CHICAGO PUBLIC SCHOOLS 2017 REQUEST FOR PROPOSAL

JOIN THE MOVEMENT

ART IN MOTION

a performing arts charter school

PROPOSED OPENING IN 2018-2019 SCHOOL YEAR IF APPROVED

Submitted on:
September 8, 2017 at 5:00pm CT

ART IN MOTION

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EXECUTIVE SUMMARY

Art In Motion (Formally New Life Academy) is partnering with Distinctive Schools to apply for a Chicago Public Schools (CPS) charter to create Art In Motion Charter School, a performing arts high school in the Grand Crossing community. Design team members from Art In Motion have strong ties to the arts and local community and therefore fully understand the academic, social, and emotional needs of the students who reside there.

Distinctive Schools has the experience and ability to provide Art In Motion Charter School with a full range of management services to ensure that every enrolled student will experience an engaging, project-based learning platform and a rigorous education through a Personalized Learning model. Distinctive Schools is an education management organization with experience developing and successfully delivering personalized and next generation solutions. As one of the pioneers of the personalized learning movement, our tradition of innovation and education reform will continue to bring a wealth of knowledge and experience to Chicago Public Schools.

The mission of Art In Motion is to provide every student—regardless of their zip code—an opportunity to achieve their fullest academic and artistic potential through a personalized and performing arts learning model that is driven by challenging academic and arts standards. Our community will unite to empower the next generation with the life skills needed to reach their fullest potential and thrive in our global society.

The vision of Art In Motion is to provide a safe, joyful, creative, engaging, and next generation learning environment where students realize and achieve their full potential through personalized learning and the performing arts. Through the power of community partnership, we aspire to have a rigorous personalized learning curriculum and seek to activate creativity through a standards based performing arts experience with a culture that drives and celebrates student success.

Together, Distinctive Schools and Art In Motion believe that Art In Motion Charter School will give Grand Crossing students the best chance at building their talents and graduate high school prepared for postsecondary education, the 21st century workplace, or a career in the performing arts. We also believe that unique, innovative school systems that can effectively engage and educate their children in partnership with parents and community members greatly contribute to the well-being of all aspects of their communities. Therefore, Arts In Motion Charter School will enhance each student's social, emotional and physical growth, enabling them to be a positive, contributing member of society.

Domain 1: Parent and Community Engagement And Support

1.1. Community Overview: The applicant has sought to understand the characteristics, background, and history of the students, families, and communities it would serve if approved to open.
• Identified possible location(s) for the proposed school(s) • Identified communit(ies) where the school intends to focus recruitment efforts and/or the neighborhoods from which the applicant anticipates most students will enroll • An accurate description of the demographics of the proposed school's community and targeted student population • A comprehensive but concise demographic and historical overview of the targeted communit(ies), which includes key events from at least the last few decades and the major political, economic, educational, demographic, and/or community-specific trends that are important to understand when seeking to serve the community

Location

The proposed Art In Motion Charter School location will be a shared space with Hirsch Metropolitan High School, a Chicago Public High School. Hirsch is located in the Greater Grand Crossing neighborhood on the southside of Chicago.

The specific address is:
7740 S. Ingleside Ave
Chicago, IL 60619

The second location for Art In Motion is being built by New Life Covenant Church SE which is a 4,000-seat performing arts center, gallery space and new church that will replace numerous blocks of abandoned buildings and defunct factories in the Grand Crossing community. The 100,0000-square foot church will be built at 7600 S. Greenwood Avenue and will be completed by 4th quarter 2017. This project will cost $26M.

The recruitment boundaries will be 74th Street North to 83rd Street South and State Street West to Stony Island Street East.

School Enrollment
Scope: Population of Chicago and Grand Crossing Students
Grades: 5-12

Grades	% of Population in Grand Crossing	Number of People in Category
5th-8th	5.1%	2,167
9th-1th	5.5%	2,439

The anticipated school's population is based on Grand Crossing Community's population. The anticipated number of students in the 5-8 grades category is between 120-130 students in the Grand Crossing community alone. The anticipated number of students in the 9-12 grades category is between 230-250 students in the Grand Crossing community alone. The remaining students will be reached outside of the Grand Crossing community. Some neighboring communities that will be targeted are; Greater Grand Crossing, Avalon Park, South Shore, Chatham, Woodlawn, Hyde Park, and Washington Park. The neighboring communities open the possibility to recruit additional students who need an engaging personalized learning platform and reach capacity goals for Art In Motion.
http://statisticalatlas.com/neighborhood/Illinois/Chicago/Grand-Crossing/School-Enrollment

History Overview: Community Area 69, 8 miles S of the Loop

As the name implies, Greater Grand Crossing encompasses several neighborhoods: Grand Crossing, Park Manor, Brookline, Brookdale, and Essex. The original Grand Crossing community consisted of the southeast corner of the present community areas. The entire area was annexed to Chicago in 1889 as part of Hyde Park Township. Development began after a train accident in 1853 that killed 18 people and injured 40 others. The accident occurred at what is now 75th Street and South Chicago Avenue when Roswell B. Mason, who was to become a Chicago mayor, secretly had intersecting tracks built for the Illinois Central across the rail lines of the Lake Shore & Michigan Southern Railroad. The intersection remained dangerous for many years after the 1853 accident, but industry developed around it as it became required for all trains to make a complete stop there.

Chicago real-estate developer Paul Cornell thought that the area surrounding the intersection, although it was mostly prairie and swampland, would be ideal for suburban development because transportation to Chicago was assured via the railroads. Cornell began buying large tracts of land in 1855. Through the early 1870s he subdivided the area and offered lots for sale. Initially calling the subdivision Cornell, he changed the name to Grand Crossing after learning of an existing village named Cornell.

The early residents were of Irish, English, and Scottish descent and developed railroad settlements in the southeast portion of Greater Grand Crossing, just south of Oakwoods Cemetery. Factory workers, farmers, and craft workers of German origin followed in the 1890s, building frame cottages in what was the Brookline section of Greater Grand Crossing.

The World's Columbian Exposition of 1893 further stimulated growth. Single-family frame and brick homes, two-flats, and apartments began to appear in the area to accommodate the steady population increase between 1895 and 1912. There were improvements to infrastructure as well. The Calumet electric street railway at 63rd and Grand Boulevard (now Dr. Martin Luther King Jr. Drive) was extended to Cottage Grove and 93rd, and in 1912 the dangerous train intersection which had originally given rise to the community was elevated. White City, an amusement park which opened in 1904, towered over the northern part of Greater Grand Crossing from Grand Boulevard, to Calumet Avenue and from 63rd to 67th Streets until it was closed in 1933. The structure was finally torn down in 1950 to make way for the Parkway Gardens, a public housing project.

Critical Understanding of the Community

Though there had been some industry in the area since the mid-nineteenth century, by 1920 the community, with a population of 44,538, was largely residential. By the 1930s people of Swedish and Italian descent joined those of Irish and German origin. By this time, however, as African Americans came to the community in larger numbers, these ethnic groups along with native whites began to move out. During the decade of the 1950s, the black population of Greater Grand Crossing increased from 6 percent to 86 percent. Since 1980, the community has been 99 percent African American. Apart from Parkway Gardens, there has been little construction in Greater Grand Crossing since the 1930s, and the community has undergone significant depopulation since the 1960s. In 1960 the population stood at 63,169. Between 1980 and 1990 the population dropped from 45,218 to 38,644. Although as of 1990 a fifth of the population, 56 percent of which were African American women, lived at or below poverty level, a third of the residents of Greater Grand Crossing were second- and third-generation property owners.

Today, the performing arts play a leading role in the culture of the Greater Grand Crossing community. Rich in dance centers, dance troupes, art centers, theatres, music, and ballets, the community is longing for a school that will combine the performing arts with innovative, rigorous curriculum for its growing youth. This will prepare and challenge the community's at-risk students not only academically, but give them the ability to their build their talents and become an asset at a traditional or a performing arts college and succeed in college and beyond.
http://www.encyclopedia.chicagohistory.org/pages/547.html

Greater Grand Crossing Community Data

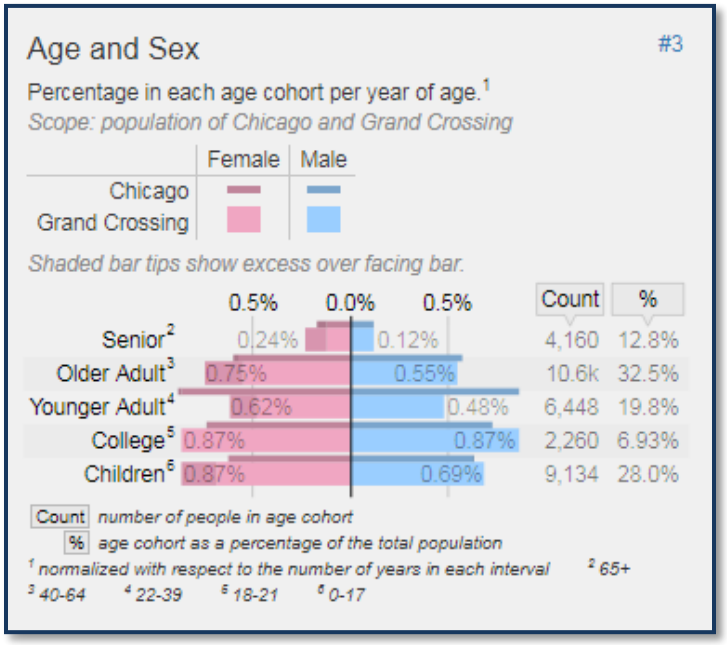
Overview: Greater Grand Crossing (GGC) is comprised of 7 police district beats (322,323,324,623,624,731) and part of the following zip codes: 60619, 60620, 60621 and 60637. New Life Covenant Church Southeast (NLCSE) is located in beat 624 within zip code 60619. To date, GGC has 32,602 residents, 12,326 households, and a median income of $29,663. Also, GGC has 17 schools (5 private/charter, 12 public), 60 churches, and 150 + businesses. More specifically, in beat 624 where NLCSE is located, the population is 2,059 and 706 households.

Summary: We will provide statistical data and research from the Census Bureau's American Community Survey[1], Chicago Police District, and analysis provided by the Community Builders Team (CBT). Statistical data will include the following categories: population, employment, income, education, real estate, and crime. Also, community activities and events by community stakeholders will be included. Lastly, recommendations from CBT will be provided for NLCSE ministry, outreach and community development efforts in GGC.

[1] http://statisticalatlas.com/neighborhood/Illinois/Chicago/Grand-Crossing/Overview

Population

According to the Census Bureau's *American Community Survey*, there are 32,602 people in GGC community. **9,134** are ages 0-17, **2,260** are 18-21, **6,448** are 22-39, **10,600** are 40-64, and **4,160** are 65 or older.



Analysis: This data provides the number of people within GGC and separates them by age and sex. Based on data, majority of the population in GGC is made up of older adults (40-64) and children (0-17). Furthermore, overall, there are more women than men in this community.

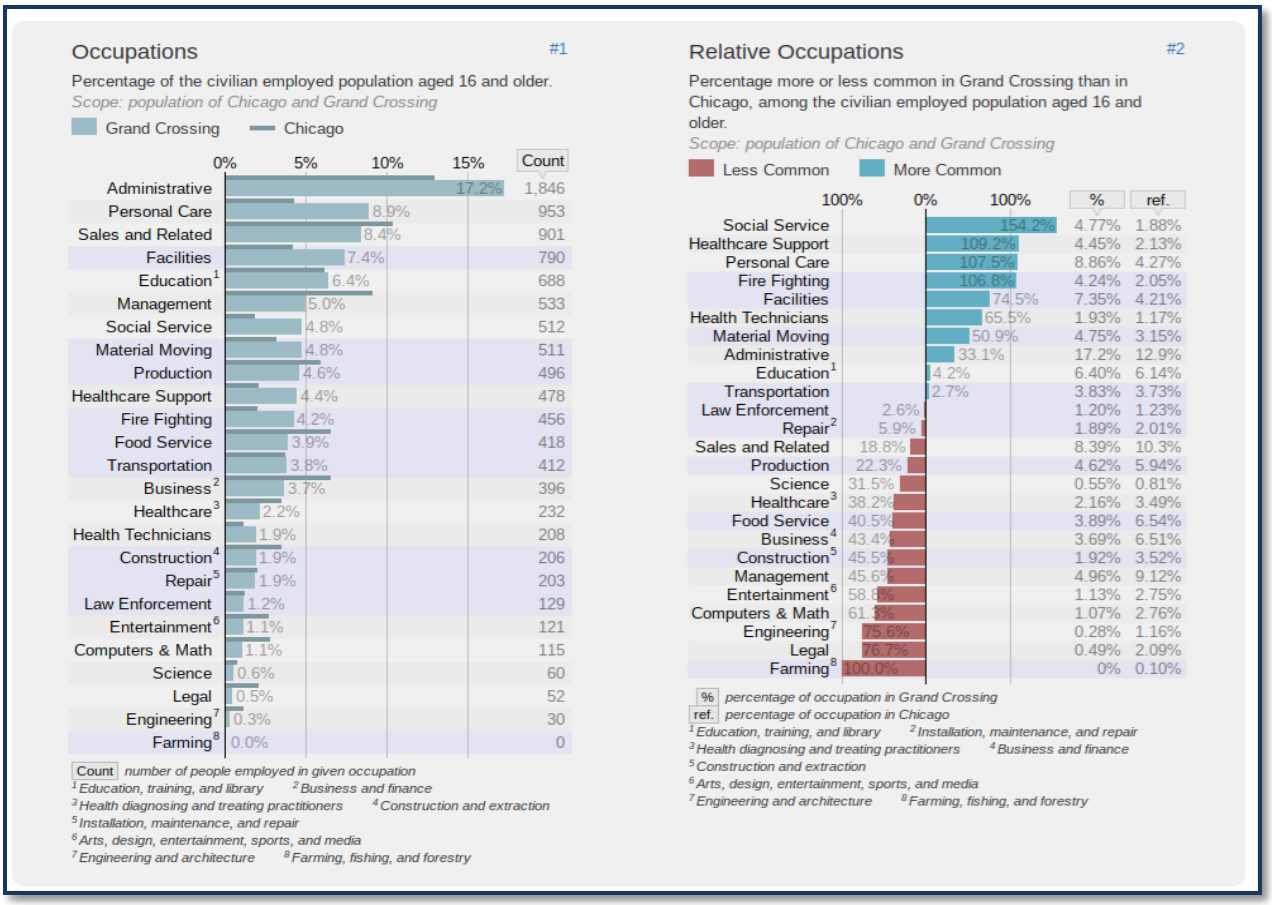
Employment

Data shows that 44% (10,700) of residents ages 25 to 64 in GGC are employed. Data shows that 14% of the residents in this age cohort are unemployed. Lastly, 41% of those within GGC are not in the labor force.

Analysis: This data provides the number of people employed, unemployed and not in the labor force in GGC. Based on data, majority of the people in GGC are unemployed and out of the labor force. The unemployment rate in this community can be from a number factors. Unemployment may contribute to crime rates as well. Also, the education level in this community may contribute to job-seekers lack of job opportunities.

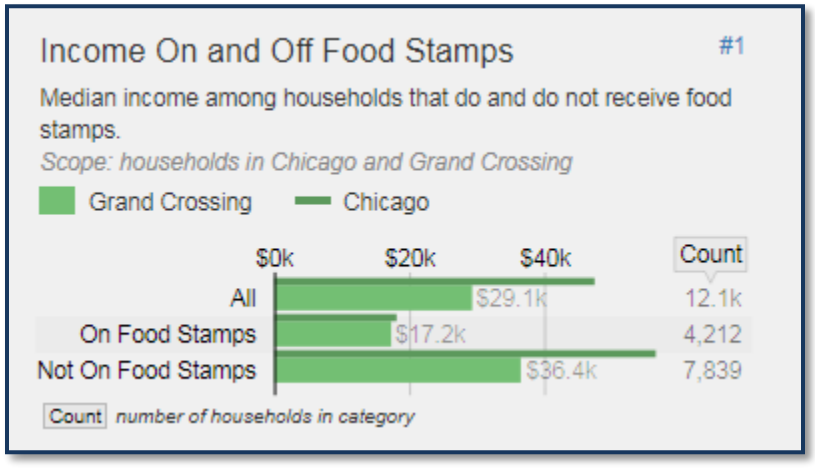
In GGC, 6,436 people are employed in the private sector, 1,360 local government, 1,272 state government, 452 sole proprietor, 383 federal government, and 89 are self-employed.

Analysis: Majority of the residents in the GGC community work in the private sector. There are very few business owners and entrepreneurs in this community. There are many factors that can contribute to the lack of entrepreneurship and public service employment. Below, you will find an occupational chart that will show the percentages of employers in different occupation categories.

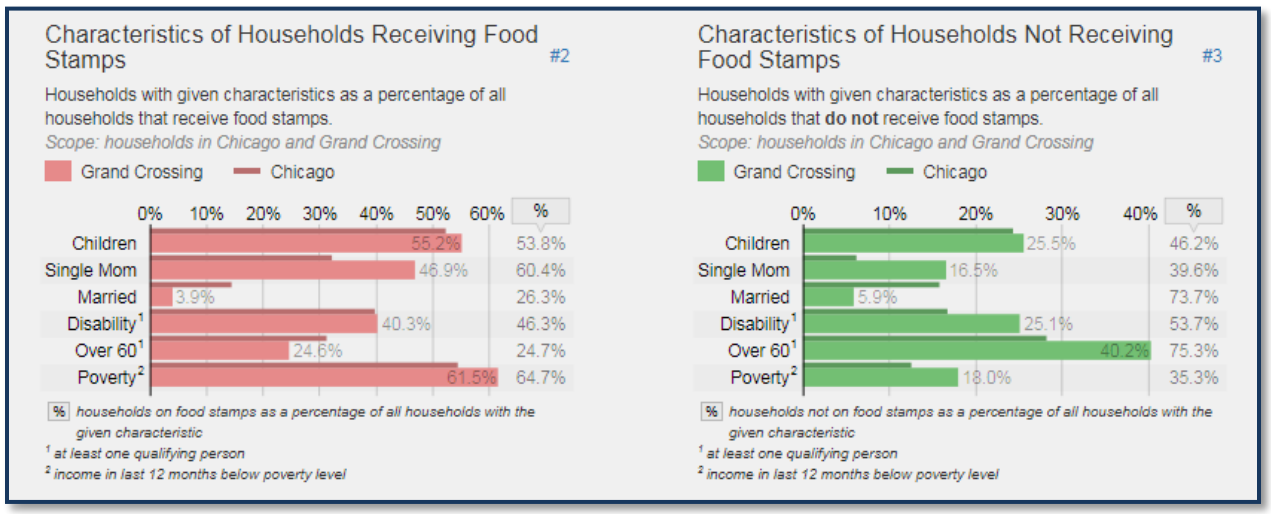


This chart shows the different occupations that individuals in GGC work in. 1,846 are in administration, 953 in personal care, 901 sales, 790 facilities, 688 in education, 533 in management, 512 social services, 511 in material moving, 496 production, 478 health support, 456 firefighting, 418 food services, 412 transportation, 396 business, 232 healthcare, 208 health technicians, 206 construction, 203 repair, 129 law enforcement, 121 entertainment, 60 science, 52 legal, 30 engineering, 0 farming.

Income

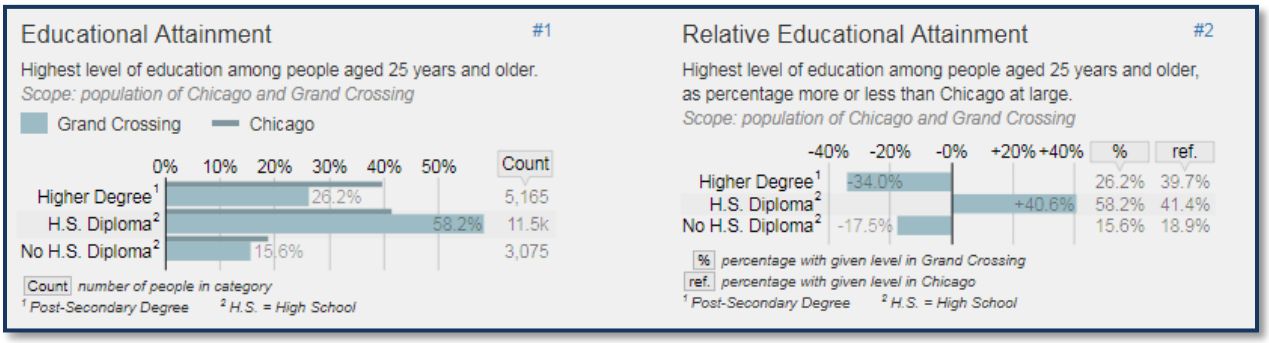


According to the data above, out of the 12,326 households, 4,212 are on food stamps with a median income of $17,000, which is below the poverty line. 7,839 of these households are not on food stamps with a median income of $36,400.

