

## Section 2.10: Design Team Experience and Capacity

### 2.10.1: Experience

- **For each design team member and candidate for staff positions, please provide a summary of each person's experience and credentials, their role during the design phase, and intended role in the proposed school (if applicable), making sure to identify any proposed board members. (board resumes are requested in Section 4.4.1 – Governance Start-up.)**
- **Describe the team's individual and collective qualifications for implementing the school design successfully, including in areas such as:**
  - **School leadership;**
  - **Curriculum, instruction, and assessment;**
  - **Operations;**
  - **Finance;**
  - **Accounting and internal controls;**
  - **Fundraising and development; and**
  - **Law.**
- **Describe any experiences that team members or proposed staff members have in serving the school's targeted population.**
- **List any advisors, consultants, and organizational partners that have supported the development of the school or will support school operations. Describe their specific role.**

**Robin Gonzales** has over 20 years of online learning and teacher development experience. Her work has centered around using blended and personalized learning and 21st Century Tools to address the diverse needs of today's learners. As the Director of Online Learning for the 3rd largest school district in the United States, Robin developed one of the largest online and blended learning programs in the nation. In this capacity she grew the Chicago Public Schools online and blended school program from 500 students to over 5,000 and increased pass rates from 38% to over 80% through the development and implementation of a teacher professional development and student skills program. As CEO of Zia Learning, Robin will lead the design, development and implementation of a comprehensive framework for teacher professional development. Illinois Prep will use this framework, and the accompanying evaluation tools, to provide support to teachers for the innovative practice of blended learning. Both the F2BI Framework and the Evaluation tool are based on over two decades of experience in blended and technology-rich classrooms and support the iNACOL Standards for High Quality Blended Teaching and Learning.

Ms. Gonzales will serve as the Head of School and Manager of the Virtual Programs.

**Dave Edwards** has designed and launched 4 blended and project-based learning charter schools in North Carolina. He previously served as the Chief Professional Learning and Development Officer for the North Carolina Virtual Public School, the

2nd largest state-run public online high school in the nation. He brings over 25 years of instructional technology and online learning design and administration to the Zia Learning team. His work also includes consulting and authoring for the International Association of K-12 Online Learning (iNACOL), where his work was focused on developing quality student outcomes metrics for full-time virtual charter schools.

**Alanna Mays** will serve as the Principal for Illinois Prep. Ms. Mays is an Illinois licensed administrator and brings a wealth of educational leadership to the school. She served as Director of the NASA Science Engineering Mathematics Aerospace Academy for 4 successful years. In addition, she has served as a Lead Coach for the New Teacher Center, Technology Specialist for Chicago Public Schools, Adult Educator in higher education and recently the Career and College Ready Director for Zia Learning. With over 15 years of educational administration experience and familiarity with the target student population for Illinois Prep, Alanna will provide overall responsibility and leadership in developing and evaluating high quality teaching and learning.

**Dr. Hope Dugan's** career spans 23 years as a North Carolina educator inclusive of both teacher and district leadership roles. As a district innovator for Charlotte-Mecklenburg Schools, she led the design, implementation, and evaluation of digital learning programs including instructional design and professional development for online and blended learning. She was instrumental in the creation of the first blended learning school (iMECK) and the fully virtual e-Learning Academy. Dr. Dugan will work collaboratively with the design team to ensure that curriculum and instructional practices meet state and national (iNACOL) standards for quality. In addition, her expertise in aligning innovative instructional practices with student needs will be instrumental in ensuring that students with special needs are identified and provided with appropriate support structures.

**Jennifer Kolar-Burden** has almost 15 years of digital education experience and has worked in all aspects of 21st Century education. She currently serves as the Director of Curriculum for Illinois Virtual School and has served as an online instructor and course developer. Jennifer continues to serve as a reviewer for Quality Matters, reviewing online courses for alignment to quality standards.

Her consulting specialties will include providing support to the Illinois Prep Board and Head of School in the initial design of:

- education program and institution management
- design, implementation and evaluation of digital education programs
- efficient curriculum planning, design and evaluation
- data analysis
- teacher hiring, mentoring and evaluation
- fostering positive team-oriented working environments
- building productive relationships with industry partners and clients

- long and short term curriculum and marketing strategies
- targeted professional development training
- program/project implementation and analysis

Upon successful charter approval, Jennifer will serve as the Director of Curriculum and Instruction for the school.

**Jennifer Berezewski** has almost 20 years of experience teaching math at the high school and post-secondary level. She led the product and content development group for Zia Learning for three years and now leads Zia's digital curriculum and PD implementation for districts. Jennifer's expertise in high school curriculum development and teacher preparation will be leveraged to build out the high school framework for teacher professional development at Illinois Prep. She will also serve as the lead professional development specialist for grades 9-12.

