the South Shore neighborhood.

# APPENDIX G.6: DESIGN TEAM MEMBER & FOUNDING BOARD MEMBER STEVEN KRAUS RESUME & STATEMENT OF COMMITMENT

### Steven I. Kraus

Steve Kraus is a recently retired (June, 2012) consulting executive with 40 years of business experience. He specialized in Human Resources consulting (employee benefits, compensation, talent management, health reform) within a number of industry segments throughout the United States. Steve has been instrumental in the growth and development of a number of consulting practices, responsible for recruitment, retention, deployment, assessment and rewards and recognition. His clients have included Fortune 50 companies, major hospital systems, national healthcare providers and a variety of public sector and not-for-profit organizations.

Throughout his career, Steve has been actively involved as a Board Member in a number of civic, social, chartable and professional organizations. In many of these organizations he was either chair, a founding director or responsible for writing/revising the organization's bylaws.

A chronology of Steve Kraus' professional and volunteer activities, and educational synopses, can be found below.

### **Professional Services**

Deloitte Consulting (retired). Principal in Charge of the Midwest and North Central Human Capital practices. 1987 – 2012.

Metropolitan Chicago Healthcare Council. Director, Employee Benefit Plans. Developed shared service Human Resource programs for the hospitals in metropolitan Chicago. 1984 – 1987.

United Food and Commercial Workers Health and Pension Trust Funds. Director of Information Services. Assisted four start-up Taft-Hartley Trust Funds through initial compliance with federal regulations. 1973 – 1983.

Roosevelt University. Instructor, Certified Employee Benefit Specialist Program. 1980s and 1990s.

### **Education**

St. Norbert College, West De Pere, Wisconsin. BA, History. 1971.

University of Texas at Austin. MA, American Urban History. 1973.

Wharton School of the University of Pennsylvania and the International Foundation of Employee Benefit Plans. CEBS (Certified Employee Benefit Specialist). 1980.

### **Volunteer Activities; current**

Village of Lake Bluff, Illinois Development and Downtown Committee. Board Member. 2012 Lake Bluff, Illinois History Museum. Board Member. 2012

### **Volunteer Activities; previous**

Village of Lake Bluff, Illinois Plan Commission. Chairman. 1985 – 2001.

Village of Lake Bluff, Illinois Historic Preservation Commission. Chairman. 2004 – 2007.

Association of Certified Employee Benefit Specialists. Founding Member and Chairman, Chicago chapter. Board Member, national ISCEBS society. 1980s.

Lake Forest Lake Bluff American Youth Soccer Association. Board Member. 1980s and 1990s.

#### STATEMENT OF COMMITMENT

Name: Steven J. Kraus Proposed Position: Founding Board Member, Board Chairperson

I am very excited about the opportunity to participate as a Founding Board Member of the Great Lakes Academy Charter School. I believe our new school can become a beacon of hope, a signal to our community that dedicated students, involved parents and a world-class staff can make a difference in the elementary education experience in the City of Chicago. I truly believe in our mission: through rigorous academics and character development, Great Lakes Academy Charter School prepares K-8 scholars to succeed in high school, excel in college, and create a life of opportunity.

I have lived in the metropolitan Chicago area for 40 years and have watched the economic, cultural, ethnic and political events that have transformed this urban metropolis. The growing focus on transforming the educational infrastructure within the city is encouraging; Great Lakes Academy's focus on literacy as the foundation of academic success is, to me, right on point. I have also witnessed a growing sense of community involvement within the business community and city residents as a whole. Problems like literacy are moving from 'their' responsibility to 'our' responsibility; the dialog is changing; the openness to new ideas is refreshing. I hope to be able to tap into this new optimism as we work to continue to secure support for the Great Lakes Academy.

I have been very fortunate in my life - great education, successful career, wonderful family, supportive friends. It is very important for me to be able to apply what I have learned in a way that is of maximum long-term assistance to others. Adding my skills in support of literacy and long-term educational success seems like a great fit. My wife is a retired pre-school teacher; I have seen the joy of learning on her students' faces - how to read, how to express an idea, how to count, how to relate to peers. I can't think of a better way to spend my retired time.

I am committed to the responsibilities of a Founding Board Member of the Great Lakes Academy Charter School. My background in Human Resources and finance should be helpful as we build our faculty; my knowledge of the Chicago business community may open some doors; my experience in running a consulting business and leading a variety of volunteer Boards will be helpful as we build high performing teams. Working with the Board and school leader, I look forward to the challenge of opening the Great Lakes Academy Charter School.

### APPENDIX G.7:

### DESIGN TEAM MEMBER & FOUNDING BOARD MEMBER SHERINA MAYE RESUME & STATEMENT OF COMMITMENT

### SHERINA E. MAYE

### **EXPERIENCE**

### **Illinois Commerce Commission** March 2013 – present

Chicago, IL

### Commissioner

Appointed by Governor Pat Quinn as the youngest Commissioner in State of Illinois history. Carries out the mission
of the ICC which is to pursue an appropriate balance between the interests of consumers and existing and emerging
service providers to ensure the provision of adequate, efficient, reliable, safe and least-cost public utility services.
Serves as spokesperson for State of Illinois on the national level of the regulatory industry. Conference with
executives of all utilities in Illinois regarding compliance issues.

### Locke Lord LLP March 2012 – March 2013

Chicago, IL

### Consumer Finance Litigation Associate

Focused practice on business and consumer finance litigation. Represented a diverse array of clients in a wide range
of commercial matters, including mortgage lenders, mortgage servicers, commercial lenders and other lenders in
actions against borrowers and guarantors. Defended against federal and state class actions regarding consumer
protection and consumer finance laws.

### Katten Muchin Rosenman, LLP September 2008 – January 2012

Chicago, IL

### Litigation Associate; Summer Associate (Summer 2007)

- Represented clients in a wide range of complex commercial matters including, but not limited to, representing
  large banks and other Fortune 500 financial services companies in actions against borrowers and guarantors under
  construction loan agreements and in mechanics lien cases, investigating potential causes of action suggested by
  SEC inquiries, and defending securities claims brought by the SEC and other government entities. Conducted
  internal investigations to ensure clients complied with regulatory laws.
- Assisted the General Counsel of Katten with matters that threatened litigation, including, but not limited to, analyzing
  risk associated with such litigation, responding to subpoenas, interviewing attorneys involved, instituting litigation
  holds on all relevant documents and communications, and taking all necessary steps to protect the Firm.
- Drafted dispositive pre-trial motions and trial pleadings including motions to dismiss and for summary judgment.
   Drafted internal litigation strategy memoranda. Prepared testifying experts and lay witnesses for evidentiary hearing.
   Made substantive oral argument and successfully argued substantive motions to dismiss before court.

### **EDUCATION**

### **Howard University School of Law**

Washington, D.C.

Juris Doctor, 2008 Merit Scholar; Top 25%

Spelman College

Atlanta, GA

Bachelor of Arts, Psychology, cum laude, 2005

### **PERSONAL**

### Delta Sigma Theta Sorority, Inc., Member, National Executive Board

Advises National President on issues regarding Collegiate Transition and Matriculation.

### STATEMENT OF COMMITMENT

Name: Sherina E. Maye Proposed Position: Founding Board Member & Secretary

As an individual who was instilled with community service, I am honored to participate in the founding of Great Lakes Academy Charter School. I have been practicing law for five years and am extremely involved in numerous community organizations, including Delta Sigma Theta Sorority, Inc., a service-based sorority, and the Young Women's Leadership Charter School, a charter school for young girls in Chicago.

I grew up in Long Island, New York with my parents and sister and from as early on as I can remember, I was always taught that "it takes a village to raise a child." I have carried that motto with me throughout my life. Education over the last 20 years has changed drastically. I have lived in several large cities including Washington, D.C., Atlanta, GA, and for the past several years, Chicago, IL. Each city has its share of educational issues and unfortunately, these issues are not easy to address. Therefore, it is necessary that the community works together to assist our youth in achieving the educational success that every child deserves. With every problem, there must be a solution, and Great Lakes Academy is a great start. Providing additional opportunities for education in such a distinct way is crucial to the resolution of the educational failure of our youth.

My values, passion for the success of our youth, and my legal background will allow me to serve as a key member of Great Lakes Academy's Founding Governing Board. I am committed to devoting my time and resources to this school to ensure that it becomes a success like the many other charter schools founded through the Building Excellent Schools' organization. I am proud to play such a small role in the future of our youth.

### APPENDIX G.8:

# DESIGN TEAM MEMBER & FOUNDING BOARD MEMBER WAYNE MOORE RESUME & STATEMENT OF COMMITMENT

### WAYNE ALTON MOORE, JR.

### **SUMMARY**

Strategic and tactical leader offering 10 years of experience in creating and translating organizational objectives into tangible results. Strong operations, financial and human relations acumen with a background in managing multiple projects and crossfunctional teams (up to 150). Solid record of P&L management (\$1.3M), planning and analysis, turnaround management and client development. Industry experience includes government, health care, financial services, and technology start-ups.