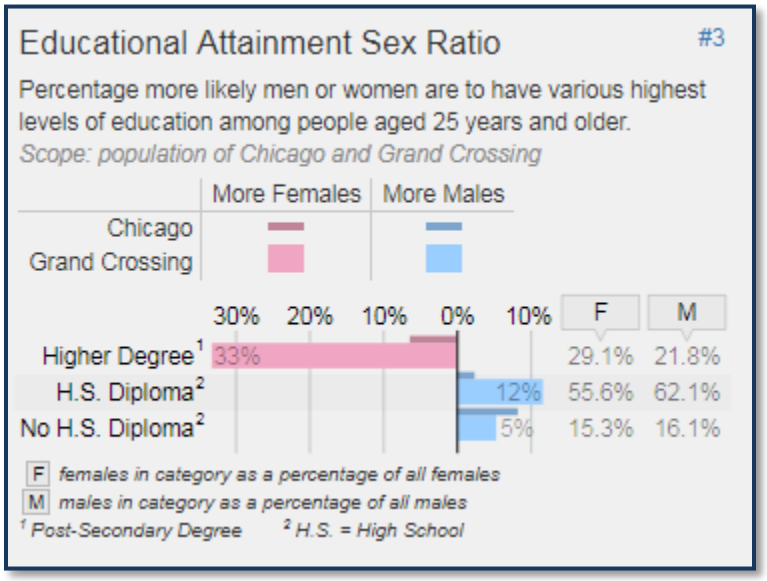


Analysis: Financially, all of the households in GGC are barely surviving. Based on these numbers, we can conclude that many of the residents within GGC are not making enough money to thrive within their community.

Education

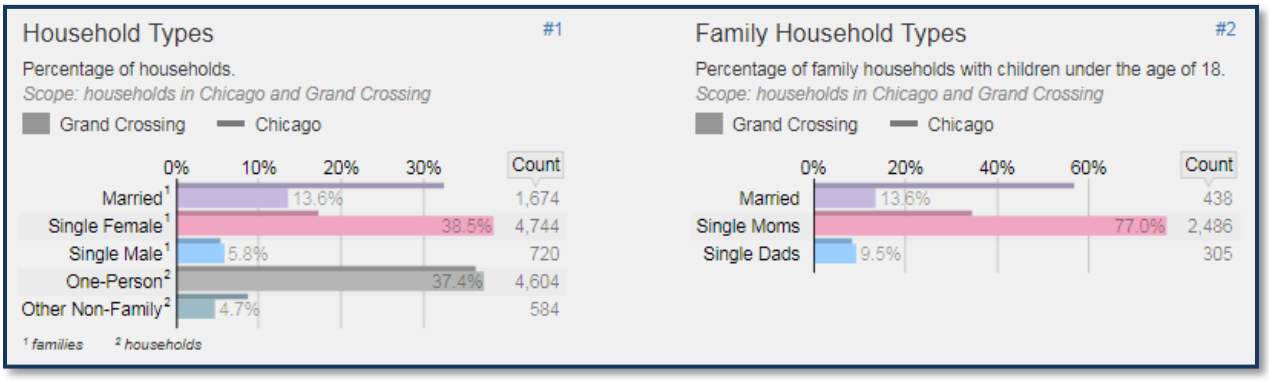


According to the data above, 3,075 individuals 25 and older don't have a high school diploma, 11,500 have a high school diploma, 5,165 have a higher degree.



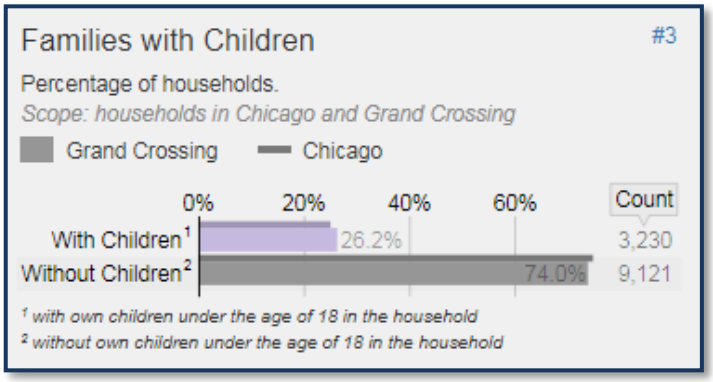
Analysis: Out of all residents, very few have higher education. Therefore, they are not able to compete for jobs that require a higher education and they are unable to make more money. This may contribute to the low employment rate and the occupational choices of the residents. Furthermore, if residents are unable to find a good job due to their educational level they are likely to rent and not own their home. Which may contribute to the low-homeownership rate in GGC.

Real Estate

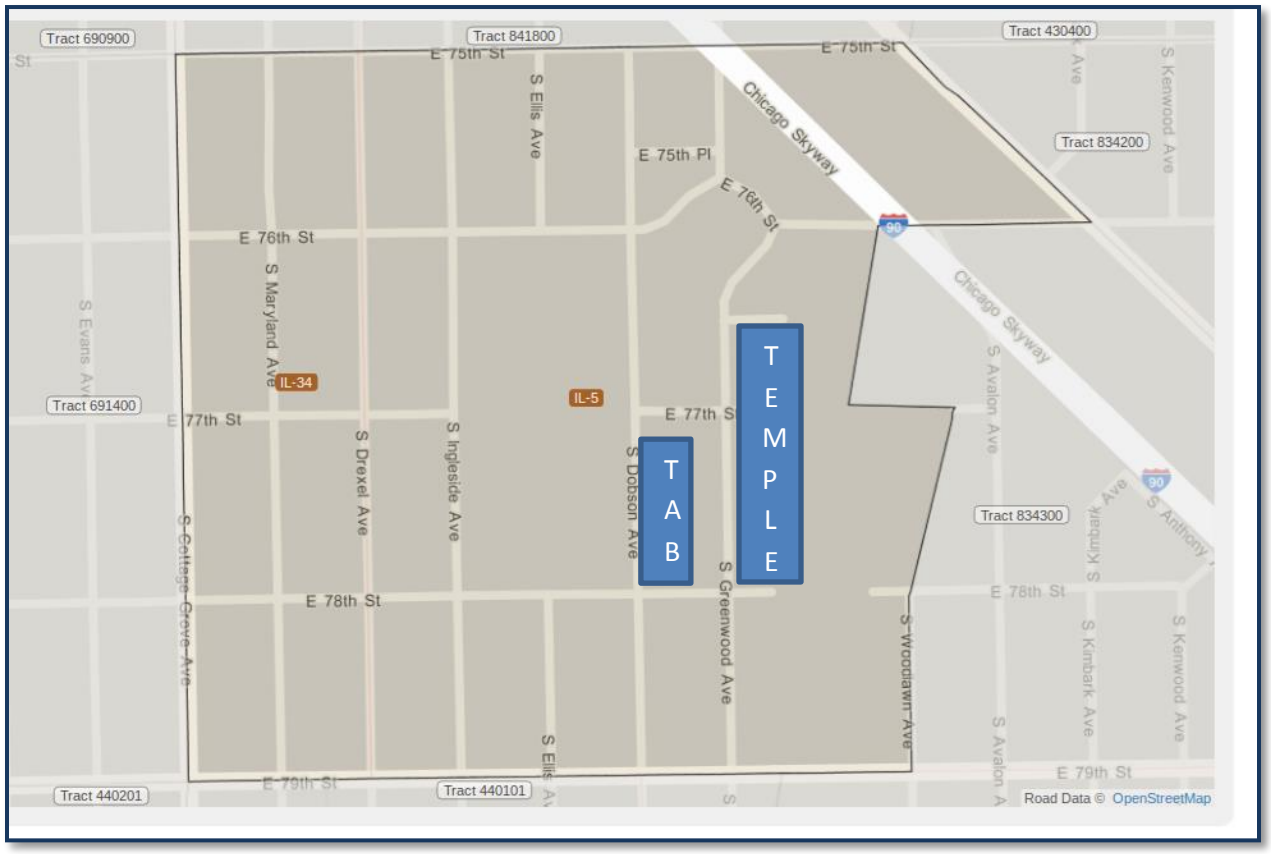


GGC has 16,029 housing units. There are 12,326 households. 2-4 unit buildings comprise 50% of housing stock. 25% of housing is vacant, 25% owners and 40-50% renters. 4,927 single family detached homes. Average home sales price is $78,134. 147 foreclosure filings in 2015. In the data above, 1,674 are married families, 4,744 are single female families, and 720 are single male families. Furthermore, 4,604 are one person households and 584 are non-family households.

Analysis: Majority of GGC households are occupied by individuals and or single female families. Many of the properties are rental properties or vacant. This could contribute to the transient nature of this community. Also, this may contribute to lack of engagement in community event/activities.



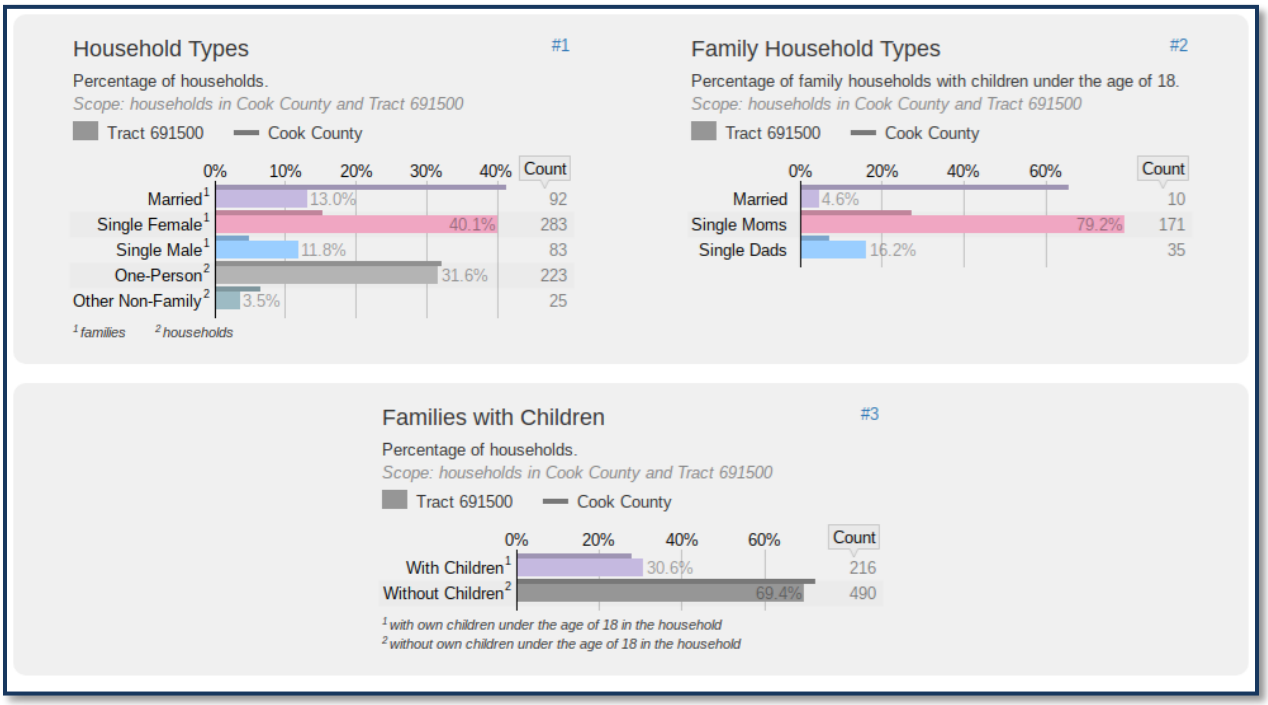
Data on Area Surrounding NLCSE (Beat 624)



NLCSE is located in the southeast area of GGC. More specifically, the NLCSE Southside campus includes properties on the 7800 block of South Dobson Ave, 7700 and 7600 block of South Greenwood Ave. In this area, the population is 2,059 and has 706 households. Below, you will find data on this particular area to give a snapshot of neighborhood surrounding the church campus.

Summary: This data will help us understand the area surrounding NLCSE. We will look at the same categories as provided above, but focused on the neighborhood. The information provided can be used to determine how we should do ministry, outreach, and community development conducive to community needs.

Population

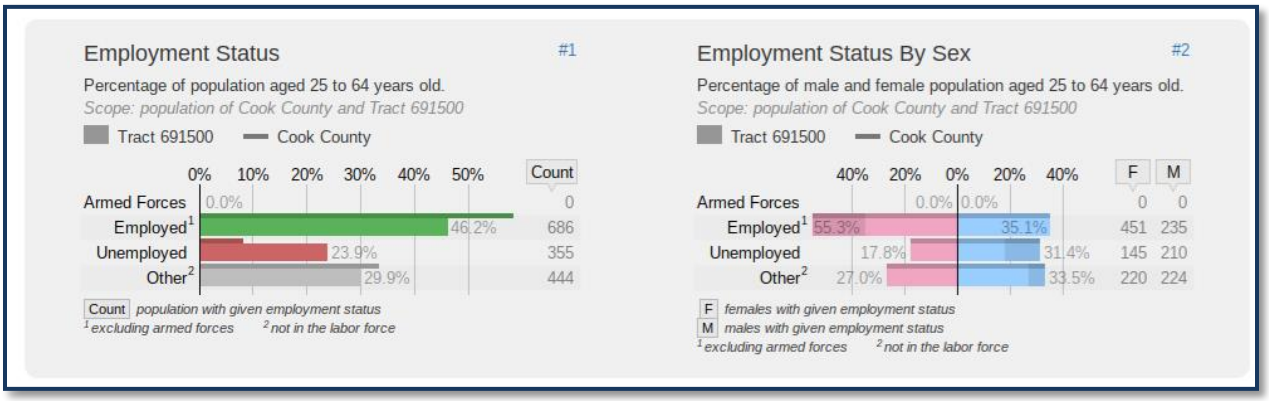


According to the data above, there are 707 children ages 0-17, 187 ages 18-17, 370 ages 22-39, 615 ages 40-64, and 180 65 and older.

Analysis: Majority of the population within this area are children ages 0-17 and older adults ages 40-64. Based on the data above, 79.2 % of the households in this area are comprised of a single mom with children ages 18 and under. 69.4% of the households in this area have children in them under the age of 18.

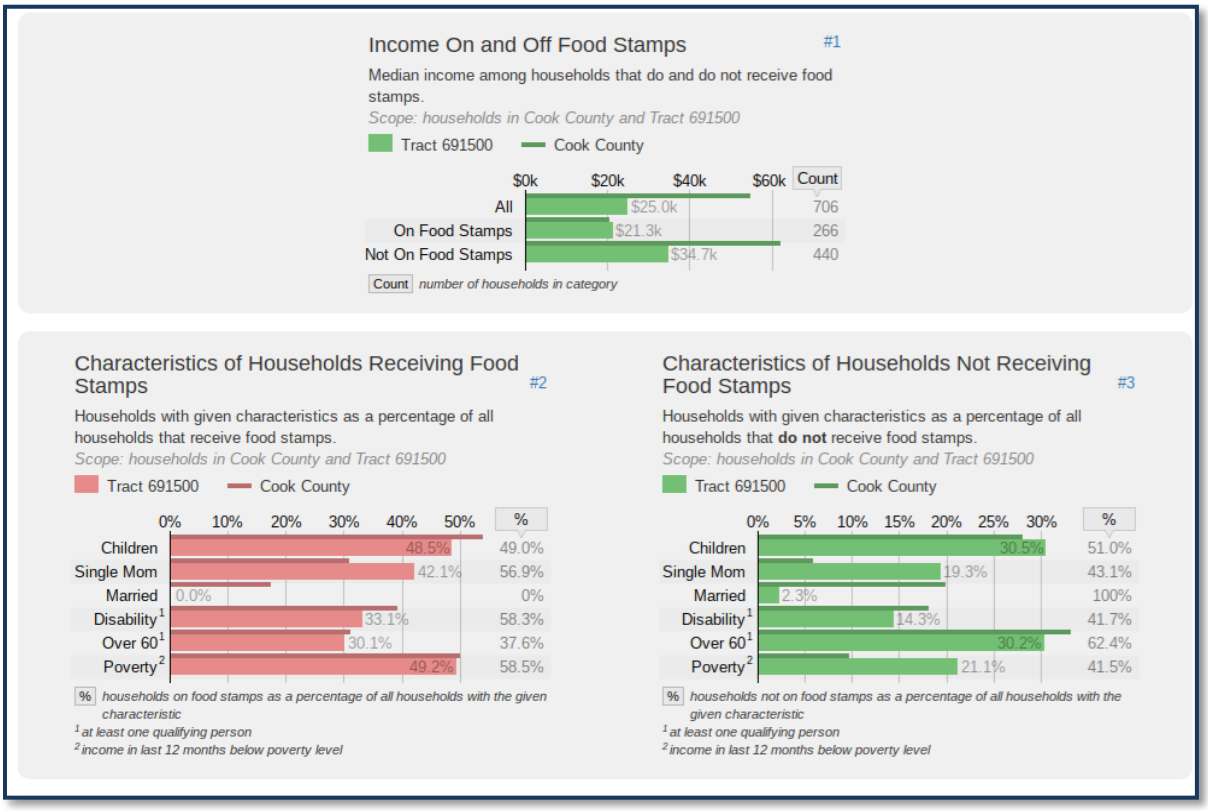
Analysis: If majority of the households in GGC are comprised of single mothers with children. This means, there is one income in the household contributing to the needs of the children and everyday expenses. Therefore, households are struggling to thrive. Furthermore, majority of the youth in this community are not growing up with their father. This could contribute to behavioral issues in school and stress on the mother.

Employment



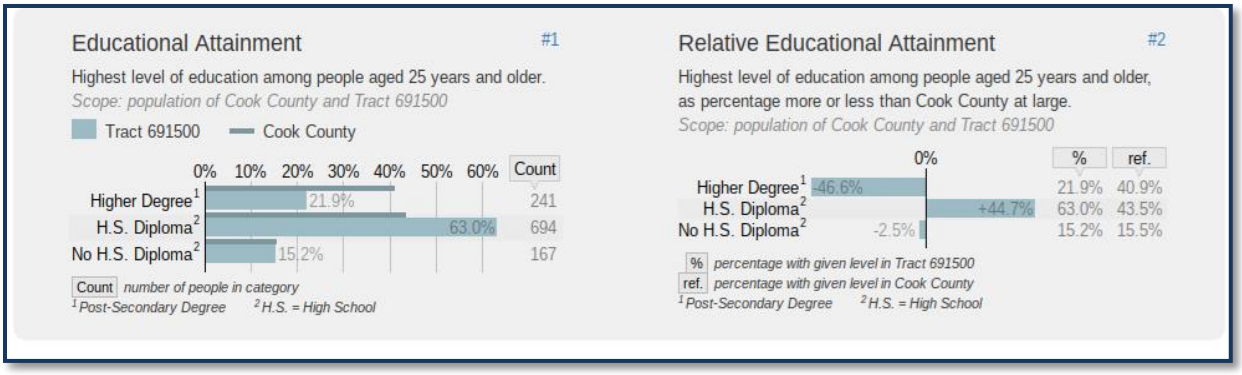
In this area, 686 individuals ages 25-64 are employed. However, 799 in this same age group are unemployed and not in the labor force.

Income



According to the charts above, the median income for all households is $25,000 dollars. 266 of those households are on food stamps making only $21,300 dollars a year and the 440 that are not on food stamps are making a median income of $34,700 dollars.