### **2.10.2: Leadership**

*Note: All applicants responding to the RFP for operators new to Chicago must identify a proposed instructional leader with their Tier I submission.*

- **Briefly describe the proposed leadership structure, citing roles and responsibilities of the school's leadership team beyond the principal/head of school.**
- **Briefly describe the identified school leader(s), including experience and training. Explain how these individual(s) are well qualified to launch and lead the proposed school. Describe plans to address any gaps in skill or experience to ensure success in the role.**
- **Include additional information about other members of the proposed leadership team, if identified.**

Illinois Prep has identified an outstanding instructional leader and leadership team. This team consists of:

- A Head of School (full time)
- A Principal (full time)
- A Director of Innovation and Implementation (consultant)
- A Director of Curriculum and Instruction (consultant)
- A Director of Professional Development (consultant)

**Robin Gonzales** will serve as the Head of School and Manager of the Virtual Programs. She has over 15 years of online learning and teacher development experience. Her work has centered around using blended and personalized learning and 21st Century Tools

to address the diverse needs of today's learners. As the Director of Online Learning for the 3rd largest school district in the United States, Robin Gonzales developed

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**Dr. Hope Dugan's** will serve as the Director of Innovation and Model Implementation. Her career spans 23 years as a North Carolina educator inclusive of both teacher and district leadership roles. As a district innovator for Charlotte-Mecklenburg Schools, she led the design, implementation, and evaluation of digital learning programs including instructional design and professional development for online and blended learning. She was instrumental in the creation of the first blended learning school (iMECK) and the fully virtual e-Learning Academy. Dr. Dugan will work collaboratively with the design team to ensure that curriculum and instructional practices meet state and national (iNACOL) standards for quality. In addition, her expertise in aligning innovative instructional practices with student needs will be instrumental in ensuring that students with special needs are identified and provided with appropriate support structures.

**Jennifer Kolar-Burden** will serve as the Director of Curriculum and Instruction and has almost 15 years of digital education experience and has worked in all aspects of 21st Century education. She currently serves as the Director of Curriculum for Illinois Virtual and has served as an online instructor and course developer. Jennifer continues to serve as a reviewer for Quality Matters reviewing online courses for alignment to quality standards.

Her consulting specialties will include providing support to the Illinois Prep Board and Head of School in the initial design of:

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- long and short term curriculum and marketing strategies
- targeted professional development training
- program/project implementation and analysis

Upon successful charter approval, Jennifer will serve as the Director of Curriculum and Instruction for the school.

**Jennifer Berezewski** has been a high school math teacher and adjunct math professor for over 20 years. She has led the product and content development for Zia Learning for 3 years and now leads Zia's digital curriculum implementation for districts. Jennifer's expertise in high school curriculum development and teacher preparation will be leveraged to build out the high school framework for teacher professional development at Illinois Prep. She will also serve as the lead professional development specialist for grades 9-12.

### **2.10.3: Evidence of Success**

**Provide evidence of the team members' and the proposed school leaders' collective and individual capacity and track record driving academic achievement and growth among students similar to those the school will serve. Include quantitative data where available.**

**(If a national operator new to Chicago or an organization proposing to contract with a MO): Provide evidence that the proposed model has driven academic achievement and growth among similar student populations. Submit third party, externally validated quantitative data demonstrating student academic growth, student academic attainment, and student behavioral outcomes for each school in the network (see the Resource Guide for more detail). If the student demographics of the targeted community are different from those that the existing operator has served, explain how the operator will understand and address the needs of the targeted student population. Refer to the National Operator Replication Table available on the RFP Website, [www.cps.edu/2018RFP](http://www.cps.edu/2018RFP), and provide an explanation on how you meet these criteria.**

*Appendix 2.10*

*In Appendix 2.10, applicants must provide:*

- *Resumes of all design team members and candidates for positions in the school, including the identified school leader and members of the proposed leadership team. It is not necessary to provide personal addresses or phone numbers.*
- *In a table or Excel spreadsheet, the demographic data on student populations served at each existing school in the network, including the following (%):*
  - o *Free- and reduced-price lunch (FRL);*
  - o *African American, Hispanic, Caucasian, Asian American, and other;*
  - o *English Learners;*
  - o *Students with Individual Education Plans (IEPs); and*
  - o *Students in Temporary Living Situations.*
- *State or district report cards (via links to public websites where the data are stored, if available), vendor reports, or other verifiable sources of data demonstrating the academic track record of all existing campuses.*
- *A list of all previous authorizers with whom the management organization (MO) has worked, including contact information for each listed party. CPS reserves the right to contact authorizers to ask additional information about the operators' track record.*

Zia Learning is a nationally recognized leader in assisting districts and schools in the development of virtual and distance learning options. Zia recently assisted a charter school organization in Ohio (LifeSkills) in their transition to a new blended and full-time virtual/distance model. Zia provided:

- Strategic planning and program design services
- Teacher training, PD and recruitment services
- A marketing plan, materials, videos and campaign to increase enrollment
- Parent communication, training and support
- Curriculum development and delivery services (Zia developed a full k-12 online/virtual curriculum and delivered that digital curriculum via LMS)

These efforts yielded meaningful, measurable results including:

- A 39% increase in overall pass/achievement rates
- Development of a marketing campaign and recruitment of over 500 additional students
- The development of parent support and training program with 85% of parents reporting increased levels of support and communication over prior program years
- Development of a new digital curriculum that is fully differentiated and offers:
  - o Project based learning options
  - o Career connections in EVERY unit of EVERY subject
  - o Live learning options that connect students to industry experts, special events, museums and other institutions
- The implementation of a full teacher training and professional development/learning program that provides staff upfront training and ongoing support

Our founder was on the design team for the VOISE Academy in CPS and is a founding member of the Illinois Virtual School. Zia Learning was formed seven years ago, bringing together educational experts from across the nation in the area of online, virtual/distance learning and blended/personalized learning programs. Zia works with districts as a true partner to provide:

- An upfront needs analysis
- Strategic planning and support
- Marketing, consulting and on-site support
- Insight into industry leaders in the selection of best of breed technology, curriculum and other required services
- Teacher and staff training, supervision and support
- Student recruitment and support

Zia is proud to partner with A3 for the management of this full time virtual option. A3 serves to provide management, financial support, oversight and technical support to their partner schools and ensure highest quality alternative learning options for students. Zia Learning has formed a partnership with A3 after careful review of their programs and past performance. They offer a wide range of options that fit the specific needs of the students in the partner school. Their existing virtual charter options are focused on providing access to core academic online/blended learning options and CTE/Workforce Certification options and have consistently yielded outstanding outcomes for the students enrolled in their programs.

Students and families are attracted to A3 managed schools for the flexibility and personalized learning experience that students receive. This desire for flexibility and personalization takes many forms and there are many subgroups of students that makeup A3's target population. Here are a few examples of student groups that are looking for the opportunities that A3 schools provide:

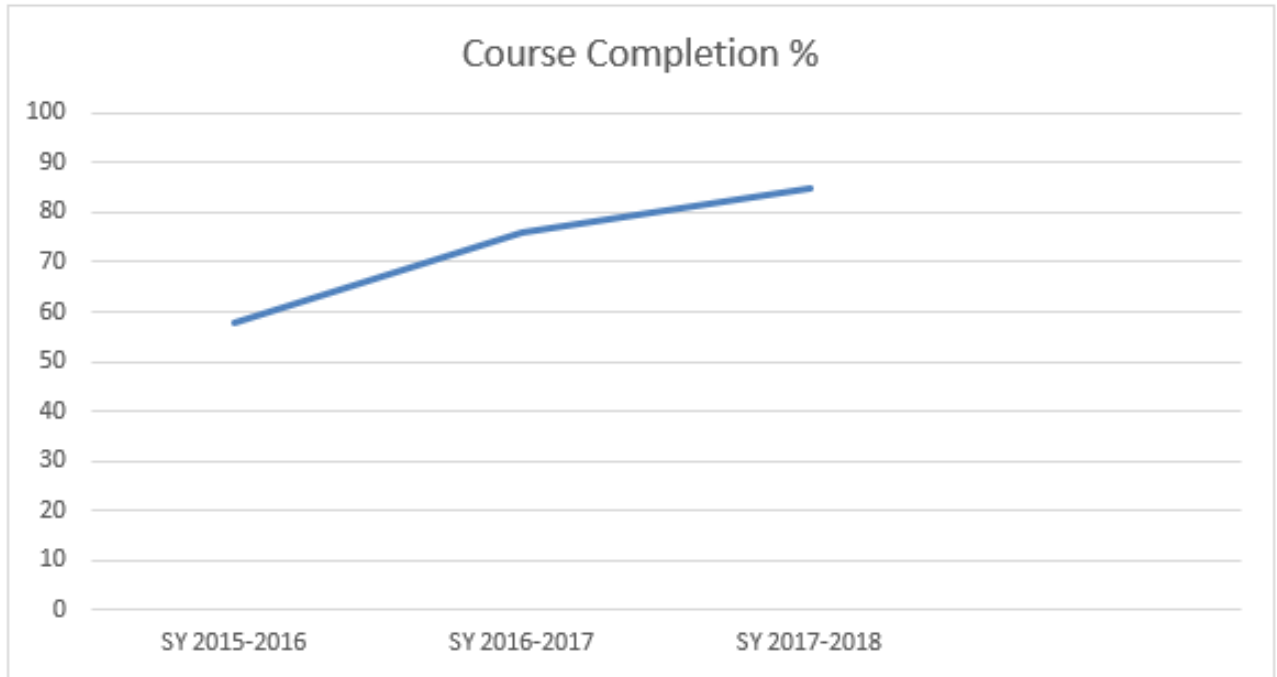
- Students who are overage and under credit. A3's instructional model is designed to provide the scaffolding these students need to be successful. Student support services are even more critical to the success of students in this group than in other groups. A3 provides students with an opportunity to re-engage in school in order to earn a high school diploma, complete certificate programs in 1 of 16 career pathways, and/or earn college credit while in high school..
- Students who are engaged in extra-curricular activities that have demanding schedules that are difficult to meet when enrolled in a traditional school environment. Athletes, dancers, and actors are some of the more common types of students that fall into this category, but there are others.