### PROFESSIONAL EXPERIENCE

### 2011-present

### SILVER CHALICE VENTURES

Chicago, IL

Vice President, Business Development and Operations

- Developed investment term sheet, pro-forma financial statements and operational plan for digital joint venture with IMG College.
- Led project management for launch of Campus Insiders digital network, a multi-platform digital media property. Led cross-functional team in on-time launch of digital property.

### 2009-2011

### MORGAN STANLEY

Chicago, IL

Global Wealth Management Group, Associate

- Assisted over 20 clients with comprehensive financial planning. Developed dynamic asset allocation models and provided fee-based portfolio management through consultative sales approach.
- Customized short/long-term financial risk management strategies for individual high net worth clients
  and small business owners. Developed and led client presentations. Created marketing plan and
  prospected for new business.

### 2005-2007

### HILL-ROM COMPANY

New York, NY

Territory Operations Manager, NYC

- Ran NYC business unit. Led the Northeast Region to \$10 million in FY06 product sales and \$5 million service contract, earning Hill-Rom's National Sales award for excellence in sales/service performance.
- Managed \$1.3 million P&L. Consolidated two warehouses and 20+ person staff following acquisition of MEDIQ, cutting operating cost by 10%.
- Executed territory install and conversion to JD Edwards ERP software and mobile device applications. Trained 20 employees on new interface, increasing on-time delivery rate by 20%.
- Successfully launched two new medical equipment rental products in more than 30 hospitals throughout NYC area. Product launch generated \$2 million in additional revenue.

### 2001-2005

### UNITED STATES NAVY

Norfolk, VA

Fire Control Officer – Lieutenant, USS Cape St. George (2004-2005)

- Ranked number 1 of 22 division officers in annual operational performance and evaluation.
- Supervised 26 member cross-functional team in maintaining Aegis Microwave Radar and Weapon System. Coordinated repairs and scheduled maintenance with civilian contractors and OEMs, ensuring minimal equipment downtime and maximum tactical reliability.
- Trained 11 Junior Division Officers and coordinated watch rotation plan for ship's 450 sailors.
- Only junior officer to received Navy Commendation Medal for superior performance.

Electrical Officer – Lieutenant, Junior Grade, USS Arleigh Burke (2001-2004)

- Ranked number 1 of 15 division officers in annual performance rating.
- Supervised 13 electricians in maintaining ship's electrical distribution and equipment.
- Served as Qualified Officer of the Deck for 300+ sailors:
- Led team of 11 in search and seizure of suspect vessels during Operation Iraqi freedom.
- Received Navy and Marine Corps Achievement Medal for superior performance during Gulf War.

### **EDUCATION**

## 2007-2009 KELLOGG SCHOOL OF MANAGEMENT NORTHWESTERN UNIVERSITY

Evanston, IL

MBA, Finance/Marketing/Entrepreneurship

• Selected for international exchange program – Universidad Argentina de la Empresa, Buenos Aires

### 1997-2001 STANFORD UNIVERSITY

Palo Alto, CA

Bachelor of Science, Industrial Engineering, June 2001

- Scholarship recipient Navy Reserve Officer Training Corps, Univ. of California, Berkeley
- Member Stanford Cardinal Varsity Football Team

### **Statement of Commitment**

Name: Wayne Moore Proposed Position: Founding Board Member

Over the past three years, I have served as a mentor for the Big Brother's Big Sister's program in the South Side community of Chicago. In this role, I worked with a thirteen year-old student that opened my eyes to the unfortunate state of public education in many of Chicago's urban schools. Often, I had to mask my bewilderment as I was told heartbreaking stories of the challenges he faced. From limited after school enrichment opportunities to a lack of sufficient textbooks and supplies, he faced disadvantages that would be difficult for even the most ambitious students to overcome. This experience sparked a desire to create actionable change for students like my little brother and I believe that Great Lakes Academy will not only be a premier charter school, but a conduit by which our students will be afforded the opportunity to succeed academically and in life.

As a product of an inner-city public school in Atlanta, I am keenly aware of the challenges students face in an urban environment. I was fortunate enough to grow up in a two-parent household with a mother and father that stressed the importance of academics and went to great lengths to ensure that I participated in supplemental enrichment programs that instilled in me a thirst for scholastic achievement. Given early success in school, I went on to graduate at the top of my high school class, attend Stanford University, and receive an MBA from Northwestern University's Kellogg School of Management. I believe that Great Lakes Academy's focus on program structure, quality instruction and increased instruction time will foster an environment in which students are positioned to succeed academically early on. Confidence from this early academic success coupled with exposure to additional enrichment programs will provide Great Lakes students with a great academic foundation, one that I feel was critical to my academic and professional success.

I am committed to the mission of Great Lakes Academy and am excited to serve as a Founding Board member. As a former officer in the Navy and business manager across a number of industries, I bring relevant professional experience and an operational background centered on executing organizational objectives. With expertise in government, healthcare, finance, and start-up companies, I believe my varied experience and diverse professional network will be key in helping to coordinate the efforts of our talented Board into measureable operational success. Given its strong vision and solid academic model, Great Lakes Academy is poised to create significant positive impact in the South Side of Chicago. I believe in the mission and look forward to being a member of the team that executes on the school's ambitious goals.

### Appendix G.9:

# Design Team Member & Founding Board Member Butch Trusty Resume & Statement of Commitment

### **BUTCH TRUSTY**

### **EDUCATION**

### DUKE UNIVERSITY, The Fuqua School of Business, Durham, NC

Master of Business Administration, May 2008. Strategy concentration.

### DUKE UNIVERSITY, Terry Sanford Institute of Public Policy, Durham, NC

Master of Public Policy, May 2008. Social Policy concentration. Master's Project: "Using Urban District Reform Best Practices to Transform Public Schools in New Orleans" (April 2008).

### BROWN UNIVERSITY, Providence, RI

Bachelor of Arts, May 2002. Concentration: Public Policy.

### **EXPERIENCE**

2012-Present

### THE JOYCE FOUNDATION, Chicago, IL

### Program Director, Education

 Developing and managing a \$7-9M annual portfolio of public policy-related investments in Chicago, Minneapolis, Indianapolis, and nationally to improve teacher quality, enhance early reading policies, and

explore education innovations

#### 2008-2012

### THE BRIDGESPAN GROUP, New York, NY

### Manager (2011-Present)

- Advised community foundation and HNW individuals on potential investments (~\$50-100M potential fund) to accelerate achievement gains in large school district
- Assisted national mentoring organization, which has served over 250K youth over 25 years, in developing a new platform to expand their direct impact in urban education services and advocacy
- Recommended methods for improving financial sustainability of local civil rights institute (~\$3M budget)
- Extensively involved in client development activities for education and advocacy projects

### Case Team Leader (2010-2011)

- Facilitated discussions to articulate investment strategy for start-up foundation focused education reform in mid-size city (~\$250M fund)
- Assisted major foundation in revising business plan and strategy for technical assistance provider launched to support \$500M community college reform initiative
- Performed study of viability of national operating foundation's new teacher preparation program to improve the supply of high-quality teachers
- Led team to develop revised advocacy model, partnership structure, and successful merger proposal for start- up grassroots education advocacy group

### Consultant (2008-2010)

- Facilitated strategic refresh of national civil rights legal advocacy organization (~\$11M in annual revenue) in face of changing racial dynamics in U.S.
- Performed innovation research, program design, and organization diagnostic work for large, urban alternative public school district serving ~20K students annually

### 2008, 2006

### ALLIANCE FOR EXCELLENT EDUCATION, Washington, D.C.

### Policy and Advocacy Intern

- Conducted 50-state survey on accountability implications of variations in graduation rate calculations
- Adapted five existing models to project economic returns of federal investments in high school

Great Lakes Academy: Appendix G.9: Design Team Member & Founding Board Member Butch Trusty Resume & Statement of Commitment

### reform

### 2007 **THOMAS B. FORDHAM FOUNDATION,** Washington, D.C.

### **Education Pioneers Fellow**

 Designed and executed consulting project to craft comprehensive communications strategy to increase foundation's influence and raise media mentions over 40% by January 2009

### 2003-2005 **EDISON SCHOOLS, INC,** New York, NY

### Business Development Specialist, District Partnerships Division

 Served on business development teams that won three contracts, totaling over \$26M, to serve 20 low- performing schools in South Carolina and Hawaii, the company's first business in those states

### 2002-2003 UNITELLER FINANCIAL SERVICES, Rochelle Park, NJ

Assistant to Vice President, Strategic Development

### **OTHER INFORMATION**

Member, Board of Overseers, Annenberg Institute for School Reform; Member, Leadership Council, Chicago Public

### STATEMENT OF COMMITMENT

Name: Butch Trusty Proposed Position: Founding Board Member

My work in education and education reform is deeply personal, for I know, firsthand, the difference that a high quality school can make in one's life. I still remember the day in fifth grade when the admissions director of a prestigious private school in Baltimore, my hometown, visited my class to deliver his information session as part of his effort to diversify the elite school. Thanks to my mother's initiative, I applied to the school and enrolled for sixth grade. All these years later, looking at the difference in the trajectories of the lives of myself and those with whom I attended elementary school, I am confident that the quality of our education accounts for much of the difference.