Education

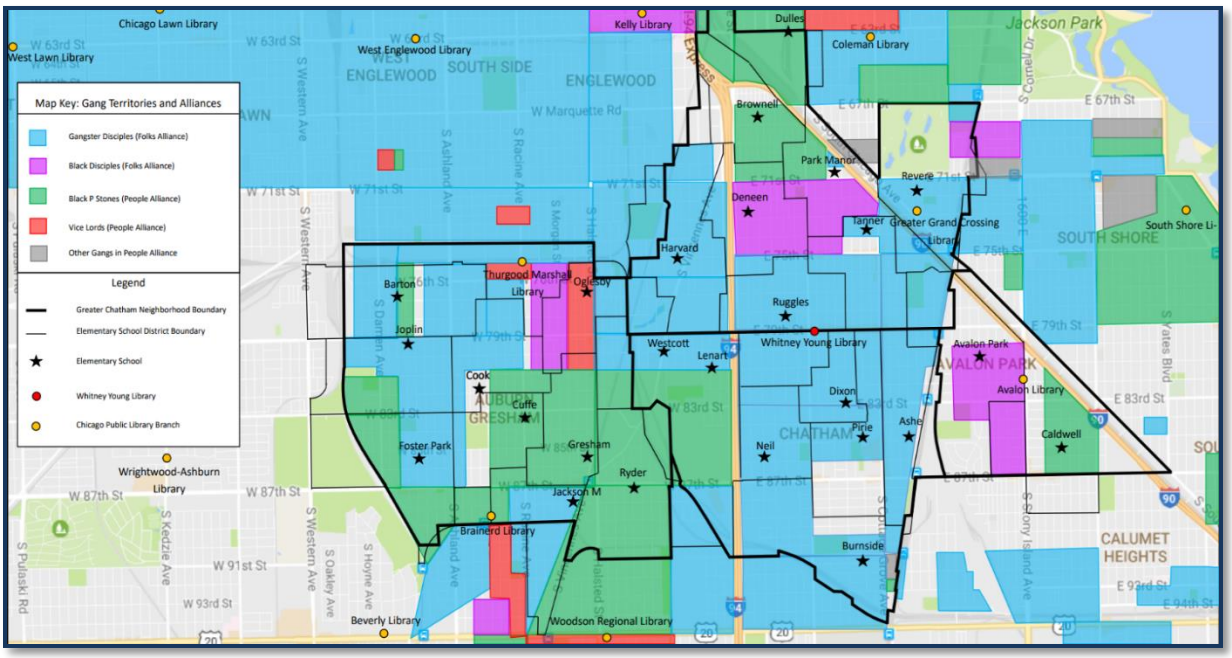


According to the data above, 167 individuals 25 and older don't have a high school diploma, 694 of those 25 and older have a high school diploma, but only 241 25 and older have a higher degree.

Crime

Crime and violence are pressing issues in Chicago. Our communities are plagued with gang activity, shootings, homicides and more. The community is faced with public safety problems that can no longer be fixed by the police alone. Below you will find real data from the Chicago Police Department showing the criminal activity in the Greater Grand Crossing community.

This is a gang territory map that shows what geographical area the gangs occupy on the Southside of Chicago. In the Greater Grand Crossing community, majority of the territory is comprised of Gangster Disciples, Black Disciples and some Black P Stones.



1.2. Community Outreach: The proposal presents a compelling rationale for why the proposed school(s) are a good fit for the targeted communit(ies) and will effectively serve the targeted student population(s).

- Members of the design team with strong existing ties to the community Evidence that the applicant conducted significant, authentic outreach in the targeted communit(ies) to inform and seek community input about the application, including:
    - Evidence that the design team participated in various meetings, events, and/or volunteer opportunities to become more familiar with the targeted community and develop an outreach plan
    - Documentation of meetings that the design team held with key community organizations, businesses, and leaders
    - Documentation that community residents attended at least one community meeting hosted by the applicant, with a discussion of the feedback received for the proposed school
- A discussion of what community members identify as the existing assets and needs of the targeted communit(ies) and how the proposed school would build on these assets and help meet identified needs
- Evidence that the design team involved the community in developing an educational vision for the proposed school or, alternatively, adapting the existing model to meet the unique needs of the community
- An outline or table describing key pieces of feedback received from community members with an explanation of which were incorporated into plans for the proposed school or not, and why A convincing rationale for why the proposed school is a good fit for the communit(ies) Tier 1

Community Outreach

The design team learned about the community because of our ties as community residents, community church affiliates, and community employees. Due to the need of a performing arts school, the community members, workers, and church affiliates decided to move forward on the need and create a performing arts charter school in the community.

We believe that education is a major pillar within any community. Therefore, partners in the community renovated areas within Betty Shabazz, Avalon Park, and Hirsch High Schools. Art In Motion will be a greater extension of the commitment to the Grand Crossing Community by providing a safe, stimulating and innovative environment, through performing arts for students. Art In Motion will also be dedicated to academia (math, science, social science, and English). This endeavor will provide another learning avenue within the community as well as student scholarships.

Art In Motion Charter School's approach to community movement and education is rooted in the power of strong community members uniting to leverage partnerships from across industries to ensure the school has all necessary resources to implement high impact instructional programming. The design team is critically aware of challenges and barriers to learning for students from a high need community. Art In Motion has solidified multiple partnerships that will compensate for those challenges and barriers to provide necessary resources to propel students at the needed trajectory to thrive in college and a career.

Board Members				
Name	**Occupation**	**Expertise**	**Board Position**	**Ties to the Community**
Dr. Joyce Cooper	Professor	Education Leadership	Board Chair	Yes: Worked in a CPS school in Grand Crossing
Lynn Group (Common Representative)	TBD	Performing Arts	TBD	
Kristi Mosbey	Perf Arts Business Owner	Performing Arts	TBD	No
Ronald Banks	Marketing/Engineer	Marketing	TBD	Yes: Current Resident
Terrence Bey	Technology Business Owner	Technology	TBD	No
Dr. Elijah Brewer	Professor/Finance	Finance	TBD	Yes: Attends church in Grand Crossing
Regina Dillard	Perf Arts Business Owner	Performing Arts	TBD	No
Maurice Gue	Attorney	Attorney	TBD	Yes: Attends Church in Grand Crossing
Dr. Ursula Ricketts	Professor	Educator	TBD	No

Additional Board Applicants		
Name	**Occupation**	**Ties to the Community**
Daphne Alcide	Educator	No
H Turner	Educator	Yes: Currently work in Grand Crossing Community
Officer Lewis Courts	Police Detective	Yes: Officer in the Grand Crossing Community
Mary Lastrapes	Human Resource Mngt	Yes: Attend Church Service in Grand Crossing
Mario Moody	Perf Arts Business Owner	No
Joyce Chou	Architect Firm Owner	Yes: Worked on facility projects in Grand Crossing
Kason Wallace	Realtor Business Owner	No
Derrick Christian	Marketing Business Owner	Yes: Attend Church Service in Grand Crossing
Maurice Gue	Attorney	Attorney
Dr. Ursula	Professor	Educator

Interested Community Members
Shammrie Brown, Charlene Beasely, Jose Wilson, Ronald Banks, Sean Cannon, Hadiya Turner, Kason Wallace, Derrick Christian II

When first planning to conduct outreach in the Grand Crossing community, the design team connected with the 1700+ members of New Life Covenant Church, all of whom are also members of the targeted community. The design team also manned a table at an event sponsored by the 79th Street Business Corridor Association called the March & Rally on June 27th, 2015, where the Team spoke with many residents of the community about the proposed performing arts school. The event is part of the Safe Summer on 79th Street event series and draws hundreds of residents in the targeted community. On July 18th, from noon to 5pm at the Grand Crossing Family Day Picnic, members of the Design Team manned a table to speak with community members about the school and garner support. During the event, more than 300 community members signed a sheet in support of having the performing arts school in the community and felt that Grand Crossing youth would benefit from a school that is 50% core subjects and 50% performing arts courses. Moreover, the Design Team has attended all of the following monthly community meetings, during which they gave presentations and held a Q&A with community members in attendance:

- The 3rd District Clergy Sub-Committee meeting, every 1st Thursday of the month from 1pm – 2pm at the 3rd District-Grand Crossing Police Station located at 7040 South Cottage Grove Avenue

- The Grand Crossing Neighborhood Network meeting, every 2nd Tuesday of the month from 6pm – 8pm at St. Mark Manor located at 840 East 76th Street

- The 6th District Clergy Meeting, every 2nd Thursday of the month from 10am – 11am. The location changes every month.

The design team has engaged in a number of outreach activities to connect with key community members and institutions to get their feedback on the proposed performing arts school. As mentioned, the design team conducted a survey of 1700 New Life Church members to receive feedback on the proposed school in 2015 and conducted another survey in 2016. In addition, at the July 18th Grand Crossing Family Picnic Day, the design team collected more than 300 signatures of area residents (who were not Church members) who are in support of the school (please see *Appendix 1.3.5.*). Moreover, the design team presented at the monthly community meetings mentioned above.

Every business and organization in the Grand Crossing community was contacted via email with information about the proposed performing arts school and dates for open public meetings to discuss the school, and many of them have offered their support. At these meetings, Dr. Ratliff presented a PowerPoint that addressed learning and the educational vision of the school and how it will benefit the Grand Crossing community. The presentations included ample time for a Q&A period so community members in attendance could ask questions and voice any concerns. Here is a full listing of the meetings held:

2015-2016 Community Outreach			
Meeting	Date/Time	Agenda	Sign In

			Sheet
3rd District Clergy Sub-Committee meeting	every 1st Thursday of the month from 1pm – 2pm	Presentation by New Life	Recurring
3rd District Clergy Sub-Committee meeting	every 1st Thursday of the month from 1pm – 2pm	Presentation by New Life	Recurring
The Grand Crossing Neighborhood Network meeting	every 2nd Tuesday of the month from 6pm – 8pm at St. Mark Manor located at 840 East 76th Street	Presentation by New Life	Recurring
The 6th District Clergy Meeting	every 2nd Thursday of the month from 10am – 11am	Presentation by New Life	Recurring
March and Rally	June 27, 2015 9am-noon	Manned a table and gave information about proposed school	Flyer
NAC Community Forum	May 14, 2015 6:30pm	Presentation by New Life	Yes
Grand Crossing Family Picnic Day	July 18, 2015	1700 NLC members collected 300 signatures of residents in support of the school	Yes
Chicago Police Dept. 003rd District CAPS Faith Based Monthly Meeting	Thursday, March 3, 2016 1pm-2pm	District Remarks by Commander Doss and Sgt. Irvin, Special Presentation by New Life	Yes
003rd Faith Based Meeting	Thursday, March 10, 2016 1pm-2pm	Presentation by New Life	Yes
Community Meeting	Thursday, March 17,	Presentation by New LIfe	Yes
Art in Motion (then named New Life Academy) Charter School of Performing Arts Informational	Friday, March 18, 2016 6pm-7pm	Grand Crossing residents came out to provide concerns comments and ask questions	Yes
The Food Pantry	March 24, 2016	The New Life Academy team also manned a table and received signatures saying that the community is in support of the school.	Yes
006th District BEAT Community Meeting (Faith-based)	April 14, 2016	Presentation by New Life	Yes

2016-2017 Community Outreach			
Meeting	Date/Time	Agenda	Sign In

			Sheet
Community Naming of the Performing Arts School	March 2017	Community Members were asked to submit names for the performing arts High School, Art in Motion (AIM) was selected.	n/a
Community Meeting	July 11, 2017	Presentation by New Life	Yes
Community Meeting	July 16, 2017	Presentation by New Life to NLCSE Youth Department	Flyers Distributed
NLCSE Family & Friends Festival at Dave & Busters 49 Orland Square Drive Orland Park, IL	July 22, 2017	Manned a table and gave information about proposed school	Flyers Distributed
Grand Crossing Community Informational	July 31, 2017	Presentation by New Life and Distinctive Schools	Yes
CAPS Meeting	August 3, 2017	Presentation by New Life	Yes
A.I.M. Re-engagement Board Meeting	August 4, 2017	Presentation by New Life	Yes
Grand Crossing Back To School Event	August 19, 2017	Manned a table and gave information about proposed school	Yes
Community Meeting	September 12, 2017	Presentation by New Life	Yes

1:1 Meeting with Community Leaders to Discuss Art in Motion
CeCe Edwards
Ayoka Samuel
Nicole Bridges
Nedra Fears
Victor Love
Brad Redrick
Vondale Singleton
Julianna Stratton

Community Input

New Life Covenant Church is one of the community's greatest assets. The Church provides several community services free of charge, including a legal clinic, a food pantry, and several social activities for area youths. The Grand Crossing community has many children of middle and high school age who would benefit from personalized earning at Art In Motion and their families are tremendously supportive of this school. Indeed, many community members identified the performing arts as an educational need in the community. Moreover, community members have identified a parent-friendly, community-supporting school as a great need in their neighborhood.

The Design Team received community members' input by distributing a survey to 1700 members of New Life Covenant Church, a religious institution that serves the Grand Crossing community. 166 members (10%) responded. When asked if they are supportive of a performing arts charter school being opened in the Grand Crossing community, 98.1% of survey respondents answered "yes." When asked if they had or knew of middle or high-school aged children that would benefit from Art In Motion 68.29% of respondents answered "yes." When asked if they believed that children's exposure to the performing arts in Grand Crossing is very limited, 63.5% of respondents answered "strongly agree" and 27.78" answered "agree," thereby suggesting a strong need and desire for more access to the performing arts in the community. The Design Team also consulted several websites to determine whether a performing arts high school exists in South Chicago. The team's research show that there is not currently a performing arts high school operating in this area.

After conducting community outreach and online research, the design team determined that there are no comprehensive performing arts high schools in the South Chicago area and that the Grand Crossing community would greatly welcome one.

Indeed, the majority of Grand Crossing residents surveyed said that they would support a performing arts high school in their community. In addition, several influential members of the community, including leaders of community organizations and local businesses, believe that Art In Motion would greatly benefit the community's youth.

The high school age youth of Grand Crossing face a lack of school resources and low morale. The teen pregnancy rate is high, and the community as a whole is experiencing a 13% unemployment rate. Research shows that these factors contribute to high dropout rates. The goals of Art In Motion are to bridge any achievement gaps experienced by its students and ensure that all enrolled students graduate with a high school diploma. The proposed school's performing arts curriculum will contribute to the school's success in meeting these goals.

The Grand Crossing community thrives in the performing arts and Art In Motion will bring students in the community closer to their talents. This will give the youth the ability to become engaged in school, stay off the streets, and reach their full potential in college and the workplace. The community also has many talented performing arts individuals and organizations that will support and help guide Art In Motion students. The at-risk students in the Grand Crossing community need a new learning platform that will support them socially and behaviorally, and Art In Motion can create this opportunity for this next generation.

Research shows that performing arts curriculum caters to students with different styles of learning, engaging those who might not otherwise take an interest in academics. A study published in *Champions of Change* shows that students who participate in the performing arts "gain in reading proficiency, gain in

self-concept and motivation, and [have] higher levels of empathy and tolerance toward others." This holds particularly true for youth from low-income families and who are considered to be "at risk." Given the large population of at-risk students in Grand Crossing,

Art In Motion will be a good fit for the community because it will provide a much needed personalized curriculum platform that is 70% core subjects and 20% performing arts 10% Wellnes. This approach to learning is tailored to meet the specific needs of Grand Crossing youth, who are displaced and no longer engaged in their home schools.

Grand Crossing community members and were interviewed and they told why the performing arts school was a good fit for the community and a critical need for the area's youth. To view the video, please use the below link and password:

https://vimeo.com/135296020
password = nlse

Reference: James S. Catterall, Richard Chapleau, and John Iwanaga, "Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts," *Champions of Change: The Impact of the Arts on Learning*, ed. Edward B. Fiske (Washington, DC: Arts Education Partnership and the President's Committee on the Arts and the Humanities, 1999) 1-18

The design team conducted surveys, distributed door hangers, and held multiple community meetings. The details of these outreach activities are described in the table below. Evidence of these activities is included in *Appendix.*

TOTAL Community Outreach Data| 2015-2017	
Outreach Method	**Total #**
Flyers	2500
Door Hangers	2500
Emails	4374
Social Media Posts (Facebook, Twitter and Instagram)	18 with more scheduled
Community Meetings	14
Intent to Enroll	48
Community Petition Signatures	408
Community Meeting Attendees Combined	300+

Community Events	5

The community meetings were held during after work hours, usually starting at 6:30pm. The meetings began with a warm welcome and thank you to all in attendance and a reminder to sign the sign-in sheets. The facilitator (usually Dr. Karen Ratliff) then gave a brief introduction and overview of the purpose of the meeting. Following these introductory remarks, Dr. Ratliff gave a PowerPoint presentation that described the proposed school's educational vision and how it will benefit the Grand Crossing community. Dr. Ratliff then left ample time for a Q&A period, during which community members in attendance were given the opportunity to ask questions, voice any concerns, and provide feedback.
Sign-in sheets and evidence that community members attended meetings held by the applicant can be found in ***Appendix.*** A copy of the design team's presentation can also be found in ***Appendix.***

1.3. Community Support: The applicant has demonstrated that there is sufficient student demand to meet enrollment targets and community support for the proposed school.

- Evidence that collectively presents a compelling case that students will choose to attend the school and the school will meet enrollment targets, including:
    - A sufficient number of letters of intent to enroll for age-eligible children to comprise at least half of the first-year enrollment capacity
    - Personalized letters outlining why parents/guardians believe the school would be a good fit for their child
- Evidence that the community understands and supports the school opening in its community, which may include:
    - A description of some of the key supporters and champions of the proposed school in the neighborhood
    - Letters of support from community-based organizations, businesses, leaders, elected officials, and community members
    - (If any partnerships are integral to implementing the school model) A draft contract with a specific scope of services
- An open acknowledgement of opposition to the proposed school
- Evidence of having conducted all three methods of outreach to all of the aldermen, state representatives, and state senators in the intended recruitment boundary:
    - Sending formal notification of the proposed new school o Requesting a meeting (or listing meetings already held)
    - Attending the aldermen's ward nights
- A clear vision for how the proposed school will positively contribute to the community, outlining any services, resources, programs, or volunteers that the school will offer to families and/or community members

Community Support

The design team emailed all elected officials within the proposed recruitment boundary on June 24th, 2015 to request a meeting to discuss the school. The meeting took place the week of July 6th, 2015. Moreover, the design team invited elected officials to all community meetings that they attended (please see list of monthly meetings attended by the design team in the months of March and April of 2015.).

Alderman Harris and State Rep Dunkin both support the school. Alderman Harris and State Rep Dunkin both support the school. Their letters of support can be found in *Appendix.*

Art In Motion also has proof of emails from surrounding elected officials in support of the proposed charter school in Grand Crossing. Evidence of having contacted these elected officials can also be found in *Appendix.*

Community Leaders:
Stann Champion-Higgins – President, Community Pride Association
John F. Hannah – Senior Pastor, New Life Covenant Church
Darlene F. Tribue – President, Park Manor Neighbors' Community Council
Micheal Cherry – Vice President, 79th Street Corridor Business Association
Carlos Nelson – Executive Director, Greater Auburn-Gresham Development
Brad O. Redrick – Chairman, Grand Crossing Neighborhood Network

Resident/Parent:
Eddie Meeks, III
Tonika Mathews
Robert Rainge
Sakia Beamon
Monique Rose
David Holmes
Jermaine Guy
Diane Wilson

Please see letters of support and with intent to enroll from parents in appendix.. An updated attachment of letters will be provided in the Addendum.

The following list is comprised of community leaders and organizations with whom the design team has met and who have offered their support for the proposed school. You can find letters of support from each of these individuals in ***Appendix***

Community Leaders and Organizations

Stann Champion-Higgins – President, Community Pride Association
John F. Hannah – Senior Pastor, New Life Covenant Church
Darlene F. Tribue – President, Park Manor Neighbors' Community Council
Micheal Cherry – Vice President, 79th Street Corridor Business Association
Carlos Nelson – Executive Director, Greater Auburn-Gresham Development
Brad O. Redrick – Chairman, Grand Crossing Neighborhood Network

New Life Covenant Church will also be a partner. The Church provides a range of services at no cost to the community. The services are tailored to fit the specific needs of the residents of Grand Crossing. Among the services the Church will provide are:

- **A legal clinic**. This clinic, located at 7752 S. Greenwood Avenue, will provide legal service and advice to the community on the topics of family, probate, criminal, landlord/tenant, foreclosure,

consumer issues, contracts, employment, and civil law. The clinic is open every first Saturday of the month from 9am to 1pm.

- **A food pantry**. The food pantry is open every Thursday from 12pm – 2pm at the same location as the legal clinic. Each household in designated boundaries within the Grand Crossing community (and within the recruitment boundaries of the proposed school) can be served once per month.
- **Two teen support groups**: "Boys 2 Men" for male teens and "Young Ladies of Light" for female teens. Both groups focus on building leadership abilities, developing relationships with others, and finding a purpose, and both are held on the 2nd and 4th Thursdays of each month from 7-9pm.
- **Teen-focused social events.** Among the activities the Church currently and will continue to offer include poetry slams focused on important topics such as difficult parent relationships and dealing with anger; physical fitness activities; "theme" nights, such as their social evening designed around the Hunger Games.

The Church will distribute flyers to the community to ensure that all enrolled students in Art in Motion: School of Performing Arts and their families are aware of these events. A letter that outlines these resources in more detail is provided in *Appendix.*

Art In Motion has developed the community partnerships in the following table. For evidence, we have provided letters of support in Appendix.

