
NARRATIVE

DOMAIN 1: PARENT & COMMUNITY ENGAGEMENT AND SUPPORT

1.1 : COMMUNITY OVERVIEW

1.1.1 - Target Communities

The Katherine G. Johnson STEAM School for Girls (KGJSS) will serve as a premier academic institution which targets student's residing in low-resourced communities on Chicago's south side. The HOPE Network of Schools is committed to operating schools which implement a community



based participatory engagement approach and are grounded in the Socio-Ecological Model (Broffenbrenner, 1978). The primary site identified for the school is located at 1012 E. 47th Street in the Kenwood community. The school site is the former location of St. Ambrose Catholic School and is owned by the Arch Diocese of Chicago. The secondary site identified for the school is located at 4920 S. Dr. Martin Luther King Drive in the Washington Park/Grand Boulevard community. The school site is the former location of Corpus Christi Catholic school and is also owned by the Arch Diocese of Chicago. Using an open enrollment process, the communities targeted for recruitment and enrollment include: Oakland, Bronzeville, Washington Park, Woodlawn, South Shore, Chatham, South Chicago, Englewood, Greater Grand Crossing, Auburn Gresham, Washington Heights and Roseland.

The target communities represent neighborhoods on Chicago's south side which have experienced significant:

- Health Disparities- highest rates in City for asthma, STIs, childhood obesity, asthma
- High rates of crime and violence

- Low performing schools and multiple CPS school closures
- High rates of Unemployment
- Food deserts
- Vacant homes and lots

1.1.2 Community Characteristics



Kenwood, one of Chicago's 77 community areas (#39), is on the shore of Lake Michigan on the South Side of the city. Its boundaries are 43rd Street, 51st Street, Cottage Grove Avenue, and the lake. Kenwood was originally part of Hyde Park Township, which was annexed to the city of Chicago in 1889. Kenwood was once one of Chicago's most affluent neighborhoods, and it still has some of the largest single-family homes in the city. In the 1910s and 1920s several smaller apartments were

built in kitchenette style that housed white collar office workers that worked down town.

The 1930s decade was not kind to this neighborhood as poverty sunk in and many wealthy elites began to pack up and leave especially in the northern part of Kenwood that began to house lower class poor transients. Elegant luxury apartments in the northern part of the neighborhood were divided into kitchenette apartments for the poor and the area began deterioration. African Americans began moving into the northern half of this neighborhood in the 1930s and then in the 1940s they began moving into the southern half as the rest of the wealthy elite left the neighborhood. The next few decades were rough in Kenwood as gangs, crime and drug problems plagued this community; however, the wealthier Hyde Park neighbors that were part of the Hyde Park-Kenwood Community Conference helped get Kenwood some renewal funds which brought about some renovation in the late 1970s but mainly to the southern part of the neighborhood south of 47th Street; however, the neighborhood still had crime and gang issues, mostly 47th Street and its northern boundaries.

The 1980s and 1990s were some of the rougher decades in this neighborhood as Gangster Disciples, Black Disciples and Black P Stones exercised a strong presence here mainly between 43rd and 47th Streets. Starting in the late 1990s urban renewal exploded and vacant lots were built over and

deteriorated buildings were removed or fixed up. The area once again became resided by middle class and upper middle classes and the crime rate and gang issues dramatically decreased, although the vast majority of the renovations and middle classes was occurring north of 47th Street.

The Kenwood neighborhood has gone through such a strong change that it is almost a completely different community than from where it was in the 1990s and back; however, there are still issues with crime and there gang activity still exists. As with many urban communities, the KGJSS target communities have experienced their share of social ills as a result of poverty, unemployment, health disparities, minimal economic and social investment, and low performing schools – **20% of the 53 schools closed by CPS in 2013 are represented by the target communities**, The target communities have a longstanding history of community and faith based organizations and institutions of higher learning. City Colleges of Chicago made a major community investment in the construction of a new campus facility for Kennedy King College in Englewood.

Major economic development projects and community revitalization are easily observed in communities such as Englewood, Kenwood, Bronzeville and South Shore and Auburn Gresham. Lead organizations in the communities such as Teamwork Englewood, the Greater Englewood CDC, and Greater Auburn-Gresham Community Development Corporation have partnered with LISC, the City of Chicago and other corporate partners to create strategic plans e.g. Englewood Quality of Life Plan, Greater Auburn –Gresham Community Development Plan, to address systemic issues that have contributed to the economic, health and educational depravity in the community. **Major projects in the target communities include:**

- **Presidential Library** - The Barack Obama Presidential Center is the planned presidential library of Barack Obama, the 44th President of the United States. The center will be hosted by the University of Chicago, and will be located in Jackson Park on the South Side of Chicago, Illinois. Jackson Park is nestled between the Woodlawn and Hyde Park communities. Once completed, it will become the 14th site in the National Archives and Records Administration's (NARA) presidential library system. The library will be completed in 2020. Several members of the HNS board and the design team are connected to the Obama Foundation which is spearheading the Library. We are currently working with Foundation members to develop a

direct for connection for KGJSS students and this prestigious institution.

- **University of Chicago Hospital Trauma Center** - On September 15, 2016, a ceremonial groundbreaking marked the start of a \$43 million project to convert part of a parking garage into a new emergency department at University of Chicago Medicine, bringing back trauma services to the South Side after a 25-year absence. The South Side hasn't had such care since Michael Reese Hospital in Bronzeville closed its center in 1991. The new emergency department is scheduled to open on May 1, 2018, and board member, Sherida V. Morrison participated in the ribbon cutting a few months ago. Ms. Morrison was selected to serve on the Trauma Center's inaugural Community Advisory Council. She has also been appointed as Chairperson of the Maternal and Child Health Committee of the Council under the direction of Dr. Selwyn Rogers, Chief Trauma Surgeon and Founding Director.



- **Revitalization of Historic Pullman (borders Roseland)** - While Pullman had suffered greatly from the loss of the steel and rail manufacturing industries that fueled its initial growth, recent revitalization projects focus attention on the community's assets: historic buildings; the availability of developable land; rail, air, road and water connections to both the Atlantic and the Pacific; and, of equal importance, an organized community that valued the past as a foundation for building toward the future. In just five years, the Chicago Neighborhood Initiative under LISC NI's activities in Pullman have had impressive results such as attracting more than \$125 million in investment, created more than 450 construction jobs and 750 permanent jobs. Major developments include the Method Soap Factory, Pullman Historic District designation as a National Park and youth Sports Arena.

- **Expansion of Red Line/ 95th Street “L” Station** - The Chicago Transit Authority (CTA) project will extend the Red Line from the existing terminal at 95th/Dan Ryan to 130th Street. The proposed 5.3-mile extension will include four new stations at 103rd Street and Eggleston Avenue, 111th Street and Eggleston Avenue, Michigan Avenue and 116th Street, and finally one at 130th near the Bishop Ford Freeway interchange. Each new station will include bus and parking facilities. According to CTA, the project will help to create 29,000 new “direct, indirect and induced jobs,” will add four new stations to the Red Line.



- **New High School in Englewood** – A new high school has been approved to serve the Greater Englewood community. The school will combine four schools with plummeting enrollment into one at the site of Paul Robeson High School. The school, which will be built at Robeson's current site at 6835 S. Normal Blvd., will open by fall 2019. Proposed possibilities for the school include a "STEM hybrid" that would "provide science and technology-based curriculum that will prepare students with the knowledge and skills to succeed in STEM careers and postsecondary educational opportunities. It would also offer an international baccalaureate program as well as dual-credit enrollment, career and technical education, apprenticeships, internships and externships. Through partnerships and articulation agreements, KGJSS could serve as a feeder for the proposed high school to provide a continuum of STEM education and resources. Additionally, by year 3 of our proposed CPS contract, KGJSS will implement a bridge program to support earned high school credit for 8th graders based on testing in their 7th grade year. We plan to develop a strong partnership with the new high school which could house the “KGJSS Building Better Bridges Program.”

The tables below provide a snapshot of community data in for our target communities:

Table 1.1. – Kenwood Community Snapshot¹

Community Data Area	Kenwood	City of Chicago
Per Capita Income	\$35,911	\$29,486
Households Below Poverty	21.1%	22.3%
Unemployed Rate	9.5%	9.0%
Percentage with High School Diploma	55.2%	82.3%
Percentage with Bachelor's Degree	33.7%	35.6%
Single Female Headed – Households	53.9%	34.6%
People Living with HIV	159	22,334
Gonorrhea Case Rates	52	8,401
Chlamydia Case Rates	167	24,957
Syphilis Case Rates	<5	623
Childhood Overweight & Obesity Prevalence	35.5%	43.3%
Food Desert Ranking	No	No
Teen Births per 1000 population	23.4	27.5%
Number of K-8 Schools	2	>400
Number of School Age Children 5-17	2,323	430,000
School Closings and Relocations	1	53

¹ Sources: ISBE, School Report Cards, 2016

<http://statisticalatlas.com/neighborhood/Illinois/Chicago/Kenwood/Overv>

<http://www.chicagohealthatlas.org/map><http://www.chicagohealthatlas.org/map>

Chicago department of Public Health, Healthy Chicago 2.0

U. S. Census Data, 2010 , U.S. Census Fact finder and Population Data estimates

https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml

Table 1.2. – Overview of K-8 schools in Target Communities²

K-8 School	Betty Shabazz	Deneen	Dulles	Harvard	Park Manor	Revere	Ruggles	Ariel	Reavis	U of C NKO	Woodson
School level Rating	N.A-probation	2+	2+	2+	1	2	1	1	1+	2+	2+
Low Income Students	94.6%	97.4%	99.9%	97.6%	99.6%	98.4%	90.7	84%	97.2%	71.8%	96.4%
National Percentile of Student Attainment (Reading)	N.A.	29 th	14 th	13 th	37 th	40 th	72 nd	63 rd	48 th	65 th	49 th
National Percentile of Student Attainment (Math)	N.A.	40 th	14 th	16 th	31 st	22 nd	48 th	54 th	38 th	55 th	25 th
Truancy Rate	43.9%	44.9%	32.4%	29.4%	16.4%	34.4%	34.5%	29.4%	46.7%	25.8%	45.6%
% Ready for Next Grade Level (PARCC)	10%	10%	4%	6%	12%	7%	13%	23%	14%	40%	8%
Number of School Misconducts 2011-2014	N.A.	192	508	250	75	393	254	212	1193	1 (2012-2013)	800
Number of School Suspensions 2011-2014	N.A.	186	489	191	70	334	245	75	469	0 (2012-2013)	776

² Sources: ISBE, School Report Cards, 2016

Table 1.3. – Overview of 9-12 high schools which serve Target Communities³

School Data	Hirsh Metropolitan HS	Robeson HS	Noble – Gary Comer College Prep	King HS	Little Black Pearl HS	Kenwood HS
School level Rating	2	2	2+	1+	1	1+
Low Income Students	96.3%	100%	88.2%	79.5%	90%	59.7%
Student Attainment (Meeting College Readiness Benchmarks) SAT	2.2%	3.1%	27.4%	68.4%	Unavailable	67.4%
Truancy Rate	63.7%	71.3%	39.1%	36.8%	85.4%	25%
% of 11 th Graders Scoring at SAT Proficient Level	0%	0%	23%	40%	Unavailable	41%
Number of School Misconducts 2011-2014	2,292	1,697	24	302	12 (2013-2014)	2659
Number of School Suspensions 2011-2014	2,229	1,283	Unavailable	281	10 (2013-2014)	2508

³ Sources: ISBE, School Report Cards, 2016

Table 1.4 – Target Communities Snapshot⁴

DATA AREA	WASHINGTON PARK	WOODLAWN	CHATHAM	SO. SHORE	ENGLEWOOD	AUBURN-GRESHAM	ROSELAND	Grand Crossing	OAKLAND	GRAND BOULEVARD	CITY OF CHICAGO
Per Capita Income	\$13,785	\$18,672	\$18,881	\$19,398	\$11,888	\$15,528	\$17,949	\$17,213	\$19,252	\$23,472	\$29,486
Below Poverty	44.6%	35.5%	27.1%	34.3%	34.4%	28.6%	28.8%	25.6%	36.2%	33.0%	22.3%
Unemployed	23.2	17.3%	19%	17.7%	21.3%	24.2%	17.8%	14.1%	19.1%	15.9%	9.0%
% with H.S. Diploma	53.1%	51.4%	53.6%	54.5%	60.3%	60.9%	57.7%	58.2%	50.7%	52.5%	82.3%
% with B.A. Degree	8.8%	13.5%	14.8%	13.8%	4.2%	8.7%	11.8%	11.8%	14.3%	14.1%	35.6%
Single Female Headed Households	80.2%	67.8%	68.8%	66.6%	79.7%	72.3%	53.7%	77%	77.6%	68.2%	34.6%
People Living with HIV	146	261	293	645	280	338	279	618	48	270	22,334
Gonorrhea Case Rates	133	157	182	331	283	331	246	276	34	174	8,401
Chlamydia Case Rates	335	437	493	787	788	867	715	668	102	430	24,957
Syphilis Case Rates	<5	9	8	23	10	<5	10	15	<5	8	623
Childhood Overweight & Obesity Prevalence	41.9%	40.8%	44.2%	38.5%	36.7%	42.5%	38.1%	40.0%	44.5%	40.8%	43.3%
Food Desert Ranking	Yes	No	No	No	No	Yes	Yes	Yes	No	Yes	No
Teen Births per 1,000 population	51.8	38.6	42.7	44.6	60.1	42.9	45.6	60.2%	44.1	42	27.5%
Number of K-8 Schools	4	3	6	7	10	10	10	6	0	4	>400
Number of School Age Children 5-17	3,214	4,454	5,283	8,346	6,222	9,001	8,376	6,541	1,407	3,907	430,000

⁴Sources:

ISBE, School Report Cards, 2016

<http://statisticalatlas.com/neighborhood/Illinois/Chicago/Kenwood/Overv>

<http://www.chicagohealthatlas.org/map>

Chicago department of Public Health, Healthy Chicago 2.0

U. S. Census Data, 2010 , U.S. Census Fact finder and Population Data estimates https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml

1.1.1 Student Population

ANTICIPATED PERFORMANCE LEVELS

According to school report cards published by the Illinois State Board of Education on average 15% or less of students attending schools in the targeted communities meet state standards in reading and math and even less are prepared for the next grade level. This data prepares us to expect a student population of 75% or high who are not meeting state standards. The academic enrichment and support services provided by HNS/KGJSS will provide students with an educational plan to increase student learning and performance.

ANTICIPATED DEMOGRAPHICS

Based on the above data relative to girls in distressed urban communities as well as community data anticipated demographics also include:

- High percentage of African American girls and a small population of Latina girls

Rationale: Target communities represented by over 90% African American families

- High percentage of students who qualify for free or reduced lunch

Rationale: Over 90% of students attending neighborhood schools in the primary area are low income

- High probability of single-female headed household with no college degree

Rationale: 90% of the households in the ten target communities report single-female headed household rates higher than 65% (highest 80.2%)

- Girls who may have experienced one or more school suspensions

Rationale: African American students are more likely to be suspended than students of other racial/ethnic groups. There are significant differences in suspension rates by race and gender in CPS. African American girls have the second-highest suspension rate; 23 percent of African American high school girls received out-of-school suspensions in the 2013-14 school year, compared to 6 percent of Latina girls and 2 percent of white/Asian girls. In the middle grades, 14 percent of African American girls received an out of school suspension. (Pushed Out Report, 2015)

- Girls who have experienced trauma

Rationale: During a recent event, the White House Office on Women and Girls discussed how schools should address the traumatic experiences of girls, particularly girls of color. Research on Adverse Childhood Experiences (ACES) reports that across the board, girls suffer from higher levels of traumatic experiences than boys. In addition, research has shown that social disadvantages can make one more vulnerable to trauma, and that women of color had lower rates of wellbeing. Girls of color who have experienced trauma are also particularly vulnerable to being pushed into the school-to-prison pipeline through harsh student discipline. According to the Center for Disease Control (CDC), ten million girls experience rape or attempted rape during their youth, and that doesn't even account for the various types of trauma female students may be experiencing. Researchers suggest that administrators, teachers and resource officers be trained in ACES and develop social emotional support systems which provide students access to resources and services.