- Homeschool families who prefer for their students to be educated in the comfort and safety of their own home and according to a daily school work schedule that fits within the families schedule.
- Students with anxiety and other medical conditions that make attending a traditional school environment difficult.
- Students who are bullied or who attend a school where they do not feel safe.
- Students who need flexibility in their schedule in order to work a part time job to help support their family.
- Students who want to be able to work at their own pace and accelerate or makeup credit.

The target population for the Illinois Prep is very similar to the target populations that A3 serves in its existing schools on a daily basis.

A3 schools had an average attendance rate across all schools of 95.7% for SY2016-2017





### **Valiant Academy**

A3 took over the management of Valiant Academy of Los Angeles and Valiant Academy of Southern California midway through SY2016-2017. The overall average percentage of students who earned score of meets or exceeds the standard was 24% in Reading and 8% in Math. Substantial increase in enrollment and the implementation of a more comprehensive instructional student support model has led to some significant improvements in a short period of time. Internal diagnostic assessments are projecting that 57-71% of students will earn a score of meets or exceeds the standard in Reading and 48-61% of students will earn a score of meets or exceeds the standard in Math. This anticipated improvement in student performance will be a huge accomplishment for these schools.

### Math

48% of students in A3 Schools scored on or above level in math on the iReady fall diagnostic assessment. Based on the results of the fall diagnostic iReady predicts that 60% of the students will receive a score that meets or exceeds the standard on the SBAC in 2018. If the SBAC proficiency predictor is accurate A3 students will significantly outperform the state average. The state average for SY 2016-2017 was 37%. Even if only 48% of A3 students earn a score of meets or exceeds the standard, as they did on the fall diagnostic, A3 schools will outperform the state average by 11%.

### Reading

57% of students in A3 Schools scored on or above level in Reading on the iReady diagnostic assessment. Based on the results of the fall diagnostic iReady predicts that 72% of the students will receive a score that meets or exceeds the standard on

the SBAC in 2018. If the SBAC proficiency predictor is accurate A3 students will significantly outperform the state average. The state average for SY 2016-2017 state average was 48%. Even if only 57% of A3 students earn a score of meets or exceeds the standard, as they did on the fall diagnostic, A3 schools will outperform the state average by 9%.

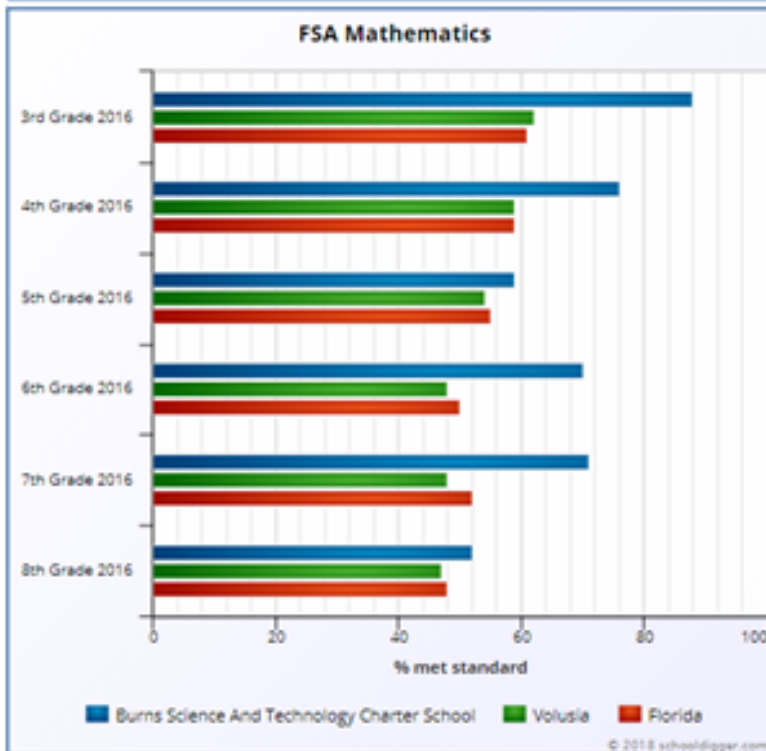
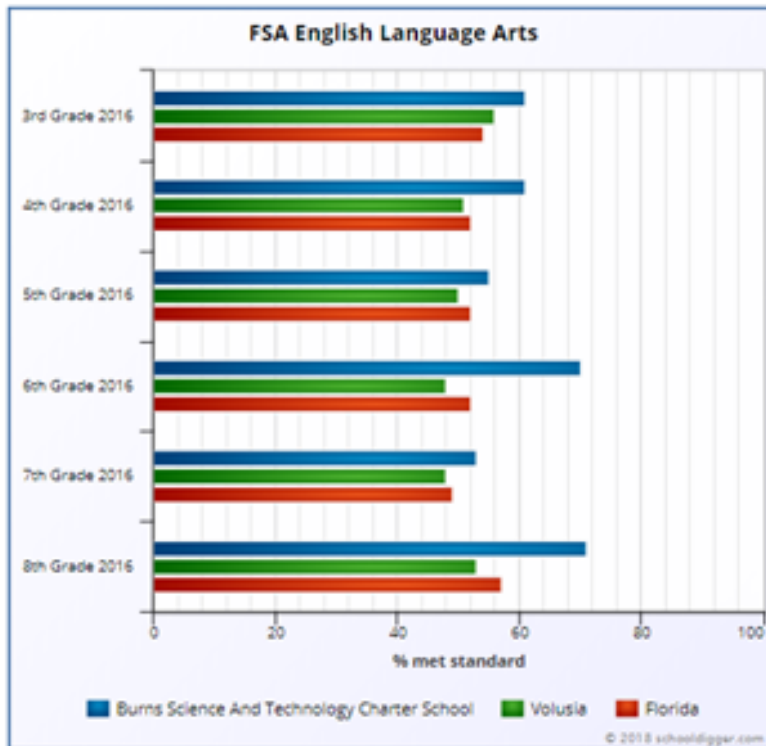
### **School Turnaround**