Organization	Common Ground
Purpose	Performing Arts & Facility
Nature of Relationship	Funding, facility, community, arts programming partnership non fee based
Expectations, Roles, Responsibilities	• Board representation • Financial Resources • Arts Programming planning • Additional philanthropy and partnership development
Services, Resources Fee or Contribution	• Funding for facility • Resources for arts centered programming • Resources for community arts center • Resources for wellness and fitness programming

Organization	New Life Covenant Church SE
Purpose	Community Resources & Facility
Nature of Relationship	Partnership non fee based
Expectations, Roles, Responsibilities	• Board representation • Financial Resources • Arts Programming planning

	• Additional philanthropy and partnership development
Services, Resources Fee or Contribution	• Facility Option • Food Pantry • Legal Counseling • Board Representation • Teen Groups • Counseling Services • Performing Arts programming

Organization	**Whole Foods**
Purpose	Wellness and Cafeteria
Nature of Relationship	Philanthropy and Resources
Expectations, Roles, Responsibilities	Planning and Resources for wellness and nutrition
Services, Resources Fee or Contribution	• Resources and Funding for fitness, wellness and nutrition

Organization	**Mindful Practices**
Purpose	Design of wellness block, social/emotional learning program design and mindfulness
Nature of Relationship	Partnership
Expectations, Roles, Responsibilities	• Provide thoughtful guidance on how incorporate SEL, mindfulness and movement strategies throughout the day and in each classroom via staff professional learning workshops • Implement a daily SEL/Nutrition/Fitness class to help build student mind-body health, as well as self-awareness, self-regulation and social skills • Assist with creating a safe and respectful school environment (Danielson, Domain 2) to decrease student and teacher stress/anxiety and to increase student achievement so that every student and teacher, regardless of emotional need, is empowered to be present to ready to engage. • Support a culture & climate which promotes student and teacher health and wellness and intentionally connects that work to SEL. • Conduct planning meetings with various school committees and partner organizations (i.e. Whole Foods) to create a holistic approach to cultivating and nurturing the whole child experience

Services, Resources, Fee or Contribution	Fee based for services and design

Organization	Next Generation Learning Challenges
Purpose	Foster Collaboration and Deeper learning for leaders within the MyWays Framework
Nature of Relationship	Collaboration
Expectations, Roles, Responsibilities	• Act as a resource and expert thought leader of MyWays competencies • Connect Art In Motion design team with other national experts • Provide feedback and reflection on school design
Services, Resources Fee or Contribution	Resources for model development

Organization	Summit Learning
Purpose	Continued use of Summit Learning in Middle School core academic classes and development of performing arts courses within the PLP
Nature of Relationship	Collaboration, Resources & Training
Expectations, Roles, Responsibilities	• Basecamp, regional planning and resources through Distinctive Schools Academic team
Services, Resources Fee or Contribution	• Personalized Learning Platform • Professional Development

Organization	Mission MMA & Fitness
Purpose	Wellness and Fitness block
Nature of Relationship	Partnership for fee
Expectations, Roles, Responsibilities	• Define and design physical education programming for school and community • Staff and Execute wellness and mentoring block • Design healthy school meal options
Services, Resources	• Fitness center

Fee or Contribution	• Wellness and Mentoring for students and community • Fee for service

Organization	**1635 Education**
Purpose	Innovative School Design, Charter Approval and start up of high school arts model
Nature of Relationship	Partnership through Distinctive Schools
Expectations, Roles, Responsibilities	• Work with Art In Motion board on CPS charter RFP • Innovate and design the Distinctive Schools middle school and high school model through partnership • Design and implement school start up plan
Services, Resources Fee or Contribution	• Fee based once approved through Distinctive Schools

Organization	**Distinctive Schools**
Purpose	Charter School Management Organization
Nature of Relationship	Partnership for fee
Expectations, Roles, Responsibilities	Operational and Instructional management of approved school
Services, Resources Fee or Contribution	Fee based on approval

ART IN MOTION PARTNERSHIPS		
79th Street Corridor Business Association	Michael Cherry – Vice President	Yes
Agility Network Services, Inc.	Evang. Darlene Allen-Nichols, PhD– Operations Administrator	Yes
Building Blocks Learning Academy	Michelle Nowell-CEO	Yes
Boys 2 Men	New Life Covenant Church, John F. Hannah – Senior Pastor	See New Life Covenant Church Letter
Community Pride Association	Stann Champion-Higgins – President	Yes
Fearfully Fierce Mentoring Program	Shannon Colar–CEO/Founder	Yes

Grand Crossing Neighborhood Network	Brad O. Redrick – Chairman	Yes
Greater Auburn-Gresham Development	Carlos Nelson – Executive Director	Yes
GoGee! Music, LLC	Regina E. Dillard – Founder and Managing Director	Yes
Kenwood School of Ballet and ITwirl Dance Programs	Kristi Mosbey – Artistic Director	Yes
Ladies of Virtue	Jamila Trimuel- Founder, President	Yes
New Life Covenant Church	John F. Hannah – Senior Pastor	Yes
New Life Southeast's Food Pantry	New Life Covenant Church, John F. Hannah – Senior Pastor	See New Life Covenant Church Letter
New Life Southeast's Legal Clinic	New Life Covenant Church, John F. Hannah – Senior Pastor	See New Life Covenant Church Letter
Park Manor Neighbors' Community Council	Darlene F. Tribue – President	Yes
Safe House of Chicago	Kira Chevalier-President, Founder	Yes
Van Moody School of Music	Mario Moody- Director	Yes
Urban Male Network	Marlon Haywood, M.S. Ed. President,	Yes
Young Ladies of Light	New Life Covenant Church, John F. Hannah – Senior Pastor	See New Life Covenant

Recent education research shows that students who drop out of high school experience a negative rippling effect throughout their lives. They face obstacles in the workforce and in their social lives, and they experience detriments to their mental and physical health. These negative effects are particularly troubling when considering how likely they are to impact the youths of Chicago. According to one report, "nearly 42,000 or 15 percent of 19-to-24 year old youth in the city of Chicago did not have a regular high school diploma" as of 2010. Moreover, African-American youth are less likely than their white peers to have a regular high school diploma. This statistic also unfortunately holds true for Chicago: 20% of Chicago black youths do not have high-school diplomas, compared to 4% of white youths. Sadly, generational poverty also negatively impacts whether students obtain a high-school degree.

The Grand Crossing community has one of the highest at-risk youth populations in the Chicago area: 99.3% of high-school age youths are African American and the community is experiencing a 13.4% unemployment rate. 40.4% of Grand Crossing residents live at or below the poverty line. It is perhaps unsurprising, then, that recent city-data figures also show that only 37.3% of Grand Crossing residents have a high-school diploma.

High dropout rates affect not only individual students—they also affect communities. In communities with higher dropout rates, fewer jobs are created, less state tax revenue is collected, the real-estate and

car-sales industries falter, and the area's economy slumps. Dropout rates also correspond to higher incarceration rates. In 2010 in Illinois, high-school dropouts accounted for 51% of the incarcerated population.

By providing an engaging curriculum and family-friendly environment tailored to meet the specific needs of at-risk youth, Art in Motion seeks to make a positive difference in the Grand Crossing community. The school will contribute to greater high-school graduation rates, thereby ensuring brighter futures for all attending students. The school's performing-arts curriculum will be particularly engaging.

Research shows that a performing-arts curriculum improves school attendance and significantly reduces drop-out rates. Moreover, a report by the College Exam Entrance Board shows that students involved in the performing arts outscore non-arts students on the SAT in both the verbal and math components: an average of 65 points higher in verbal, and 34 points higher in math.
In essence, students who attend Art in Motion will have a greater chance of succeeding academically and graduating with a high-school diploma, making for a brighter future in the Grand Crossing community at large.

N. Barry, J. Taylor, and Kwalls, "The Role of the Fine and Performing Arts in High School Dropout Prevention," *Critical Links: Learning in the Arts and Student Achievement and Social Development*, ed. Richard Deasy (Washington, DC: Arts Education Partnership, 2002) 74-75.

Sum A., Khatiwada I., McLaughlin J., and Palma S. "High School Dropouts in Chicago and Illinois: The Growing Labor Market, Income, Civic, Social and Fiscal Costs of Dropping Out of High School." *Chicago Alternative Schools Network* (2011): 1-8.

http://www.menc.org/information/advocate/sat.html
http://www.city-data.com/neighborhood/Greater-Grand-Crossing-Chicago-IL.html
http://www.targetarea.org/researchdoc/Parent-Perceptions-vs-Student-Realities.pdf

The majority of people, organizations, and businesses contacted are in support of the school. A small minority of community members were initially opposed. These community members work for Hirsch Metro High School, which is located in the same facility that will house Art in Motion. Their opposition was rooted in fear of Hirsch Metro High School being shut down to make room for Art in Motion Charter. Once these community members were informed that Hirsch Metro High School will not be closed and that partnerships will be forged between the schools, their fears were greatly diminished.

Hirsch Metro High School & Art In Motion Partnership Opportunities
• Shared campus renovated common spaces including cafeteria, gym and auditorium
• Food service cooperative provided by Whole Foods and Marianos
• After school programming and clubs
• Professional Development opportunities for staff
• Wellness and Fitness programming

- Personalized Learning and Innovation programming/partnerships

Art In Motion held an informational on March 18, 2016 so Grand Crossing residents could state their concerns and any opposition for the school. For an overview of their statements, please see *Appendix*

Additionally TheLynnGrouphas pledged resources and programming for the Art In Motion school to be the location for a community arts center and collaborative in Grand Crossing before school, after school and on weekends open to Grand Crossing and surrounding communities. The goal of the design team us to work with Common Ground to truly use Art In Motion Charter School as the driver and connector of a community based movement that revives and inspires its community members to connect and build the future through the arts.

Domain 2: Academic Success

2.1. The School Model: The proposal explains who the school will serve; what it will accomplish in measurable terms; and describes the methods it will use to help students achieve defined student outcomes.

- A succinct, clear, and compelling mission statement that:
  - Is focused on high educational outcomes for students
  - Reflects priorities that are meaningful, manageable, and measurable
  - Reflects the targeted student population
  - Is consistent with the purposes outlined in the Illinois Charter Schools Law (105 ILCS 5/27A-2(a))
  - Indicates what the school intends to do, for whom, and to what degree

- A vision that articulates what the school will accomplish in the near term and future, with concrete examples of anticipated student outcomes
- An educational philosophy that reflects the design team's core beliefs and priorities for educating the proposed student population
- An overview of the key design elements that explains how it is appropriate for and likely to result in improved educational performance for the targeted student population, including at-risk students
- (If proposing a Next Generation blended learning model: a compelling rationale for the scope and design of blended learning strategies, which is rooted in the needs of the student population and aligns with the educational philosophy)

Mission

The mission of Art In Motion is to provide every student—regardless of their zip code—an opportunity to achieve their fullest academic and artistic potential through a personalized and performing arts learning

model that is driven by challenging academic and arts standards. Our community will unite to empower the next generation with the life skills needed to reach their fullest potential and thrive in our global society.

Vision

The vision of Art In Motion is to provide a safe, joyful, creative, engaging, and next generation learning environment where students realize and achieve their full potential through personalized learning and the performing arts. Through the power of community partnership, we aspire to have a rigorous personalized learning curriculum and seek to activate creativity through a standards based performing arts experience with a culture that drives and celebrates student success.

Art In Motion will serve 400 students in grades 7-8 in its first year of operation. The school will be at full capacity in its first year, with 200 students in each grade and will offer all core content and required electives for each grade level. Many students in our target student population want to graduate, but find socioeconomic obstacles overwhelming. High School students in the Grand Crossing neighborhood are looking for the choice and opportunity offered in high performing schools. The teen pregnancy rate is high, and the community as a whole is experiencing a 13% unemployment rate. Research shows that these factors contribute to high drop-out rates. Art In Motion will be based on a learner-centered model – one that is highly personalized, rigorous and collaborative.

The goals of Art In Motion are to both bridge achievement and equity gaps experienced by its students and ensure that all students graduate with a high-school diploma prepared for college and beyond. We will do this by focusing on rigorous content, critical thinking skills, communication, collaboration, creativity and innovation. Art in Motion's personalized learning and performing-arts focus will contribute to the school's mission and success in meeting these goals.

The Art In Motion model is fueled by innovation combined with research-based best practice in personalized learning and indicators of student success to ensure student readiness for the college of their choice. We will rely on proven personalized learning strategies and state-of- the-art technology to create rich learning environments for students and teachers. Through excellent teaching, high quality digital content, and next generation performing arts curriculum we will create a new model of personalized learning to meet the needs of underserved learners.

Art In Motion will also provide personalized professional learning opportunities for high quality educators. It is our goal to align our professional learning practice with our personalized learning structures to build a learner-centered environment for staff and students. The Art in Motion culture will empower teachers to develop differentiated instructional practices and to create a community of collaboration within the faculty. The integration of technology, tools and support will serve to elevate the profession of teaching and afford new leadership roles for educators.

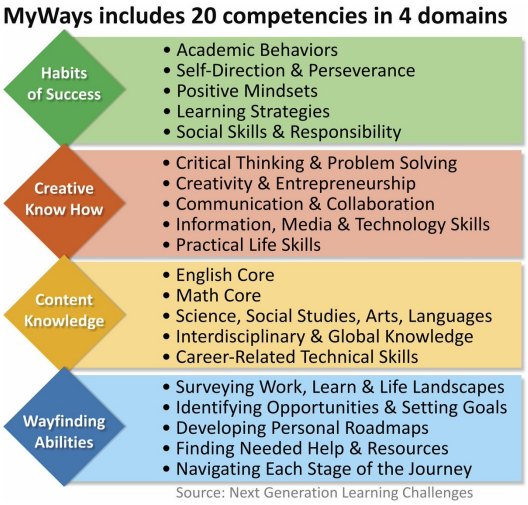
Key Design Elements of the Art In Motion Model Include:

1. Diverse Partnerships to drive innovation and necessary resources: The founding board of the school is comprised of highly concerned and capable citizens who have a passion to make real change on the southside of Chicago, change that benefits underserved children and families. The Art In Motion model is rooted in the power of partnerships to bring together diverse resources and best practices for students

in the Grand Crossing Neighborhood. The Board will partner with the organizations listed below to increase resources and growth for all citizens in the Grand Crossings community:

- The board will partner with **New Life Covenant Church Southeast** to support community involvement and resources.
- The board will partner with **The Lynn Group (Common)** to drive the vision and resources needed to provide a world-class performing arts experience.
- The board will partner with **Whole Foods Market and Mariano's Grocery Store** to provide nutrition and wellness resources to ensure all students have options to live their best life.
- The board will partner the the Chicago based management organization, **Distinctive Schools** and replicate the collaborative and innovative approach of it's high- performing schools to drive instructional and operational alignment.
    - Distinctive Schools will partner with **Next Generation Learning Challenges: MyWays** to define and drive personalized learning model design and iteration needed to define success in college and beyond.
    - Distinctive Schools will partner with **Summit Learning** through the Basecamp program to augment and adapt their personalized learning platform to enable a student driven learning environment focused in STEM and Humanities curriculum.

2. A Personalized Learning Model of Instruction: Four arenas are used for the design of the personalized learning model. Within these four arenas are twenty competencies that inform how Art In Motion students experience learning and how success can be measured to ensure students are ready for college to best make choices about their future.



3. A Performing Arts Pathway: The Art In Motion performing arts curriculum is designed so that students have exposure to all disciplines in their seventh and eighth grade years through short cycle elective style expeditions. Performance Arts Disciplines include theatre, visual arts, dance, media arts and music. Through Habits of Success and Wayfinding Abilities students are able to choose a Freshman year Sophomore discipline focus expedition in which they deeply study for a semester. In Junior and Senior year students revisit their focus expedition on an annual basis through reflection and goal setting.

The goal is that a gradual pathway provides deeper focus through an increased length of study of a discipline. Through this type of pathway Art in Motion students will graduate able to make better informed decisions about entering the workforce or college choices. As Art In Motion is open to all students and there is no audition requirement, the arts pathway is designed for all learners to enter the arts industry through multiple processes including creating, performing, presenting, producing, responding and connecting.

ART IN MOTION PERSONALIZED PERFORMING ARTS PATHWAY			
The AIM personalized performing arts pathway is designed to give students exposure to all disciplines and processes to grow Habits of Success and Wayfinding Abilities throughout their 6 years of study to drive reflective decision making about their post secondary entry point into the arts industry.			
Pathway content is aligned to NCCAS National Core Arts Standards			
Grade	**7th & 8th**	**9th & 10th**	**11th & 12th**
Length of Study	Quarterly Elective Expedition	Semester Focus Expedition	Year Focus Expedition
Level of Study	Proficient Accomplished Advanced		
Discipline Focus	Theatre Visual Arts Dance Media Arts Music	Theatre Visual Arts Dance Media Arts Harmonizing Instruments Music Technology Music Composition & Theory Traditional & Emerging Ensembles	
Process Focus	Creating Performing/Presenting / Producing Responding Connecting		

5. A STEM and Humanities based Next Generation and Blended Learning Model: Art in Motion will build off of Distinctive Schools and Summit Learning Design models which use technology to enable teaching and learning design elements. Since our students are Digital Natives the Art In Motion model has been designed using today's technology tools to the medium for how students interact with the curriculum and demonstrate mastery. Art in Motion believes a key factor of student engagement is through technology. While students will use technology in all subjects for learning, The Distinctive Schools model is rooted in the power of 1:1 teacher and student relationships. Larger blocks of

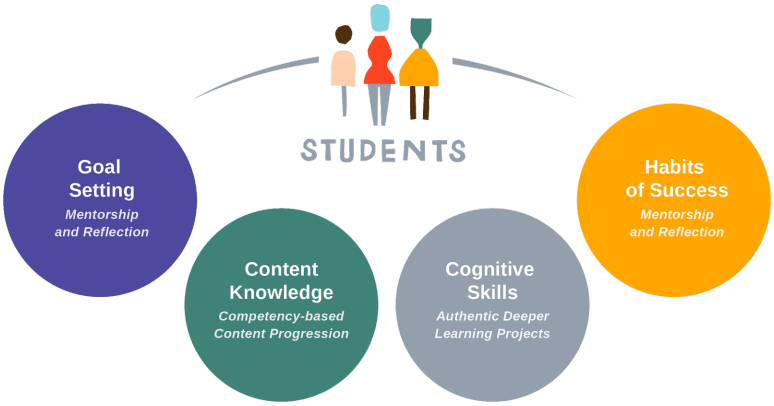
instructional time focused on interdisciplinary student in STEM (Science, Technology, Engineering and Math) and Humanities (English Language Arts and Social Studies) will be the Core curricular basis for learning enabled by technology.
http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf

2.2 Program of Instruction: The curricula will help students become critical thinkers, effective communicators, and responsible global citizens.
● A convincing rationale for the chosen learning standards (attached to the proposal) ● A clear description of and rationale for the selection of curricula in each grade level and major subject area to be served ○ For curricula already developed: Persuasive research-based evidence and/or rationale for success of curriculum with target student population ○ For curricula yet to be developed: A thorough, detailed plan for curriculum development, citing who will be responsible for key tasks, their relevant qualifications/experience, and a realistic schedule with clear tasks and deadlines ● A sound explanation of how teachers will know what to teach and when to teach it, including a description of the resources that will help support teachers' instructional planning and implementation ● All sample curricular materials requested for the appropriate grade levels and subjects ● Clearly explains policies for promoting students from one grade level to the next, citing criteria for promotion and retention ● Specific graduation requirements with clear rationale for their selection

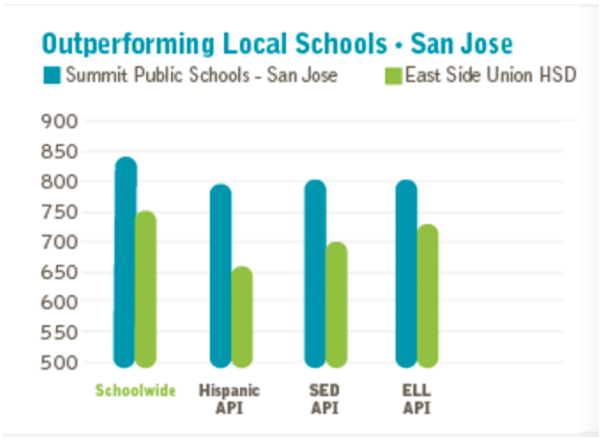
Art In Motion will implement curriculum through Summit Learning. Distinctive Schools currently uses Summit Learning in their middle school instructional delivery and curricular approach. The Art In Motion team will be trained in Summit Learning in Distinctive Schools' classrooms during the 17/18 planning year. The Art In Motion team will also attend Summit Basecamp in Summer of 2018 to codify their curricular approach.