- Girls seeking a safe learning environment¹

Rationale: Students feel the most safe when they are in environments with strong adult presence. About 60 percent of students feel mostly or very safe inside and around the school even when there is less adult supervision. The area just outside of the school is the place that students feel the least safe—even less safe than when traveling between home and school. This is an area that all students must pass through, but there are often fewer adults to monitor student behavior in this area than there are inside of the school building. Additionally, 17% of youth report being involved in a physical fight on school grounds in the last year, and just over 10% of Chicago youth were bullied. Furthermore, 9% experienced sexual dating violence and 12% experienced physical dating violence in the past year, and 13% of Chicago youth did not go to school within the last 30 days because they felt unsafe.

¹ Illinois Department of Public Health, Division of Vital Records. Health statistics: Death certificate files, 2013. <http://www.idph.state.il.us/health/statshome.htm>. Accessed January 5, 2016.

Gorman-Smith, D., Tolan, P.H., Henry, D.B. & Schoeny, M. (2013). Developmental ecological measurement of neighborhood effects on youth. Centers for Disease Control and Prevention.

Centers for Disease Control and Prevention. Youth risk behavior surveillance system, 2013. <http://www.cdc.gov/healthyyouth/data/yrbs/index.htm>. Accessed January 5, 2016.

TARGET PERCENTAGE OF SPECIAL EDUCATION STUDENTS

HNS/KGJSS will utilize an open enrollment system for the selection of students in the first year. We anticipate that no more than 10% of enrolled students will be diverse learners. However, regardless of the percentage our instructional staff will be equipped to provide the appropriate services in the least restrictive environment with all of the required support services.

TARGET PERCENTAGE OF ENGLISH LEARNERS

HNS/KGJSS will utilize an open enrollment system for the selection of students in the first year. In preparation for English Learners, we will employ an ESL certified instructor to meet the needs of enrolled students. We anticipate that no more than 10% of enrolled students will be diverse learners. However, regardless of the percentage our instructional staff will be equipped to provide the appropriate services in the least restrictive environment with all of the required support services.

TARGET PERCENTAGE OF HOMELESS STUDENTS

HNS/KGJSS will adhere to all CPS protocols and policies relative to homeless students and will ensure that the school provides all district services designed to assist homeless students. Homeless students will be exempted from lotteries and other enrollment systems to ensure immediate enrollment. All staff members will take part in professional development to ensure sensitive, inclusive treatment of homeless students. The school will provide necessary resources to ensure that homeless students and their parents have the access to free transportation to and from the school. The Director of Student Support Services, LCSW, and the KGJSS Outreach Specialists will ensure that homeless students receive needed support services, including connecting students to state, local, and community-based social services. HNS/KGJSS have an extensive network of community partners and access to services for women and girls to assist families in obtaining sustainability. Partnerships with organizations like, Mercy Home for Boys and Girls, Clara's House, Hopewell Church, and several others will provide temporary and long term housing for girls and families in need.

HNS/KGJSS will regularly communicate with parents of homeless students to ensure that families are aware of all such services, and are invited to take part in student, parent and community activities. KGJSS will actively work with our neediest families to ensure their health, well-being and access to food, shelter and clothing.

1.2.1 Space Requirements

At least 30,000-35,000 square feet are required to fully house KGJSS in full implementation. The proposed location can adequately house KGJSS for up to three years. There is a location less than a mile from the proposed primary location that can house the school at full capacity. The location will be available in the Fall of 2019. We are working with the Aldermanic ward office to secure this location. Independent of this location our board is currently in the silent phase of a capital campaign to generate funds for purchasing the site mentioned above or building a new, state of the art facility. We are working with IFF to create a feasibility plan to determine the best option.

DOMAIN 2: ACADEMIC PLAN

2.1: THE SCHOOL MODEL

2.1.1 School Mission

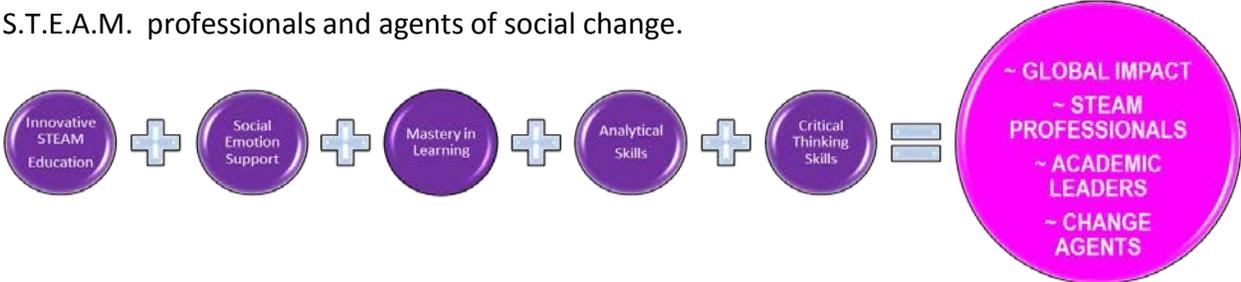
MISSION

The Katherine G. Johnson Science, Technology, Engineering, Arts, and Mathematics (STEAM) School for Girls will provide a strong academic foundation which develops and empowers girls as global leaders, fully equipped to excel in the fields of Science, Technology, Engineering, Arts, and Mathematics in high school, college and beyond.

2.1.2 Key Design Elements

VISION

The Katherine G. Johnson S.T.E.A.M. School for Girls will be recognized as a global model for 21st century education and social emotional support which develops girls into master learners with analytical and critical thinking skills who positively impact the world as academic leaders, S.T.E.A.M. professionals and agents of social change.



EDUCATIONAL PHILOSOPHY

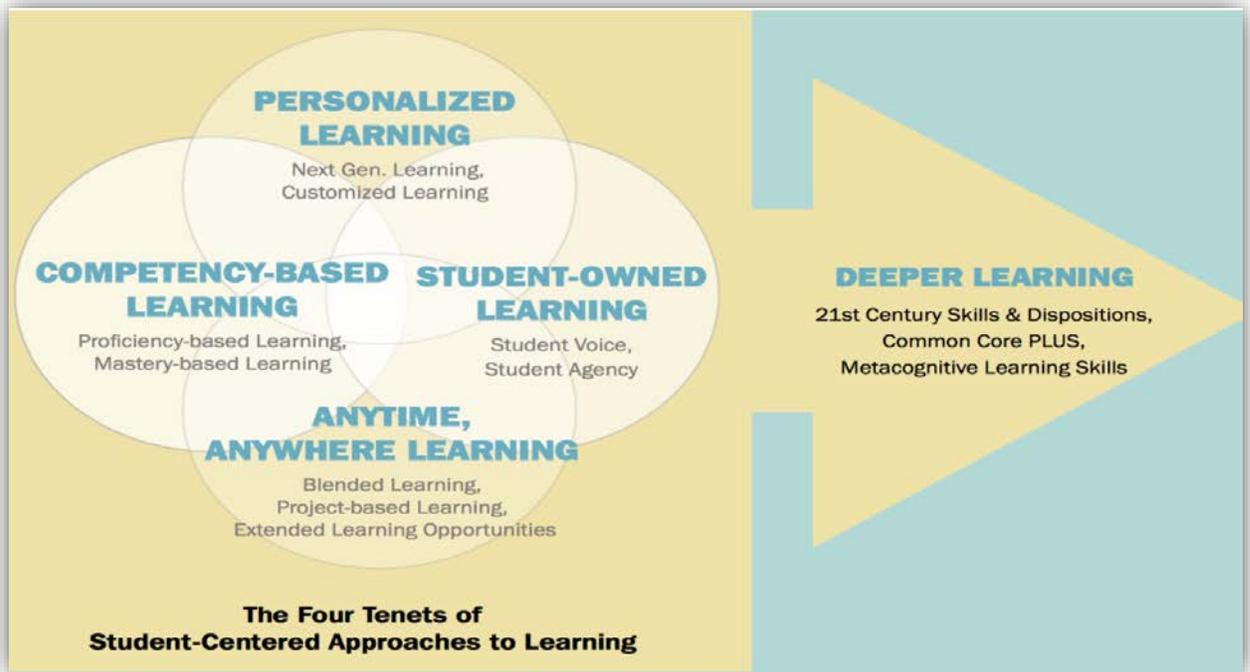
The educational philosophy of the Katherine G. Johnson S.T.E.A.M. School for Girls (KGJSS) is guided by a student-centric learning model that is gender responsive and grounded in the socioecological theory. Through a student-centered, collaborative learning approach, students will receive a rigorous academic curriculum in an educational environment that is relational, holistic, strengths-based, trauma-informed and culturally competent. The social environment will be an extension of the classroom where students will examine and define intersectionality, challenge social norms and reinforce protective factors. Students will learn fundamental academic skills that will support their successful transition through secondary and postsecondary education. HNS/KGJSS will provide a unique system of support which teaches students to be master learners and critical thinkers who are competitive nationally and in the global market.

For our society to thrive in the 21st century, students need to graduate ready to succeed in college, the workplace and to contribute to their communities as informed citizens. To successfully achieve these societal outcomes, the tenets of 21st Century Skills must be taught earlier, specifically in the primary grades. This supports the rationale for KGJSS to educate girls in beginning at Kindergarten. During these fundamental years, girls at KGJSS will develop the knowledge and skills needed to succeed in a rapidly changing world. As a result, by the 8th grade KGJSS students will reduce the achievement gaps among girls of color, increase the proportion of girls who are educated in STEAM, and reduce the alarmingly high rate of remediation among

students graduating high school and entering post-secondary education.

HNS/KGJSS will integrate problem-based learning that centralizes student improvement and integration of knowledge to solve real world problems. The key design elements are steeped in the mission, vision and educational philosophy of the school and reflect a progression of student individual growth and performance relative to specific inputs (STEAM instruction, social emotion support, academic support, traditions, parent education, gender responsiveness, safety, etc.) which result in outcomes (academic achievement, completion of high school and postsecondary education, leadership, analytical skills, etc.) that extend beyond grades K-8 into adulthood (see logic model).

KGJSS will provide a deeper learning experience for students by providing a strong school learning culture rather than the traditional performance based. The value for learning will extend beyond students and reach every staff member through the establishment of learning goals. The student-centered approach to Learning includes four key tenets of student-centered approaches – drawn from the mind/brain sciences, learning theory, and youth development science – that are essential to students’ full engagement in achieving deeper learning outcomes. At KGJSS these approaches will reach the intended deeper learning outcomes through the intentional integration and application of the tenets working together to meeting high and rigorous standards. The KGJSS model draws upon the four tenets of student-centered learning which are: Personalized Learning, Competency-Based Learning, Student-Owned Learning and Anytime, Anywhere Learning. Applications of each tenet are integrated throughout the KGJSS model and provide opportunities for students be immersed into STEAM, co-create class structure and implementation of curricula, develop capstone project in the KGJSS Academy, reimagine school design and equity, identify and utilize their strengths, reframe mistakes as growth, challenge growth versus fixed mindset, apply learning outside the school walls and school day with the city of Chicago as an additional learning space, and develop team building skills through group and family (home) projects.



Source: Nellie Mae Education Foundation, 2014 Learning Is Competency-Based

At KGJSS students will move ahead based primarily on demonstrating key learning milestones along the path to mastery of core competencies and bodies of knowledge (as defined in deeper learning). Tasks and learning units might be either individual or collective; and students have multiple means and opportunities to demonstrate mastery through performance-based and other assessments. Each student will be assured of the scaffolding and differentiated support needed to keep progressing at a pace appropriate for reaching their academic goals, college and career and civic outcomes, even when presented with unequal resources. At KGJSS learning will take place beyond the traditional school day, and even the school year. The school’s walls are permeable – learning is not restricted to the classroom. Time and place will be used flexibly, in ways that optimize and extend student learning and that allow for educators to engage in reflection and planning. Students have equitable opportunities to take advantage of digital technologies that can enhance learning, and can receive credit for the learning they do outside of school in their respective communities based on their demonstration of skills and knowledge. KGJSS students will have frequent opportunities to direct, reflect and improve on their own

learning progression in preparation for matriculation to high school..

Additionally, the KGJSS model includes:

- Instruction in the context of S.T.E.A.M. that is motivating, engaging, and aligned with applied knowledge of the real-world.
- Use of S.T.E.A.M. specific learning state-of-the art labs to provide hands-on experiences in applied learning which is transferable to solving real world problems.
- Teaching student integration and apply meaningful and important mathematics and science content.
- Engagement in solving engineering challenges using an engineering design process.
- A major focus on teamwork and communication which provide students freedom to think critically, creatively, and innovatively, as well as opportunities to fail and try again in safe environments. Collaborative learning groups will be used to increase team work ethics as well as the process of group dynamics and 21st learning skills
- Use of art as a practical function. Students will learn to integrate and apply art (graphic design, animation, architecture, artistic design, drawing, graffiti, graphic, illuminated manuscript, illustration, mosaic, painting, performance, photography, sculpture, tapestry, and video in S.T.E.M. based projects and design challenges.
- Student access to technology at school and at home
- Integration of SOCIAL S.T.E.A.M. – social emotional learning and holistic youth development with project-based S.T.E.A.M. education.
- Intensive wrap around services and programs
- A safe, gender responsive educational environment grounded in traditions that create a strong, interconnected community of students, parents, staff, teachers, and administrators who exemplify and support the HNS/KGJSS model.
- Implementation of a holistic restorative, asset-based approach model for student

discipline

- Professional development training for staff in current trends and best practices in education as well as other topics that support the adolescent development of girls.
- Mentorship for teachers from retired master teachers

The focus of KGJSS is to teach and enable all students to transcend beyond low level cognitive tasks and to successfully create and build a personalized foundational understanding of the content in the development and comprehension of higher order thinking skills relative to each area of instruction in the Common Core and S.T.E.A.M.

The educational model will provide all students, including diverse learners, a wide range of interactive, metacognitive, and content specific instructional supports designed to encompass student deficits and provide corrective interventions for academic success. The focus will be to enable each student to actively and cognitively engage in targeted learning with an emphasis on becoming an expert learner with clear goals and progressive achievement.

Key components and variables of the school's design will include (see logic model, pg. 80:

1. Grade aligned standards based instruction, inclusive of the big ideas driving instruction
2. Variability present within the learning environment to impact each learning style
3. Utilization of flexible instructional methods and materials which encourage learning
4. Nontraditional classroom settings which encourage and stimulate eager acquisition of knowledge
5. Regular gathering of student data and timely progress monitoring to inform instruction

During new staff induction and professional development and training, the focus will be for all teachers and instructional support staff to:

1. Understand and embrace a school-wide learning culture;
2. Collaboratively develop system level thinking skills for student instruction;

2. Plan lessons creatively and approach problem solving with optimism, encouraging student collaboration;
3. Communicate with deliberate focus and purpose on problem based learning as a tool
4. Utilize instructional tools and methodologies to meet students where they are and support uniqueness and outcomes that guide comprehension and skill mastery.