After college, I began working and volunteering in education reform because the outcomes for the lives of children in urban areas should not be left to chance encounters like the one that I had in fifth grade. I believe that every parent should know that they are sending their child to a school that will prepare the child for college, career, and life. For a decade, I have worked in various roles across the country to increase the supply of high quality school options, develop strategies to improve the human capital in public schools, and change public policies in ways that will hopefully benefit students first. My prior experience includes developing proposals for new charter schools and school turnaround efforts, researching the impact of education policy, helping to build the capacity of policy and advocacy organizations, and, very recently, serving on the founding board of a charter school in Brooklyn, NY.

When I relocated to Chicago, one of my goals was to connect to and support the local education community beyond my formal responsibilities at the Joyce Foundation. Fortunately, I had the opportunity to meet Katherine Myers, the Lead Founder of Great Lakes Academy Charter School, early on in my time in Chicago. I am honored and excited to serve as a Founding Board member of Great Lakes Academy. I am committed to serving this school in whatever capacity I can. Specifically, I intend to bring to the founding Board my knowledge of education policy, my strategy experience, and my interest in community engagement. Serving as a Board member of a new school is no easy task, but I believe that the work is extremely important, and I hope that my contributions contribute to the successful launch and operation of the school. The opportunity to establish a much needed, high quality school option in the South Shore community can be an important step in closing the achievement gaps that are still prevalent in Chicago. I, humbly, look forward to engaging in this work.

### APPENDIX G.10:

## DESIGN TEAM MEMBER & FOUNDING BOARD MEMBER KEN TSANG RESUME & STATEMENT OF COMMITMENT

### KEN F. TSANG

### **EDUCATION**

### 2007–2010 KELLOGG SCHOOL OF MANAGEMENT

Evanston, Ill.

#### NORTHWESTERN UNIVERSITY

Master of Business Administration degree, June 2010

- Majors in Management & Strategy, Marketing, Entrepreneurship & Innovation, International Business
- Completed degree while working full time. Dean's List (all years)

### 2002–2003 THE UNIVERSITY OF CHICAGO

Chicago, Ill.

Master of Science degree in Computer Science, June 2003

### 1998–2002 HARVARD UNIVERSITY

Cambridge, Mass.

Bachelor of Arts degree in History with focus on International Relations, June 2002

- Graduated *cum laude*. Foreign Language Citation in Chinese. Dean's List (all years)
- Associate Design Chair, *The Harvard Crimson*. Director, Model United Nations
- Study abroad: National Taiwan University, Taipei, Taiwan, Summer 2000

### **EXPERIENCE**

2011–present S

### STANDARD MARKET

Westmont, Ill.

Startup specialty food retail and restaurant group

Director of Technology & Marketing

• Founding member of corporate leadership team, oversee development and execution of brand identity, store signage and merchandising, public relations, advertising, and marketing communications strategies, in addition to retail and restaurant point-of-sale, inventory management, and back-office systems

### 2010–2011 **MONITOR GROUP**

Chicago, Ill.

Global management consulting firm

Senior Consultant

 Managed major components of strategy projects for multinational clients across wide range of industries, including chemicals and wastewater treatment

### 2006–2010 McMASTER-CARR SUPPLY COMPANY

Elmhurst, Ill.

National business-to-business industrial supply distributor

Implementation Manager

Orchestrated deployment of new software system to track orders across entire warehouse lifecycle.
 Served as key liaison among in-house software developers, warehouse operational departments, and senior management across all company distribution centers

Sales Operations Supervisor

 Managed advanced customer service team and generated strategies for effectively understanding and addressing customer issues

Parcel Shipping Supervisor

 Oversaw warehouse operations in department responsible for processing 15,000 outbound customer shipments daily. Coached employees in functions ranging from scanning packages to releasing trailers

### 2004–2006 FORSYTHE SOLUTIONS GROUP

Skokie, Ill.

National technology consulting firm

Technical Consultant

• Led cross-functional teams to help Fortune 100 clients identify and manage business-critical servers and applications throughout technology infrastructure

### 2003–2004 APPLE COMPUTER (via Volt Technical Services)

Chicago, Ill.

Campus Representative

Developed campaigns to target student sales opportunities at seven Chicago-area universities

### STATEMENT OF COMMITMENT

Name: Ken F. Tsang Proposed Position: Founding Board Member

As a Chicago resident, I look forward to serving on the Founding Board of Great Lakes Academy Charter School because I believe we have a real opportunity to improve the lives of our city's future generations. The chance to live a better life is unfortunately out of reach for too many of Chicago's youths because existing public schools have ill prepared them for future educational, and in turn, career and economic success. Great Lakes Academy, with its focus on a strong culture and academic fundamentals, will provide a positive environment where achievement is fostered and celebrated. The school will give formerly underachieving students the chance ultimately to become more productive members of our society by equipping them with the tools to not only eventually attend college but also flourish there.

I grew up in a family where education was of the utmost importance. My father, an electrical engineer with a Ph.D., settled our family in a middle-class suburb of Portland, Oregon, so that my brother and I could attend high quality public schools. We grew up in environments—both at home and at school—where academic achievement was lauded. In turn, my brother and I were well prepared for college and beyond. I received a bachelor degree from Harvard and graduate degrees from the University of Chicago and the Kellogg School of Management at Northwestern; my brother attended Tufts and holds a degree in clinical psychology. This has ultimately led to professional successes and comfortable lives for both of us.

After living and working in the Chicago area for the past ten years, I have become aware just how lucky I was to have grown up with great academic opportunities from a very young age, especially compared to those now attending poorly performing public schools in Chicago. I am now committed to devoting my time and energy toward building a charter school for the future students of Great Lakes Academy, so that these students may see better lives as adults. Combining my belief in the importance of education with my broad and deep experience in technology, corporate strategy, operations, and marketing—most recently, as a founding director at a startup food retail and restaurant group—I look forward to providing cogent guidance as a Founding Board Member at Great Lakes Academy. Thank you.

### APPENDIX G.11:

### CONSULTING DESIGN TEAM MEMBER KRISTOPHER CLEMMONS RESUME

### Kristopher J. Clemmons

### **EDUCATION**

Georgetown University Law Center, Washington, DC - <u>LL.M.</u>, October 2011 Georgetown University Law Center, Washington, DC - <u>Juris Doctor</u>, May 2007

Honors: Dean's List (2005 – 2006); Barrister's Council, Alternative Dispute Resolution Advocacy

Team; Visiting Student, **University of Cape Town**, Cape Town, South Africa (Fall 2006)

<u>Clinic</u>: Harrison Institute for Public Law/Housing (2005 – 2006)

College of the Holy Cross, Worcester, MA - Bachelor of Arts in Sociology, May 2003

Honors: Holy Cross College Honors Program; Dean's List (1999, 2001);

Alpha Kappa Delta - Sociological Honors Society; George B. Moran Award for

Presidential Service

Athletics: Varsity Basketball (Division I) (1999 – 2001)

### **EXPERIENCE**

Sidley Austin LLP, Chicago, IL, 2011 – Present

Real Estate Finance Associate.

- Represent institutional investors, lenders, insurers, corporations and multi-investor ventures in connection with dispositions and acquisitions, equity investments, construction and permanent loans, mezzanine loans, and commercial leasing.
- Representative matters as lead real estate associate:
  - o Currently represent publicly traded retailer as lead leasing counsel for its 150-store national expansion strategy, comprising 3,000,000+ rentable square feet.
  - Represent Wells Fargo Bank, as administrative agent, in connection with its \$250,000,000 revolving credit facility with a publicly traded hospitality REIT; representation includes the drafting and amending of loan documents and the rolling addition of hotel collateral to the facility's borrowing base.
  - o Represented Deutsche Bank in connection with the origination of a \$300,000,000 revolving credit facility with a global real estate investment fund for the purchase and rental conversion of single-family REO residences across four states.
  - Represented public utility in connection with its bid to acquire a power plant portfolio
    with an aggregate capacity of over 4,000 megawatts; representation included
    management of diligence review team and outside consultants as well as coordination
    with corporate, environmental and zoning legal practice groups.
  - O Represented private equity firm TSG Consumer Partners in connection with its \$585,000,000 sale of Yard House restaurant chain to Darden Restaurants, Inc.; representation included analysis of real estate diligence reports and direct communication and/or negotiation with 40+ landlords regarding lease rights and obligations.
- Other representative matters:
  - o Represented co-lenders in connection with a \$1,400,000,000 loan for the purchase of hotel chains Motel 6 and Studio 6 from Accor SA.
  - o Represented private equity firm CHS Capital in connection with its acquisition of international infrastructure products company Dura-Line Holdings; representation included management of Indian, Omani and Mexican real estate counsel.