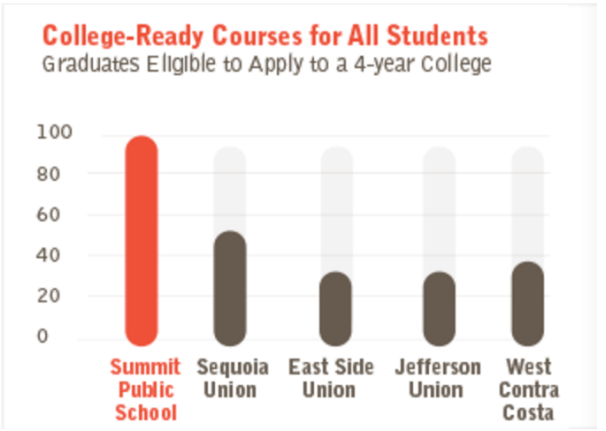
Art In Motion teachers will have deep training in the Summit Teacher Resource site which has step by step support for implementation and can be accessed at:
https://help.summitlearning.org/hc/en-us/categories/200390617-Teachers

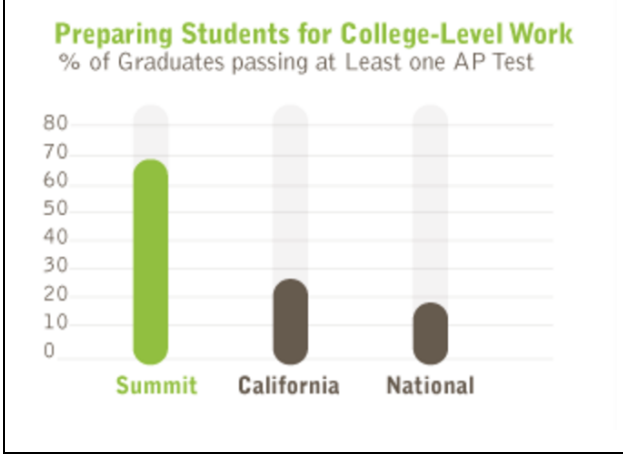
Summit Learning is curricular model designed with 4 overarching design anchors including goal setting, content knowledge, cognitive skills and habits of success.

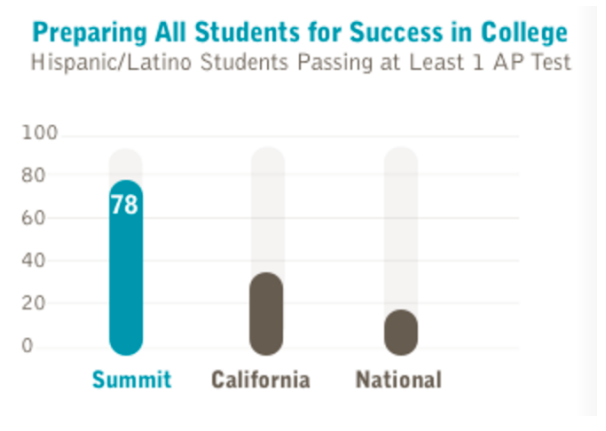


Summit Learning Model Research









Outperforming Local Schools

- Summit students arrive at Summit schools with slightly lower scores than their peers at local high schools, yet consistently outperform their peers.
- Summit schools have consistently performed well above the state's measure of a successful school (800 API).
- Summit schools ranked in the top 20% of public high schools in the state of California.
- Summit Preparatory High School ranked #1 in the Bay Area and #3 in the state of California serving students with disabilities.

College-Ready Courses for All Students

- We have a rigorous, college-prep curriculum where 100% of our students meet and exceed 4-year college entrance requirements.
- Preparing Students for College-Level Work
- All Summit students take rigorous classes during their time at Summit
- Every Summit student takes six AP classes and at least one AP test prior to graduation
- Preparing All Students for Success in College
- Our flagship school was recently named the #1 High school in Silicon Valley in preparing Latino students for success.

Achieving College Success

- Summit graduates are completing college within six years at double the national average.
- 99% of graduating seniors are accepted into at least one four-year college.
- In 2016, our graduates were accepted into over 150 colleges nationwide, including all 9 University of California campuses, Stanford University, and four Ivy League schools: Brown, Cornell, Harvard, and Yale.
- Summit graduates are completing college within six years at double the national average.

"Last spring was the first time that California gave the Smarter Balanced standardized tests, aligned with the Common Core. While only one in three California students met or exceeded math standards, 43 percent of Summit students did. And while 44 percent met or exceeded English language arts and literacy standards in the state, 63 percent of Summit students did. Some 27 percent of California students pass at least one Advanced Placement exam, but 57 percent of Summit students do.

By 2015, 93 percent of Summit's entering freshmen graduated, about 10 percentage points higher than comparable school districts. Last spring 99 percent of Summit graduates were admitted to four-year colleges, and in San Jose, where seniors had experienced the personalized model for all four years, 100 percent were admitted to four-year colleges."
https://www.usnews.com/opinion/knowledge-bank/articles/2016-01-19/californias-summit-public-schools-are-the-schools-of-the-future

Art In Motion will use Summit Learning as it's core curriculum to focus on developing learners' deep thinking, life skills, and "Habits of Success." Through project-based learning spanning all disciplines, learning mimics real-world work experiences. With each of these projects, learners are presenting their recommendations to the class and gaining valuable feedback from their peers and teachers.

The curriculum is based on the Common Core State Standards and follows a rigorous year long plan that allows students to work at their own pace with a suggested "deadline" for completion of projects. Art In Motion curriculum will be delivered through a personalized learning model which is a way of organizing

learning experiences so each student is at the center of their learning and has access to choices, feedback, and support to meet their goals.

Art In Motion will use the Personalized Learning Platform to deliver digital content and curriculum. The core structure of the Personalized Learning Platform consists of three key components including Project Time, Personalized Learning Time, and Mentoring.

Personalized Learning Platform Enables 3 Instructional Approaches:

- **Project-based learning:** Students build and demonstrate cognitive skills by working through rich, meaningful projects.
- **Personalized learning time:** (competency-based progression) Students progress at their own pace through playlists of content and take assessments on demand.
- **Mentoring**: Students work with a mentor to set goals, make a plan to achieve those goals and develop "Habits of Success".

Project Time Instruction

Project time focuses on the synthesizing of cognitive skills that are assigned for each project and determined by the Common Core State Standards. Project time consists of robust, teacher-facilitated, project-based learning experiences. Projects are often interdisciplinary and focus primarily on cognitive skills development. Project time includes both collaborative and individual activities. The skills needed to master each project are divided into "checkpoints". These checkpoints are the steppingstones needed prior to mastering the final products for each project. Students are given feedback in the form of Red (Stop for help), Yellow (review teacher notes), or Green (able to move on). The teacher then can pull more personalized groups for only those students who need further assistance.

Project Time Components:

- **Checkpoints**: An opportunity to provide formative feedback, and to provide appropriate interventions.
- **Cognitive Skills:** Are assessed multiple times each year, allowing students to build on their prior knowledge and develop deeper skill development.
- **Final Product/Performance Tasks:** Allow the teacher to summatively assess cognitive skills.

Personalized Learning Time

Personalized Learning Time focuses on content mastery. Students use "playlists" of diverse resources for each topic, so they have the freedom to select the type of experience that helps them learn best. In addition to using digital content to work independently, students may go to faculty workshops or a one-on-one "tutoring bar" for targeted coaching. Content is designed to support learning done in during project time. During PLT, students learn the content they need to be college-ready. They plan and prioritize their learning based on their individual goals. Students move at their own pace and receive support from their teacher, mentor, and peers.

Personalized Learning Time Components:

- **Content:** students learn content knowledge by defining key terms, taking detailed notes, and answering content description questions.
- **Pacing:** students learn content at their own pace while receiving support when needed.
- **Mastery:** When prepared, students take content assessment to determine mastery.

Mentoring

Teachers also are assigned a group of students and their families to mentor. In addition to meeting with each student individually once a week, they build community by meeting with their mentor group of students daily. In the mentor capacity, teachers offer support regarding college applications, academic goals, and developing skills necessary for success after graduation, including "Habits of Success". Mentor will discuss with mentee about such things as; determining and setting goals, discussing strategies that are not working, and essentially working towards becoming a self-directed learner.

Mentoring Time Components:

- **Goals**: Mentoring time each week gives students the chance to work individually with their faculty mentors to set and monitor both immediate and long-term goals.
- **Habits of Success**: or "non-cognitive skills," which include self-awareness, self-management, decision making, and elements of self-directed learning. Students frequently set learning goals and log reflections as part of their self-directed learning cycle, and they receive at least ten minutes of dedicated one-to-one mentoring every week.

Art In Motion curriculum is based on the Common Core State Standards and follows a rigorous year long plan that allows students to work at their own pace with a suggested "deadline" for completion of projects.

Content Knowledge

Summit's Personalized Learning Platform (PLP) includes over 700 curated playlists or compilations of learning resources, which contain some key features such as defined objectives, key terms, diagnostic assessments and culminating assessments. Each playlist offers students a progression of 10 question, on-demand content assessments. Students can decide when they are ready to take the assessments. In order to pass, students must earn an 8 / 10 on the content assessment. Students are allowed to retake content assessments until they earn a passing score, and the software automatically generates new and different questions each time.
http://measuresthatmattermost.org/assets/media/case-studies_Summit.pdf

Content at Art In Motion is delivered through combined instructional blocks to allow interdisciplinary study as well as providing flexibility to enable adjustment of time, talent and technology to enable personalized learning. Art In Motion students will experience flexible learning environments in Humanities (English Language Arts/Social Studies) and STEM (Science, Technology, Engineering and Math)

Language arts and mathematics courses will align directly to the Common Core State Standards (CCSS) and sciences courses will be specific aligned to the Next Generation Science Standards (NGSS). See Attachment 3 for a Standards overview by grade level.

Cognitive Skills

Summit uses the Cognitive Skills Rubric, developed with the Stanford Center for Assessment, Learning, and Equity (SCALE) aligned to Common Core and Next Generation Science standards. Summit teachers have created over 200 deeper learning projects based on the best project based learning frameworks, including the Buck Institute, which form the core coursework for students. All projects are housed in the Personalized Learning Platform (PLP) software. Summit Basecamp partner schools are able to refine and add to the curriculum in the PLP for their schools. The Cognitive Skills Rubric is used Below are the Domains and Dimensions measured and aligned to CCSS:

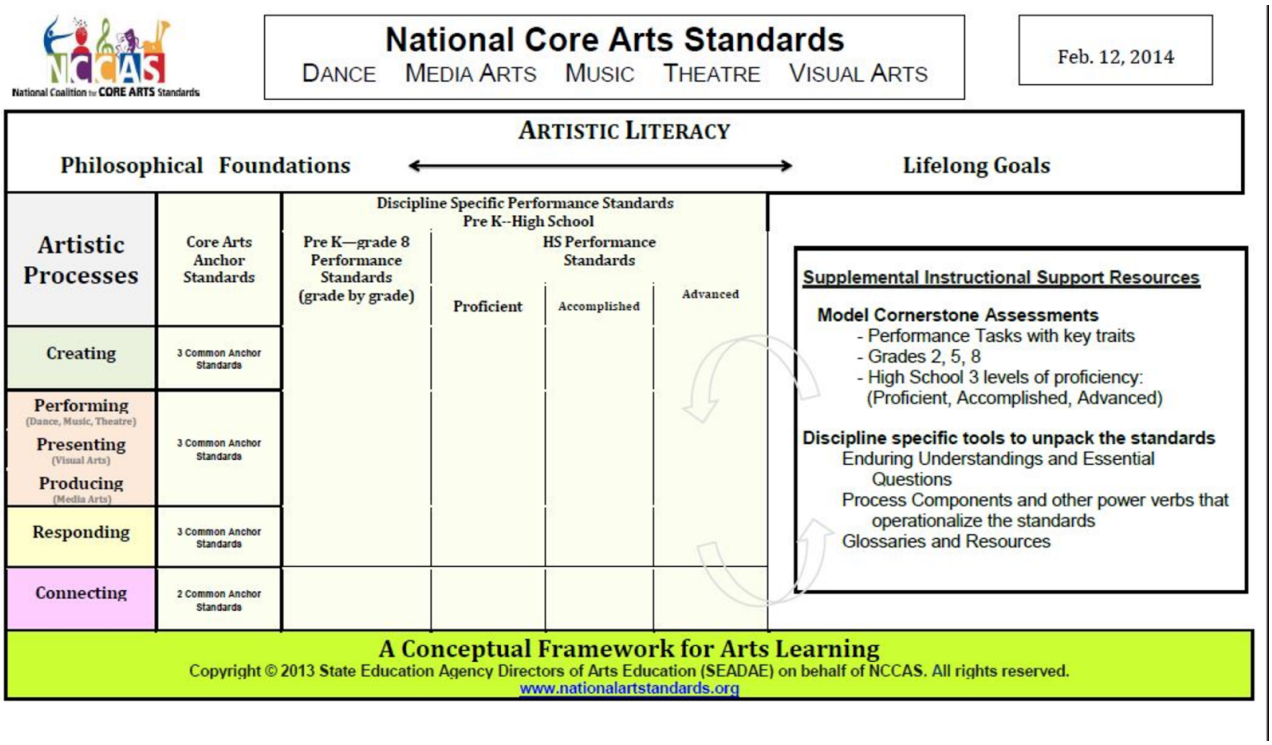
Cognitive Skills Rubric	
Domain	**Dimension**
Textual Analysis	Theme/Central Idea Point of View/Purpose Development Structure Word Choice
Using Sources	Selecting Relevant Sources Contextualizing Sources Synthesizing Multiple Sources
Inquiry	Asking Questions Hypothesizing Designing Processes and Procedures
Analysis and Synthesis	Identifying Patterns and Relationships Comparing and Contrasting Modeling Interpreting Data/Info Making Connections and Inferences Critiquing the Reasoning of Others Justifying/Constructing an Explaination
Writing and Composing	Argumentative Claim Informational/Explanatory Thesis Narrative Counterclaims Selection of Evidence Integration of Evidence Organization (transitions, cohesion, structure) Introduction and Conclusion
Speaking and Listening	Discussion/Contribution Preparation Norms/Active Listening
Products and	Style and Language (Tone, Academic Language, Syntax)

Presentations	Oral Presentation Multimedia in Oral Presentation Conventions Precision

http://measuresthatmattermost.org/assets/media/case-studies_Summit.pdf

Performing Arts Curriculum

Art In Motion students will experience a performing arts curriculum based on the National Core Arts Standards. These standards will drive instruction in the arts as they are aligned to the Common Core State Standards in which Art In Motion academic curriculum is aligned. Below is a standards matrix that illustrates the framework of foundational arts literacy, goal setting, artistic process and disciplines of study.



"The Standards Matrix provides a unified view of the Standards for the five arts disciplines. Helping educators throughout the nation work toward common ends by recommending worthy goals for students as they progress – from grade to grade, instructor to instructor, school to school, or community to community – is one of the key reasons for providing arts standards. Rather than offering simply a compilation of individual skills and knowledge, the National Core Arts Standards integrate the processes, skills and knowledge, sample assessments, and criteria for successful learning into a single organized system that spans PreK-12 and is aligned to the philosophical foundations and lifelong goals. Rooted in backward design, this outcomes-based approach to teaching and learning in the arts emanates from four artistic processes, eleven anchor standards, and PK-12 performance standards articulated by each of the five arts disciplines."
http://www.nationalartsstandards.org/content/conceptual-framework

The Art In Motion design team researched multiple approaches and identified the National Core Arts Standards framework to meet the following criteria:

1. Variety of arts disciplines across middle and high school
The NCAS standards are focused on Dance, Music, Media Arts, Theatre, and Visual Arts. A key factor for the Art In Motion model is a set of disciplines that can facilitate a continuum of voice and choice. Through explicit skill building in wayfinding abilities from 8th-12th grade we seek to drive student growth in goal setting and post-secondary enrollment decisions.

2. Aligned to CCSS and interdisciplinary planning in Humanities and STEM blocks
The Common Core gives us a common language to describe the types of thinking – responding, analyzing, planning and continually revising one's work, communicating effectively – that ideally will happen across the curriculum. Among the most encouraging aspect of the findings of this study is the impressive breadth of the results. Meaningful connections to the Common Core are found throughout all of NCAS Anchor Standards, including those associated with creating as well as those concerned with performing or presenting, in addition to responding and connecting. The arts standards connect to all segments of the Common Core, extending beyond the standards for reading to include writing, speaking and listening, and the Standards for Mathematical Practice.
http://www.nationalartsstandards.org/content/resources

3. Process focused: Creating, Performing, Presenting, Producing, Responding, Connecting
As a public charter school that is open to all students in Chicago it is a top priority of Art In Motion to provide a performing arts education that will drive opportunity beyond graduation. We seek to build an arts program through exposure and practice in multiple processes to ensure that all students find their purpose and passion in the arts world to thrive in our global society.

Process	Anchor Standard
Creating Conceiving and developing new artistic ideas and work.	Anchor Standard #1: Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.
Performing, Presenting , Producing **Performing (dance, music, theatre):** Realizing artistic ideas and work through interpretation and presentation. **Presenting (visual arts):** Interpreting and sharing artistic work. **Producing (media arts):** Realizing and presenting artistic ideas and work.	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation. Anchor Standard #5. Develop and refine artistic work for presentation. Anchor Standard #6. Convey meaning through the presentation of artistic work.
Responding Understanding and evaluating how the arts convey meaning	Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work.
Connecting	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Relating artistic ideas and work with personal meaning and external context.	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

4. Performance standards for goal setting

Students at Art In Motion will follow an elective style expedition in 7th and 8th grade that changes on a quarterly basis to provide exposure to all disciplines. When students enter high school the NCAS frameworks enables multiple tracks across all disciplines through proficient, accomplished and advanced pathways. Through Habits of Success and Creative Know How, Art In Motion students will set goals to guide their performing arts expedition.

5. Opportunity to align to personalized learning pedagogy

A top priority of the design team for Art In Motion was sourcing a performing arts framework that enables and aligns to Distinctive Schools Personalized Learning Framework and Summit Learning Personalized Learning platform. Through review and comparison of all approaches there is opportunity to drive performing arts instruction through learner profiles, flexible learning environments, competency based progression and learning paths within the NCAS. The NCAS is written with anchor standards, performance tasks, enduring understandings and essential questions which will be built into the Personalized Learning Platform. Art In Motion students will experience both academic and arts instruction through the Summit Personalized Learning Platform.

2.2.3 Promotion Criteria, Grading Policy and Grading

Grading Policy

Grading Policy
• Students earn one-end of course grade on year-long criteria. • All scores are weighted as indicated above and correlate to traditional A-F Grades. • Students with D's, F's, or incomplete work are required to make up or correct their work in the summer session or in an intensive intervention in the next academic year.
English Language Arts, History and Science
• Self-Directed Learning of Content (Power Focus Areas 21%, Additional Focus Areas 9%) • Cognitive Skills as assessed in projects (70%)
Math
• Self-Directed Learning of Content (Power Focus Areas 21%, Additional Focus Areas 9%) • Cognitive Skills as assessed in projects (30%) • Concept Units - more teacher directed learning (40%)

Promotion Criteria

Promotion Criteria
• Students must meet requirements in all 4 of the following areas to be promoted to the next grade or to graduate: Academics, MyWays, Attendance, Time and Community Expeditions. • Only students who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies.
1. Academics
• Students must pass all classes in order to promote to the next grade level or to graduate. • Students must earn the credits from all classes in which they are enrolled during the regular school day and school year. • Any student who fails any class will be expected to enroll in make-up classes in order to make the credits up at the next available opportunity or • There will be a fee associated with retaking classes • Students unable to make up all credits at least one week before the school year starts will not be promoted to the next grade level or graduate.
2. Discipline

• Students must demonstrate wayfinding abilities and habits of success to be promoted or to graduate.
• The following are requirements for promotion or graduation:
  ○ 0-12 detentions earned in one school year. Students may be promoted or graduate as long as they serve all detentions.
  ○ 13-24 detentions earned in one school year: Students may only be promoted or graduate if they take a Habits of Success independent study. All detentions must be served.
  ○ 25-36 detentions earned in one school year: Students may only be promoted or graduate if they take two Habits of Success independent studies All detentions must be served.

3. Attendance
• Students who have more than 20 days of absence during any school year, for any reason including excused medical absences, will be required to attend a summer school class with a cost in order to be promoted to the next grade level or to graduate. This includes absences earned as a result of tardies (see below). • They only exceptions will be for seniors who have verifiable medical conditions that prevent their attendance. Regular, nonemergency visits to the doctor will count as absences.

• Tardy to school 4 times counts as an unexcused absence from school and counts towards a student's absences total for the school year.
6. Community Expeditions
In order to graduate from Art In Motion, students must complete a minimum of 40 hours of Community Expeditions.

Graduation Requirements

The Minimum High School Graduation Requirement Policy requires students to complete a minimum total of 24 credits in specific content areas in order to meet graduation requirements. Art In Motion students will experience non-core subject instruction through their performance art pathway.