The educational model for the HNS/KGJSS integrates trends and best practices in STEAM education and social emotional support while recognizing social determinants of health which impede the overall wellness of students. The rationale for the specific key elements: Educating Girls, STEM Education, Social Emotional Support, Gender Responsiveness, Restorative Discipline Model are highlighted below:

EDUCATING GIRLS²

- According to the American Psychological Association, single-sex education has been growing in popularity since the 2002 No Child Left Behind Act was passed, allowing local educational agencies to use “Innovative Programs” funds to support same-gender schools and classrooms “consistent with existing law.” The U.S. Department of Education loosened its Title IX regulation in 2006 to diminish prohibitions on single-sex education. Today, Urban Prep is among the nation’s 95 single-sex public schools, according to the National Association for Single Sex Public Education (NASSPE). ²
- Girls who learn in all-girl environments are believed to be more comfortable responding to questions and sharing their opinions in class and more likely to explore more

² Separated by Sex: A Critical Look at Single-Sex Education for Girls (ed.

Morse, Susan) Sandra C. Ceraulo, Journal of Chemical Education 1999 76

(5), 615 DOI: 10.1021/ed076p615

“nontraditional” subjects such as math, science, and technology.²

- *GIRLS’ ATTACHMENT AND SENSE OF BELONGING IN SCHOOL CAN BE UNDERMINED IF THEIR ACHIEVEMENTS ARE OVERLOOKED OR UNDERVALUED.* Research suggests that Black girls sometimes get less attention than their male counterparts early in their school careers because they are perceived to be more socially mature and self-reliant. The lack of attention can lead to “benign neglect” that may diminish school attachment in both high- and moderate-achieving female students.

STEM EDUCATION FOR GIRLS

- At almost every step of the STEM education ladder, we see girls walk away. By seventh grade, many girls are ambivalent about these fields, and by the end of high school, fewer girls than boys plan to pursue STEM in college. Especially in engineering, physics, and computing, female college students are likely to be outnumbered by men in their programs. With some important exceptions, schools dedicate few resources to recruiting and retaining students in fields that are non-traditional for their gender. Women who do graduate with a STEM degree enter a workforce that is historically unfriendly to them. And once they get there, stereotypes, gender bias, and the climate of academic departments and workplaces continue to block women’s participation and progress.
- But the low number of women and girls pursuing STEM fields is not a status quo we can live with. It has significant implications for women’s financial security, economic growth, and global innovation.
- An independent evaluation of the award winning Femme 2 S.T.E.M. program (founded by Demoiselle 2 Femme, NFP) found that girls with an interest in STEM lacked confidence in their ability to perform

SOCIAL EMOTIONAL SUPPORT ³

- *GIRLS SOMETIMES RESORT TO “ACTING OUT” WHEN THEIR COUNSELING NEEDS ARE OVERLOOKED OR DISREGARDED.* In environments in which discipline is emphasized over counseling, girls who struggle with trauma and other unmet needs may come to the attention of school personnel only when their behavior leads to punishable offenses.
- **SCHOOL-AGE BLACK GIRLS EXPERIENCE A HIGH INCIDENCE OF INTERPERSONAL VIOLENCE.** Among the factors that disrupted some of the participants’ ability to finish school was trauma associated with sexual assault and other forms of violence.
- **BLACK AND LATINA GIRLS ARE OFTEN BURDENED WITH FAMILIAL OBLIGATIONS THAT UNDERMINE THEIR CAPACITY TO ACHIEVE THEIR ACADEMIC GOALS.** Many stakeholders noted that girls were much more likely to be faced with caretaking responsibilities that compromised their ability to pursue their academic goals than their male counterparts.

GENDER RESPONSIVENESS:

Gender Responsiveness is the deliberate creation of safe environments, programs, practices and systems which address the causal issues of girls by respectfully taking into account the realities of their lives, development and strengths by providing the necessary care, resources and empowerment to support them in reaching their full potential (Morrison & Piper, 2018). A gender responsive school or program recognizes several important differences (in areas of histories, life circumstances, and behaviors) between females and males and takes these differences into account when designing programs that produce the best outcomes for women/girls. The Five Core Practice Areas of Gender Responsiveness are:

³ Black Girls Matter: Pushed Out, Overpoliced and Underprotected; African American Policy Forum, 2015

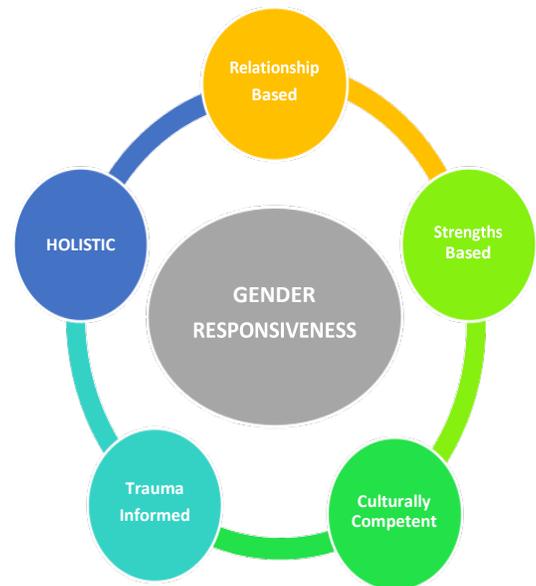
Relationship-Based: working with girls in a relational way to promote mutual respect and empathy.

Strengths- Based: intentional movement away from a deficit approach to recognize that all girls have strengths **that can be mobilized and maximized.**

Trauma-Informed: acknowledgement of the impact and effects of trauma in how the history and context of trauma plays an important role in how girls may respond to services.

Holistic: acknowledges the “whole girl” and provides a comprehensive model that addresses the social and emotional needs, thoughts, feelings, behaviors and decision-making of girls.

Culturally-Competent: Provide services that value and acknowledge the diversity of girls and their experiences.



In order to arrive at such a school, a holistic approach involving various interventions is required

. HNS/KGJSS will incorporate the following gender responsive elements:

- Demonstrate gender expression and creating a safe space for students;
- Recognize and set aside gender biases and ideals during education;
- Challenge attitudes that vilify or victimize a particular gender;
- Gender Responsive De-Escalation strategies for students in crisis
- Ability to help participants problem solve and negotiate gender dynamics into their community; Sensitivity to the process of UNLEARNING norms;
- Undertaking gender sensitization of parents, community leaders and members, and understanding of the need to support girls’ education.

- Training teachers in the skills for making teaching and learning processes responsive to the specific needs of girls.
- Empowering girls with skills for self-confidence, assertiveness, speaking out, decision making and negotiation in order for them to overcome gender-based constraints to their education.
- Training the school community in the skills necessary to improve their reproductive health and protect themselves against sexually transmitted diseases, particularly HIV/AIDS.
- Training the school community to manage sexual maturation issues girls and with particular emphasis on menstruation awareness, celebration and management.
- Training teachers and students in guidance and counselling skills.
- Establishing guidance and counselling desks in order to provide services for the social and psychological development of girls.
- Providing scholarships and support continuing education needs for girls.
- Providing adequate and clean sanitation especially to enhance menstruation management and the overall health of the school community.
- Providing a girl's pantry which includes personal hygiene items, menstrual supplies, snacks, etc. Students will be able to access the pantry as needed to support the well being in and out of school
- Carrying out activities to promote the participation of girls in science, technology, engineering, arts and mathematics in traditional and non-traditional careers.
- Establishing a gender responsive school management system that ensures gender equality in the governance and operation of the school and affiliated programs.

RESTORATIVE HOLISTIC DISCIPLINE MODEL

- The 2015 Report, *“Black Girls Matter: Pushed Out, Overpoliced, and Underprotected”* examines the gendered consequences of disciplinary and push-out policies for girls of color, and, in particular, Black girls. The report developed out of a critical dialogue about the various ways that women and girls of color are channeled onto pathways that lead

to underachievement and criminalization.

- *AT-RISK YOUNG WOMEN DESCRIBE ZERO-TOLERANCE SCHOOLS AS CHAOTIC ENVIRONMENTS IN WHICH DISCIPLINE IS PRIORITIZED OVER EDUCATIONAL ATTAINMENT.* Participants indicated that zero-tolerance environments are neither safe nor conducive to learning. On the contrary, the emphasis on discipline leads many girls to become disengaged from the learning process and from school altogether.
- *INCREASED LEVELS OF LAW ENFORCEMENT AND SECURITY PERSONNEL WITHIN SCHOOLS SOMETIMES MAKE GIRLS FEEL LESS SAFE AND LESS LIKELY TO ATTEND SCHOOL.* Some of the young women reported that their discomfort with security rituals such as passing through metal detectors was so great that they were dissuaded from coming to school at all.

2.2: PROGRAM OF INSTRUCTION

2.2.1: Academic Standards

The program of instruction will be designed to incorporate the Common Core dictates and guidelines for respective grades K-8. The instructional program will utilize technology supplemented with the use of e-books, state of the art learning labs equipped for full instructional immersion and academic enrichment in each of the STEAM disciplines. The instructional program will also be supplemented with student issued laptops assigned to encourage student and parent collaborative engagement for full immersion in the student's learning process. Emphasis of instruction in all grades will be on reading and mathematics for greater comprehension across the curriculum.

Instructional strategies will support differentiated instruction and interactive engagement for individualized, and/or mixed ability cooperative groupings which will allow teachers to design instructional learning modules that will support successful student centered activities designed to

meet and target specific needs of individuals and small groups.

Instruction will incorporate curricular standards focused and aligned with age and grade based content designed to address individual student deficits and advanced learning modules predetermined by student test, diagnostic data, classroom performance and teacher and leadership observations.

Supplemental instructional modules for Diverse Learners will be designed with the collaborative support of the classroom teacher, parent/guardian and the school's support personnel relative to a student's Individualized Educational Plan (IEP). Individual or small group instruction will support students who require supplemental methodology and self-paced instructional support.

2.2.2: Curriculum

To ensure student success and academic achievement, the curriculum will be focused, rigorous and coherent with the instruction provided by teachers with deep content knowledge, preparation and training of required by CPS and Illinois State benchmarks with emphasis on STEAM instruction and preparation. Student engagement is the top priority, with instruction providing students with opportunities to investigate and make calculated and effective decisions about the outcomes not only about the lessons, but about the world and their daily lives. Interactive group and individual engagement will underline instruction and stimulate all students in the various required instructional aspects and STEAM disciplines. HOPE Network of Schools will operate as a data-informed school network where teachers regularly assess students through multiple formats and analyze the corresponding data to drive and personalize instruction. The driving force behind the composition and layout of the 21st century classroom is collaborative learning. A student-centered learning model where the teacher is a manager and facilitator – not solely a lecturer.

Curriculum Overview

We have attached a curriculum overview and rationale for all grades K-8 in the following subject area in the appendix.

:

- Language Arts/English
- Social Studies/History
- Mathematics
- Science
- Technology
- Foreign Language

The KGJSS “Everyday STEAM Immersion Model”

- **Little S.T.E.A.M. Engines**

Little S.T.E.A.M. Engines is an integrative educational experience map that has the foci of imagination, exploration, and discovery. “Blowing Off S.T.E.A.M” is central to the track as kindergarten through third grade students participate in a project based learning model developed by HNS/KGJSS and our Think Tank partners. The curriculum guides and encourages students to delve into active learning and research through fun and exciting projects. Primary level students participate in various teacher led activities and projects that spread across the disciplines of Science, Technology, Engineering, Arts, and Mathematics to build interest and excitement in research. Students will have opportunities to conduct multiple teacher led projects that will cultivate problem solving skills in real world situations at the appropriate level of adolescent development. The Little S.T.E.A.M. Engines curricula has an embedded approach of digital literacy that will ensure the success of primary students in the FUSE (Northwestern University) experience which is the S.T.E.A.M. curricula for KGJSS fourth graders. Little S.T.E.A.M. Engines will partner with the KGJSS Fellowship Academy [Middle School] by designating mentor/mentee relationships between second and fifth grade students. KGJSS Fellowship Academy students will share experiences with second graders and help bring to life the importance of S.T.E.A.M. education. Fifth graders participating in the mentor/mentee relationship will have received a “Gem of Knowledge” during a yearly induction ceremony. The KGJSS Fellowship Academy mentor will pass the treasure down once the 2nd grade mentee reaches the fifth grade. The passing of the KGJSS Fellowship Academy “Gem of Knowledge” will continue as a tradition for future generations

- **KGJSS I-S.T.E.A.M. UP! Academy**

Fourth grade is the most pivotal year as primary students prepare to transition into an intensive Science, Technology, Engineering, Arts and Mathematics curriculum. The KGJSS I-S.T.E.A.M. UP! Academy is a problem based model that presents multiple opportunities to engage in appropriate adolescent development in the disciplines of S.T.E.A.M. The “I-S.T.E.A.M. UP!” Academy is intentional in grounding fourth grader into S.T.E.A.M. disciplines via the FUSE curricula of Northwestern University (School of Education and Social Policy) . FUSE is a curriculum that ignites and nurtures STEAM exploration through an innovative challenge-based approach and studio environment. FUSE challenges, the learning activities of the program, are designed to introduce STEAM concepts and skills in an engaging and enjoyable way. Students choose the challenges they want to work on and progress at their own pace, working alone or with others. Challenges are based in STEAM topics like 3D design and printing, robotics, architecture, music mixing, animation and more.

FUSE was designed with the following principles:

- **Students Choose**
 - o Students in FUSE have access to a diverse suite of challenges. They choose who they work with and whether they work alone or collaboratively. This choice and interest-centered environment helps all students find challenges which inspire learning and engagement.
 - o FUSE challenges are designed around student interests in music, design, and pop culture and are embedded with STEAM practices. These interests serve as a hook, motivating students to progress through challenges and, in the process, discover new STEAM-related interests. 75% of students in FUSE report that they discovered a new interest that could be relevant to their future lives.
- **Facilitation Instead of Instruction**
 - o In FUSE, teachers act as facilitators, helping to guide the process of exploration and discovery by encouraging youth to problem solve, take risks, try and try again, be creative, and learn with and from their peers.
- **Students Learn From Each Other**

- o Because students work on challenges in a different order and at different paces, they develop unique expertise that they share with their peers. Students become leaders, peer mentors, and experts in a variety of STEAM-related tools and practices.
- Failure is Just another Try! FUSE creates a collaborative, student-driven learning community. Students show willingness to persist in solving difficult problems in FUSE. Research shows that FUSE enables youth to discover new interests in STEAM and supports the development of 21st-century skills such as persistence, adaptive problem solving, and collaboration

Research demonstrates that girls and boys persist through FUSE at consistently high rates and, as noted by students and teachers, learn important skills that transfer to their work in the classroom. Significant research has been conducted on FUSE, supported by multiple grants from the National Science Foundation. Individually and/or in collaboration with peers, students co-create instructional plans by choosing suite challenges that have been proven to foster interest, learning, and engagement. Utilizing music, pop culture and design as a draw, KGJSS fourth graders face S.T.E.A.M. practices head on. 75% of participants report discovering new interest after matriculating the FUSE experience map. The FUSE curriculum calls for teachers to facilitate learning while students explore, discover, problem solve, take risk, and create. KGJSS I-S.T.E.A.M. UP! Academy students choose their own pace for learning as they develop expertise in S.T.E.A.M. related tools and practice while engaging in peer mentoring throughout the course of the curriculum. As reasoning and critical thinking skills emerge through the implementation of FUSE, KGJSS I-S.T.E.A.M UP! Academy becomes a direct pathway into the KGJSS Fellowship Academy.