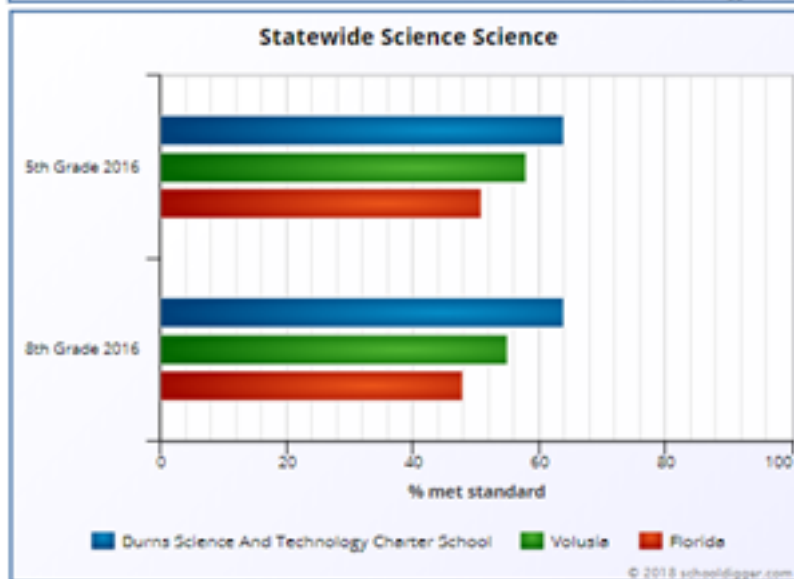
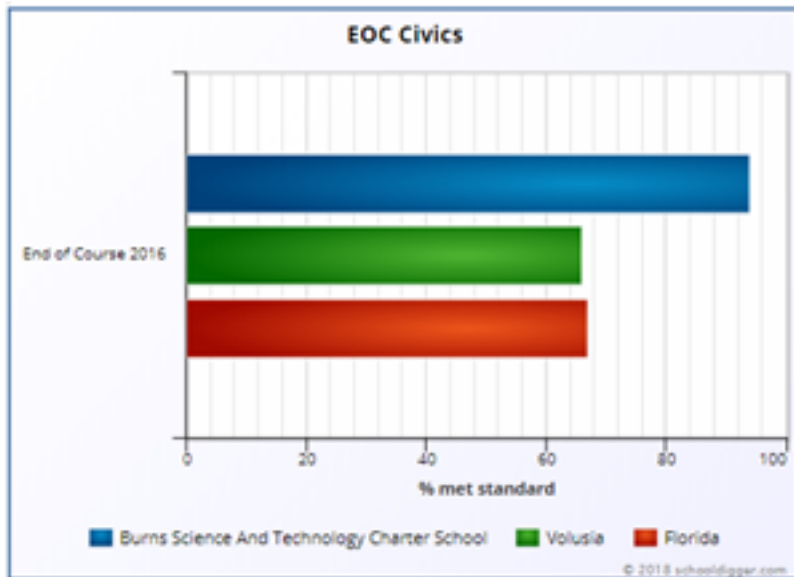
In SY 2015-2016 A3 Education partnered with EdFutures in its management of Ivy Hawn Charter School of the Arts and Burns Science and Technology Charter School. Ivy Hawn is a K-8th grade charter school that provides students with a college prep education with an Arts focus. Burns is a K-8th grade charter school that provides students with a STEM focused college prep education. Both schools were failing schools on the charter performance scale prior to the school turn-around efforts performed by A3 and EdFutures. Ivy Hawn is now an A rated school and ranks in the top 16% of elementary schools in the state of Florida. Burns is now a B rated school and ranks in the top 18% of elementary schools in the state of Florida. The demand for admission into Burns and Ivy Hawn has grown to the point that both schools now have an extensive waiting list.