DRAFT Graduation Requirements (Beginning with class of 2023)		
Course	**Credits**	**Non- Credit Requirements**
English	4	• 2 classroom based service learning projects • Driver's education • P.L. 195 (United States Constitutional History Exam) • Consumer Education • 1 Physical Education Class per year
Mathematics	3	
Science	3	
World Language	2	
Social Science	2.5	
Civics	.5	
Visual/Performing Arts	2	
Physical Education	2	
Computer Science	1	
Electives/Career Education	4	

2.3 Instructional Methods: Instructional strategies are intentional and engaging and will ensure that all students are challenged to use and develop higher-order thinking skills.
• A clear, coherent instructional approach that aligns with and will support implementation of the school's curriculum

- Instructional strategies that are built on a foundation of proven educational practices and teaching approaches
- Clear alignment of the instructional strategies with the mission and educational philosophy of the school
- An explanation for and research-based evidence of how the instructional strategies will address the needs of the targeted student population
- If proposing a Next Generation blended learning model, the response clearly explains how the teacher-student relationship will be translated into a virtual or technologically-driven classroom

Art in Motion curriculum is driven by a Next Generation and Personalized Learning instructional approach.

Next Generation Learning

Students at Art In Motion will experience a technology enabled learning environment where technology will enhance the learning, product or process. All students at Art In Motion will have access to a Chromebook for core academic courses. Other technology and digital programs specific to the arts curriculum will be available to students for their performing arts expeditions. The Art In Motion next-generation model moves beyond just technological innovation. Art In Motion's goal is to truly personalize learning so that each student can reach his or her potential. To do this, The Art In Motion model uses time, talent and technology in ways that differ significantly from the traditional school model. Rather than following a traditional bell schedule, students and teachers will move between classes according to individual student needs.

The Art In Motion model of personalized learning places a clear and steadfast emphasis on the process of learning, and the key to learning is effective teaching. There is a focus on academic excellence centers on empowering first-rate teachers, guided and supported by outstanding school leaders to deliver data informed, customized instruction. In the Art In Motion personalized learning environment the instructional focus is on the way teachers vary the resources, activities, modalities, and teaching techniques to effectively engage as many students as possible. Teachers prepare the learning environment to reach a diverse group of learners by providing multiple entry points and multiple paths through each lesson. Using the Universal Design for Learning principles, teachers prepare lessons to maximize learning for a broad range learners. It is only through this design element that we feel personalized learning can be implemented with true fidelity. Using the standards in aligning curriculum, teachers promote self-directed learning within a flexible, multi-age classroom environment.

Art In Motion is partnering with management organization Distinctive Schools to implement their instructional model rooted in personalized learning, supportive culture and tech-enabled analytics

Personalized Learning

Students are encouraged, nurtured, and expected to own their learning, and instructional strategies and supports are designed to foster learning independence. The pace of learning is calibrated within the student's proximal zone of development such that success remains within reach, but is challenging enough to require significant effort. Student learning capacity is seen as a malleable through the

development of a growth mindset learning, practice, persistence and effective use of available resources.

The 5 strategies of personalized learning are based on the research conducted by the Gates Foundation that articulates what true personalized and accelerated learning should be in a school environment. The elements are: Flexible Learning Environments, Learner Profiles, Personal Learning Paths, Competency Based Progression and Emphasis on college and career readiness.
http://collegeready.gatesfoundation.org/continued-progress-promising-evidence-on-personalized-learning/Learning, Nov. 2015

Flexible Learning Environments: The needs of our learners drive the design of our learning environment to ensure all operations of our school - staffing, space and time - actively support our learners in meeting their individual goals. Teachers create instructional groups based on a variety of criteria dependent on the academic skill or concept being taught. Differentiation is a natural part of the classroom environment and throughout the day students work in small groups, self-directed situations, 1:1 setups or in collaborative groups arrangements based on topics. Additionally, general education and special education teachers are able to flex their roles within the classroom based on the learning needs of students. Teacher collaboration occurs during sacred shared planning time, where differentiated instructional practices and strategies for improved student relationships are shared. The need for the traditional formation of desks in rows facing a teacher standing at a board is gone. Instead, classrooms are created to be comfortable, cozy, and light-filled areas that are conducive to a variety of learning styles and needs. Movable and adaptable furniture serves multiple learning needs and is able to transform the learning space at a moment's notice. In essence, the learning space is (re)designed to directly support personalization and flexible staffing patterns in response to student needs. Flexibility is considered in terms of: student groupings, staffing arrangements, use of time, multiple learning modalities, and variety of learning tools.

Learner Profiles: Data is critical to understanding the academic needs of our students but we believe it is one part of the story. Learner profiles serve as an up to date record of student strengths, needs, motivations, progress and goals to ensure support of learning to help tell the individual story of each of our learners. Profiles are created by inputting student data, a survey from the learners' teachers, a survey from the learners' parents and a survey from the learner. The goal is to ensure that every student has an acknowledged path and that their goals are clear to the entire community. In addition, each individual learner profiles contribute to the collective class learning profile that creates a starting point for teachers to begin building a community of learners. The learner profile will follow the learner throughout his or her career, serving as a record of his or her accomplishments, goals and motivations. Overall learner profiles have provided a holistic view of each student that has improved student-teacher relationships and improved student investment in addressing their academic needs. The learner profile includes an on-going record of a student's strengths, needs, motivation and goals. Teachers and students, to reflect on progress and modify a personalized learning path, use the profile regularly.

Personal Learning Paths: To ensure success at meeting goals, students and teachers, using the Learner Profile, create a customized path for learning. Building on the relationship between the learner and the teacher, the Learner Profile drives the co-creation of the Personal Learning Plan by the teacher and student. Students and teachers take part in weekly Personal Learning Plan advisement sessions that provide time for reflection, review of assessment data, personal and academic goal setting, as well as the opportunity to connect in a meaningful way with a teacher who will follow that particular student over the course of 2-3 years. All of these components will serve to ensure that the social and emotional

well-being of the learner is at the forefront of all considerations involving each child and allows for frequent additions and adjustments to the Learning Profile. These practices reinforce for the community that the Learning Profile and Personal Learning Path are not one-time events, but a growing narrative that evolves and changes as the learner develops and matures of the course of the school year.

Competency Based Progression: We empower students to take charge of their learning, this also means allowing students to progress at their own pace toward mastery of all standards with teachers guiding students in the process of choosing the path that best meets their learning needs. Within each student's Learning Plan a table outlines the required standards and the steps or benchmarks students need to meet before they are ready to complete a final assessment. Students can choose from a variety of learning activities from our varied curriculum and insert them into the learning plan. Within the customized learning plan students complete both formative and summative assessments that align with the standards. As students move through a learning plan at a flexible pace and with choice in how they learn, culminating in an project that allows them to apply what they know, we believe that deeper more meaningful learning has taken place. This process also eliminates situations where students have moved on academically, yet have not mastered the necessary skills needed to learn at the next level.

(***The Past and the Promise: Today's Competency Education Movement***, published by Students at the Center.)

Emphasis on College and Career Readiness:

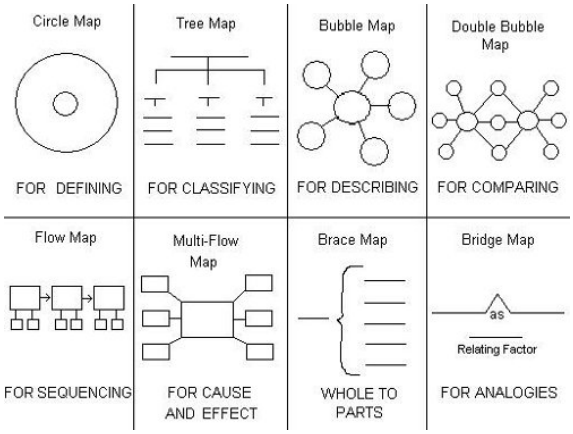
For Art In Motion students college and career readiness means that students learn more than the content and skills in core subjects necessary to qualify for and succeed post-secondary coursework. "The MyWays Success Framework provides school designers, teachers, parents, and students a synthesis of 20 competencies that students need for success in learning, work, and life. It draws on research across the broad student success landscape to provide a composite framework applicable to all students, regardless of academic aptitude or socioeconomic circumstance, including those who must overcome the extraordinary challenges of intergenerational poverty and racial discrimination. Students today are coming of age in an era of rapid change and disruption. Accordingly, the name "MyWays" reflects a significant shift in the meaning of readiness from proficiency in a common set of narrow academic competencies to a broader and deeper array of competencies, adjusted and tailored to individual interests and talents, that equip each student for their journey through what we call the wayfinding decade of learning and working that follows high school." in which all Art In Motion practices are connected with purpose. MyWays competencies are integrated into Learner Profiles. The design team has a partnership with NGLC to design and integrate MyWays competencies into performance arts expeditions.

Reference: https://www.dropbox.com/s/jd7inrqfo5fhpx9/MyWaysIntroduction_20170410.pdf?dl=0

All classrooms in Distinctive Schools create individual learning profiles that help students follow their own paths through a competency based progression, in flexible learning environments that deploy space, time and personnel creatively.

Distinctive Schools Personalized Learning Framework

Thinking Maps a Language for Learning. All students at Art In Motion will use Thinking Maps as a way to synthesize and demonstrate understanding across all content areas. Thinking maps are based on brain research and longitudinal studies. Thinking Maps are a set of graphic organizers developed by Dr. David Hyerle. Thinking Maps use methods by which the human brain naturally processes and organizes information. Art In Motion teachers will use Thinking Maps across disciplines to help students make connections to learning.



To ensure success, there is a focus on implementing all programs with fidelity and reviewing data regularly to inform instruction and adjust student groupings. We implement monthly dashboard protocols which drive instructional decision making as well as strategic planning of our curriculum and instructional model. These dashboards give both implementation and user level data to inform individual learner adjustment as well as high level system and program solutions to implementation

and vision. For all curricular and instructional approaches, the Distinctive Schools model is based on fixed and variable design elements to allow for individual academy design context to best meet the needs of their community. To make informed curricular purchasing decisions, we partner with a curriculum resource group that brings an objective, outside perspective to decision-making based on resources available and the needs our our students.

Distinctive Schools Personalized Learning framework is the common belief system that all campuses use to implement curriculum and instruction. Next Generation tools are used to enable Learner Profiles to inform Planned Learning Paths on a Competency Based progression through Summit Learning curriculum on the platform. Art In Motion's curriculum (Summit) and Instructional (Distinctive Schools Personalized Learning) model are enabled through planning using the 4 My Ways arenas and 20 competencies support Art In Motion's mission of ensuring all students have the skills to thrive in our global economy.

Art In Motion will implement a Performing Arts instructional experience that focuses on exposure to 8 different discipline level enrichment classes in 7th and 8th grade. Instruction in those classes will be personalized using the Distinctive Schools Personalized Learning Framework. During Freshman and Sophomore year students will begin semester long performing arts expeditions based on their exposure across disciplines in 7th and 8th grade. Through goal setting in their learner profile students will demonstrate MyWays competencies in their choice of semester long expeditions. Junior and Senior year will focus on a focused year long expedition as students will have had exposure to various arts disciplines to choose a longer course of study that will begin to prepare them in that field to make post secondary employment or college decisions. The goal of Art In Motion Performing Art Pathways is to give students wayfinding abilities to navigate future choices in arts field. Many students enter college or the workforce never having exposure or deep study in a discipline. The goal of the pathway approach is to graduate from Art In Motion ready to thrive in the arts industry.

2.4 Educational Goals and Assessments: The proposal sets ambitious but achievable goals for student achievement and outlines a clear plan to ensure that students stay on track to achieve the stated outcomes.
• Specific, measurable, ambitious, realistic, and time-bound (SMART) academic goals that align with the School Quality Rating Policy (SQRP)

- Academic goals that reflect the mission, vision, and educational philosophy and assessment plan (if proposing a Next Generation blended learning model, metrics for the blended learning components of the educational model)
- An assessment plan and table that aligns with SQRP with descriptions of the purpose, design, and format of each assessment
- Demonstrated readiness to implement Partnership for Assessment of Readiness for College and Careers (PARCC), once finalized Diagnostic, benchmark/interim, and summative assessments that are valid, reliable, and appropriately aligned with curricula and Common Core State Standards (CCSS)
- A data collection and analysis process that school leaders and teachers use to monitor student progress toward identified goals, make curricular adjustments, improve instruction, and identify areas for professional development
- A clear plan for consistently communicating with parents/guardians about their child's academic progress
- If proposing a Next Generation blended learning model with non-automated online courses and built-in course assessments, course materials offer students' access to answers, explanations, and/or rubrics.

School Goals

School goals and metrics will be reported through a balanced scorecard to show progress on student outcomes and provide a comprehensive perspective on educational goals. The goals will be set to rigorously measure academic growth and attainment, participation of students in different assessment systems and non-academic outcomes including habits of success, creative know how and problem solving skills. The aim is to create a comprehensive system of indicators that will be able to demonstrate a personalized data approach for each student and ensure readiness for their post-secondary choices. The assessment plan will include individual student growth and overall school performance compared to similar schools against local and national benchmarks. The CPS School Quality Rating Policy (SQRP) policy will used to design overall benchmarks for school wide growth and attainment. This sub-sections below will highlight school wide measures based on SQRP that will drive the focus on student outcomes as well as specific scaffolded set of metrics to achieve growth and attainment measures of school.

School Level Measures

School wide measures and its evaluation is critical to school's success. The performance management indicators and benchmarks aligned to the CPS SQRP will be developed to measure the school performance on an annual basis. Performance management structure and protocol will be set to ensure that these school goals are met. The aim of such system would be to constantly evaluate student performance in order to identify best practice, need for targeted support to students and teachers as well as to support the school board and parents in making sound decisions. The table below provides the benchmarks from the SQRP that in good approximation align with the student growth and attainment benchmarks.

Middle School Performance Indicators	
Middle School Performance Indicators	**4 points on SQRP**
National School Growth Percentile on the NWEA Reading & Math Assessments*	Between 70th and 89th percentile
Priority Group National Growth Percentile on the NWEA Reading & Math Assessment*	Between 50th and 69th percentile
Percentage of Students Meeting or Exceeding National Average Growth Norms on NWEA Reading and Math Assessments	Between 60% and 69.9%
National School Attainment Percentile on the NWEA Reading & Math Assessments	Between 70th and 89th percentile
Percentage of Students Making Sufficient Annual Progress on the ACCESS assessment	Between 45% and 54.9%
Average Daily Attendance Rate (Grades K-8)	Between 95% and 95.9%
My Voice, My School 5 Essentials Survey	Organized
Data Quality Index Score	Between 95% and 98.9%
**Evaluated separately for African-American students, Hispanic students, ELL, and Diverse Learners*	

High School Performance Indicators	
High School Performance Indicator	**4 points on SQRP**

Student Growth on PSAT/SAT*	Between 70th and 89th percentile
Priority Group Growth on PSAT/SAT *	Between 50th and 69th percentile
Student Attainment on SAT	Between 70th and 89th percentile
Average Daily Attendance Rate (Grades 9-12)	Between 90% and 94.9%
Freshman On-Track Rate	Between 80% and 89.9%
1-Year Dropout Rate	Between 2.1% and 4%
4-year Cohort Graduation Rate	Between 75% and 84.9%
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	Between 30% and 39.9%
College Enrollment Rate	Between 65% and 74.9%
College Persistence Rate	Between 75% and 84.9%
My Voice, My School 5 Essentials Survey	Organized
Data Quality Index Score	Between 95% and 98.9%
**Evaluated separately for African-American students, Hispanic students ,ELL , and Diverse Learners*	

As can be seen from table above, the school level goals/ measures are strategically aligned to the SQRP. To achieve these goals, a deeper growth and attainment measures have been designed for to drive school goals. Furthermore, we will be monitoring school culture and climate, attendance, graduation, and college success to provide a comprehensive snapshot of school performance. Additional metrics will be designed for student engagement and persistence measures as well as Myways measures that will focus on non-academic but critical components for student outcomes.

Student Growth Metrics

To achieve these ambitious but achievable goals, it is critical that a scaffolded set of metrics is developed for school team to monitor student performance and provide support for the instructional strategy. This will be operationalized by specifically designing student growth and attainment metrics. We will measure this by using Northwest Evaluation Association's Measures of Academic Progress (NWEA-MAP) in middle grades and Scholastic Aptitude System (SAT/PSAT) in high school.

We conducted a deeper investigation on the demographic and achievement data from similar schools in the neighborhood and simulated the student population that will be attending the school. After reviewing the data of the neighborhood schools and the recruitment boundaries, we expect that less than 40% students will be on grade level in reading and math among our incoming student population. From our experience of working with many elementary schools in Chicago, we know that just meeting typical growth targets do not ensure high school readiness and success for students. Typical growth targets for incoming middle school students will keep them at the same growth and attainment percentile as they entered the school. Thus, to close the achievement gap for these students and ensure high school success, we will be developing "stretch" growth targets for these students to be at grade level by the end of middle school. These "stretch" goals will focus on three main areas:

- Below grade level students: be on grade level (NWEA 50th percentile) by 8th grade
- Above grade level students: reach 75th percentile or above
- 80th percentile or above students: Sustain students at similar or higher percentile for students above 80th percentile

A similar model will be developed for high school based on SAT college readiness benchmarks, where we will measure students making expected gains or growth differential on PSAT, summative performance on SAT as well as percent of students making "stretch" growth to college readiness. We believe that due to

our personalized learning models, more than 65% students will be meeting these stretch goals in middle and high school. Table below shows the academic growth measure for middle and high school grades.

Academic Growth Measure				Target					
Benchmark	Measure	Data Review	Grade	18-19 7th-8th	19-20 7th-9th	20-21 7th-10th	21-22 7th-11th	22-23 7th-12th	Steady State
Typical Growth (Reading & Math)	NWEA	Twice/year	7-8	65%	70%	75%	75%	75%	75%
"Stretch" Growth Target (Reading & Math)	NWEA	Twice/year	7-8	60%	65%	68%	70%	70%	70%
Expected Gain All Subjects)	PSAT/SAT	Annual	8-12	65%	70%	75%	75%	75%	75%
"Stretch" growth to college readiness benchmarks (All subjects)	PSAT/SAT	Annual	8-12	60%	65%	68%	70%	70%	70%

Student Attainment Measures

Attainment is the one of the most critical benchmark for students aiming for post-secondary success. We will be focusing on attainment closely and support the instructional strategy to achieve college readiness for all students. With aggressive stretch targets in middle school, we expect to set stage for our students' academic trajectory in the high school. The steady state shows significant increases in our goals and metrics from what our potential incoming data will look like. In steady state, we aim to achieve at least 70% of our middle school students to be on-track to high school and at least 60% students being college ready by the time they graduate from the school. This will require significantly increasing their instructional goals and targets to meet our school level benchmarks.

The college readiness benchmarks will be set based on SAT college readiness benchmarks of 480 in evidence based reading and writing and 530 in math. As seen in the table below, percent of students on track to be college ready based on SAT increases by 5% every year. This is an aggressive target for high school as compared to most high school in the city. The personalized model and as systematic MTSS plan will be able to create targeted learning paths for students that will support in achieving this aggressive goal.

Also, we will aim to provide access to AP courses to all students who are interested and willing to take the course as well as monitor student performance on these courses as suggested in SQRP. We will closely monitor the graduation rate as well as college acceptance rate for our students to ensure that students do achieve the post-secondary success that we are striving for. Retention rate is as important as acceptance rate and has been added to high school metrics so that we can follow our students during their college experience and use that to inform instructional practice at the school. Table below provides a comprehensive snapshot of all the metrics by grade.

Academic Attainment Measures				Goal/Target					
Benchmark	**Measure**	**Grade**	**Data Review**	**18-19 7th-8th**	**19-20 7th-9th**	**20-21 7th-10th**	**21-22 7th-11th**	**22-23 7th-12th**	**Steady State**
"On-track" for HS Readiness (Reading & Math)	NWEA	7-8	Annual	40%	50%	60%	70%	70%	70%
Students Eligible to take Selective Enrollment Exams	NWEA	8	Annual						TBD
On-track" for college readiness (75th percentile of higher)	NWEA	8	Annual	20%	25%	30%	35%	40%	40%
On-track" for college readiness (Higher than 410 in reading & writing and 450 in math)	PSAT	8	Annual	25%	30%	35%	40%	45%	45%
On-track" for college readiness (Higher than 410 in reading & writing and 450 in math)	PSAT	9	Annual		25%	30%	35%	40%	45%

On-track" for college readiness (Higher than 430 in reading & writing and 480 in math)	PSAT	10	Annual			40%	44%	49%	50%
College ready (Higher than 460 in reading & writing and 510 in math)	PSAT	11	Annual				45%	50%	55%
College ready (Higher than 480 in reading & writing and 530 in math)	SAT	12	Annual					55%	60%
Students taking 1 or more AP or early college (EC)	AP or Early College	11-12	Annual					45%	60%
3+ (AP) or B or better in (EC)	AP Exams	11-12	Annual					60%	60%
Graduation Rate*		12	Annual	NA	NA	NA	NA	100%	100%
4 year College Acceptance Rate		12	Annual	NA	NA	NA		100%	100%
Retention rate from 1st year to 2nd year in college – comparison by ethnicity		PS	Annual	NA	NA	NA	NA	NA	82%[1]

[1] Illinois State University average - 81% & National average - 71%

Student Engagement and Persistence Measures

Student engagement and persistence in school is a major indicator of their post-secondary success. It is critical that students engage in their learning environment leading to retention in high school and persistence in college. Attendance, participation in academic assessments are some of the first steps towards it.