- **The KGJSS Fellowship Academy [KJFA]**

is multi-disciplinary problem based learning model created and developed by the HNS/KGJSS design team. The integrative model includes 4 tracks for student growth and enrichment: Femme 2 S.T.E.A.M., EngHERneers, EduKATors, and MediGirls. Students will determine their track designation at the completion of fourth grade and create a capstone focus for the duration at KGJSS. The educational experience map is determined by the KJFA designation. Students will participate in problem based learning projects and fellowships which assist in the development of individualized capstones. In preparation for KGJSS Fellowship Academy, fifth

graders will participate in a KGJSS Fellowship Summer Immersion program to further solidify track designations to help ensure comfort and retention. During the seventh grade KGJSS Fellowship Academy students will take the state approved Algebra 1 test in preparation for High School Bridge program. Once promoted and successful completion of the Algebra 1 exam, KJFA eighth grade students will begin taking high school courses through the bridge program. KGJSS Board members in specific Academy fields will serve as Ambassadors to each Academy track. The goals of the KGJSS Fellowship Academy are:

Goal 1: To provide integrative and tactile learning experiences which increase the percentage of girls who pursue and complete post-secondary education in the fields of Science, Technology, Engineering, Arts, and Mathematics.

Objective 1.1: 75% of KJFA participants will demonstrate an increase in tangible learning experiences relative to STEM as demonstrated by pre/post surveys.

Objective 1.2: 80% of KJFA participants will graduate from high school and attend a post-secondary institution as demonstrated by follow-up program data.

Goal 2: To create opportunities for girls to explore traditional and non-traditional STEM career paths to address gender gaps and barriers in the field.

Objective 2.1: 70% of KJFA students will demonstrate increased knowledge of traditional and non-traditional careers in STEM as demonstrated by pre/post surveys.

Objective 2.2: 75% of KJFA students report increased understanding of gender gaps and career opportunities for women in STEM as demonstrated by pre/post surveys.

Goal 3: To increase leadership, creative and critical thinking skills among program participants through instruction, design, and project implementation.

Objective 3.1: 85% of KJFA students will complete the design-build phase of the program with increased knowledge of basic design software and construction tools.

Objective 3.2: 75% of KJFA students will report increased critical thinking and leadership skills as demonstrated by leadership assessments tools.

Objective 3.3: 80% of KJFA students will report increased exposure to educational and career opportunities.

Goal 5: To increase community awareness of STEM and impact under-utilized space in distressed target areas through participant-led transformative design projects, community engagement, and school display events.

Objective 5.1: 80% of residents polled (twitter boards, Textizen, surveys) in target communities will report an increased knowledge of STEM.

Objective 5.2: 90% of students will report having an impact on their community through KJFA.

KGJSS Fellowship Academy Outcomes

- Students will accurately apply knowledge and cement comprehension
- Students will gain knowledge through project based learning and demonstrate increased ability to generate solutions
- Students will demonstrate growth and understanding of the design cycles through self-directed open-ended project ideas and problem solving
- Students will accurately present and publicize individualized capstones

KGJSS Femme 2 S.T.E.A.M. Academy

As an extension of S.T.E.A.M. focused education, KGJSS will implement the problem based learning model called FEMME 2 S.T.E.A.M. [F2S] is a transformative design program which unifies

theory and application through multidisciplinary S.T.E.M. collaborations culminating in temporary to permanent hands on, site specific design installations. Students will serve as social environmentalist who utilize problem solving skills to engage, confront, address and bring awareness to social, health and environmental issues within the community. F2S focuses on architectural design, engineering and technology in the fall and medical/health sciences, i.e. public health, medical research, preventive medicine, etc., in the spring. F2S culminates with a (3) week summer, "Building Heroes" design, build, impact boot camp which integrates skills and knowledge obtained during the semesters to engage and impact their community. In relation to increasing student academic performance F2S specifically addresses: the need for increased math and science skills among students attending in high impact areas; access to information and experiences which increase confidence in pursuing STEM careers; need for youth advocacy, engagement, leadership and critical thinking; and community engagement and asset development. Program services will be provided in partnership/consultation with Latent Design, Public Workshops of Philadelphia, PA, University of Chicago, MAPSCORPS, UIC Cancer Center, and the Community Engagement and Implementation Science.

KGJSS EngHERneers Academy,

The KGJSS EngHERneers Academy is a problem based learning track in which students utilize applied science and technology to solve complex problems. Facilitated by experts in the field and academic partnerships, students will create and develop solutions for everyday problems. Students will explore and transform abstract ideas into realistic practices. Through open-ended questioning and instructional strategies, students will co-create an educational experience map via hands-on discovery. The curriculum incorporates mathematical and scientific fundamentals taught through a design-based methodology that infuses engineering habits of mind and conscience for real world experiences. The Next Generation Science Standards (NGSS), released in April 2013, were developed to help improve K-12 STEM education through actively engaging students in science and engineering practices while deepening their understanding of the core ideas and interrelationships in these fields over multiple years of exploration. KGJSS EngHERneers curricula are aligned to the NGSS in which students' skills and knowledge increase public understanding and appreciation for the role of science and engineering in everyday life.

The Girl Scout Research Institute STEM Generation report states that African American and Hispanic girls are more cognizant of gender barriers in STEM careers. Caucasian girls (62%) are more likely to know someone in a STEM career in comparison to African American (48%) and Hispanic girls (52%). African American (62%) girls say that teachers are less supportive of their career interests compared to Caucasian girls and STEM exposure is lower for African American and Hispanic girls. The KGJSS EduKATors Academy has the combined foci of education and S.T.E.A.M. that addresses gender barriers head on via a student/teacher co-directed instructional lab. Students and teachers will explore and research problem based instructional strategies that reduce achievement gaps in Science, Technology, Engineering, Arts, and Mathematics. As a part of the KGJSS EduKATors experience map, students will co-create instructional plans and curricula that will increase understanding relative to the role of S.T.E.A.M. in education. The co-creation model includes practices for teachers to support girls who desire to pursue a S.T.E.A.M. career, especially in the world of education. Data collection and analysis inform 21st Century learning practices in the classrooms at KGJSS and beyond. Encapsulating an end goal of increasing the number of S.T.E.A.M. focused educators among women of color, the KGJSS EduKators instructional lab strengthens the partnership between teachers and students while cultivating the emergence of Next Generation S.T.E.A.M. educators.

KJGSS MediGirl Academy

Is a component of the Girl Scout Research Institute's Generation Stem study, qualitative analysis indicates that African American and Hispanic girls possess stronger assets and abilities to overcome obstacles despite lower reports of support, exposure, and academic achievement. Driven by the "You can't do it" principle girls of color have a tendency to imagine a life of pressing through challenges of lower achievement and projecting themselves as successful. As quoted by one of the girls in the study "Barriers will make you stronger and persist. She persist because she has knowledge and dedication." African American and Hispanic girls often link success in STEM to overcoming obstacles. This view of becoming successful peaks the interest in STEM among girls of color. In response to peaked interests of girls in STEM, the KGJSS design team has developed 21st Century learning curricula that mimic real life experiences in medicine. The goal of the KGJSS

MediGirl Academy is to reduce the gap between imagination and the reality of low rates of follow through related interests, making STEM the winner when girls are choosing their career paths . The KGJSS MediGirl Academy is a learning model in which students interface the world of medicine and biotechnology in a “State of Art” medical and biotechnology lab. Joined by experts in the field and academic partners, students co-create solutions for medical challenges and barriers by engaging in scenario and problem based strategies. The MediGirl experience map bridges the gap between confidence expressed by girls and an actualized life of true practice in the fields of medicine among women of color.

Tools for Curriculum and Lesson Planning

Teachers at KGJS will serve as facilitators of information and questions rather than tradition instructors through lectures. KGJS will implement Understanding by Design as a unit and lesson design, planning and process framework guide curriculum, assessment, and instruction.. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum “backward” from those ends.

The UbD framework is based on seven key tenets:⁴

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).
3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of

⁴ Wiggins, Grant, and Jay McTighe. *Understanding by Design*. ASCD, 2005.

understanding.

4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.

5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.

6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.

7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized.

The Understanding by Design framework is guided by the confluence of evidence from two streams—theoretical research in cognitive psychology, and results of student achievement studies.

2.2.1 Promotion and Graduation Policy

HNS/KGJSS will use the CPS Graduation and Promotion Policy (see appendix 2.2.3). The purpose of this policy is to provide the standards and guidelines for the promotion and retention of elementary school students. In providing these guidelines, the under the framework of CPS HNS/KGJSS demonstrates its commitment to several key objectives: (1) promoting high educational standards for its students; (2) ensuring that there is consistency in the educational opportunities provided to all students; (3) implementing a plan of system-wide monitoring to verify that the quality of instruction and type of instructional materials provided to students are

calculated to achieve student mastery of the skills and knowledge which are assessed in making promotion decisions; (4) early identification of at-risk students and the implementation of systematic academic intervention as the most effective method to help all children achieve success in school and avoid grade retention; and (5) ensuring that the school's educational objectives are met in a fair and non-discriminatory manner.

2.3: INSTRUCTIONAL METHODS

Teachers in the HNS/KGJS will be trained and coached to utilize evidence based instructional strategies in PBL and Inquiry Based Education through the *The KGJSS "Everyday STEAM Immersion Model*. Additional strategies include but are not limited to:

Challenge-Based Learning Model

Challenge-based instruction is focused on helping students learn with understanding—a tenet of the How People Learn research volume. Student learning is centered around sustained, student-led inquiry about a complex, real-world problem or challenge. Student work through cycles of: (a) learning about aspects of the Challenge, (b) Making Connections between the challenge, scientific ideas, and their own lives, (c) conduct cycles of research around topics of interest and revise their understanding, and then (d) Go Public and present their thinking in a public forum. The challenge-based cycle already leverages many of the practices in NGSS (e.g., the Making Connections phase relates to explanation practice, the Go Public phase often relates to the communication and argumentation practices), and the research cycle typically takes students through a cycle of NGSS practices, including posing a question, designing and conducting an experiment, analyzing data, and constructing explanations.

Community Grand Rounds-Small Group Instruction

This round table strategy that fosters student engagement in accordance with individualized levels and growth. The seating in the classrooms will also promote engagement, conversation, inquiry and relationship building among girls.

Mentorship through Tutoring

Students will receive individualized tutoring and support from teachers, retired professionals and students from local universities up to 4 days a week. This will provide students with targeted support to successfully acquire and master new skills. The tutoring will be aligned with the instruction that students receive during the school day in a cohesive and coordinated manner.

The table below provides an overview of the integration of the Curriculum in the school day

Grade Level	Curriculum	Time Allocation
Primary Grades K-3 rd Grade	ELA (MTSS infused into instructional time) Foreign Language	75/Five Days a Week
	Math (MTSS infused into instructional time)	45 min/Five Days a Week
	Social Studies	45 Minutes/Five Days a Week
	Science	45 min/Five Days a Week
	Electives-Blowing Off S.T.E.A.M.	1 hour/Five Days a Week
	CTE/Social STEAM (SEL)	1 hour/Five Days a Week
Intermediate 4 th Grade	ELA (MTSS infused into instructional time) Foreign Language	75 min/Five Days a Week
	Math (MTSS infused into instructional time)	75 min/Five Days a Week
	Social Studies	50 Minutes/Five Days a Week
	Science	75 min/Five Days a Week
	Electives-Blowing Off S.T.E.A.M.	1 hour/Five Days a Week
	CTE/Social STEAM (SEL)	30 Minutes/Five Days a Week

Middle School 5 th -8 th Grade	ELA (MTSS infused into instructional time) Foreign Language	75 min/Five Days a Week
	Math (MTSS infused into instructional time)	75 min/Five Days a Week
	Social Studies	30 Minutes/Five Days a Week
	Science	90 min/Five Days a Week
	Electives-Blowing Off S.T.E.A.M.	1 hour/Five Days a Week
	CTE/Social STEAM (SEL)	1 hour/Five Days a Week
* Curriculum will be integrated across multiple subject areas		

It is the goal of HNS/KGJS to provide an inclusion model, with special education and general education teachers. As determined appropriate and outlined in the IEP, students will also have small group, pull-out services available, as well as other forms of co-teaching methods. Students will receive specialized instruction throughout the regular block schedule, which will consist of rotations between direct instruction, project-based learning, and technology sessions. These forms of differentiated instruction will allow for various learning styles and preferences of all students to be met throughout the day. The rotations will allow for teachers to scaffold curriculum and concepts to meet the needs of both high-and low-performing achievers in each classroom. School, classroom, and individual goals will be set and modified on an on-going basis. Students will be held to high expectations and given modifications and accommodations on an individual basis.

HNS-KJS's unique approach to learning through technology will allow for the exceptional learners to have access to programs and materials in a hands-on, individualized manner. The opportunity to rotate between direct instruction, project-based learning activities, and the computer lab will allow for all students to access materials in a variety of ways. Student growth and success will be measured on an on-going basis through formative and summative assessments, IEP progress monitoring and state and local assessments. Staff will be offered regularly scheduled professional development opportunities. During these times, staff will learn, plan, and practice current educational strategies and trends in order to meet the needs of their student population. They will also be given time to analyze data and review assessment reports in order to measure student growth and make short-and long-term plans to strengthen teaching practices and meet the needs identified through the assessments. Students will have opportunities to work in small group rotations based on interest and need. They will engage in academic experiences that align

to the common core state standards and the school's vision for preparing students to be life-long learners.

HNS/KGJSS has an active partnership with Demoiselle 2 Femme, NFP and over 60 community partners. The school and community will work collaboratively to address the needs of low-resource and trauma-impacted students and families through Student Support Services (SSS). SSS staff are trained to use inquiry and problem thinking techniques to anticipate the needs of girls, rather than reactive problem solving. Community partners will be accessed to assist in curbing risk and maximizing protective factors that increase the “air bags” in their socio-environment. HNS/KGJSS will utilize the skills and expertise of a licensed clinical social worker, mental health practitioner, Outreach Specialists and social service agencies to address needs relating to all at-risk situations. The inclusion of a LCSW professional will provide additional support for interns through partnership with Jane Adams School of Social Work at the University of Illinois at Chicago. SSS staff will be available to provide direct or consultative services to students and their families regarding situations that negatively impact the student's ability to reach their fullest potential in and out of school. Families requiring support services will be connected to resources in the community to ensure that KGJSS students have equal opportunities to build the skills to become life-long learners, global leaders and productive members of society.

HNS/KGJSS will adhere to the regulations as outlined by the McKinney-Vento Act and the Illinois School Code with regard to homelessness. The school will ensure that students who are homeless will have equal opportunities and exposure to the school's curriculum, educational enrichment programs, health services, transportation, before-and-after-school programs, counseling, healthy meals (weekend food/basic needs backpacks), school supplies and required materials. In addition, HNS/KGJSS will employ a full-time Director of Student Support Services (by year 2) to increase our ability to address the needs of students and families who are in a crisis situation i.e., homelessness, abuse, economic hardship, extended illness, victims of violence, etc. HNS/KGJSS will place a strong emphasis on student attendance and will utilize the SSS staff and community partnerships to provide families with the resources needed to ensure that all children are present and on time for school each day. Truancy reduction will be a daily priority at HNS/KGJSS and the implementation of phone calls, texts, social media, and home visits will be implemented as strategies.