**Georgetown University Law Center, Harrison Institute**, Washington, DC, 2009 – 2011 *Supervising Attorney; Fellow.* 

- Managed representation of housing associations in matters related to acquisition, development, refinance and management of multi-family housing projects.
- Taught subjects related to real estate development, community lawyering, advocacy, and ethics.
- Representative Matters:
  - o Represented tenant association in the \$25,000,000 acquisition and rehabilitation of 122-

unit Low Income Housing Tax Credit property.

o Represented co-op association in the \$875,000 refinance and rehab of 24-unit property.

### **DLA Piper LLP (US)**, Chicago, IL, 2005 – 2009

Commercial Real Estate Associate (2007 – 2009) and Summer Associate (2005, 2006).

- Represented institutional property owners, businesses, and developers in the acquisition, disposition, development, leasing, and financing of commercial and residential property.
- Representative Matters:
  - o Drafted and managed closing checklists and facilitated disposition closings of multifamily properties totaling more than \$250,000,000 for national REIT client.
  - o Represented landlord client in the drafting of a "green" form lease and accompanying leasing documents for a 400,000 square foot office building in downtown Chicago.
  - O Conducted transactional due diligence matters including review of loan documents, title and survey, and major lease portfolios for national banking clients.
  - o Drafted transactional documents including corporate board resolutions, non-disclosure agreements, right of first refusal agreements, and closing documents.

### Office of Senator Barack Obama, Washington, DC, Spring 2007

Legislative Intern.

- Served as primary aide to the Chief Counsel to the Senator.
- Drafted correspondence and fielded calls on various constituent issues.
- Researched matters related to current and prospective legislation.
- Attended and reported on legislative hearings relevant to Illinois constituents.

### **BAR ADMISSIONS & PROFESSIONAL AFFILIATIONS**

- District of Columbia Bar
- Illinois Bar
- US Green Building Council LEED Accredited Professional
- Illinois Environmental Council, Young Professionals

### PRESENTATIONS PUBLICATIONS & FELLOWSHIPS

**Sidley Updates** (*legal services publication*), Chicago, IL, August 2013 *Article Author*.

• "Chicago's Proposed Benchmarking Ordinance"

## **George Washington University Law School**, Washington, DC, October 2010 *Panelist.*

• "Green Jobs and Social Equity"

**Ecoscene**, Chicago, IL, May 2009 – December 2009 *Columnist*.

• Contributed articles for online eco-friendly product review publication.

Wilbur Wright College, Chicago, IL, February 2009

Keynote Speaker.

• "Modern Day African-American Firsts"

### College of the Holy Cross, Worcester, MA, March 2007

Lecturer.

• "Eating My Toast Butter-side Down: My Personal Paradigm Shift in Africa"

**Thomas J. Watson Foundation Fellow**, West Africa/Caribbean, July 2003 – July 2004 *Independent Field Study*.

• Studied the contemporary use of traditional music in Mali, Ghana, Senegal, and Jamaica.

**Institute for International Public Policy Fellow**, Fairfax, VA, June 2000 – August 2003 *Study and Training Program*.

• Course work in international public policy, including immersion language study (Paris, France).

## APPENDIX G.12: CONSULTING DESIGN TEAM MEMBER EMILY KRONE RESUME

### **Emily Krone**

### **WORK EXPERIENCE**

University of Chicago Consortium on Chicago School Research, Chicago

Director of Communications and Public Engagement, October 2009-present

The Phillips Foundation, Washington

Journalism Fellow, August 2008 – present

 Awarded full-time Gold Fellowship to complete a year-long reported series on American charter schools and urban school reform. Working title: "Unchartered Territory: Can Charter Schools Achieve the Scale and Sustain the Quality to Transform American Public Education?"

Daily Herald, Arlington Heights, IL (Circulation 150,000)

Senior Education and Immigration Reporter, November 2007 - August 2008

• Covered suburban immigration and education issues as principal writer for Illinois' third-largest daily **Education Reporter**, July 2004 - November 2007

- Covered the state's second largest school district, focusing on equity issues including race and language, school finance, and trends in education
- Won first-place 2007 Chicago Headline Club Peter Lisagor Award for Exemplary Journalism for in-depth reporting on education; was finalist for award in 2006
- Won third-place 2008 Illinois Associated Press award for school finance series; won third place in 2007 for narrative about suburban hostage situation
- Provided news commentary on ABC 7 Chicago, Chicago Public Radio, and WBBM radio

Durham Herald-Sun (Circulation 54,000)

Washington Correspondent, Winter 2004

• Covered Capitol Hill, North Carolina congressional delegation for Medill News Service

CBS 2 Chicago Investigative News Team

Intern for Pulitzer Prize-winning reporter Pam Zekman, Spring 2003

Kartemquin Educational Films, Chicago

Intern for documentary film company, Fall and Winter 2001

The Ghana Education Project

President, Princeton Chapter, 2000 - 2001

• Coordinated with Ghanaian village leaders, U.S. and Ghanaian governments and university officials for national non-profit organization

### **EDUCATION**

Medill School of Journalism, Northwestern University, Evanston, IL

• Master of Science in Journalism, March 2004, graduated with distinction

Princeton University, Princeton, NJ

- Graduated 2001, Major: History, GPA: 3.85
- Awards: Phi Beta Kappa, magna cum laude, best senior thesis in African History
- Intercollegiate Women's Varsity Basketball team member, Ivy League Champions 1998

### APPENDIX G.13:

### CONSULTING DESIGN TEAM MEMBER KATHERINE MENENDEZ CHERRY RESUME

### **Katherine Menendez Cherry**

### Education

University of Chicago
School of Social Service Administration and Harris School of Public Policy
Master of Arts and Master of Public Policy

University of Chicago, IL
Joint
June 2008

Duke UniversityDurham, NCBachelor of Arts in Public Policy StudiesMay 2001

### Work Experience

### **Chicago Public Schools – Department of Human Resources**

Chicago, IL

Senior Program Manager

2009 to 2010

- Created, coordinated and led teacher and principal trainings for the implementation of the Chicago Public Schools Framework for Teaching teaching evaluation system
- Maintained healthy and supportive relationships with teachers and administration to ensure proper implementation of the program
- Communicated program needs with the Charlotte Danielson Framework for Teaching team

### Chicago Public Schools – Office of Strategy and Planning

Chicago, IL

Strategic Planner

2007 to 2009

- Coordinated trainings, communications, and metric creation for CPS Data Dashboard
- Co-managed the budget and progress reporting of \$2.4 million grant from The Broad Foundation and \$6.3 million grant from the Michael and Susan Dell Foundation for the CPS Performance Management Initiative
- Spearheaded strategic planning process for all Central Office departments and school improvement planning (SIPAA) for all schools

### **Herzl Elementary School**

Chicago, IL

Teach for America Corps Member/ Teacher

2001 to 2004

- Taught gifted fourth grade for 2003-2004 school year and retained third grade students for 2001-2003 school years
- Recipient of Chicago Foundation for Education grant to teach Art History to 4th-8th graders
- Created K-8 aligned curriculum and bi-quarterly grade-level assessments following Illinois and Chicago standards with principal and co-teachers
- Selected by principal to participate in DePaul University Center for Urban Education Curriculum Connectors, a program designed to increase collaboration for curriculum and assessment development
- Selected by principal to mentor first year teacher

### APPENDIX G.14:

### CONSULTING DESIGN TEAM MEMBER MOLLY RICHARD RESUME

### Molly Elizabeth Richard

### Education

Master's of Arts •• Education •• Emphasis: Psychology 2007

Pepperdine University • Malibu • CA

Bachelor of Science • Elementary Education • Concentration: English 2001

Bucknell University • Lewisburg • PA

### **Teaching Experience**

First Grade Teacher 2005 - 2008

### Curtis School • Los Angeles • CA

- Planned and taught a challenging course of study in a developmentally appropriate manner with an emphasis on differentiating instruction using various learning strategies and cooperative groups to accommodate all learners
- Encouraged students to become confident and independent learners in a classroom environment that facilitates exploration, inquiry and problem solving
- Modified curriculum to meet the specific needs of student's IEPs
- Taught subject area content, concepts and skills using Everyday Math, Handwriting Without Tears and Balanced Literacy using a variety of engaging, theme-based, hands-on curricular approaches.
- Developed and paced Writer's Workshop mini-lessons included in larger units of study
- Designed and administered continuous formal and informal assessments to gauge student learning and teaching efficacy
- Implemented Fountas and Pinnell Benchmark Assessment System
- Communicated consistently and clearly with parents through weekly newsletters and formal and informal individual conferences, phone conversations and email.
- Collaborated with grade level team on a regular basis to ensure lateral continuity and modify and develop curricular materials
- Mentored and directed Associate Teacher
- Integrated technology into curricular lessons, including use of a SMART Board
- Partnered with school psychologist, on-campus learning specialist and various off-campus professionals
- Co-Developed and implemented trimester-at-a-glance document and monthly pacing guides