In order to support our students further, we will be using the "Graduation Persistence Index" – a metric that will be frequently monitored to provide targeted support to students to ensure their success in high school. The Graduation Persistence Index is a comprehensive assessment of non-cognitive factors known to impact student success. Non-cognitive factors that impact student success have been the focus of growing attention over the past decade, however no comprehensive assessment of non-cognitive factors exists. Instead certain factors such as "grit" have been assessed but yield data that only addresses a students' perseverance – their ability to maintain a focus on learning over time. We have designed a comprehensive, research based assessment – the Graduation Persistence Index that assesses multiple non-cognitive factors. These factors include academic behaviors, academic perseverance, mindsets, learning strategies and student agency through social skills.

This index focuses on creating a comprehensive snapshot of students' academic indicators such as grades, IEP plans, reading and math assessment score as well as non-cognitive factors such as family environment, attendance, behavior and suspension information as well as specific issues with students. It will help the academic team to identify specific supports for the student and follow throughout the cohort to ensure graduation.

Additionally, students will clearly understand the requirements for success through clear and defined expectations about college and the admissions process at every grade level and assess ourselves on whether or not students and families have the needed understanding to navigate the college process. We will also continually assess our progress and seek additional reliable measures in this area. Table below provides a comprehensive snapshot of all the measures related to engagement, persistence and other additional metrics.

Engagement & Persistence Measures			Goal/Target					
Benchmark	**Grade**	**Data Review**	**18-19 7th-8th**	**19-20 7th-9th**	**20-21 7th-10th**	**21-22 7th-11th**	**22-23 7th-12th**	**Steady State**
Attendance Rate	7-12	Monthly	97%	97%	97%	97%	97%	97%
Assessment participation rate	7-12	As per assessment cycle	98%	98%	98%	98%	98%	98%

Graduation Persistence Index (GPI)	9-12	Quarterly (more frequent for students with low GPI score)						
Student Retention Rate[1]	7-12	Annual	90%	92%	92%	92%	92%	92%
Students transferring to SE schools	7-12	Annual						10%
Demonstrate grade level appropriate college knowledge	7-12	Twice/year	90%	90%	90%	100%	100%	100%

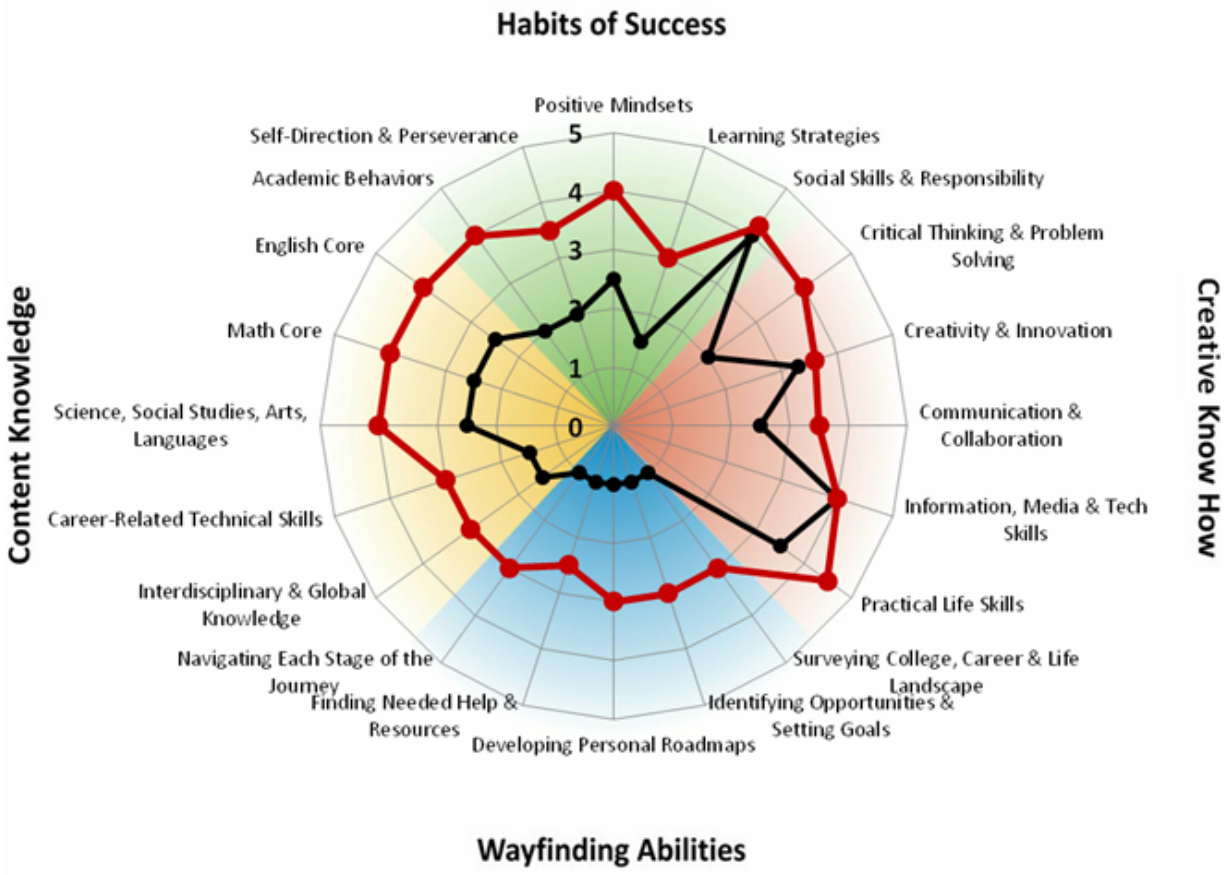
Myways Competencies

Apart from content knowledge and persistence measures, we will also be developing metrics to indicate student competencies in other aspects of student learning such as habits of success, problem solving approach and creative know how. The school team in collaboration with NGLC partners will develop metrics to measure these competencies. These competencies will measure students' disposition towards learning and achievement. This will also be a good measure to assess if schools' culture has components that encourage higher levels of engagement in learning. We will develop the indicators and the rubrics associated with them to assess students' growth as a learner and measure progress on this continuum. Table below provides a comprehensive list of all competencies that will be measured.

Category	Competency	Indicators (TBD)
Content Knowledge	English Core	
Content Knowledge	Math Core	
Content Knowledge	Science, Social Studies, Arts, Languages	
Content Knowledge	Career-Related Technical Skills	

Content Knowledge	Interdisciplinary & Global Knowledge	
Habits of Success	Academic Behaviors	
Habits of Success	Self-Direction & Perseverance	
Habits of Success	Positive Mindsets	
Habits of Success	Learning Strategies	
Habits of Success	Social Skills & Responsibility	
Creative Know How	Critical Thinking & Problem Solving	
Creative Know How	Creativity & Innovation	
Creative Know How	Communication & Collaboration	
Creative Know How	Information, Media & Tech Skills	
Creative Know How	Practical Life Skills	
Wayfinding Abilities	Surveying College, Career & Life Landscape	
Wayfinding Abilities	Identifying Opportunities & Setting Goals	
Wayfinding Abilities	Developing Personal Roadmap	
Wayfinding Abilities	Finding Needed Help & Resources	
Wayfinding Abilities	Navigating Each Stage of the Journey	

Chart below provides a snapshot of the student report as seen by students and teachers.



2.4.2: Assessment and Data-Driven Programs and Instruction

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills throughout the school year, at the end of each academic year, and for the term of the school agreement. Your answer must:

- Include the mandatory local and state assessments and specify the timing of their administration.
- Describe the purpose, design, format, and rationale for the selection of each assessment, including each assessment's alignment with Common Core State Standards.
- Describe key considerations in the selection or creation of any assessments not yet identified.
- Describe who will be responsible and involved in data collection and analysis. Identify the formalized strategies and supports the school will utilize to collect and analyze assessment results, including the related roles and responsibilities of

school staff and administrators.

- Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, professional development, and other school components.
- Explain how the school will communicate with parents/guardians and students about academic achievement and progress

Assessment Systems and Implementation Plan

Data-driven instruction and use of student data and will be one of the core components of the Art in Motion charter School model. It is critical to assess student performance in a timely manner to monitor mastery of standards and growth of students on their personalized learning plans. These plans will focus on scaffolded instructional plans to achieve the stretch targets towards grade level standards and achieving beyond grade level standards for high performing students.

We know, from experience, that NWEA is one of the most reliable sources of diagnostic information and assessment available for our middle school students. It is also aligned to the district's priorities of assessing student growth. The high school assessment plan is designed around college readiness standards from SAT. This will be vertically aligned from middle schools through PSAT in 8th grade that can help the school team look at cohort growth over time and identify targeted supports needed to achieve SAT success for students. The stretch targets on NWEA will aim at getting all students to grade level by end of middle school so that they can be high school ready and prepared for post-secondary success.

The personalized learning model will also help us provide student performance snapshots on online platforms on regular basis that will be create opportunities for teachers to provide focused and timely support to students. Teachers will also create many of their assessments such as content assessments, performance tasks and online polls. With use of technology platforms, teachers will also be able to develop more avenues of collecting data through google forms, student created videos and embedded assessments. Below is an overview of the assessments to be used at Art in Motion charter School:

Assessment Purpose	Tool	Grade	Source	Frequency
Diagnostic / Formative Assessments	NWEA MAP	7-11[2]	Purchased	3x per year
	Content Assessments	All	Teacher created	Weekly
	ACCESS	7-8	State	Annual

[2]NWEA will also be given to all 9-11th grade students whose most recent NWEA score was below the 8th grade 50th percentile.

	PSAT	8-11	SAT/City	Annual
Mastery of grade level skills & standards	Check Points	All	Summit Learning	Varies
	Cognitive Skills Performance Tasks	All	Teacher created	6-8x per year
Mastery of skills and content towards personalized learning path	Online “exit tickets”	All	Teacher created	Varies
Summative Assessments	PARCC	7-8	State	Annual
	Final Product/Performance Tasks	All	Summit Learning	Varies
	PSAT	8-11	City	Annual
	SAT	12	SAT/City	Annual
	AP Exams	10-12	AP	Annual
	Final/ Capstone projects	12	Teacher-led	Annual
Myways Competencies	Survey/Rubrics/ Indicators	7-12	Collaboration/ Purchased	Annual

	Observational Rubrics for student learning	7-12	School-Developed	Quarterly

Data-Driven Programs and Instruction

The Art in Motion charter school will have a data team that will include the instructional coaches and grade level leads supported by a data expert to compile data from different assessments and online programs to create a comprehensive view for teachers, school leadership and the Board to frequently measure progress on identified measures and take necessary actions to improve student outcomes.

A centralized dashboard system that will house all the data and produce reports will be one of the structure anchors of the data driven instruction process. The system will aim to be nimble enough to accommodate personalized learning paths of students and accommodate adjustments needed on summative assessments in the future. The school will have a data specialist and a technology coordinator to assist and oversee all data compilations from different sources and work with the school leadership team and staff to provide them with timely and meaningful data.

The charter model is built on use of data to personalize instruction. We will use the following process and structures to review data and make necessary adjustments to the instructional model:

Impact Audience	Anchor Structure	Frequency	Purpose
Students	Student goal setting	Bi-weekly	• Create student ownership over learning • Monitor progress
Students/ Parents	Student-led Conferences	3 per year	• Create student ownership over learning • Engage family in student goals and progress
Students	Portfolio Reflection	3 per year	• Student reflect on his/her progress as a learner • Create a real-time snapshot of student mastery

Teachers	Collaborative planning meetings among teachers including special education, teacher assistants and ELL teachers.	Weekly	• Students' goal setting review and adjustments needed • Online program data review and adjustments needed • Alignment of curriculum to common core standards and across-grade alignment • MTSS focused progress monitoring data review
Teachers	Coach/ Curriculum lead check in with teachers	Weekly	• Review of student data • Additional supports needed for action items from teacher collaborative meetings and determine any other needs around instructional resources
Teachers	End of course review	2 per year	• Reflections on student performance and identify any changes necessary in future semesters or years.
School leadership team	Review of Data	Quarterly	• Review school progress on identified measures • Investigate deeper on areas of concern and make necessary adjustments • Align school resources to areas of most needs • Instructional resources and supports needed to teachers to support student learning
Board/School leadership team	Board Review of Data	Each board meeting	• Review school progress in on identified measures • Identify resources needed for school

2.5 Diverse Learners: The school has strategies in place to advance the learning of all students.
● Presents a continuum of special education services, including related services, that is supported by research and best practice and likely to lead to success for the school's students with special needs ● Proposal and accompanying ISBE Special Education Certification form that reflect a sound understanding of the legal requirements of IDEA and Section 504, including, but not limited to: ○ The charter's obligation to serve students with special needs o Providing a Free and Appropriate Education (FAPE) to all students ○ Providing a continuum of special education services in the Least Restrictive Environment (LRE), including providing access to the general education curriculum, standardized testing, extracurricular and culture-building activities ○ Methods for identifying and supporting students with disabilities o Procedures for evaluating identified students, developing Individualized Education Plans (IEPs), and monitoring and assessing progress, including the roles of personnel and parents ○ The rights of students with disabilities in disciplinary proceedings ● Well-defined processes for identifying English Learners, including administration of placement assessments and communications to parents and teachers ● Proposal and accompanying ISBE English Learners Certification form that reflect a sound understanding of the legal requirements related to English Learners ● A plan for identifying and addressing the needs of students within the general education program who require significant additional academic support or intervention (note: may include a description of the Multi-Tiered System of Supports and/or Response to Intervention) ● A clear understanding of expected remediation needs of incoming students ● Programs and services to ensure that all students are challenged with the appropriate level of rigor, including students with accelerated learning needs

Special Education

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

1. Enrolling all students – no rejection of students with disabilities
2. Providing an individualized education program (IEP) for students with disabilities
3. Providing a free and appropriate education (FAPE) to students with disabilities
4. Providing education in the least restrictive environment (LRE)
5. Following all due process procedures and parental involvement requirements
6. Providing non--discriminatory evaluation of students with disabilities.

In order to appropriately serve students in the Least Restrictive Environment, students with disabilities

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

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

The general education curriculum is adapted to meet the needs of learners as outlined in IEPs. The IEP team make placement decisions that allow for students with disabilities to participate in the regular classroom setting to the maximum extent appropriate or, to the extent such placement is not appropriate, in setting with the least possible amount of segregation from the student's non-- disabled peers and community. Weekly collaboration meetings are held for instructional planning between special education and general education teachers. For our special education students we implement Wilson Reading, adaptive digital programs, Spectrum Math and Ed Mark as determined by student achievement needs.

English Language Learners

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

Art In Motion will the WIDA standards that align with our Curriculum Framework to provide students, educators, and parents with a set of clear expectations leading to college and career readiness. Our

focus is that every teacher is prepared to teach academic language and challenging content to all students, including EL students. All teachers must be skilled in how to support EL students as they acquire content knowledge while also progressing towards English proficiency. Students receive support from a full-time ESL teacher according to their level of English proficiency. ESL teachers work alongside teachers in mainstream classrooms to help ELL students, students may attend ESL tutoring sessions outside the classroom or receive personalized language instruction in blended classrooms based on English language proficiency levels.

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

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

Components

1. **Personalizing Instruction:** All models involve Universal screening including cultural and linguistic differences of ELs. Instructional coaches, EL teachers and the general education and/or content area teachers will be planning together to ensure ELs instructional success in English Language Learning, Reading and Writing, Mathematics, Science, and Social Studies including history, geography and bicultural content from/to their country of origin and United States. ELs of different ages or grade levels may be together in the same class due to personalized learning model, El teachers will rotate in classrooms to provide language support unless pull out is highly recommended.
2. **Sheltered English Instruction:** All students in the EL program will receive sheltered instruction on their mainstream classes. All classroom teachers, instructional coaches and staff will receive ongoing training in sheltered instruction from the English Language Learner teachers and Multicultural and Language Development Director. The EL teacher will collaborate with the mainstream teachers to ensure support for English Learners students at all levels.
3. **Push-In:** Students will participate in the mainstream classroom for most of the time and receive ESL instruction in a small group setting in a Push-in. The EL teacher will provide oral development, literacy and content area instruction based upon student assessment and classroom performance. Student contact hours will be established upon the results of the assessment, the needs and progress of the student.
4. **Pull Out:** Any student who scores at level 1.0 – 1.9 on the WIDA MODEL/ACCESS assessment will qualify for pullout services. Students who score at level 2.0 – 4.9 may qualify for pullout services based on observations, data analysis, classroom teacher and English Learner teacher judgment,

and/or parent recommendations. Pull out services will incorporate English Development intervention focused on accelerating English proficient.

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

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

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

School schedule and class lists will be based around EL minutes to ensure compliance in meeting partial and full EL minutes based on 2016 ACCESS scores. Weekly co-planning with general education teachers and EL teachers during common planning time to analyze data and create optimal learning groups for students.

Advanced Learners

Our personalized learning model and blended instructional approach is designed to advance all learners regardless of grade level. Through digital adaptive programs and personal learning paths we are able to curate instructional resources to accelerate student progress. Within our approach to competency based progression we use formative assessment data to drive student readiness to demonstrate mastery to move on to the next concept within their learner path. Art In motion will also offer Advanced Placement classes in 11th and 12th grade for high achieving students to position themselves to be placed in rigorous classes which enhance their college acceptance and scholarship potential. Advanced Placement courses are available in all subject areas and are designed to provide high school students with a college-level experience while still in high school. Students may earn college credit for AP courses with scores of 3, 4, or 5 on the AP exam. Students are accepted into the AP program on the basis of academic achievement, standardized test scores and teacher recommendations. All students in Advanced Placement courses are required to complete and sign an AP contract, as well as, take the AP examinations.

MTSS- Multi Tiered System of Support

Through predictive data analysis Art In Motion anticipates the majority of students to enroll below grade level. The goal at Art In Motion is for all students to be on track for graduation as they enter 9th grade. Therefore Art In Motion will have a detailed tiered instruction model in

7th and 8th grade to close the achievement gap.

Teachers can access an observation and feedback process for students who are not responding to Tier 1 instruction. A weekly Student Support Team meeting is scheduled to engage the problem solving process for learners who may require Tier 2 and 3 interventions. The Tier 1 intervention process includes an observation process from the Instructional Coach in order to identify approaches that are designed to meet the needs of all learners. The Academic Director facilitates regular problem solving meetings to develop and track academic and behavioral interventions across Tier 2 and 3 levels of support.

The Graduate Persistence Index will inform students who need Tier 2 and Tier 3 support through MyWays competencies. The Art In Motion MTSS model provides access to independent study in MyWays arenas. Supplemental and specialized instructional curriculum and resources will be used to support Tier 2 and 3 interventions. During Personalized Learning Time in STEM and Humanities blocks Tier 2 and Tier 3 students needing academic support will have access to Skills Navigator formative assessments midway between the MAP assessments. These quick, 20-minute, assessments of student learning are used to gauge progress and allow teachers a snapshot of progress toward MAP growth goals. Data from these assessments are used to modify groupings and skill instruction to accelerate learning through Lexia Core 5 and Think Through Math.

Data from these assessments, in-class demonstration of learning, and digital programs are used to monitor progress and allow for flexible groupings around discrete skill instruction based on relevant need. There is no value to administering assessments unless the data are used in a timely manner to impact instruction. Knowing this, our schedule allows for daily collaborative meeting time between teams of teachers. Data is ever present at MTSS meetings and scrutinized to ensure all students are progressing toward their growth targets. Additional support is also provided outside of the classroom. If students are still not responding to interventions of an increased intensity, we may consider a special education referral.