### Burns Science and Technology Charter School

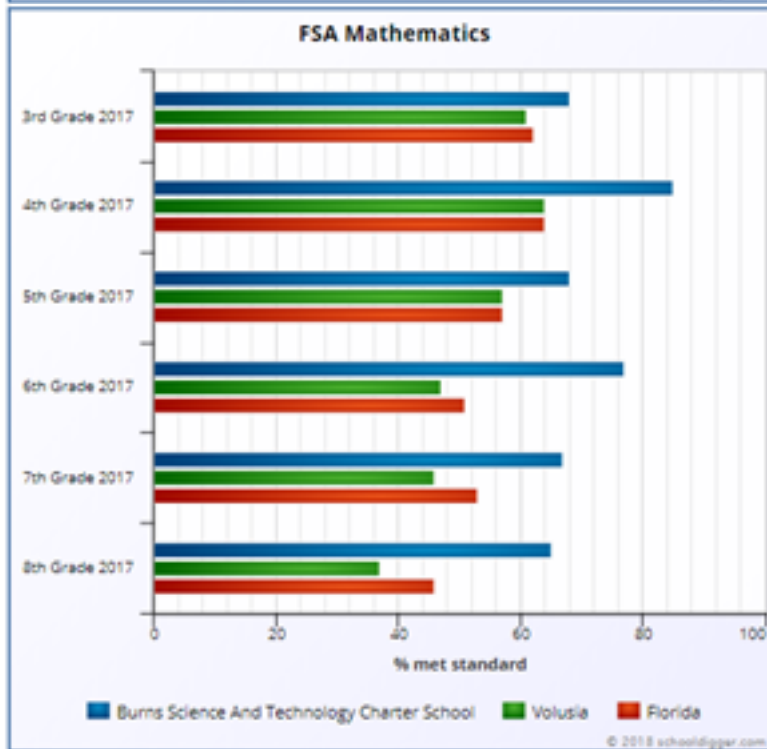
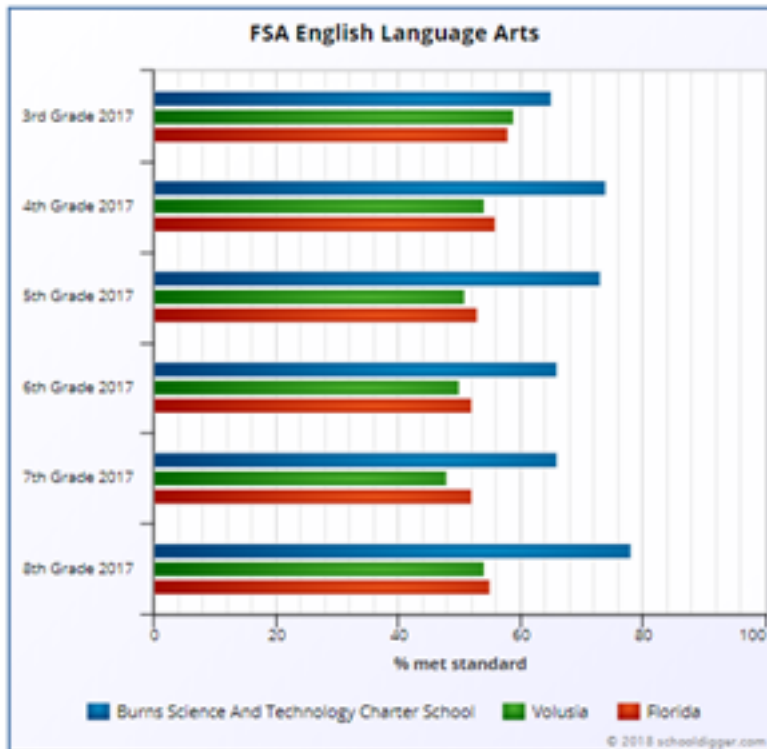
Burns Science and Technology Charter School has outperformed the district and state average on the Florida Standards Assessment in every content area and every grade level for the past 2 years.

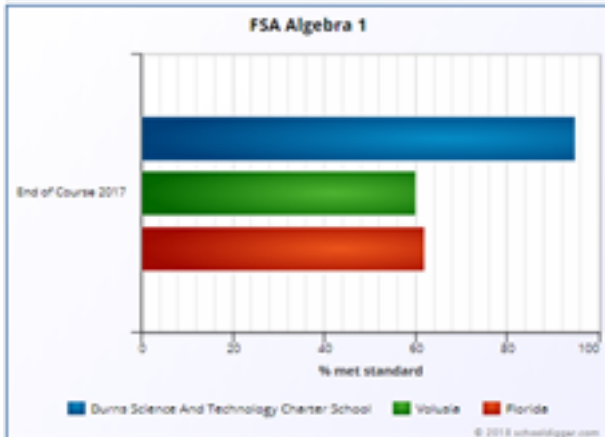
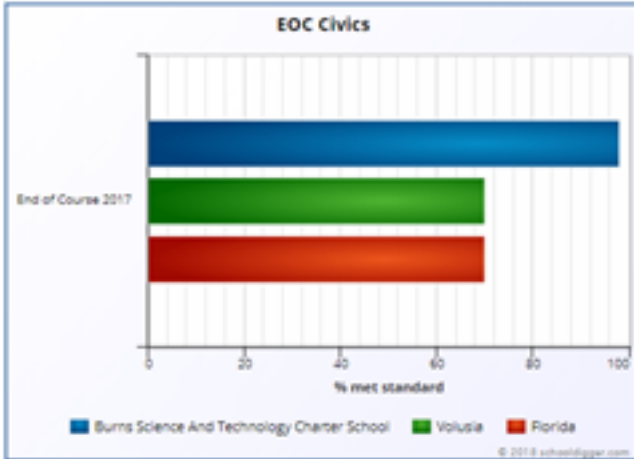
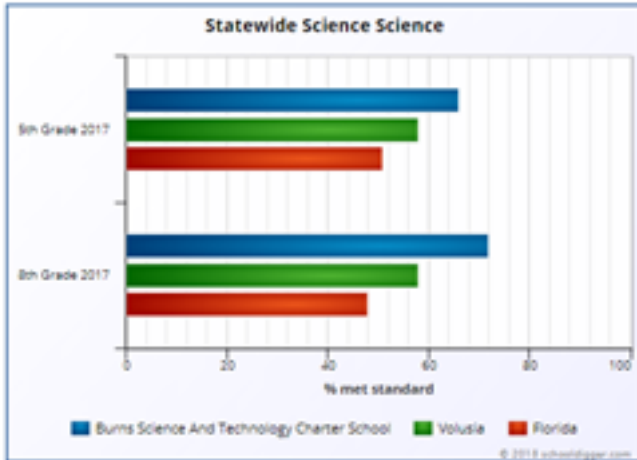
## FSA Results SY2015-2016