### Literacy Facilitator

2007 - 2008

### Curtis School • Los Angeles • CA

- Responsible for leading discussion on various literary topics including running record assessments, leveled libraries, guided reading strategies and interactive writing lessons
- Hosted teacher observations and school visitors from across the city of Los Angeles and country

### Lower School Science Teacher

2004 - 2005

### Curtis School • Los Angeles • CA

Developed, planned and taught a developmentally appropriate and interdisciplinary science curriculum for all lower school students,
 Pre-K
 Third, focusing on four areas of curriculum; Investigation and Experimentation, Physical Science, Earth and Life Science

Third Grade Teacher 2002 - 2004

### Ketler Elementary · · Westwood · · NJ

• Developed and implemented lesson plans in all subject areas to meet the academic, intellectual and social needs of all students

### Substitute Teacher, K- 12

2001 - 2002

Wooster City Schools .. Wooster .. OH

• Long-Term Substitute, Melrose Elementary Third Grade Classroom

### Professional Involvement

- Admissions Committee Member
- Academic Affairs Board Committee Member

# APPENDIX G.15: CONSULTING DESIGN TEAM MEMBER AARON RUBEN RESUME

### **AARON RUBENS**

### **EDUCATION**

### Tulane University, New Orleans, LA 2003-2007

Graduated summa cum laude with a Bachelor of Science in Economics - GPA: 3.81

#### Harvard Business School, Boston, MA 2013-2015

• Currently earning an MBA, to be completed May of 2015

#### **EXPERIENCE**

### School Improvement Director, Alta Vista Charter School, Kansas City, MO 2011-2013

Focused on aspects of school improvement critical to the future success of Alta Vista Charter School

- Led team of 5 educators to identify best practices and implement them at Alta Vista; as a result, increased school-wide homework completion rate from 30% to 82% and decreased discipline referrals by 90%
- Designed Excel-based tools to automatically analyze and disseminate school data; trained and supported 40+ staff members on using tools to improve classroom performance
- Served as advisor, mentor, and coach to the math department; coordinated overhaul of math curriculum and led department to achieve scores in the top 1% among all MO schools on the EOY state standardized test
- Recruited, interviewed, and made hiring recommendations for 20+ members of school staff

### Teach For America Teacher, Alta Vista Charter School, Kansas City, MO 2009-2011

Served as a member of a highly selective national service corps who teach in public and charter schools

- Wrote curriculum and taught Algebra class; led 97% of students to pass EOY state standardized test in second year as corps member (compared to 13% prior to my arrival at Alta Vista)
- Wrote curriculum and taught Entrepreneurship class; created accompanying business plan competition that enabled teams of students to present their ideas to business leaders and compete for \$2000 in scholarships

### Management Consultant, Monitor Group, Cambridge, MA 2007-2009, 2011

Worked with many of the world's leading corporations and nonprofits as a resource for their growth

- Produced work plans, executed analyses, and presented findings to senior level clients on a range of cases
  - o Example: Completed \$100MM deal on Private Equity diligence team and later helped the acquisition win new customers; rewarded with stake in acquired company due to exemplary work
  - o Example: Designed, implemented, and analyzed a survey on organizational culture for an education nonprofit; based on impact of survey, client now implements it on an annual basis
- Earned early promotion to Module Leader role; managed 1-3 junior colleagues per case
- Accepted offer to return for an internal project during the summer of 2011

### Co-Founder and Director, NOLA Fund, New Orleans, LA 2005-2007

Established and directed a 501(c)(3) nonprofit dedicated to rebuilding New Orleans after Hurricane Katrina

- Fundraised over \$100,000 during first year of operation, primarily through grassroots efforts ranging from T-shirt sales to email campaigns
- Focused initially on short-term relief by financially supporting a group of EMTs, sponsoring 3 families who lost their homes, and leading 1000+ volunteers to remodel a charter school
- Transitioned to long-term rebuilding efforts centered on education; served over 250 high school students through an after-school class that taught practical technology skills and provided each student with a new computer upon completion of the program

#### **HONORS**

Excellence in Education Award – Alta Vista Charter School (2012)

• Awarded to 1 educator each year who was instrumental in helping Alta Vista achieve its vision

### Sue Lehmann Regional Award – Teach For America Kansas City (2011)

• Awarded to top 1-2 teachers in each TFA region who made the most impact on student achievement

### Paul Tulane Award in Economics – Tulane University (2007)

• Awarded to top graduating male in the department each year based on grades, contributions in class, etc.

### Best Technology Story - Louisiana Technology Council (2006)

• Awarded to 1 organization in Louisiana each year based on contributions to education through technology

### Dean's Honor Scholarship (Full Tuition) – Tulane University (2003)

• Awarded to top 100 accepted students each year based on merit

**SKILLS:** Conversational Spanish

### APPENDIX G.16:

### CONSULTING DESIGN TEAM MEMBER MELINDA SPOONER RESUME

### MELINDA E. SPOONER

### **EDUCATION**

#### 2006-2008

### KELLOGG SCHOOL OF MANAGEMENT

Evanston, IL

### NORTHWESTERN UNIVERSITY

Master of Business Administration degree, June 2008

- Majors in Management in Organizations, Strategy & Management, and Social Entrepreneurship
- F.C. Austin Scholar one of 20 students awarded Kellogg's most prestigious scholarship for academic achievement, demonstrated leadership ability and community involvement

### 1997-2001 DAVIDSON COLLEGE

Davidson, NC

### Bachelor of Arts degree, May 2001

- Presidential Scholar, Bonner Scholar, Dean Rusk Award Recipient
- Study abroad to Valparaíso, Chile

#### **EXPERIENCE**

#### 2011-Present

#### THE ACHIEVEMENT NETWORK

Chicago, IL

Executive Director, Chicago Network

- Developed the long-term vision and direction for network growth, sustainability and impact
- Built and currently manage a team of coaches (Directors of School Support) to increase student
  achievement by partnering with and building the capacity of school leaders and teachers in the ANet
  partner schools
- On an ongoing basis:
  - o Manage the network to set and achieve ambitious goals for student performance and teacher/leader practice improvement that are aligned to the organizational goals and priorities
  - Build ANet's presence as a critical education reform partner in the community by working closely with other education reform organizations, Chicago Public School leaders, and CMO leaders
  - o Manage the sales process to bring in new schools and districts each year, ensuring the growth and sustainability of the network
  - Partner with the highest performing schools within the network to promote innovation across the network

### 2010-2011

### CHICAGO BOARD OF EDUCATION

Chicago, IL

Director, School Performance Management

- Designed and implemented a 2 year strategy to support the adoption of Performance Management measures in each of Chicago Public Schools' 570 non-charter Elementary and High Schools
- After one year, created support systems resulting in training provided to over 62% of school
  leadership teams, training or one-on-one consulting support provided to over 70% of principals, and
  individual consultative feedback provided to over 30% of school leadership teams. 95% of principals
  report utilizing at least some aspects of Performance Management. 93% of principals report that
  School PM processes provide valuable insights into instruction at their schools
- Built and managed a team of 10 Senior Managers tasked with executing Performance Management
  implementation strategy throughout the District by directly supporting regional leadership, principals
  and teachers. Designed job description, recruited and hired all staff, designed and implemented initial
  and ongoing staff training, developed staff evaluation criteria, currently design and execute staff
  development plans
- Created school based Performance Management toolkits distributed to 570 Principals and 23,000 teachers
- Oversaw development of additional centralized tools such as website development, data analysis guides, web-based professional development modules, and video samples of Performance Management in action

### 2007-2009

### MCKINSEY & COMPANY

Chicago, IL

Associate, 2008-2009

- Developed demand management model to increase productivity and employee satisfaction in the Business Intelligence unit of a large, data-driven client. Analyzed current sources of demand and pain points for Business Intelligence employees and customers. Successfully navigated highly political environment to gain buy-in with all members of the department, and recommended organizational changes currently in use at the client
- Co-led inaugural Performance Management review process for central office education departments in a large public school district. Helped develop key performance metrics and benchmarks now in use at the client

#### Summer Associate, 2007

- Developed model to pinpoint optimal expansion locations for client's retail stores. Analyzed market climate for each location and presented recommendations for expansion to the client
- Created sales "play book" for use during annual sales planning process. Collected best practices of
  actionable sales items from 24 sales states and aligned to results of comprehensive market and
  performance diagnostics. Client was expected to reference playbook during planning process to
  create significant lift in 2008 sales results

### 2001- 2006 SCORE! EDUCATIONAL CENTERS

Atlanta, GA

A division of Kaplan Inc. serving as a supplementary education resource to 40,000 elementary school students nationwide.