2.4: EDUCATIONAL GOALS AND ASSESSMENTS

2.4.1: School Goals

The overarching goal for the Katherine G. Johnson Science, Technology, Engineering, Arts, and Mathematics (STEAM) School for Girls is *to provide an academic foundation for grades K-8 to holistically develop and empower girls to become community and global leaders fully equipped to*

excel in the fields of Science, Technology, Engineering, Arts, and Mathematics in high school, college and beyond. The educational goals and metrics of KGJSS are aligned with the District’s policy for measuring annual school performance- School Quality Rating Policy (SQRP). The NWEA MAP will be administered to all students beginning in year one to establish a baseline for tracking our performance on our specific metrics during our first school year. Our educational goals and growth projections are identified on the table below:

Table 2.2

METRIC/INDICATOR	ADMINISTERED	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
National School Attainment – NWEA Math	Fall – Winter-Spring	Above 60 th percentile	Above 65 th percentile	Above 70 th percentile	Above 75 th percentile	Above 80 th percentile
National School Attainment - NWEA Reading	Fall – Winter-Spring	Above 60 th percentile	Above 65 th percentile	Above 70 th percentile	Above 75 th percentile	Above 80 th percentile
National School Attainment - NWEA Science	Fall – Winter-Spring	Above 60 th percentile	Above 65 th percentile	Above 70 th percentile	Above 75 th percentile	Above 80 th percentile
National School Growth- NWEA Math	Fall – Winter-Spring	Above 60 th percentile	Above 65 th percentile	Above 70 th percentile	Above 75 th percentile	Above 80 th percentile
National School Growth- NWEA Reading	Fall – Winter-Spring	Above 60 th percentile	Above 65 th percentile	Above 70 th percentile	Above 75 th percentile	Above 80 th percentile
National School Growth- NWEA Science	Fall – Winter-Spring	Above 60 th percentile	Above 65 th percentile	Above 70 th percentile	Above 75 th percentile	Above 80 th percentile
Students Meeting or Exceeding National Average Growth Norms- NWEA Reading & Math	Fall – Winter-Spring	Above 60 th percentile	Above 65 th percentile	Above 70 th percentile	Above 75 th percentile	Above 80 th percentile
Students Meeting or Exceeding National Average	Fall – Winter-Spring	Above 60 th percentile	Above 65 th percentile	Above 70 th percentile	Above 75 th percentile	Above 80 th percentile

Growth Norms- NWEA Science			percentile			
Average Attendance	Daily	95th%	96th%	96th%	97th%	97th%
School Safety & Culture	Quarterly	Above 70 th percentile	Above 75 th percentile	Above 80 th percentile	Above 85 th percentile	Above 90 th percentile
Social Emotional Learning	Fall – Winter- Spring	Above 70 th percentile	Above 75 th percentile	Above 80 th percentile	Above 85 th percentile	Above 90 th percentile
Parent Engagement	Fall – Spring	Above 75 th percentile	Above 80 th percentile	Above 85 th percentile	Above 90 th percentile	Above 90 th percentile

Hope Network of Schools embraces the philosophy that ongoing and viable parent and community engagement is critical as it relates to the sustainability of our school design. The Team has created multiple means of parent/family access to the school including:

- An open door policy at the school where parents are free to visit the school and attend classes;
- Outreach Specialists that will focus on retention strategies (7 Step Retention Model), student/parent concerns and complaint management, and student/family needs assessments;
- Parent class observance days to insure understanding of curriculum standards, classroom and school culture, and additional supports;
- Opportunities to volunteer as mentors, tutors and as representatives on the Parent Advisory Board or the KGJSS Board of Directors.
- Parent Teacher Meetings every 5 weeks where:
 - o Parents receive reports on their student’s academic progress.
 - o Parents provide input and make recommendations.
 - o Parents engage in discussions with teachers and students on topics of interest
- “Back to the Dinner Table” parents share a meal, prepared by students, with students and faculty.
- Through more than 60 community partners, KGJSS “Parent School for Success” and “Parents Supporting Parents” programs, parent constituents will have access to Job Readiness Training (Metropolitan Family Services & D2F’s T-3 Model) and to access opportunities in the trades and manufacturing through Chicago Women in Trades and Jane Addams resource Center
- Parents will have access to entrepreneurial development via the Women’s Business Development Center

- Parents will be encouraged to continue their education through KGJSS's relationships with post-secondary institutions across the state of Illinois.
- Parent/Teacher/Student Chalk Talk events in which community sidewalks are utilized as form of celebrating success at KGJSS
- Parents will accompany students and faculty on field trips as well as monitor bus routes;
- Parents will help recruit students, informally by "word of mouth" or represent KGJSS as an Ambassador faith-based organizations, school recruitment fairs, and other venues.

Through the above listed opportunities for empowerment and involvement, KGJSS will close the achievement gaps within the student population and will act as a cause agent for effective and sustainable change in KGJSS families of which many will be first generation high school and college graduates.

The community also plays an integral role in the school success. Involvement of community members builds the connection between students and their homes, local organizations, and the larger world around them. The Educational Advisory Board and Design Team will create a Connections Resource Team comprised of representatives from groups such as, local, county, state, and national elected officials, health care and social service providers, corporate leaders, educational institutions, philanthropists and . The Community Connections Team will visit the school collectively once a year to independently assess resources needed to support the progress of the school via class observations, collection of student, staff, and faculty voice, and share their informal findings with the school board and other potential partners. Parent/family and community involvement will be measured by attendance, level of engagement, number of opportunities to participate, and the percentage of families represented among the students.

The larger community will be connected with KGJSS through after school programming open to the community, an Annual Open House, community awareness and education events, holiday performances, fine arts fairs, parent events, etc. KGJSS has existing partnerships with arts organizations which include: Global Girls, Second to Nunn Music, Heath School of Music, Hyde Park Suzuki Institute, and others. The school building will be open on Saturdays to continue STEAM education and programming for KGJSS students as well as students who reside in target communities but are not enrolled at KGJSS.

2.4.2 Assessment and Data-Driven Programs and Instruction

Student assessment data will be used to determine the strengths and weaknesses of the students in the HNS/KGJSS learning environment. HNS/KGJSS will use data, collected from the proposed assessment (see Appendix for Assessment Table) criteria reference tests, to make modifications to the curriculum to insure that the curriculum is addressing the learning needs of students. These tests will be analyzed to determine the skills that students have not attained and how the curriculum needs to be modified to insure that those skills are emphasized in the learning objectives, activities, and assessments used in the curriculum. Curriculum mapping will be used to assist teachers in meeting the learning gaps and to aid them in the development common assessments school wide that will address the learning gaps of students. Assessment results will inform the use of a variety of instructional approaches, instructional development and instructional modifications. In addition to data, teachers will work with support staff to provide Discovery and Exploration opportunities which introduce students to high school and college by the second grade. Through supplemental social–emotional supports students will learn goal setting, team building citizenship, time management, communication skills and study skills. Each class will also incorporate the 21st century skills that students will need to succeed including critical thinking and problem solving. Table 2.3 identifies the assessments that will be used to measure student achievement, gaps, and parent engagement.

Table 2.3

ASSESSMENT	FREQUENCY
<i>NWEA's MAP for Primary Grades and NWEA's Measures of Academic Progress (MAP)</i>	NWEA MAP for Primary Grades and MAP for grades 3-8, three times a year- Fall, Winter, Spring
<i>Curriculum Diagnostics: ELA (3 times per year)</i>	Fall – Winter- Spring
<i>Formative Assessment (Teacher Generated & use of grade cam)</i>	Ongoing
<i>PARCC</i>	Grades 3-8, Twice per year
<i>Independent Evaluation: SEL, School Safety & Culture, Parent Engagement, Problem Based Learning (Femme 2 STEM)</i>	(varying – see Table 2.2)

Several communications strategies and other procedures will be in place for addressing any corrective actions that might be required in order to achieve the stated goals. These strategies will include:

- Teachers will thrive in the learning culture of KGJSS and the extensive partnerships which support their duality as master teachers and master learnings.
- Teachers will have common planning time five days per week.
- Teachers will have STEAM Professional Development Thinks Tanks daily with their division and weekly with the entire teaching staff.
- Administrators will meet weekly.
- School Roundtables will be held every 10 weeks to assess students' grades and behavior and to develop strategies for correcting problems.
- Formative and summative assessments will be used to provide feedback on goal achievement.
- Additional Professional Development days will be held quarterly following the CPS calendar

Teachers document their work to appraise effectiveness and students are taught to understand how outcomes influence achievement and determine their futures. Staff provides the support needed to under gird the work of teachers and students. A reporting format has been developed for teachers to document their work on curriculum implementation methods. Additional tools and data include baseline data on student reports, pre- and post-test outcomes, report cards, attendance and disciplinary records, meeting notes and minutes, anecdotal statements from students, parents, teachers and staff, and focus groups. A data-informed approach is designed to will reduce fear and anxiety regarding data and consider it a tool to answer questions. Staff will be trained in Community Based Participatory Research designs, data collection, analysis and dissemination to encourage professional development and contributions to the field through independent and collaborative research projects with local universities. We anticipate that student progress and professional growth will increase teacher performance and commitment to student, the school and community as well as confidence in their knowledge and expertise.

2.5: DIVERSE LEARNERS

The Hope Network of Schools/Katherine G. Johnson STEAM School (HNS/KGJSS) will provide a full continuum of special education programs and services that include K-8 learning support, emotional support, and life-skills support. Each program will be supported by contracted related service providers in areas such as occupational therapy, physical therapy, and speech and/or language support. Programs and services exist that may range from supportive, inclusive services to self-contained classrooms for students who exhibit cognitive disabilities, specific learning disabilities, emotional disturbance, visual impairment, hearing impairment, physical disabilities, orthopedic impairment, traumatic brain injury and other health impairment.

Special education programs and services in the HNS/KGJSS aim to provide students with as much help and targeted intervention as needed. Students with disabilities are supported in the general education setting with non-disabled peers to the fullest extent possible. The Multi-Tiered System of Supports (MTSS) model of service delivery provides students early intervening services, targeted interventions and a three-tiered approach to instruction that increases in intensity depending upon the need of the student. KGJSS will adhere to the Chicago Public School standard IEP development process that ensures proper adherence to IDEA compliance requirements.

HNS/KGJSS is very proud of the inclusion programs that will be offered and fully promotes inclusionary practices and effective teaching strategies in order to accommodate students with disabilities. HNS/KGJSS will implement a co-teaching model in which special education and regular education teachers work together to provide instruction for content area classes in the regular educational setting, thus integrating students with disabilities into the regular educational setting to the fullest extent appropriate. HNS/KGJSS also provides pull-out learning support services for those students who require this level of support.

HNS/KGJSS will attempt to address the educational needs as many of our special education students within our network programs as possible. Each student's strengths and weaknesses are evaluated on an individual basis by the IEP Team, and decisions are always based upon the needs of the child. Some children, however, cannot be appropriately served in their regular school and class because of their unique needs and are served in other settings as determined by the IEP Team.

HNS/KGJSS ensures that a continuum of services is available to meet the needs of students with disabilities. A continuum of educational services available to meet the needs of students for special education and related services may include, but is not limited to, the following:

- **General Education:** The student receives a prescribed program under the direction of the regular classroom teacher.
- **General Education with Consultation:** The student receives a prescribed program under the direction of the regular classroom teacher, who is supported by ongoing consultation from special education teacher(s).
- **General Education with Supplementary Instruction and Services:** The student receives a prescribed program under the direction of the regular education teacher and also receives instruction and related services within the regular education classroom from the special education teacher (co-teaching). Supplementary equipment, materials, and accommodations may be appropriate for some students, while modification in the

instructional program, grades, curriculum content and methodology may be appropriate for other students.

- **Resource Room/Self-Contained Classroom:** Students may require instruction outside of the general education classroom during the school day. A room is designated where resource, pull out, or separate classroom instruction can take place. The room is equipped with supplementary materials and equipment to address the individual needs of the students as outlined in their IEPs.
- **Separate and/or Therapeutic Day, Residential Schools, and Homebound or Hospital:** These options will be utilized after following standard CPS protocol.

2.5.1: Students with Disabilities

- HNS/KGJSS will utilize instructional content that engages students through multiple learning modalities which appeal to auditory, visual, and kinesthetic learners. HNS holds to the standard that students receiving special education services must be exposed to content that is not simply one modality, such as all text or all auditory. Therefore, students within KGJSS will be exposed to a variety of instructional modalities that engage all learning styles with a pedagogically sound approach that focuses on mastery.

2.5.2: English Learners

- Hope Network of Schools has a goal of cognitively challenging English Language learners through grade appropriate instruction. HNS will engage ELL students through self-awareness programs, positive learning opportunities with peers and teachers, and relevant exposure to academic curriculum.
- Hope Network of Schools will address the needs of ELL Students via early intervention, ongoing progress monitoring, and effective classroom instruction consistent with Multi-tiered Systems of Supports (MTSS) which associated with improved outcomes for the majority of students in early reading and math.

- Hope Network of School has integrated instructional support for ELLs with low performance in reading areas and language skills in English. Interventions simultaneously address development of language and literacy skills in English.
- Deficiencies and weakness in the reading and language skills will be communicated to the ELL team which includes parents and/or guardians.

Remediation of incoming students:

- Hope Network of Schools will offer short-term remediation plans designed to prepare students for summative assessments which include state and district wide benchmarks, testing, and college access exams.
- Hope Network of School will offer ongoing remediation plans that focus on long-term skill development which addresses large gaps in background knowledge or basic skills.

2.5.4: Advanced Learners

- Hope Network of School will administer the NWEA MAP for assessments for both reading and math as a diagnostic tools for all students upon enrollment. HNS teachers will utilize the data from the NWEA MAP assessment to development in individualized learning plan for student through the conduits of the Multi-Tiered Systems of Supports (MTSS).
- Hope Network of Schools will utilized summative assessments to drive instructional strategies for the total student body which includes accelerated learners.
- Hope Network of Schools will facilitate heterogeneous learning communities according the Multi-tiered Systems Support driven by data collection and identified skill levels.

2.6: SCHOOL CALENDAR & SCHEDULES

2.6.1 Annual Calendar

See appendix

2.6.2 Student Schedules

See appendix

2.6.3 Teacher Schedules

See appendix

2.7: SCHOOL CULTURE & ENGAGEMENT

2.7.1 School Culture

In designing the KGJSS model, the Design Team conducted focus groups with over 100 elementary and high school girls, parents and educators to examine the norms, values and experiences that create a safe, nurturing yet rigorous academic environment for girls. As a result, HNS/KGJSS has established core five values which will be woven into the fabric of the school culture:

Exploration Instruction

HNS/KGJSS will provide students with experiences outside their communities to examine STEAM in the classroom of “Chicago” and around the world through integrated use of technology. Students in all grades will be challenged to ask questions in pursuit of answers in the academic and social environment. Specific activities which support Exploration in the culture of the school include:

- Exploration and Discovery Fridays
- Exploration through student exploratory teams assigned by teacher
- Exploration of STEAM career fields through partnerships with STEAM corporate partners and universities, and the KGJSS Fellowship Academy
- Exploration of STEAM through PBL and community based learning projects
- Exploration through Blowing Off STEAM (primary grades), FUSE & Digital Youth DIVAS (4th grade) and The KGJSS Fellowship Academy (5th -8th Grade)
- Exploration through field trips and experiences that explore culture through language, food, art, music, dance, literature and theater.

Discovery Instruction

HNS/KGJSS will use discovery learning approaches designed to engage students in inquiry and problem-based learning that is guided by the teacher and discovered by the student. Through Socratic type questioning students will learn to use deductive and inductive reasoning to reach logical conclusions. The tenets of critical thinking will be integrated through age-appropriate activities which stimulate student thought and engagement. Specific activities which support Discovery in the culture of the school include:

- Discovery through student led “Think Tanks” to solve everyday problems in the school and community
- Discovery through “Blowing Off STEAM”, FUSE, Digital Youth Divas, KGJSS Fellowship Academy integrative activities in art, music, engineering, math and science
- Discovery through play activities which promote discovery and learning
- Discovery activities through “Body in Motion” phy-sci education (physical education linked to body science)
- Discovery through Urban Agricultural activities through partnership with “Eat to Live”, NFP.
- Discovery through the integration of technology for virtual learning experiences and connections with STEAM professionals and classrooms around the world.
- Discovery through after-school and community based STEAM programming
- Discovery through the capstones completed by KGJSS 8th graders

Leadership

HNS/KGJSS will challenge students to pursue and embrace leadership opportunities in school and the in the community. Character education will highlight specific attributes of leaders fundamental for each grade level.