## FSA Results SY2016-2017



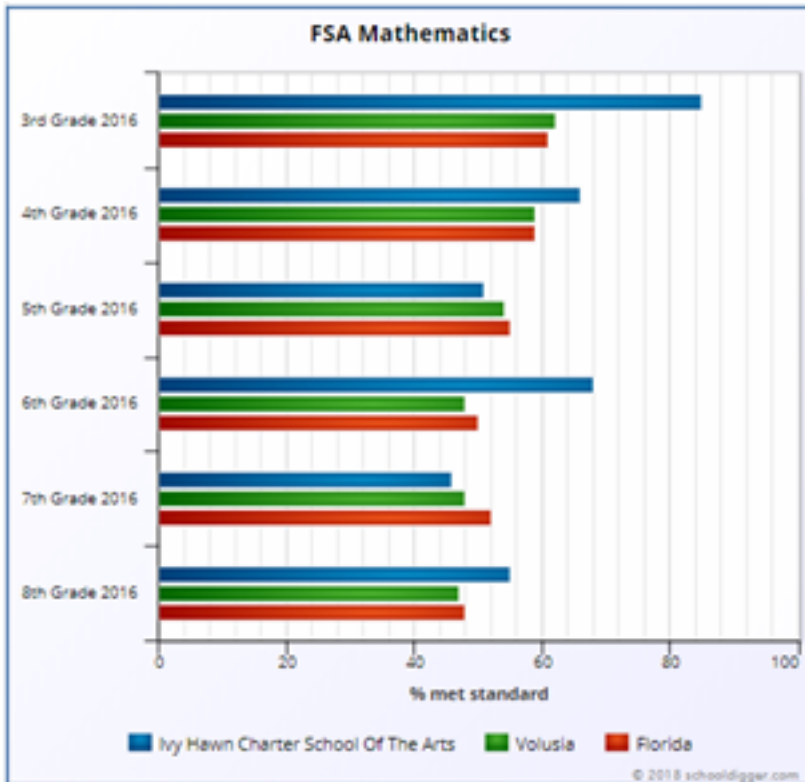
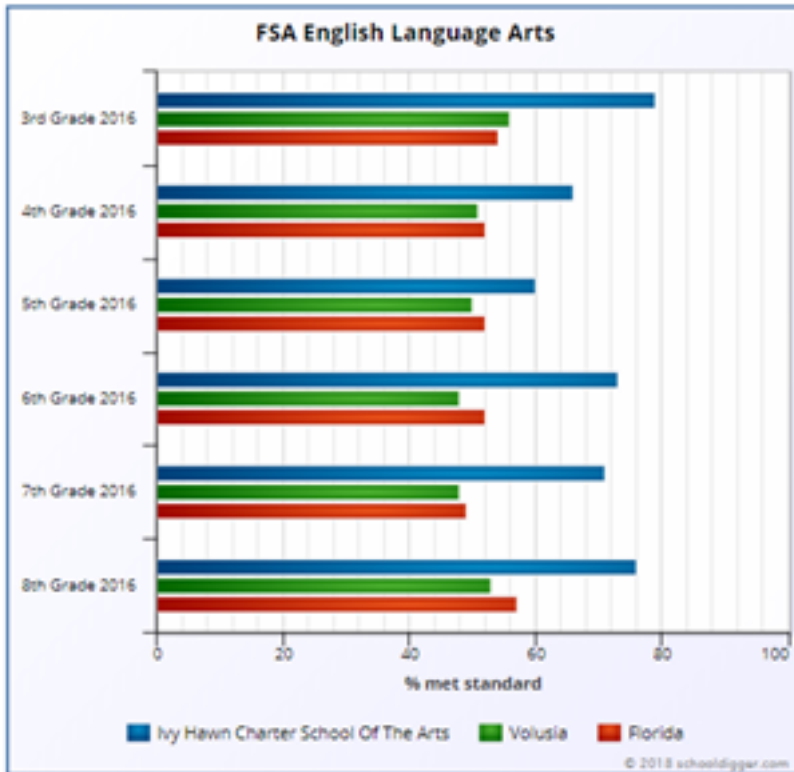