Senior Director, 2004-2006

- Realized best director retention in the company by analyzing regional performance and recommending and implementing initiatives for improved performance and director job satisfaction
- Led weekly performance reporting calls with all Center Directors in Atlanta and Colorado Regions, resulting in improved region performance in sales and client retention
- Trained directors in the areas of business planning, leadership, communications and sales by developing and conducting monthly training sessions

Center Director, 2003-2004

- Led Director Team to performance results in the top 10 of 160 centers nationwide in 2003 and 2004
- Improved center's financial performance to a 17.4% margin in 2004 vs. 13.8% in 2003
- Trained and developed full-time staff in my center and across regions, resulting in 8 promotions to Center Director
- Exceeded 80% sales conversion rate benchmark: 85% in 2003 and 2004, by driving sales
  performance
- Promoted from Assistant Director to Center Director within 18 months vs. a two-year promotion

Assistant Director/Program Director 2001-2003

• Led service initiatives resulting in 99% client retention

### 2000-2001 Davidson, NC

### DAVIDSON COLLEGE OFFICE OF ADMISSIONS

Assistant to the Director of Multicultural Recruitment

- Yielded the highest minority attendance in history of college
- Increased completion rate of minority applications from 65% to 85% by organizing student outreach program and phone campaigns
- Participated on scholarship interview teams, reviewed applicant folders and served as college fair representative

## APPENDIX G.17: CONSULTING DESIGN TEAM MEMBER ANNETTE C. MOORE RESUME

### Annette C. Moore

### **EXPERIENCE** SIDLEY AUSTIN LLP, Chicago, IL

Associate, Global Finance

September 2006 – Present

Represent borrowers, lenders and financial intermediaries in connection with syndicated and structured loans. Also represent clients in the securitization of a wide variety of assets (through private asset-backed securities offerings and commercial paper conduits), including trade receivables, structured settlements, student loans and equipment floorplan loans.

Completed 30 financial transactions as lead associate, responsible for drafting principal transaction document and supervising junior associates and paralegals. These transactions include the following noted below:

### o <u>Structured Finance Transactions</u>

- Structured two \$100mn note indentures for IFF, a not-for-profit lender, in connection with IFF's issuance of notes to investors for the funding of real estate and working capital loans to affordable housing not-for-profit organizations and organizations that build grocery stores in low income urban communities. (2013, as lead associate)
- Closed \$1.4bn trade-receivables securitization facility for multiple banks in connection with the sale of NBC Universal by General Electric Company.
   Negotiated the purchase of revolving funding notes by multiple purchasers using a master note trust securitization structure. (2011, as lead associate)
- Closed \$650mn facility for Citibank, N.A., as agent, securitizing receivables factored by The CIT Group. (2010, as lead associate)
- Negotiated purchase and sale agreements in connection with \$28bn student-loan securitization facility on behalf of Bank of America, N.A., as agent. (2008, as lead associate)

### o Borrower Representations

- Negotiated \$425mn credit facility for McGladrey & Pullen LLP in connection with McGladrey's acquisition of certain subsidiaries of H&R Block, Inc. (2011, as lead associate)
- Negotiated \$26mn first, second and third lien credit facilities on behalf of Nautic Global Group, Inc., as borrower, in connection with the sale of the borrower by its private equity sponsor. (2010, as lead associate)

### o Syndicated Credit Facilities

- Assisted in the restructuring of the \$29mn senior credit facility of Healthy Advice Networks, LLC on behalf of GE Capital Corporation, as agent and negotiated complex intercreditor provisions with second lien creditor. (2012, as lead associate)
- Negotiated \$175mn credit facility for Wells Fargo Bank, National Association that provides working capital for Great Lakes Dredge & Dock Corporation. Unlike most transactions, the credit facility featured a springing lien under which the outstanding loans become secured in the event certain performance triggers are not met. (2012, as lead associate)
- Structured and negotiated \$5mn term loan credit facility on behalf of the Walton Family Foundation, a not-for-profit lender, to provide working capital for Charter School Financing Partnership in connection with their

financing and refinancing of school facilities constructed for charter schools. (2010, as lead associate)

Co-chair of Sidley's Associate Diversity Council, assisting in the firm's diversity efforts, including creating and planning the Chicago office's inagural annual 1L Summer Diversity Mentorship Program.

Member of Sidley's recruiting committee, assisting with the firm's recruitment efforts, including scheduling and conducting interviews with students from the University of Chicago Law School, representing Sidley at various recruiting events and the planning of the firm's annual interview and resume skills workshop at the University of Chicago Law School.

### BAR ADMISSIONS

Illinois, 2006

## PROFESSIONAL ACTIVITIES

### **Publications**

- Commercial Law Newsletter, *Co-Editor* (American Bar Association; 2012-Present)
- After the Closing Dinner: The Effect of Post-Closing Changes on the Attachment, Perfection and Priority of a Secured Party's Security Interest, Journal of Taxation and Regulation of Finance Institutions (January/February 2013 edition)

### **Presentations**

- Panel Speaker: "Time to Play the Name Game: A Practical Guide to UCC Filing Under the 2010 Amendments to Article 9," Amercian Bar Association Business Law Section Spring Meeting (April 4, 2013) (re-presented as a webinar for the ABA on July 30, 2013)
- Co-Presenter: "Breaking News in Financial Transactions," MCLE Mini-Marathon, Sidley Austin LLP (July 2012)
- Panel Speaker: "Secured Transactions: Post-Closing Issues Under UCC Article 9," Strafford Publications, Inc. (webinar; August 1, 2012)
- Panel Speaker: "After the Closing Dinner: The Effect of Post-Closing Changes on the Attachment, Perfection and Priority of a Secured Party's Security Interest," American Bar Association Annual Meeting (August 6, 2011) (re-presented as a webinar for the ABA on December 1, 2011)

### **EDUCATION**

### THE UNIVERSITY OF CHICAGO LAW SCHOOL, J.D.

June 2006

Activities: Edwin F. Mandel Legal Aid Clinic: Criminal and Juvenile Justice (2002-2003); Black Law Students Association (President: 2004-2005); Chicago Law Foundation (Board of Directors: 2004-2005; grant recipient 2004)

**EMORY UNIVERSITY**, B.A., Major in English; Minor in Economics Honors: *magna cum laude*, Martin Luther King Jr. Scholar (4-year full tuition meritbased scholarship)

May 2003

### VOLUNTEER ACTIVITIES

## BLACK WOMEN LAWYERS' ASSOCIATION OF GREATER CHICAGO, INC. BWLA Scholarship Fund (Treasurer)

## SPEAK LIFE FOUNDATION, Atlanta, GA

2009-2011

2012 -

2013

Board Member for an Atlanta non-profit organization that partners with Atlanta-area schools to provide education-based programming for at-risk youth.

### **INTERESTS**

SCUBA Diving, Baseball, Golf

## APPENDIX G.18: CONSULTING DESIGN TEAM MEMBER JOHN WASHINGTON RESUME

### JOHN WASHINGTON

### **EDUCATION**

#### THE UNIVERSITY OF CHICAGO BOOTH SCHOOL OF BUSINESS

Chicago, IL

Master of Business Administration – Strategic Management, Economics, Finance

2012 - 2014

- Co-Chair: Triathlon and Running Club and Giving Something Back, a community-service oriented student group
- Member: Management Consulting Group, Corporate Management and Strategy Group, and Net Impact
- Volunteer Consultant for Great Lakes Academy, a K-8 charter school planning to open in Chicago in 2014
- Tutor for Upward Bound, a program for local Hyde Park high school students with aspirations to attend college
- Additional Involvement Engagement Manager for the Business Solutions Group; Booth Mentor to the undergraduate University of Chicago Microfinance Initiative; Trip Leader for 2013 Random Walk orientation trip to Istanbul, Turkey
- GMAT: 740 (97<sup>th</sup> percentile)

### EMORY UNIVERSITY, GOIZUETA BUSINESS SCHOOL

Atlanta, GA

Bachelor of Business Administration - Finance and Accounting, Bachelor of Arts - Political Science

2003 - 2007

- GPA 3.5/4.0; recipient of Dean's List honors; winner of Central National-Gottesman Foundation annual scholarship
- Member of Varsity Cross Country and Track and Field teams; received conference All-Academic Team recognition
- Additional Involvement Studied abroad in England at Oxford University in 2005; Maintained part-time employment throughout the school year to self-fund education; Member of Volunteer Emory

### **EXPERIENCE**

### ACCENTURE MANAGEMENT CONSULTING

Chicago, IL

MBA Intern, Finance & Enterprise Performance

2013

- Developed a monthly dashboard containing key operating metrics used by the management team of a health care client to assess the performance of a newly formed multi-function shared services team
- Directed workshops attended by Accenture leadership and all levels of client management to prepare for the go-live of the HR function at a client's new shared services facility