- Specific activities which support Leadership in the culture of the school include:
- Leadership through character education series which features a monthly attribute of leadership that is shared across all grades
- Peer mentorship through our BEE (Be Excellent Examples) Keeper program which connects 5th graders to 2nd graders for 3 years until graduation. The Gem of Knowledge (actual stone) will be passed down from the 5th graders to 2nd graders for generations to come
- Leadership development through D2F high school mentors

- Leadership demonstrated through the Student Advisory Board
- Leadership modeled by administrators, teachers and support staff, parents and volunteers
- Leadership highlighted through morning “Call to Learning” and award ceremonies where student leadership, academic performance and improvement are recognized.
- Leadership demonstrated through the summer immersion and fellowship programs
- Summer Leadership Tours and trips in partnership with D2F
- Quarterly “School Convocation” to receive encouragement and gems of wisdom and knowledge from STEAM professionals, community leaders, and celebrities as well as spotlight classroom performance, school benchmarks and student achievement

Sisterhood

- HNS/KGJSS will implement traditions, rites of passage ceremonies, celebrations and activities which promote and support positive peer and family relationships. HNS/KGJSS seeks to create a continuum of peer connectivity and school pride which extends beyond the K-8 experience into secondary and post-secondary education. Alumna will have opportunities to serve as Ambassadors (high school and college student mentors), youth advisory board members, receive academic scholarships as well as employment/internships. Specific activities to support Sisterhood in the culture of the school include:
 - School sponsored “Get Acquainted” sessions prior to first day of school
 - Induction of students and families into the HOPE Network of Schools/KGJSS
 - SOCIAL S.T.E.A.M. (social emotional learning workshops) through partnerships with Mosaic Masterpieces, Reel Beauty and Demoiselle 2 Femme, NFP
 - Use of Alumna as Student Ambassadors
 - Academic scholarships for HNS/KGJSS high school and college graduates
 - Womanhood 101 sessions through the reproductive health series implemented through “Body in Motion”
 - School song, colors, crest, class chants and trips which promote the bonds of Sisterhood
 - Girls pantry stocked with personal hygiene items, clean uniforms and other gender responsive supplies
 - School lock-ins and sleepovers
 - Womanhood celebration for girls at the onset of menstruation

Service

- HNS/KGJSS will teach students the importance of service and civic engagement through age-appropriate service learning projects. Citizenship will be integrated into other subjects through a cross-curricular approach to discover “meaning” beyond the textbook. Students will be challenged to adopt servant leader principles as they develop into adolescence. Specific activities to support Exploration in the culture of the school include:
 - Teachers will assist their class to pick a “Cause for the Year”
 - Students will participate in quarterly service learning projects
 - Classes will be assigned to specific areas of the school to upkeep through beatification demonstrating social responsibility for public spaces.

2.7.2 Parent and Community Engagement

Demoiselle 2 Femme, NFP (D2F) is a primary partner of HNS/KGJSS and has almost 24 years of experience engaging communities within residential areas on the south side of Chicago. Through partnership with D2F, KGJSS has access to over 60 community partnership which include faith and community-based organizations, social service agencies, local universities, and medical institutions. HNS-KGJSS will leverage those relationships to create a robust school environment. In July of 2016, D2F received funding to renovate a donated space for the purposes of serving the Greater Englewood community and transformed it to the Theace Goldsberry Community House. Their implementation of community based participatory engagement as an organizational resident galvanized residents to develop a block club that has formally become the South Englewood Community Action Group (SECAG). SECAG was formed by community residents that who desire effective and sustainable change for families residing in the south corridor of Englewood. HNS-KGJSS plans to implement the “Organizational Resident” model as an approach for community engagement which builds sustaining relationships with parents and community members. Community engagement is the “DNA” of HNS-KGJSS and we believe the use of this methodology will sustain the health and success of the school model.

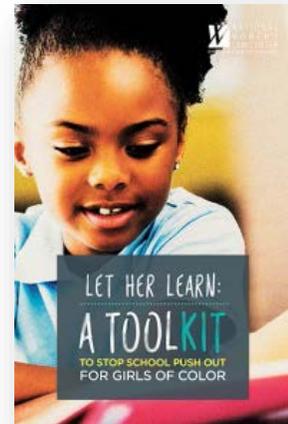
2.8: CLASSROOM MANAGEMENT AND INTERVENTION

2.8.1 Discipline, Behavioral Intervention and Classroom Management

HNS/KGJSS will adhere to CPS Discipline Code which is established for maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students’ social, emotional and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. Under the CPS Discipline Code, HNS/KGJSS is committed to an instructive, corrective, restorative and holistic approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response

should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In accordance with the all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible.

HNS/KGJSS recognizes that a safe, welcoming, and productive school requires the support of all staff, students, and families the full CPS Discipline Code. Our practices will be informed by *“Let Her Learn: A Toolkit to Stop School Push Out for Girls of Color”* authored by the National Women’s Law Center. Teachers will receive professional development in the toolkit as well as toolkit materials through our partnership with D2F who is a national partner. Upon enrollment, students and parents will receive a HNS/KGJSS Student Handbook which provides the rights and responsibilities of students and their parents. Our partnership with Demoiselle 2 Femme, NFP will be extremely beneficial as D2F has provided community awareness and trainings for students, parents and advocates to support SB100 in Illinois. HNS/KGJSS additional enhancements to the CPS Discipline Code include:



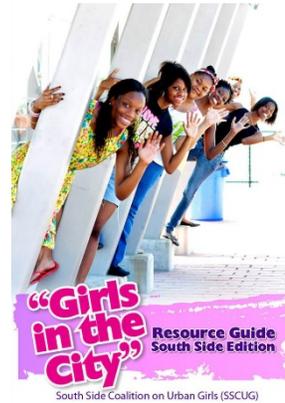
- Principal will administer discipline in collaboration with the Director of Student Support Services the Outreach Specialist. This will provide a relational response which supports practices that are both restorative and gender responsive
- Use of a calm room with meditation music and other calming effects
- Integration of D2F’s “Pathways to Peace” practices which include use of a floor sized labyrinth to process decision making and restorative actions
- Professional development sessions which include: *De Escalations Strategies for Girls* and *Suspension Alternatives in the Classroom*

2.8.2 Social Emotional, Mental, and Physical Health Needs

HNS/KGJSS will build on the Illinois Social/Emotional Development Standards of the Illinois Early

Learning Standards administered by the Illinois State Board of education for students in grades K - 12 for social and emotional learning. Each standard includes five benchmark levels that describe what students should know and be able to do in early elementary (grades K - 3), late elementary (grades 4 - 5), middle/junior high (grades 6-8), early high school (grades 9-10), and late high school (grades 11-12). The standards have been developed in accordance with Section 15(a) of Public Act 93-0495. This Act calls upon the Illinois State Board of Education to "develop and implement a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards." Goal 1: Develop self-awareness and self-management skills to achieve school and life success; Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships; and Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The strength of our partnership with Demoiselle 2 Femme, NFP is primary in this area. Key staff in the implementation of all social emotional programs and services include: Director of Student Support Services (Year 2), Senior Outreach Specialist, Outreach Specialist, LCSW, Counselor, and the Nurse. Social- emotional supports include: Girls in the City Resource Guide – girls in the 6th grade will receive copies of the guide which includes health, education and personal development information as well as over 500 resources on the south side of Chicago; wrap around service partners; referral based system to partners; Girls Pantry (stocked with feminine hygiene items, clean uniforms, etc.), the development of a SEL plan by counseling and conation expert, Dr. Cheryl Gholar), use of a Calm room; and Social Steam Model (see table below) will be implemented by Social Emotional partners for specific grades Demoiselle 2 Femme (6-8), Reel Beauty (3-5), Mosaic Masterpieces (K-2).



SOCIAL S.T.E.A.M.

Integrating social-emotional learning and holistic youth development with project-based STEAM education

STEAM AREA	BASIC S.T.E.A.M. APPLIED KNOWLEDGE FOR WORKSHOPS
SCIENCE	The word itself comes from the Latin word scire, which means 'to know'. Workshops in this section should be informative of the world around us including, life (biology), or the earth (geology), or even matter or energy (physics). Students will learn about a subject and through observing, describing, and experimenting. As a result, students will gain an improved knowledge and understanding of SELF and the universe based on the collection of observation-based evidence.
TECHNOLOGY	Technology is the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science. Technology concerns itself with understanding how knowledge is creatively applied to organized tasks involving people and machines that meet sustainable goals. Workshops in this section will focus on identifying a human need(s) and taking action to meet the need. Students will learn problems and identify or create solutions. Workshops will also focus on organization, systems and processes and their effect on our lives. Lastly, workshops will examine societal problems, needs and wants and the process of making things, using tools, materials, and process skills to bring into physical reality the plans of engineers (as well as those of other design professionals such as artists and architects).
ENGINEERING	Engineering is a design process, combining knowledge of the properties of materials, models that predict how these behave, and innovative thinking, to create often-novel solutions to human needs. Engineering can be used to describe almost anything made by humans to solve a problem or meet a need. Engineering is the utilization of learning to plan, assemble, and look after the innovations. Workshops in this section will discuss or teach risk-taking and creative problem-solving that can be applied to everyday life. The importance of teamwork, group dynamics, and communication are a major focus. Critical thinking, design, creativity, innovation and exploring possibilities as well as opportunities to fail and try again in safe environments will also be examined.
ARTS	Art can be treated as an applied subject—just like math and science. Art can serve a practical function. Workshops should focus on apply art in real situations through applied knowledge which leads to deeper learning. Workshops should encourage creative design, creative freedom and expression. Students will learn the importance of individual and collective creativity which can create real life solutions. Workshops will infuse, play, invention, brainstorming and other artistic approaches.
MATHEMATICS	Mathematics studies and explains numbers, quantities, measurements, and the relations between them. Workshops in this section will focus one or more of these five areas: 1. <i>Problem Solving</i> – identify individual and societal problems, solutions, adaptations, and strategic thinking and planning, creating milestones and monitoring systems and reflection. 2. <i>Reasoning and Proof</i> - recognize reasoning and proof as fundamental aspects of mathematics/life, investigate conjectures, examine fact vs. fiction, various types of reasoning, and methods of proof. 3. <i>Communication</i> – teach organization and consolidate of their thinking which can be interpreted as standards, strengthen their ability to communicate their thoughts coherently and clearly to peers, teachers, and others, analyze and evaluate ideologies , practices and behavior of others, creatively use language to express their ideas precisely. 4. <i>Connections</i> – recognize and understand connections to their personal life, family and community, understand the influence of their social environment, understand socialization, understand how thoughts and ideas interconnect and build on one another to produce a coherent whole – HABITS, and an applied learning of connections in our everyday lives. 5. <i>Representation</i> - create and use representations, symbols and data to organize, record, and communicate ideas, learn transferable skills which solve problems, and use representations to model and interpret physical and social, phenomena.

2.8.3 Recruitment and Selection

HNS/KGJSS will use a multi-faceted, integrated recruiting strategy for all of its administrative, staff and faculty vacancies. This strategy incorporates multiple sourcing tactics with a rigorous, competency-based behavioral interview process. The process is managed by the HNS/KGJSS leadership/hiring team (design team representatives), board and executive team and focuses on linking key skills, knowledge and abilities with Illinois Learning Standards and performance indicators. Our goal is to recruit, hire, develop and retain a team of high-performing educators who exemplify our mission, principles and cultural values. The ideal candidates will embrace inquiry and a learning culture which allows educators to develop learning goals versus performance based goals.

We also fundamentally believe that a diverse staff (including men) is a more effective one. Our model requires a diversity of teacher talent with respect to experience level and expertise, and we additionally plan to hire teachers from a diversity of backgrounds, including hiring a significant portion of staff reflective of our students' backgrounds.

We will recruit teaching staff through both national and local searches, as well as through our community based networks. We will host four “HNS/KGJSS Experience Fairs” to attract existing, high performing teachers to consider becoming a part of our school family. At the event, teachers, will be able to meet the administrative team, see curriculum samples and participate in STEAM activities. All of the benefits and vast opportunities of working at HNS/KGJSS will be introduced at the event. Interested teachers will submit resumes followed by interviews and teacher observations. See staffing model.

2.8.4 Professional Development

HNS/KGJSS will be creating a professional learning community that is academically enriching and develops the life-long learning skills of all members of the learning community (students, families, staff, and community) that will be actualized through a robust PD strategy which includes:

- New Teacher Orientation, Summer Discovery, daily and Quarterly PD sessions
- Teachers will have the opportunity to develop individualized PD plans which include partnerships with higher education and school/program partners to find opportunities that fit within their individualized plans.
- Establish learning goals – “I want to learn _____ so I can _____”
- Teachers will participate in group PD sessions focused on developing integrated curriculum, building teacher, content knowledge and effective pedagogy (e.g. PBL, inquiry)
- Teachers will have opportunities to observe colleagues and engage in formal reflection and discourse in communities of practice
- PD sessions will align with the goals of the school and student learning needs.
- PD will include support across the school year during implementation of school based STEAM strategies.
- Teachers will be provided 40 (+) hours of PD each year
- Implement additional improvement days to coincide with those of the Chicago Public Schools throughout the school year.
- Staff meetings which include time for more team building and support.
- Maintaining professional development files on all administrators and staff members as well as files of the agendas for all meetings and workshops.
- Opportunities for faculty and staff to attend professional development programs, conferences and trainings in their content areas for their personal and professional growth as well as receive training in skills to support research, data collection, analysis and dissemination.

See Appendix for Tentative Professional Development Calendar

As a result of these professional development efforts, the following results are assured at HNS/KGJSS:

- Exceptional teaching staff
- Strong student-teacher relationships
- Students who exceed state standards in STEAM subjects, reading and have a high EQ
- Enhanced teacher engagement
- Increased best practices, exploration and innovation
- Stronger propensity for collaboration and knowledge sharing
- Stronger leadership skills and an increased likelihood of staff taking on leadership roles.
- Greater adherence to school mission, vision, educational philosophy and culture
- Higher expectations of teachers and students.
- A cadre of teachers who actively inform the field through manuscripts, poster presentations and research partnerships with local, national and international universities.

2.8.5 Staff Evaluation

HNS/KGJSS will monitor staff performance on an ongoing and regular basis through both classroom visits and review of the student performance data. The Principal will visit each classroom on a weekly basis for an informal observation and provide staff with feedback and coaching. In addition, the lead teachers will be responsible for providing coaching and mentoring support to apprentice teachers throughout the year. In addition to our informal observations, feedback and coaching, we will implement a formal feedback process that will begin during the summer professional development workshops. During this time, the Principal and Executive Director will meet with each teacher to establish their learning goals. Teachers will have formal observations three times per year using the following stages:

- Individual PD Plan with Learning Goals

- Pre observation conference
- Observation
- Teacher reflection
- Post observation conference
- Summative meeting to address progress on established goals

Our teacher observations and evaluations will use the Charlotte Danielson Framework for Teaching Evaluation Instrument as our tool to evaluate teacher performance. The Danielson Framework is a research based tool that is designed for use in teacher evaluation, coaching and professional development.

KGJSS EXCEEDS THE STANDARD!

The STEAM Model developed by KGJSS aligns with the “Full implementation” standards of the STEM Taxonomy and is grounded in evidence–based practices and outcomes expected for a STEM school.

In the “What is a STEM School?” the National Science Foundation (NSF) created a proposed taxonomy for educational objectives in STEM as a resource for identifying and measuring STEM schools and programs. To qualify as a STEM school, the school must have MORE than the quality STEM education we expect all schools to have. A STEM school provides MORE STEM and requires ALL students to participate. It can do this in one of three ways (or a combination of these): 1) providing more STEM learning experiences; 2) providing more STEM-related learning experiences; or 3) integrating STEM disciplines with one another and with other disciplines. That is, STEM schools provide more STEM by requiring all students to engage in at least two STEM or STEM-related learning experiences, or by integrating STEM into all required courses or classes. The KGJSS model meets and exceeds ALL of these standards.