**Ivy Hawn Charter School of the Arts**

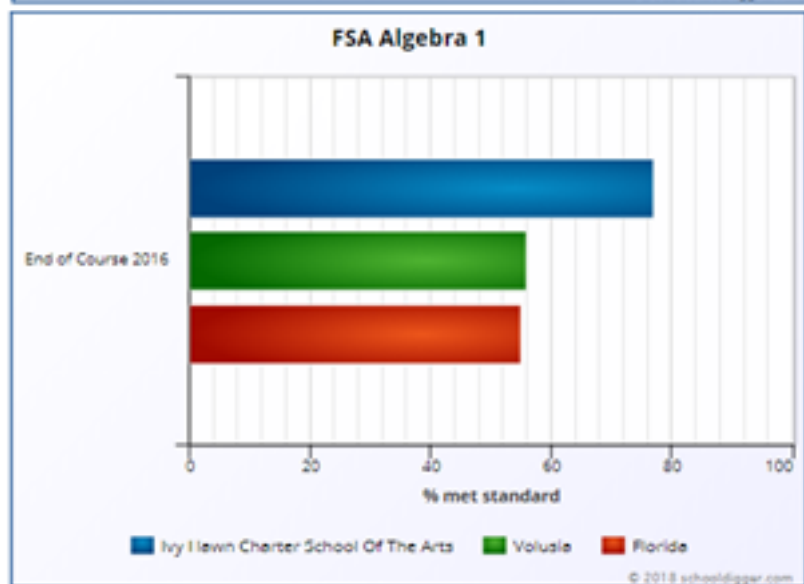
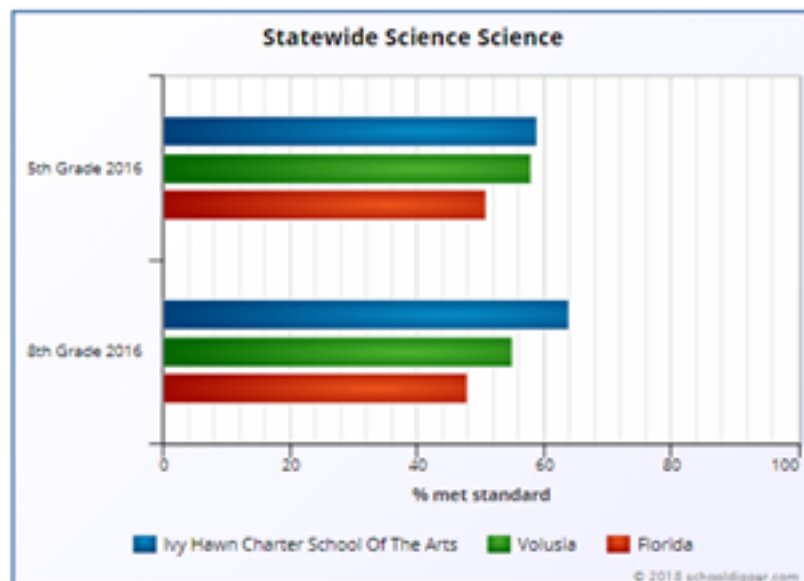
Ivy Hawn Charter School of the Arts has outperformed the district and state average on the Florida Standards Assessment in every content area and every grade level for the past 2 years.



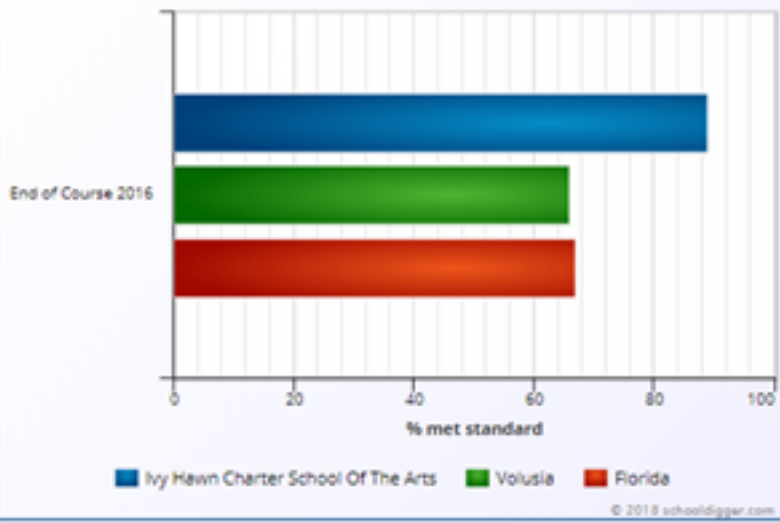
## FSA Results SY2015-2016







### EOC Civics



## FSA Results SY2016-2017