KPMG, LLP Atlanta, GA

Manager, Transaction Services

2012

- Created and directed a process mapping analysis which identified inefficiencies in the client's financial reporting department; designed a solution that reduced management's monthly reporting from 60 days to one week
- Led a seven-person international team in the completion of an information memorandum and carve-out financial statements; deliverables were distributed to potential acquirers of a \$6.7B division of a global insurance company
- Presented winning project proposal to client's CFO and CAO in the paper and industrial packaging industry; served as
  the Project Manager for the 25-member engagement team to assist the client to complete a \$3.7B merger
- Collaborated with large, Partner-level teams on several proposals for new engagements with strategic clients
- Awarded several KPMG awards for excellent performance; received year-end honor for exceeding billable hours target
- Additional Involvement Acted as ambassador to Emory University for campus recruiting efforts; Interviewed new hire
  candidates; Mentored two new employees as they transitioned into the firm; Produced and delivered a working capital
  analysis training to prepare new hires for due diligence report writing

### Sr. Associate, Transaction Services

2009 - 2012

- Selected by client's VP of Finance to be the sole KPMG team member to remain on-site for the completion of a \$3B pharmaceutical company's divestiture of certain product lines; managed relationships with potential acquirers
- Directed inquiries of target company's hostile management team while performing due diligence for a credit processing client; identified over \$1M of earnings adjustments that led to a \$5M purchase price adjustment for the client
- Examined financial operating trends, analyzed cash flow activity, and identified key transaction risk areas for a client in the snack food industry contemplating a merger; wrote and presented key findings to client CFO and Controller

Associate, Transaction Services

2007 - 2009

 Served as primary client contact during an eight-month IPO assistance engagement for an \$800M chemical manufacturer; successfully met aggressive project completion deadlines and filed financial statements with SEC • Chosen within first year to lead a portion of the financial reporting process of a \$2.3B divestiture in the telecom industry

### **ADDITIONAL**

- Certified Public Accountant (CPA); member of the AICPA
- Avid traveler and adventure-seeker: hiked 42 mile Grand Canyon trail rim-to-rim; went canyoning in Swiss Alps; attended 2006 World Cup in Germany and 2010 Winter Olympics in Vancouver; completed 2010 Chicago Marathon
- Proud native-Philadelphian: diehard yet respectful Philly sports fan; international connoisseur of the Philly cheesesteak

### Appendix G.19: Founding Board Signed Assurances

### CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

### 2013 REQUEST FOR PROPOSALS - CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

## Charter Public School Name: Great Lakes Academy

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

By initialing each of the boxes below, you accept responsibility for ensuring that the school will meet this requirement.

Assurances	Initial below
Admission Process for Students I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a)) I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d)) I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))	AB
Annual Report assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))	ARS
Board Governance assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b)) assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))	AB

Ethics I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics). I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).	AB
Criminal Background Checks I assure that the proposed school will comply with Sections10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))	AB
Student Records I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99),  and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)	AB
Discipline Policy I assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a, )	AB
Filing with the State as a Non-Profit Corporation I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))	ARS
Hiring and Employment Practices I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).	AB

<ul> <li>Public School</li> <li>I assure that the proposed school will operate as a charter public school that:</li> <li>is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)).</li> <li>is organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)).</li> <li>is not a conversion of any existing private, parochial, or non-public school. (105 ILCS 5/27A-6.5(a))</li> </ul>	AB
Public School Fee Law I assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 ILCS 5/27A-5(e))	AB
Special Education I assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 U.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special Education Policies & Procedures)	AB

By placing my initials next to each of the preceding statements and by signing my name here, I acknowledge that:

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

Apampa Polattaclanja 9/23/13
Signature Date

Home Address: 815 N. MARSHFIELD AVE. UNIT 201, CHICAGO, IL 60622 Phone Number(s): 678/984-6692 (mobile), 312/420-4629 (work) Email Address: aparupa @gmail.com

### CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

### 2013 REQUEST FOR PROPOSALS - CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: Freat Lakes Academy

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

By initialing each of the boxes below, you accept responsibility for ensuring that the school will meet this requirement.

Assurances	Initial below
Admission Process for Students	Delow
I assure that the admissions process for the proposed charter school will not	The state of the s
discriminate against anyone on the basis of disability, race, creed, color, gender,	20.00
national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a))	- 743 co
I assure that enrollment in the proposed charter school shall be open to any pupil	
residing within District 299, unless an attendance boundary is assigned to the	est tesmost
school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d))	Ken kanasa Ken
I assure that if there are more eligible applicants for enrollment in the proposed	
charter school than there are spaces available, successful applicants shall be	
selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))	CFC
30000000 and presented 3.10, 1000 1000 37, 27,774 4(11)	40
Annual Report	
I assure that the proposed charter school will retain an outside, independent	
contractor to conduct an annual audit of the school's finances and will annually	
submit a copy of that audit and the Form 990 to the to the Illinois State Board of	t data gailt i
Education by December 1st . (105 ILCS 5/27A-5(f))	CFC
	a Tarens
Board Governance	
I assure that the charter school is administered and governed by its Board of	
Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))	
I assure that the governing body of the charter school will comply with the Freedom	
of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1	
et seq.; 105 ILCS 5/27A-5(b))	CFC

Ethics	
I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning	
or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics).  I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).	1FC.
Criminal Background Checks I assure that the proposed school will comply with Sections10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))	CFC
Student Records assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 CFR Part 99),  and the Illinois School Student Records Act ISSRA) (105 ILCS 10)	CEC
Discipline Policy assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a, )	OFC
iling with the State as a Non-Profit Corporation assure that the proposed charter school shall be organized and operated as a onprofit corporation or other discrete, legal, nonprofit entity authorized under the aws of the State of Illinois. (105 ILCS 5/27A-5(a))	CFC
liring and Employment Practices assure that the proposed school will operate in compliance with all provisions for mployment in Illinois Charter Schools Law, including staffing 50% of instructional ositions with teachers certified under Article 21 of the Illinois School Code (105 CS 5/27A-10(c)).	CFC

Public School	
<ul> <li>I assure that the proposed school will operate as a charter public school that:         <ul> <li>is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)).</li> </ul> </li> <li>is organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)).</li> </ul>	
<ul> <li>is not a conversion of any existing private, parochial, or non-public school.</li> <li>(105 ILCS 5/27A-6.5(a))</li> </ul>	
	Cre
Public School Fee Law I assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 ILCS 5/27A-5(e))	ORC
Special Education I assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 U.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special Education Policies & Procedures)	r FC

By placing my initials next to each of the preceding statements and by signing my name here, I acknowledge that:

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

Signature

Home Address: 1727 S. Indiana Ave, Chgo, IC 60616
Phone Number(s): 269-362-3914
Email Address: KCha-L.

Kchaskin @ reedsm. A. com

# 2013 REQUEST FOR PROPOSALS - CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: Great Lakes Deademy

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

Assurances	Initial below
Admission Process for Students	DEIOW
I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a))  I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d))	8.5.
I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))	(GI) (AH)
Annual Report	and the
I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))	02
Board Governance	nos litorgas
I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b)) I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))	05

Ethics I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics). I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).	8.3
Criminal Background Checks I assure that the proposed school will comply with Sections10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))	$\mathcal{O}_{\mathfrak{p}}$
Student Records I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99),  and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)	0)
Discipline Policy I assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a, )	8.7-
Filing with the State as a Non-Profit Corporation I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))	8.7.
Hiring and Employment Practices I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).	0.7.

<ul> <li>Public School</li> <li>I assure that the proposed school will operate as a charter public school that:</li> <li>is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)).</li> <li>is organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)).</li> <li>is not a conversion of any existing private, parochial, or non-public school. (105 ILCS 5/27A-6.5(a))</li> </ul>	0.0,
Public School Fee Law assure that the proposed school shall not charge tuition; but may charge easonable fees for textbooks, instructional materials, and student activities (105 LCS 5/27A-5(e))	0.2
Special Education assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 J.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special ducation Policies & Procedures)	8.9.

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

Signature

Home Address: 1939 North Damen, IN, Chicago, IL 60647 Phone Number(s): 602-706-0894 Email Address: chicago Femberge gmail.com

#### 2013 REQUEST FOR PROPOSALS - CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: Great Lakes Academy

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

Assurances	Initial below
Admission Process for Students I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a)) I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d))	Gt
I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))	
Annual Report I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))	Gr
Board Governance I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b)) I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))	Gh

Ethics I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics). I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).	G
Criminal Background Checks I assure that the proposed school will comply with Sections10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))	Gt
Student Records I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99),  and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)	G
Discipline Policy I assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a, )	G
Filing with the State as a Non-Profit Corporation I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))	G
Hiring and Employment Practices I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).	Gf.