Additionally, the KGJSS meets all of the “ 8 Things to Look For in a Student-Centered Learning Environment (Liebtag, 2017)”

- High degree of student engagement; challenge, enthusiasm, joy. Joyful learning coupled with purposeful challenge makes Thrive truly an incredible place. The laughter and engagement flows through every hall and classroom.

- Students know what they are learning and why.
- Blend of individual, collaborative team and large group work. Students all work in big learning pods and rotate between groups or one-on-one instruction with their teachers.
- Students use personalized technology to produce as well as consume. Student-centered learning demands students spend at least some portion of their day working on personalized learning tasks or projects.
- Students have some opportunity to work at their own pace and explore their own interests. Exploring student interests (and interests that they may not even realize they have) is core to a great student-centered environment. Students also work on addressing competencies, or skills, and do so at their own pace. Students are often working on a similar set of goals, but not all on the same activity or task.
- Students are doing the bulk of the work and the talking. Student’s ideas and voices are front and center in student-centered learning environments. Teachers serve as facilitators!
- There are multiple forms of assessment, feedback and demonstrations of learning. Students in student-centered learning environments get lots of feedback. Whenever visitors come, they get to practice their presentations and receive feedback to improve their work.
- Instruction, culture and environment reflect and include student and staff diversity. The halls and walls are covered with student artwork, cultural displays and messages of empowerment around diversity as being a strength. Students see themselves in their learning space and their cultural strengths are highlighted throughout their learning day and in the physical school environment.

2.9 : DESIGN TEAM EXPERIENCE AND CAPACITY

2.9.1 Design Team Experience

The KGJSS design team has been working on the proposed model for over two years. The team is comprised of STEAM professionals, educators, community leaders and parents. Girls have been informing the design throughout the process through design challenges, pilot activities, focus groups and

surveys. Ideas, considerations and innovations have been gathered from parents and teachers. The design team represents a diverse team of professionals who have entrenched in community work through their participation at work, membership in faith, community-based and civic organizations. All of the design team members have either lived, worked or attended Chicago Public Schools (some all three) in one or more of the ten target communities. *See table below and Resumes and Bios in the Appendix*

Table 2.1 **Design Team**

Full Name	Current Job Title and Employer	Experience and Capacity
Sherida V. Morrison, MA, BA	Founder/CEO – Demoiselle 2 Femme, NFP	Twenty plus years of providing educational pathways and support services to over 7,000 girls in CPS and South Suburban schools.
Fanchion Blumenberg, Ed. D., M.Ed., MA, BA IL Certificates 03,09,10,75 Supt Endorsement	Clinical Supervisor- Western Governors Univ.	Thirty four years of experience with CPS as Educator and School Principal.
Romanetha Walker, BS IL Certificate K-9	Science Teacher- CPS & Loyola University PDL SEPUP	Over ten years of teaching experience in CPS.
Karriem S. Watson, DHSc, MS, MPH	Director, Community Engagement Research Implementation Science- University of IL at Chicago	Educational pioneer in research implementation in Science at UIC.
Ruby Roberson Ed. D., M.Ed., MA, BA	Retired Superintendent, School District 148	Over thirty years as an Educator and School Superintendent in District 299 and District 148.
Katherine Darnstadt	Founder/ CEO, Latent Design	Architect with 18 years experience in design and urban planning
Glenn Fulton	Executive Director, Greater Englewood CDC	Community
T-awannya Piper	High School AP Science Instructor, Dudley High School, Greensboro, NC	Science Educator and Student Support

Alicia Haywood	CEO, Alicia Haywood Productions & Waterfront Media Group	Educational support services to students
Cheryl Gholar Ph.D., M.Ed., MA, BA	Expert, School Improvement Network & Retired CPS Counselor, Community and Economic Development Educator with the University of Illinois Extension.	Director of Curriculum Development, Induction and Professional Development and Training
Christina Battle, B.A.	Case Manger – Bridgescape Learning Academy	Extensive experience in special education and diverse learners
Charmaine Warren, B.A.	Accounting Consultant	10+ years as a business manager and financial consulting

DOMAIN 3: FINANCIAL PLAN

3.1: School Budget

The school budget worksheet provides an outlay of key personnel, support staff supplies, consultants and expenses which are aligned to the mission of HNS/KGJS. See appendix for worksheet.

3.2 Financial Controls and Monitoring

The Fiscal Policy Manual of the HOPE Network of Schools provides a clear detail of all reporting guidelines. See appendix.

DOMAIN 4: ORGNIZATIONAL PLAN

4.1: OPERATIONS

4.1.1 Operational Management and Leadership

The development of the HOPE Network of Schools (HNS) in 2017 was under the collaborative leadership of D2F Founder/CEO, Sherida V. Morrison, T-awanda Piper, the Board of Directors, Principal Select, Dr. Fanchion Blumenberg and the School Design Team.

Prior to the development and design of HNS, Sherida Morrison, a product of the Chicago Public Schools (CPS), served as Founder/CEO of the Demoiselle 2 Femme (D2F) for the past 23 years, providing adolescent elementary and high school females in the Chicagoland and South Suburban communities with support services and pathways to becoming successful young women. Since its inception in 1994, D2F has provided prevention and education programs to more than 7,000 girls ages 13-19 in the Chicagoland community for almost 24 years. Under her leadership D2F has successfully managed over 8 million dollars in federal, state, county and private funds. Through various programs, girls are challenged to utilize critical thinking skills in operation of one of the greatest powers humans possess- the power of choice. D2F provides an array of health and education programs which address: HIV/AIDS, obesity, teen pregnancy, substance abuse and violence, as well as

money management, leadership development, college access and S.T.E.M. (Science Technology Engineering Mathematics) programming for girls. D2F has assisted more than 800 girls to become first-generation college graduates and has alumna have representation in various fields as physicians, attorneys, accountants, educators, IT professionals and a host of other careers. The success of D2F and its' Coalitions have been featured in the Chicago Tribune, Sun-Times, Chicago Defender, the STAR Newspaper, N'DIGO, ABC 7 News, Heart and Soul, Fox News and Ebony Magazine.

The Executive Director, T-awanda Piper has over 7 years in nonprofit management experience. She has a Bachelor of Science degree from North Carolina A&T and is currently pursuing a Masters in Education at the University of North Carolina Chapel Hill. In addition to her work at Life in the Inner City, Ms. Piper was the Director of Programs at Demoiselle 2 Femme, NFP where she managed over 1.2 million dollars in federal and private funds. While at Demoiselle 2 Femme, she founded the Femme 2 STEM program as a transformative community design program in partnership with Katherine Danstadt of Latent Design. In the programs first year, F2S was awarded the Chicago Metropolitan Planning Council's Grand Prize for placemaking and was featured ABC 7 news, the Chicago Tribune and the Chicago Sun-Times. The design created by the girls transformed a vacant lot in the Roseland community into a playground replicating the Swiss Alps. Using miter saws, T-squares, drills, hammers, etc. the girls constructed the playground by hand. Ms. Piper has previous educational experience as a state certified science teacher and recently returned to obtain more experience as an AP science teacher in Greensboro, NC – all in preparation for the Katherine G. Johnson STEAM School for girls. Using PBL and innovative practices, Ms. Piper was awarded rookie teacher of the year from the Guilford County School District. There is always a crowd of student's by Ms. Pipers door! Students, teachers, administrators and district leaders are always interested in seeing the Master Teacher at work, whether it's the crime lab she designed, the STEM Grammy's (awarding students for their projects), Blacklight desk top sessions, science graffiti walls or the use of technology through their customized YouTube station, videos and original music productions. Her experience with students deemed "highly deficient" has increased the assessment scores of her students to exceed district standards. Her leadership as the Executive Director of the HOPE Network of Schools/KGJSS will lead our students, staff, families and

communities into 21st Century learning!

Ms. Piper's leadership for Hope Network of Schools will be to:

1. Recruit and provide oversight of vested partners who will serve as a design team for HNS
2. Co-create PD with Principal, Lead Teacher and other staff proficient in PBL
3. Identify the process for selection and installation of a Board of Directors to provide governance and oversight for HNS
4. Provide leadership in the design, development and implementation of new school proposal guidelines for HNS
5. Identify and select a start-up leadership/management team to collaborate in the planning/incubation and opening of the new school
6. Schedule regular meetings with Community Leaders and targeted student recruitment communities to provide ongoing developmental information of progressive timelines and relative information regarding proposed STEAM school status
7. Collaborate with the Leadership/management team to meet all CPS 2017 Proposal requests as outlined
8. Provide the Board of Directors and Design Team members with regular progress reporting and outcomes relative to implementation of identified tasks.

The Start-up Leadership/Management/Incubation Team under the direction of the CEO will be as follows (see Job Descriptions in Appendix):

Dr. Fanchion Blumenberg, HOPE Principal Select, a product of the Chicago Public School (CPS) System, served as an educator and administrator for thirty-four years. During her tenure with CPS, Dr. Blumenberg served as teacher at Tilton and Duke Ellington elementary schools, and as Assistant and Principal at Kennedy High School. Currently, Dr. Blumenberg is serving as a Clinical

Supervisor for Western Governors University and holds the following Illinois State Board of Education Licensure Credentials:

1. School Superintendent Grade K-12 (Type 75)
2. General Administrative Grade K-12 (Type 75)
3. Secondary Education Grade 6-12 (Type 9)
4. Learning Behavior Specialist Grade Pre-K – 9 (Type 10)
5. Learning Disabilities Grade Pre-K-9 (Type 10)
6. Mental Retardation Grade Pre-K – 9 (Type 10)
7. Learning Behavior Specialist 1 Grade 6- Age 21 (Type 10)
8. Learning Disabilities Grade 6 – Age 21 (Type 10)
9. Mental Retardation Grade 6- Age 21 (Type 10)
10. Learning Behavior Specialist 1 Grade 6-Age 21 (Type 10)
11. Learning Disabilities Grade 6-Age 21 (Type 10)
12. Mental Retardation Grade 6-Age 21 (Type 10)
13. Secondary Education Grade 6-Grade 12 (Type 10)

The Executive Director and the Principal Select will identify and recruit a Business Manager and a Director of School Operations (DSO) to collaboratively provide school start-up leadership oversight and supervision as follows:

1. Identify and recruit a Business Manager
2. Recruit a Director of School Operations (DSO)
3. Establish policies, rules and guidelines for student recruitment, selection and enrollment
4. Recruit and hire “highly qualified” school instructional and ancillary staff
5. Develop school wide STEAM curriculum consistent with CPS and Illinois State Board of Education guidelines for student instruction
6. Recruit and hire student support services personnel for wellbeing of all student needs
7. Provide leadership in the establishment and implementation of best practices for educational goals and objectives for optimal student success
8. Establish a school climate and culture of safety and calm for the development and implementation of the STEAM program as designed
9. Plan and implement an organizational framework for school staff, students, facilities, programs, parents, and school community to operate a highly innovative and successful academic and socio-emotional program
10. Direct and complete the process for the establishment of Illinois State Board of Education Recognition of Schools and the North Central process

11. Establish and implement a student behavior management system consistent with CPS and the Board of Education Student Rights and Responsibilities Policies
12. Prepare and implement a budget which will support new school/startup program.

Business Manager (To Be Determined)

The **Business Manager** reports directly to the **Executive Director (ED)** and directly assists the Principal Select and **Director of School Operations (DSO)** on all strategic and tactical matters as they relate to budget management, cost benefit analysis, forecasting needs and the securing of new funding. The duties of CFO will be, but not limited to:

1. Perform all necessary as directed by the ED to achieve the school's mission and strategic vision
2. Provide the ED with a balanced operating budget for presentation and approval by the Board of Directors
3. Evaluate and assess all perspective contracts and advise the ED accordingly
4. Ensure adequate controls and substantiating documentation for all financial transactions are in place and approved
5. Monitor all banking activities of HNS
6. Ensure adequate cash flow to meet the school's needs
7. Ensure compliance with all CPS, state, and federal guidelines
8. Oversee all purchasing and payroll activities for staff and perspective vendors
9. Develop and maintain a system of internal controls to safeguards financial assets
10. Attend all Board of Directors meetings
11. Oversee all auditing for reporting as required for CPS
12. Investigate cost-effective benefit plans and other fringe benefits which school may offer
13. Provide monthly reports including reconciliations of financial statements and cash flow projections for ED and Board of Directors
14. Oversee Accounts Payable/Receivable, Insurance Plans, Health Care Analysis
15. Maintain Asset Register complete with purchase/fund information and depreciation
16. Maintain equipment, instructional materials and supply inventories
17. Perform all duties as assigned by the ED and Principal Select.

Director of School Operations (DSO) (To be determined) will provide supervision/leadership oversight for, but not limited to the following:

1. Facilities – Provide oversight for the care, maintenance building and a high level of operational precision of all systems of the, including Information Technology and building infra-structure to ensure instructional/operational facilities are compliant and support a climate of Instruction, safety, cleanliness and order, conducive to high student productivity and success
2. School Scheduling – Manage school scheduling, special events, field trips, food services, transportation and, high maintenance of the school facilities
3. Provide oversight for development and implementation of School Safety Plan and security

personnel for school wide safety; disaster preparation; student, staff and public safety, and student health

4. Collaborate with **ED, Principal,** and **Business Manager** to ensure that the school budget is balanced and the building, inclusive of school offices, classrooms, and ancillary areas, are equipped and fully functional
5. Develop a communications and public relations plan for positive promotion of school community
6. Perform all other duties as assigned by the ED and School Principal.

4.1.2 Start-up Plan

Prior to approval for The Hope Network of Schools, the CEO will collaborate with the Principal Select, the Director of Curriculum Development, the Director of School Operations (to be determined) and the Chief Financial Officer (to be determined) to collaboratively define and develop the following:

1. Operational and organizational policies consistent with CPS and IL State Bd. Of Ed. Mandates
2. student recruitment and enrollment guidelines, documentation and forms
3. documentation and news briefs for public relations and community awareness
4. explore, identify and determine options for food services
5. determine school location/building
6. develop curriculum for STEAM school
7. investigate and determine insurance coverage and cost
8. develop a cost-effective system of internal controls to safeguard assets and minimize costs
9. determine staffing needs
10. Identify additional areas for inclusion and or development.

4.2: STUDENT RECRUITMENT AND ENROLLMENT

4.2.1 Student Enrollment & Recruitment

KGJSS will follow best practices by using the “ramp up” method for student enrollment. Additional research and conversations with the School of Education and Social Policy at Northwestern University caused us to consider an innovative methodology which ramps-up the primary and middle school at the simultaneously. In year one we will enroll grades K-2 + 5th grade. Using our peer mentor model (BEE Keeper), 5th graders will mentor 2nd graders. The rationale for our class

sizes follow best practices for intense STEM models which range from 15 to 25 students per class. KGJSS will enroll 20 students per class with 2 classes per grade. The enrollment of 2nd & 5th graders will allow KGJSS students to have a year of exposure to the model before they take their first year of assessments in the 3rd & 6th grade. Each year a new class of Kindergartners and 5th graders will be enrolled until we reach the full K-8 (see enrollment table below). In anticipation of a large interest in the STEAM school, initial pre-registration enrollment will be based on open enrollment which will ensure opportunity for students within the community attendance area and surrounding citywide communities to enroll. When enrollment reaches capacity, a numbered waiting list will be activated for placement as open slots become available.

We will host (4) pre-registration “School Fairs” in target communities to allow families an opportunity to experience the HNS/KGJSS educational model. Parents and students will meet administrators, any hired teachers, community partners, participate in hands-on STEAM activities and receive enrollment packets. Pre-enrollment and registration will begin in the spring of the scheduled fall school opening. Enrollment is “all inclusive” and will be open to all students with disabilities, Individualized educational plans (IEP’s), English Learners (EL) as well as students in temporary living situations (STLS). Personnel will be hired for onsite support and services for students who require specialized assistance. Assigned Administrative staff will provide oversight for enrollment of students with special need and follow the guidelines as defined by the Chicago Public Schools and Illinois State Board of Education. All “special needs” students are entitled to enrollment and will be included in a proactive nondiscriminatory environment that promotes and maintains a stable foundation for high educational achievement and excellence. Required social services will be provided to students as identified by the school’s Case Manager, who ensures collaborative implementation of services for all identified students. All staff will receive professional development and training during New Staff Induction to ensure mandated services are provided in a timely manner with high standards and the greatest care and confidentiality to the client(s) as required.

Upon selection through open enrollment, pre-enrollment packets will be issued to students for completion and processed for enrollment based upon a timely return, as so noted in the

registration information packets. Orientation and registration sessions will be ongoing for students and parent/guardians. These sessions will be utilized to complete application process and to collect all required and necessary enrollment documentation and student/family data.

Number of Students						
Grade	Year 1	Year 2	Year 3	Year 4	Year 5	At Capacity
	2018	2019	2020	2021	2022	2023
K	40*	40*	40*	40	40	40
1	40*	40	40	40	40	40
2	40*	40	40	40	40	40
3		40	40	40	40	40
4			40	40	40	40
5	40*	40*	40*	40	40	40
6		40	40	40	40	40
7			40	40	40	40
8				40	40	40
Total	160	240	320	360	360	360

* Asterisk indicates newly enrolled students to fill the grade for the present year

4.2.1 Student Recruitment

The Executive Director of the Hope Network of Schools will collaborate with community leaders, churches and organizations to establish communication with families of elementary school ages K-8 within the surrounding and citywide neighborhoods to provide information and answer queries relative to student enrollment in this specialized STEAM educational pathway for their students. These meetings will provide community participants opportunities to learn about the uniqueness of the STEAM school and to engage in conversations/questions relative to student enrichment and program offerings. Additionally, advertisements will be launched in neighborhood and citywide news media to provide advertisements to potential families for enrollment information. Educational Radio/TV venues will also be utilized for greater outreach to families of potential student enrollees. Several open house forums will be held to publicize the opening of the school and enrollment procedures.

4.3: OPERATIONAL COMPLIANCE

4.3.1 Transportation

The HNS/KGJSS school will provide two buses in Year 1 to support families in our target communities. Each year an additional bus may be added as needed to accommodate our KGJSS families. Transportation costs have been included in the budget and the insurance requirements are reflected in the insurance plan (see attachment).

4.3.2 ADA Compliance

The proposed primary and secondary locations are ADA compliant and have been previously used by CPS and charter schools. The Director of Operations and facilities will work to ensure that the building is fully compliant with the Americans with Disabilities Act (ADA) which will include identified accommodations for students, staff, visitors with disabilities, but not be limited to:

1. Ramp for wheelchair accessibility to the building and elevator to adjacent floors, if applicable
2. Washroom complete with bars, private accommodations for wheelchairs and hand washing
3. Water fountains for access from wheelchairs and/or crutches
4. Classroom accommodations and/or for wheelchair/crutch(s) access for student/staff/visitors
5. Lunchroom accommodations and/or support with tables for wheelchairs
6. All academic programs, food services, library services, health services, physical education, after school activities, including arts, plays, performances and ceremonies
7. All other requirements as identified and deemed necessary by facilities inspection prior to opening.

4.3.3 Safety Plan

KGJSS will access the Illinois Educational Safety and Security Center (ESSC) as a resource to assist administrators, teachers and other school service personnel in locating resources relevant to a sound and efficient school safety and emergency response. As the ESSC will be adding training, guidance and resource features over the next several months, KGJSS will participate in the necessary education sessions and compliance meetings to ensure our strict adherence. The safety of or entire KGJSS family is a PRIORITY! KGJSS will work proactively with local public health departments, law enforcement, fire departments and community groups to ensure that safety planning and response is inclusive of all relevant community partners.

The Director of School Operations will collaborate with the CEO, Principal and the CPS Department of School Safety and Security to develop a School Safety Plan designed to outline procedures for fire and safety drills, weather and school emergencies, lock down, transportation drills, etc. designed to protect and ensure the safety of students, staff, facilities and surrounding school. Security personnel and cameras will be placed strategically throughout the building, including the outer peripheries to monitor within/ outside building for possible emergencies and random or intentional acts of crime or disorder. KGJSS will also participate in the Illinois Association of School Boards to access training and development led by state officials and local school district experts. Training session assist school boards with developing safety plans based on FEMA guidelines; using off-site communication command centers, triage, and reunification processes in the wake of a crisis. safety-related issues and targeted violence prevention, behavioral threat assessments, using social media to thwart violent attacks, crisis management/outside investigations, preparing for the unexpected crisis, creating a digital district-wide crisis plan, mitigating the factors that may make schools a “soft targets,” gaps in preparedness for facing current threats affecting schools, and best practices in school safety.

School security personnel will be hired to:

1. Monitor daily entry/exit into/from the school building by staff, students, parents, guests and or visitors
2. Monitor outer peripheral of building school grounds
3. Monitor internal and external security cameras
4. Collaborate with School Principal and Director of School Operations to ensure a peaceful and safe school climate conducive to student instruction, learning and good citizenship in a culture of calm.

4.3.4 Insurance Plan

The CEO, School Principal, Chief Financial Officer and Director of School Operations will serve as a safety management team to identify risks and to implement safety plan to address potential exposures. The team will solicit and purchase liability insurance coverage in the recommended amounts for the following areas to conserve the schools financial resources, to reduce risks and hazards in school activities and to improve safety for students, employees and the public. *See insurance plan in Appendix.*

4.3.5 Asset Inventory Plan

The Executive Director will generate, maintain, and update the school's Equipment/Asset Register which will include a complete listing of all school equipment, electronics, furniture and assets complete with:

1. Funding source
2. Price
3. Location
4. Date of purchase/donation
5. School coded identification/tagging system

The asset register will be updated regularly with annual depreciation adjustments of original purchases/donation prices. The Business Manager will assign all electronic equipment; computers, laptops, iPad, Chromebooks to various classrooms and locations within the building and stored in locked equipment cabinets and carts when within the assigned rooms when not in use

4.3.6 Student Records

All student records filed alphabetically by grade levels will be housed in the main office in locked cabinets to ensure student confidentiality. Access to student information will be allocated to approved staff, i.e., LCSW, Case Manager, and Principal Designee and/or Administrative Assistant. Student records and/or information will be released to requesting schools by written requests and approval of School Registrar and/or Principal designee. Parents requesting student information for withdrawal, transfer and/or legal request will fill out school forms to be approved by school Principal and/or Principal designee.

4.4: GOVERNANCE

4.4.1 Governance Start-up

The Board of Directors: HOPE Network of Schools

The following persons will initially serve a three (3) year term as the Board of Directors

Board Member	Office	Current Position
Dr. Kariem S. Watson	President/Chairman	Director of Community Engagement Research Implementation-Science University of Illinois at Chicago (UIC)
Reverend Tyler	Treasurer	Pastor, Greater Apostolic Church and Human Resource Director, AGB Investigative Services Inc.
Dr. Larry B. Grant	Board Member	Retired Administrator/Principal Chicago Public Schools (CPS) Beasley Magnet Elementary School
Dr. Shania Rozell	Vice President/Vice Chair	M.D. Hematology and Oncology Affiliated Oncologist, LLC
Patty Harbin	Secretary	Principle Program Project Manager Engineer AT& T Business – Strategic Execution Office

Dr. Angela Odum-Young	Board Member	Associate Director of Nutrition Associate Director of Research and Education Associate Professor University of Illinois at Chicago University of Illinois Health Sciences System
Sherida Morrison	Board Member	Founder/CEO Demoiselle 2 Femme, NFP

4.4.2 Governance Structure and Ongoing Oversight

The seven member Board of Directors, representing a diverse group of professionals in Education, Engineering, Medicine, Research, Nonprofit Executive leadership and Business will each serve a three year term as the governing body of The Hope Network of Schools. This board meets the second Tuesday of each month and are recorded by the Secretary to support and ensure:

1. The school meets its Mission and goals
2. The school has effective policies and operational structures in place to support the school
3. The school has adequate funding sources available to support the program
4. Distributed leadership, shared accountability and oversight of all aspects of school Operations
5. During scheduled monthly open meetings, the Board will receive administrative updates, financial status, and educational/operational progress from the school's leadership.
6. Ensure the accountability of the school's leadership team is maintained at the highest level with transparency and professional integrity. *See Board Bylaws and Organization in Attachments*

4.4.3 Board Legal, Compliance, and Ethics Policies

See Appendix for Bylaws, Ethics, Compliance and Conflict of Interest Forms

LOGIC MODEL
Katherine G. Johnson S.T.E.A.M. School for Girls

CONTEXT: Low performing schools, STEM gaps for girls of color, low SES, high percentage of students not meeting state standards in reading, math and science, need for 21st century skills, low resourced communities

RESOURCES **➔** OBJECTIVES **➔** ACTIVITIES **➔** OUTPUTS **➔** OUTCOMES

RESOURCES	OBJECTIVES	ACTIVITIES	OUTPUTS	OUTCOMES
<p>Facility / Equipment Resources 32,000 sq. ft. school space, with 14 classrooms, gymnasium/auditorium, library, STEAM labs, etc.</p> <p>Hope Network of Schools School Board Executive Director</p> <p>Human Resources Executive Team Administrative Staff Dual Certified Teachers w/ deep content knowledge and skills in STEM Student Support Services Building Staff Security Staff STEAM Contractual Staff</p> <p>Student Support Services LCSW Case Manager Social Work Interns Outreach Specialists Specialized Services Instructors SEL Professionals</p> <p>Community Aldermanic Support Academic partnerships (UIC, U of C, Northwestern, IIT, Kennedy King) Community-based organizations City Agencies (CDPH, CPD, Volunteers- Retired CPS educators, HNS volunteers, parent volunteers, D2F College Connection students, 40 Under 40 YWLP, Divine Nine Sororities, AKArama Foundation KGJSS Parent Advisory Board KGJSS- Student Advisory Board CPS and charter K-8 Partners CPS selective enrollment high school partners and private high school partners</p> <p>Funding: Public and private grants, fundraising events, individual donors, fee-for-service contracts, products and sponsors.</p>	<p>Reduce the following: -STEM gaps for girls of color -Educational achievement gaps prevalent among girls of color - Stigmas and negative perceptions of learning and performance in STEAM -Gender bias in STEAM -Trauma print -At-risk behaviors -School absenteeism, suspensions and adverse behaviors among teen girls -High School dropout rate -Barriers to school attendance and academic performance</p> <p>Increase the following: - Students who are globally competitive in STEAM -Proportion of students who <u>EXCEED</u> state standards in Science, Math and Reading -STEM education and practices among girls -Knowledge and of traditional and nontraditional STEM careers - Preparation for admission to a selective enrollment high school and postsecondary education - Bonds of sisterhood - Gender responsive practices - Access to high school bridge (credits) - 21st Century Skills - Connectedness to community - Parent-child relationships - Emotional intelligence (EQ) - Access to local, national and global learning opportunities - Avoidance of at-risk behaviors - Parental Involvement - Resources for KGJSS families (access to education, employment, housing, etc.) - Holistic health (physical, social, mental and emotional) - Refusal skills - Access to STEAM professional mentors - Cultural and social enrichment -Appreciation for traditions and values</p>	<p>I. KGJSS STEAM Education -Facilities prepared for STEAM education - School policies, documents, operations, systems, recordkeeping, data collection, analysis and reporting prepared - Recruitment and enrollment activities hosted for teachers and students - Hire staff, host summer STEAM Institute and establish annual learning goals. - Teachers are equipped to teach and inspire interest in STEAM - KGJSS education staff, contractors and partners implement full integrated STEAM immersion instruction and supplemental strategies which make connections across STEM subjects with other subjects - Implement Social STEAM program (SEL), Body in Motion, Art+ and Music. - Quality time spent on STEAM - Informal STEAM learning providing hands-on real-world experiences - Daily traditions, convocations and quarterly activities, cultural & learning excursions, service learning projects, etc. - Seek, develop and maintain strong partnerships with community based, organizations, colleges and university, agencies, businesses, corporations, community leaders and other sectors to support learning and innovation. - STEAM opportunities and funding. - Volunteers trained and engaged for academic, social and emotional support - Host monthly all staff KGJSS meetings - Administer assessments (per schedule) - Ongoing PD for teachers - Parent Advisory Board meetings - Parent education, support and resources - Student festivals, concerts, awards ceremonies, plays and fine arts activities - Local, national and international opportunities for professional development, internships, mentorship, job shadowing, fellowships, research, presentations, and manuscript development for teachers. - KGJSS community awareness events - Career shadowing with STEAM mentors -KGJSS after school "Blowing off STEAM" open to students and community.</p>	<p>I. KGJSS STEAM Education - Target enrollment for students achieved with waiting lists - Teachers and assistants trained in school model, curricula, best practices and creation of annual learning goals - Student assessments administered (according to policy) to identify diverse learners. Students receiving support services necessary to engage their highest academic, social and emotional learning and performance. - All students have quality in and out of school opportunities in STEAM. - Student gains in STEAM subjects and reading. -Students proficiency in PBL and able to apply learning to solve every day, real-world problems - Early preparation for student capstones through the KGJSS Fellowship Academy tracks beginning in grade 5 (Femme 2 STEAM, EngHERneers, EduKATors, Medigirls). - Student capstones completed by 8th graders - Student knowledge of traditional and nontraditional careers in STEM. - Gender responsive, (trauma-informed, relational, strengths-based, holistic and culturally competent) staff, volunteers and policies - Ongoing training for staff, volunteers and partners - Students, parents, and staff connected to the community -Broad range of community partners providing innovative instruction, resources and opportunities for students, teachers and executives. -"Blowing off STEAM" afterschool and summer programming serving 500+ girls annually - Parent education and support programs serving 300+ KGJSS parents and community members -Service learning projects, STEAM awareness and community events - Successful administration of independent evaluations and required assessments</p>	<p>KGJSS Students- Long Term, Yrs. 3-5: Statistical data will demonstrate student performance at the 70th percentile or higher in Math, Reading and Science; attendance average will report at 96% or higher; exceptionally high proficiency in 21st Century Skills; completion of first student capstones by 8th grade graduates; strong school culture (above the 80th percentile); strong bonds of sisterhood; strong student-teacher relationships; vibrant mentorship relationships among students and STEAM professionals; approved high school bridge program; strong KGJSS Fellowship Academy and Summer Fellowship Program (students across the country); exceptionally high EQ; students as STEAM ambassadors to the community; strong Student Advisory Board; students presenting research data locally, nationally and internationally; and students successfully competing in STEAM competitions across the world.</p> <p>KGJSS Students- Short Term, Yrs 1-2: Statistical data will trend in a positive trajectory for summative assessments (see Section 2.4, Table 2.2); students will demonstrate growth and proficiency in PBL and application to real-world problems; students will understand connections across STEAM and other subjects; increased student attendance; increased interpersonal skills and demonstration of 21st Century skills; reductions in at-risk behaviors; increased connections to community; and increased EQ.</p> <p>KGJSS Teachers: Highly skilled teachers who use ingenuity; PBL & design methodology to teach real world applications of STEAM; strong demonstrations of collaboration; resourcefulness and student-parent-community connectedness; teachers are inform the field through research, best practices, white papers and peer reviewed articles; STEAM professional communities of practice which align with the school model and outcomes; and national and international recognition as best educators.</p> <p>Parents: Parent participation and connectedness increased to 80% by year 2; strong Parent Advisory Board; strong demonstration of parents accessing school resources, increased social mobility, parent leadership afterschool programs, increased number of parent volunteers and participation in fundraising efforts.</p>