<ul> <li>Public School         I assure that the proposed school will operate as a charter public school that:         <ul> <li>is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)).</li> <li>is organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)).</li> <li>is not a conversion of any existing private, parochial, or non-public school.</li> </ul> </li> </ul>	Gr
Public School Fee Law I assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 ILCS 5/27A-5(e))	Gt
Special Education I assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 U.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special Education Policies & Procedures)	G

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

9/18/13

Home Address: 1165 N. Milwankee Ave # 2810, chicago 12 60642 Phone Number(s): (202) 213 6979 Email Address: christopher . c. hoya's egmail. com

### 2013 REQUEST FOR PROPOSALS - CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: Breat Sollar Academy

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

Assurances	Initial
Admission Process for Students	below
I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a))	A
I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d))	SK
I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))	5K
Annual Report	
I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))	JK
Board Governance	an illimena.
I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))	SK
assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))	K

I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics).  I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).	SK
Criminal Background Checks I assure that the proposed school will comply with Sections10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))	>K
Student Records I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99),  and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)	×
Discipline Policy assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 JSC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a, )	SK
riling with the State as a Non-Profit Corporation assure that the proposed charter school shall be organized and operated as a conprofit corporation or other discrete, legal, nonprofit entity authorized under the aws of the State of Illinois. (105 ILCS 5/27A-5(a))	SK
diring and Employment Practices assure that the proposed school will operate in compliance with all provisions for mployment in Illinois Charter Schools Law, including staffing 50% of instructional ositions with teachers certified under Article 21 of the Illinois School Code (105 LCS 5/27A-10(c)).	SX

<ul> <li>Public School</li> <li>I assure that the proposed school will operate as a charter public school that:</li> <li>is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)).</li> <li>is organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)).</li> <li>is not a conversion of any existing private, parochial, or non-public school. (105 ILCS 5/27A-6.5(a))</li> </ul>	SK
Public School Fee Law I assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 ILCS 5/27A-5(e))	A
Special Education I assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 U.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special Education Policies & Procedures)	×

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all
  the expectations contained in these assurances even if that means actively researching
  current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

Signature

9(10(2013) Date

Home Address: 165 Manal St., Un. H572 Chings. 1 (2606 Email Address: \*\* \*\* Steve kraus chinage @gmail.com

# 2013 REQUEST FOR PROPOSALS - CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: Great Lakes academy

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

Assurances	Initial
Admission Process for Students	below
I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a))	nen i enuge 12 enuge 12 enuge 12 enuge
I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d))	OBB WEDD
I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))	Im
Annual Report	
I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))	Im
Board Governance	or House
I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))	1.0
assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))	AM

### **Ethics** I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics). I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics). **Criminal Background Checks** I assure that the proposed school will comply with Sections10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1)**Student Records** I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), \, and the Illinois School Student Records Act (ISSRA) (105 ILCS 10) **Discipline Policy** I assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a, ) Filing with the State as a Non-Profit Corporation I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)) **Hiring and Employment Practices** I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).

#### Public School

I assure that the proposed school will operate as a charter public school that:

- is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)).
- is organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)).
- is not a conversion of any existing private, parochial, or non-public school. (105 ILCS 5/27A-6.5(a))

### **Public School Fee Law**

I assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 ILCS 5/27A-5(e))



#### **Special Education**

I assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 U.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special **Education Policies & Procedures)** 



By placing my initials next to each of the preceding statements and by signing my name here, I acknowledge that:

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

Home Address: 520 S. State Street Unit 1508 Chacago, IL 60605 Phone Number(s): 404.210-4292

Email Address: Sharenamaye Omen. com

### 2013 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: <u>Great Lakes Academy</u>

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

	Initial
Assurances	below
Admission Process for Students	
I assure that the admissions process for the proposed charter school will not	
discriminate against anyone on the basis of disability, race, creed, color, gender,	
national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a))	WN
I assure that enrollment in the proposed charter school shall be open to any pupil	
residing within District 299, unless an attendance boundary is assigned to the	
school, in which case students residing within an attendance boundary may be given	
priority for enrollment, but must not be required to attend the charter school. (105	
ILCS 5/27A-4(d))	
I assure that if there are more eligible applicants for enrollment in the proposed	
charter school than there are spaces available, successful applicants shall be	
selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))	
August Danast	
Annual Report	won
I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually	
submit a copy of that audit and the Form 990 to the to the Illinois State Board of	
Education by December 1st . (105 ILCS 5/27A-5(f))	
Education by December 13t. (105 iccs 5/277-5(i))	
Board Governance	
I assure that the charter school is administered and governed by its Board of	Man
Directors or other governing body in the manner provided by its charter. (105 ILCS	0307
5/27A-5(b))	
I assure that the governing body of the charter school will comply with the Freedom	
of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1	
et seq.; 105 ILCS 5/27A-5(b))	

	T ·
Ethics I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics).  I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).	WM
Criminal Background Checks I assure that the proposed school will comply with Sections10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))	wm
Student Records I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99),  and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)	wm
Discipline Policy I assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a, )	won
Filing with the State as a Non-Profit Corporation I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))	won
Hiring and Employment Practices I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).	um

<ul> <li>Public School</li> <li>I assure that the proposed school will operate as a charter public school that:</li> <li>is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)).</li> <li>is organized and operated as a nonprofit corporation or other discrete, legal,</li> </ul>	wm
nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)).  • is not a conversion of any existing private, parochial, or non-public school. (105 ILCS 5/27A-6.5(a))	
Public School Fee Law I assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 ILCS 5/27A-5(e))	um
Special Education I assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 U.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special Education Policies & Procedures)	wn

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

9/24/2013 Date

Home Address: 1255 S Michigan Av. . 5418. Chicago. 1L. 60605 Phone Number(s): 757. 581.8375

Email Address: wayne moore j'r @gmail. com

# 2013 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: Great Calles Academy

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

Assurances	Initial
Admission Process for Students	below
I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a))	10.
I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be give priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d))	en
I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))	n da) (482) In da) (482)
Annual Report I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))	lin
Board Governance assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b)) assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))	icu

## **Ethics** I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics). I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code **Criminal Background Checks** I assure that the proposed school will comply with Sections10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1)**Student Records** I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), \, and the Illinois School Student Records Act (ISSRA) (105 ILCS 10) Discipline Policy I assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a, ) Filing with the State as a Non-Profit Corporation I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)) **Hiring and Employment Practices** I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).

#### Public School

I assure that the proposed school will operate as a charter public school that:

- is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)).
- is organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)).
- is not a conversion of any existing private, parochial, or non-public school. (105 ILCS 5/27A-6.5(a))

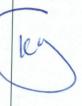
### **Public School Fee Law**

I assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 ILCS 5/27A-5(e))



#### **Special Education**

I assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 U.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special Education Policies & Procedures)



By placing my initials next to each of the preceding statements and by signing my name here, I acknowledge that:

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

Signature

Home Address: 1071 w. 15th St Phone Number(s): 773.314.3800

# 2013 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: Great Loker Accord Charter School

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

Assurances	Initial below
Admission Process for Students I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a)) I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d)) I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))	P
Annual Report I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))	Þſ
Board Governance assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b)) assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))	<b>P</b>

I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics).  I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).	Q7
Criminal Background Checks I assure that the proposed school will comply with Sections10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))	QT
Student Records I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99),  and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)	QT
Discipline Policy I assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a, )	PT
Filing with the State as a Non-Profit Corporation I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))	PT
Hiring and Employment Practices I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).	97

<ul> <li>Public School</li> <li>I assure that the proposed school will operate as a charter public school that:</li> <li>is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)).</li> <li>is organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)).</li> <li>is not a conversion of any existing private, parochial, or non-public school. (105 ILCS 5/27A-6.5(a))</li> </ul>	07
Public School Fee Law I assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 ILCS 5/27A-5(e))	DT
Special Education I assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 U.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special Education Policies & Procedures)	47

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

Signature

Home Address: 3610 N. Pile Grow August Phone Number(s): 973-568-5058
Email Address: but Latrusty eyalo...

9/10/2017

705

# 2013 REQUEST FOR PROPOSALS - CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: GREAT LAKES ACADEMY

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

Assurances	Initial
Admission Process for Students	below
I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a))  I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d))  I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))	k7
Annual Report I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))	Kn
Board Governance I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b)) I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))	m

Ethics I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics). I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).	6-7
Criminal Background Checks I assure that the proposed school will comply with Sections10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))	D
Student Records I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99),  and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)	5
Discipline Policy I assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a, )	6
Filing with the State as a Non-Profit Corporation I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))	kn
Hiring and Employment Practices I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).	h

<ul> <li>Public School</li> <li>I assure that the proposed school will operate as a charter public school that:</li> <li>is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)).</li> <li>is organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)).</li> <li>is not a conversion of any existing private, parochial, or non-public school. (105 ILCS 5/27A-6.5(a))</li> </ul>	h
Public School Fee Law assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 LCS 5/27A-5(e))	W
assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 J.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special Education Policies & Procedures)	M

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

5/10/13

Home Address: 293, W Sunneroave ANE ANT 3, CHICAGO IL 60625 Phone Number(s): (773) 844 -6540 Email Address: Lew @ Lewtrang.com