2.6: School Calendar and Schedules: The school calendar and schedule provide a clear picture of how students and teachers will spend a typical day at school, incorporating all of the unique aspects of the proposed school model.
● Annual calendar that: ○ Is compliant with the Illinois School Code ○ Reflects all of the instructors' professional development days and student assessment days ○ Is supported by the school's proposed budget ● Teacher and Student Weekly Schedules that: ○ Provide a clear picture of how a teacher or student would respectively spend a day at the school ○ Reflect all of the instructors' described professional development requirements, collaboration time, and roles and responsibilities ○ Reflect all described student activities

- If proposing a Next Generation blended learning model, the proposal specifies the percentage of time students will engage in learning through digital mediums and provides a clear rationale for designating that percentage of time.

The Art In Motion school year calendar will be built on a 193-day school year beginning in mid--August extending through mid-June. School days will be 8 hours in length with the exception of Wednesday when we release early for professional development and collaboration. This results in a total of 976 academic and arts instructional hours which organized into 4 quarters throughout the year.

Each day has 4 blocks of time broken down into a humanities block which includes English Language Arts and Social Studies, The Science Technology Engineering and Math (STEM) block, Wellness block which includes Lunch and time in the Fitness Center and a performing arts enrichment or expedition block. The Personalized Learning Platform facilitates instruction and learning in all blocks and is programmed to meet their individual needs based on their Personal Learning Plans as they progress. Digital Learning happens during the PLT time of the instructional block in the Summit Learning platform.

As Habits of Success are foundational at Art In Motion we recognize the power of community to reach our goals. With that in mind students begin and end their day together in Community where they listen and express who they are as individuals and a learning community. The Wednesday schedule is a condensed version of the above with time for a weekly assembly recognizing and celebrating our growth as a community through performances.

Example Schedules

8th Grade Art In Motion Student Daily Schedule					
7:45-8:00	**8:00-10:00**	**10:00-11:30**	**11:30-1:30**	**1:30-3:30**	**3:30-3:45**
Community	Humanities	Wellness/Lunch	STEM	Arts Enrichment	Community

Humanities Academic Teacher Daily Schedule					
7:45-8:00	**8:00-10:00**	**10:00-11:30**	**11:30-1:30**	**1:30-3:30**	**3:30-3:45**
Community	Humanities	Collaborative Planning /Lunch	Humanities	Humanities	Community

2.7.1: School Culture: The proposal describes appropriate and effective strategies promote a positive academic and social environment with high behavioral and academic expectations.
• An intentional strategy—citing clear policies, systems, and traditions—to promote positive student behavior and foster a positive academic and social environment with high expectations • Well-defined goals for school culture and plans to monitor progress • A plan to communicate and norm a culture of high expectations with students, teachers, administrators, and families and promote positive behavior • Clearly identified staff members to perform all roles and responsibilities described in this subsection, with alignment to their job descriptions, annual and weekly schedules, and the staffing and organizational charts

At Art In Motion social and emotional learning provides the foundation for safe and positive learning. Our practice cultivates students' ability to build an adaptable set of tools and competencies to navigate the academic, personal, and professional landscape of their current and future lives. Through MyWays the Art In Motion design team will work with grand crossing community members through a focus group to create a set of student expectations based on the 4 MyWays arenas and competencies. The team believes that through a design thinking approach the community and school leader will create and empower expectations to drive student growth. If the community leads the ownership of high expectations they will empower younger student community members to exceed school expectations.

Art In Motion will define academic and school operational policies to drive a culture of high expectations but the design team and community will create the motivation and supports to ensure students meet expectations through using MyWays as a design tool.

The MyWays Arenas are defined as:

Habits of Success are:
Behaviors and practices that enable students to own their learning and cultivate personal effectiveness
Creative Know How involves:
Skills and abilities to analyze complex problems and construct solutions in real-world situations
Content Knowledge focuses on:
Subject area knowledge and organizing concepts essential for academic and real-world applications
Wayfinding Abilities covers:
Knowledge and capacity to successfully navigate college, career, and life opportunities and choices

The purpose of the MyWays framework is to provide schools and communities with the tools to create a culture that provides students with the supports needed to thrive in their future. Below is the purpose of the framework:

1. Synthesize the student success landscape for educators and policy makers, and provide a means to organize and access the related research, concepts, best practices, and practitioner tools to maximize its usefulness;

2. Develop a common language that can be used to promote learning goals that are comprehensive, coherent and empowering;
3. Accommodate a wide spectrum of postsecondary career and education pathways and choices, and highlight the need for incorporation of more authentic, out-of-school opportunities to develop competencies;
4. Provide a flexible, easy-to-use tool for self-evaluation and continuous improvement, to help educators gauge the breadth and depth of student success competencies;
5. Offer a clear and adaptable set of success signposts for students & parents to consider in navigating the way forward.
6. Encompass the needs of students of all incomes and abilities, including those who must overcome the challenges of intergenerational poverty and racial and other discrimination.

Reference: https://myways.nextgenlearning.org/

Art in Motion will also create a culture that promotes:

- **High Student Performance** driven by quality practices in pedagogy, curriculum and assessment for learning.
- **Healthy, Safe, Orderly and Caring Learning Environment** where students, parents, and teachers feel safe, secure, and connected, enabling effective decision-making and lifelong learning.
- **Quality Teachers, School Leaders and Staff** who create a positive work environment in a self-renewing organization.
- **Committed Family, Community and Business Partnerships** that provide additional, individualized support to students and their families as students strive to reach their learning goals and post-secondary aspirations.
- **Effective and Efficient Operations** that provide the high-quality business services that are essential to the educational success of students.

To maintain this culture that will be community designed Art In Motion will have systems in place to allow both students and staff to focus on achievement, not on the discipline of students. In addition, the school will ensure that all spaces are organized to support learning, relationship-building, and culture-building activities rooted in a shared Code of Conduct, which we adopted from CPS.

Distinctive Schools will work with the leaders and staff to design and implement a comprehensive school-wide initiative that articulates the Code of Conduct and aligns it with our discipline policy, school-wide routines and procedures, and competencies to ensure that students feel safe, respected, and capable of meeting high expectations, both academically and behaviorally.
Success will be measured quarterly against the implementation scope and sequence and annually against SQRP targets. In addition, attendance data will be tracked to measure for increased student attendance, and structured class-learning forums will enlist students in the feedback process.

Classroom Expectations

Art In Motion is committed to creating and maintaining a positive, personalized learning environment that encourages cooperation, fosters creativity, and nurtures students in taking the risks involved in learning. All students will be expected to understand and comply with the Code of Conduct so that our classrooms will be places where all students are successfully engaged in learning activities and teachers are actively connected with each student's learning. Students will feel comfortable and welcome to take learning risks and will be guided towards positive interactions with all students and staff.

Evidence of success will include:

- Students and teachers are actively engaged in learning activities, conversations.
- Code of Conduct and competencies are referenced and exemplified by teachers and students.
- Transitions between classrooms are safe, quick, and orderly.
- All teachers reference high expectations for all students.
- Classroom rules reflect the Code of Conduct
- Students and teachers are focused on learning tasks rather than on behavior or discipline.
- Teachers and students exhibit evidence that learning activities are highly engaging and learner driven.

Staff Expectations

All staff will also be expected to comply with and support the Code of Conduct. Art In Motion will therefore be a school where students can learn, want to learn, and WILL learn. All staff will abide by the same Code of Conduct regardless of the role they have in the school. All administrators, teachers, and support staff are expected to actively engage in professional growth opportunities, model collaboration, embrace consistent implementation, and contribute to the improvement of the school. They are expected to model professional behaviors and language and to actively engage in making the *entire* school better – not only their own spaces. They will regularly review all physical spaces against a physical spaces expectations checklist and will work towards exemplary implementation.

Art In Motion staff will regularly and routinely show they value students and are there to support student achievement of academic and personal goals. All staff will serve as Mentors/Learning Coaches in Community where they implement a Circle to build competencies. All students have opportunity to join separate group mentoring activities for boys and girls that focus on gender-related issues that affect achievement of educational and personal goals.

2.7.2. Graduation and College Readiness Support: The proposal presents robust plans to ensure that students will graduate prepared for success in high school (for elementary schools) and college.

- (If proposing an elementary school) Robust supports to ensure that students are prepared to attend and succeed in a rigorous high school
- Age-appropriate college readiness supports that will build college awareness and readiness among students
- (If proposing a high school) Robust supports to help students apply, enroll, and persist in college
- (If proposing a high school) Methods for tracking student/alumni college acceptance and persistence rates
- Clearly identified staff members to perform all roles and responsibilities described in this subsection, with alignment to their job descriptions, annual and weekly schedules, and the staffing and organizational charts

College and career readiness is an important component of the Art In Motion experience. The overall non-academic goal of Art In Motion is to grow in MyWays competences through performing arts pathways to demonstrate wayfinding abilities in post secondary decision making . At Art In Motion students learn the value of community engagement and development in which interactions with community members can help them to identify and pursue their college and career goals. Students will work with community members to explore all processes of performing arts careers and college options to develop skills and create goals to support their creative passions. Our school will have a College Mentor Program for high school students. High school students will be assigned a mentor for the school year. This mentor will provide monthly support visits where they check in with the student and provide scholarship/college support and resources. The Scholarship committee will oversee the program and provide mentors with topics of focus for each support visit.

Goals of the College Mentor Program:
• To foster relationships with students and Community Leaders/Mentors
• To increase the amount of students applying for scholarships
• To increase the award amount of scholarships received by students
• To increase the number of students being admitted into college (4 year/2 year)
• To increase the number of students being enrolled in Vocational/Training/Career Programs

Whether learning chemistry, economics, or music, students have opportunities to weigh critical and moral issues and to practice the essentials of good character – skills that will prepare them for college and life. In order to ensure that every student is prepared for college, a college-bound culture permeates every aspect of Art In Motion learning environment. The college-bound culture will be embedded within the core curriculum. Evidence of success will include:

- Implementation of career and college readiness theme. Students will have regular opportunities to participate in integrated units of study, special courses and extra-curricular activities related to the theme. These activities related to the theme will be available to all students every semester.
- Students will master the academic content knowledge and skills required to move up to the next grade level so that they will one day successfully graduate from a competitive college or university.

- All students at the high school level will have a one-on-one college planning meeting with a counselor.
- 25% of students will have completed a college visit by their junior year.
- 40% of students will have completed a college visit by their senior year.
- 80% of senior students will have completed their FAFSA by March 1st of their senior year.
- 60% of students will be accepted to a 4-year school, a 2-year school, the military, or a trade school by June 1st of their senior year in year one.
- All students will take a career assessment by their junior year.
- All students will participate in Community focused performing arts expeditions

2.7.3: Parent and Community Engagement: The proposal cites the systems, programs, and policies that will support the needs of all students and help remove barriers to learning.
• Applicant has explained thoughtful methods to build family-school partnerships to encourage the involvement of parents/guardians in the school and their student's education • A description of the nature and extent of parent and community involvement in the governance and operation of the charter school • Clear mechanisms for parents and community members to provide feedback and/or express an objection or concern to the school and Board on an ongoing basis • Clearly identified staff members to perform all roles and responsibilities described in this subsection, with alignment to their job descriptions, annual and weekly schedules, and the staffing and organizational charts

Art In Motion will reimagine the integral role that community plays in fostering a genuine love of learning, from the first day of school. Our community will be rooted in the synergy of families, students, teachers, and local partners, dedicated to co-creating a school where adults and students unite to educate, empower, and inspire each other on a personalized level. We understand that a successful school must have the support of the surrounding community and a strong connection with the parents and families in that community. Parent and community engagement will be forefront in the planning stage, and will continue to be a top priority throughout the implementation stages. The founding Board is comprised of involved community leaders, and will grow to include educators and parents.

Given the urgent need for educational programs proven successful at closing achievement gaps, we anticipate a successful effort with strong support in favor of the school's overarching mission and vision. As a part of our strategy, we are cultivating relationships and partnerships with organizations serving the needs of the families we serve. Formal partnerships are established with community-based organizations representing the diversity of our families. Parents and community are welcomed at all times in the school.

Teachers and school leaders will have regular interaction with families, both formal and informal. The school will strongly support the efforts of parents in developing a Parent Organization to ensure their voices are heard within the school. Frequent events will be held including opportunities for parents to understand data and student progress as well as explore ways to continue to support student learning in the home environment. Events include celebrations, informational meetings, parent advisory

meetings, and educational sessions regarding understanding the school's curriculum, instruction and assessment.

Diversity is a core commitment of Distinctive Schools and Art In Motion will embrace the methods described below. We will implement approaches and practices aligned with the mission of the school with a special focus on family characteristic to the Grand Crossing neighborhood. Barriers often exist in traditional systems. Our plan for family engagement will ensure that we create a welcoming environment for families and that ample supports and access to systems are available to sustain a true partnership for student success.

The specific strategies we will employ are designed around access, outreach, community partnerships, and effective use of technology and social media. Through Common Ground and sharing the Hirsch facility Art In Motion will be able to bring both Art In Motion and Hirsch families together after school and on weekends to learn, perform and use the fitness center. Art In Motion will have programming that brings students and families together to further our mission.

Family Engagement Opportunities:

- Maintaining a comprehensive database of families needing language or social services
- Providing interpreter and translator services routinely and ensuring that families are aware of the availability of them.
- Text messages and auto calls will be translated into languages of the families we serve.
- School website and social media will be in primary languages spoken by families of students we serve.
- Home visits and frequent conversations with school based team
- A Parent liaison on staff to support and advocate for the needs of families.
- Providing opportunities for Parent Education in partnership with community organizations. (Examples include Adult literacy and English Language classes, financial literacy classes, workshops regarding community resources and how to access them, as well as job seeking skills and support. Specific opportunities will be offered based on need and interest through New Life Southeast)
- Creating a robust network of community partnerships with organizations serving the broader needs of the families we serve. We intend to create strong connections will all social service, health care, community education, and neighborhood clubs so that we can, through the school, serve to network families with resources.
- Regular feedback gathering, support and training regarding school policies. See Appendix 2.7.3 for our parent/student handbook.
- During the planning year of our school Art In Motion and the design team plan to have regular feedback and design sessions with families to empower ownership of our learning community.

Throughout the first year, our parent engagement initiative will be greatly expanded to create a Parent Learning Community - access to hardware, training, hands on support, software and programs- all aligned with the goal of ensuring that parents are active and informed participants in the learning process. We will intentionally create a community that affords all stakeholders, including parents, ample opportunities for collaboration.

On an operational level, the school will establish a Parent Advisory Council (PAC) as an opportunity to build strong family-school partnerships and for parents to become informed about and engaged in curricular, co-curricular, and extra-curricular activities to develop strategies for continuous school improvement. The PAC will also provide ideas, suggestions, and recommendations to support improvement in the school, including strategies for improving parent-school relationships. A representative from the Student Council will assist the PAC.

The school will involve the parents and community members in the school in the following ways:

1. Parents will sign a commitment to support his/her child and the educational mission of the school. These parental commitments include ensuring that his/her child is at school and on time each day. It also outlines expectations that the parent is helping with homework and ensuring that it is complete, reading with his/her child each night, assisting his/her child in contacting the teacher regarding any problems or questions on an assignment, providing a quiet place with light for his/her child to study at home, and being available to meet with the teachers at home or at school if the need arise.

2. Parents/guardians will contribute a minimum of five hours/quarter of volunteer service at the school. The school will ensure that these opportunities are varied and available during the day, evening and weekends to accommodate busy family schedules.

3. Additionally, parents agree to support their children in community expeditions to promote the arts in the Grand Crossings community.

The PAC will meet regularly to discuss school issues and hear families' concerns and suggestions. The PAC will provide assistance as needed to support school-wide goals, communicate the concerns and ideas of families, and contribute to policy decisions. However, those who desire to address the Board concerning an item on the agenda or simply to make a comment or provide feedback will be afforded opportunities to do so. They will be asked to submit written requests prior to the start of each meeting by giving the parliamentarian a card on which they write their name and the subject they wish to address. If they wish to discuss an item not identified on the agenda, they will be able to do so during non-agenda comment time. Moreover, parent and student satisfaction surveys will be conducted annually. A compilation of the results and the raw data collected from the surveys will be reviewed by the Board upon their completion.

2.8.1: Discipline, Behavioral Intervention, and Classroom Management: The proposal cites the systems, programs, and policies that will support the needs of all students and help remove barriers to learning.
• A multi-tiered system of prevention and intervention supports to foster all students' behavioral growth, including the general student population and students in need of targeted support • Clear identification of specific staff members who are responsible for overseeing the implementation of student discipline and behavioral interventions, including maintenance of student records and data • Plans to consistently communicate behavior expectations, consequences, and rewards to students and families • A comprehensive list of offenses that may result in student suspension or expulsion • An explanation of the corrective, instructive, and/or restorative responses to misbehavior that will be used prior to the use of exclusionary discipline, including a clear description of how the school intends to comply with SB 100 • An explanation for how the school will protect the rights of students with disabilities/ impairments in disciplinary actions and proceedings, afford due process for all students, and provide a fair process for students facing expulsion

All students at Art In Motion and their families will receive a copy of the school's Code of Conduct. The culture of the school will be one wherein the Code of Conduct and the school's competencies are referenced often by teachers. Moreover, classroom rules will reflect the Code of Conduct. Classroom rules and habits of success will be emphasized in students' visual learning environments, tracked on data walls, and communicated during assemblies. The rules and values will also be revisited during student-led conferences.

Discipline at the school is understood to be positive efforts to teach and reinforce expected behaviors and to help young people learn that they are responsible for their actions. While it may be necessary on occasion to impose appropriate consequences should a student choose to behave in a manner that violates school policies, our discipline model consistently emphasizes prevention and is based on a system of behavior supports designed to minimize consequences.

The discipline model includes:

- That all students know and demonstrate expected student behavior and respect for persons in authority.
- Direct teaching of the Code of Conduct.
- Consistent use of positive incentives to reinforce expected student behaviors.
- A school-wide effort on identifying, resolving and preventing student discipline problems. The system or policy that the charter school will utilize for this effort is the School Wide Positive Behavior Supports (PBIS) created by the design team and community.
- Students acquiring skills in conflict resolution and problem solving.
- Students developing and demonstrating habits of success
- Communicating to students, teachers, parents and the community that unacceptable behavior will not be tolerated.

The Graduate Persistence Index will inform students who need Tier 2 and Tier 3 support through MyWays competencies. At Risk students will automatically receive Tier 2 support based on their GPI score. The Art In Motion MTSS model provides access to independent study in MyWays arenas and counseling support from partner clinics in the Grand Crossings Neighborhood.

Positive Reinforcement

Art In Motion strongly believes that the key to a successful school environment is acknowledging students for their hard work, effort, and success both behaviorally and academically. Each teacher and staff member is trained, encouraged and reminded to constantly catch students behaving according to the Code of Conduct and working toward their potential. Students are acknowledged for exhibiting positive behavior choices throughout the school. The following are some of the ways the teachers and staff acknowledge students.

- Verbal Praise
- Positive notes on their assignments
- Phone calls home
- Special class assignments or parties
- School wide socials
- Lunch or dinners, or one on one time with teachers or staff
- Specific rewards

Corrective Actions

Student disciplinary offenses are defined as those actions or inactions that violate the school's Code of Conduct or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

A disciplinary violation may occur while the student is at school and/or on school property; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation to and from school or a school-sponsored activity conduct off school grounds; and while using school-owned computers, offline and online.

School-related disciplinary offenses may also include misconduct outside the school that reasonably could affect the school.

School administrators will use their professional judgment in determining which disciplinary action will be most effective in dealing with the student's misconduct, taking into account the following factors:

- The student's age and GPI risk factors
- The nature and seriousness of the infraction and the circumstances which led to the infraction;
- The student's previous disciplinary record;
- The effectiveness of other forms of discipline;

- Information from parents, teachers and/or others, as appropriate;
- The student's attitude; and other relevant factors.

A member of the school's administrative staff, a teacher or other school staff member who has students in his or her charge may take disciplinary action in addition to suspension or expulsion that is necessary to ensure a safe, orderly, and effective educational environment. Disciplinary action taken under these circumstances includes, but is not limited to:

- Notice to parents in the form of a letter or a phone call.
- Placement on daily report
- Temporary assignment or restrictive class setting.
- Loss of privileges, including, but not limited to trips, dances other extracurricular activities such as athletic, club or non-instructional programs, or graduation ceremonies.
- Detention: A teacher may detain a student after school for misconduct, to make up incomplete work, or for additional instruction. Personal commitments and/or work schedules are NOT valid excuses to miss detentions. Detentions are not optional and failure to attend a detention will result in other disciplinary actions.
- Reassignment to another class.
- Consult/referral to student support personnel.
- A meeting between the teacher(s) and the student to discuss the student's behavior and competency work for improving his/her behavior.
- Mediation between the students involved.
- Referral to the juvenile court having jurisdiction over the student.
- Saturday school

Blended Learning Code of Conduct

Art In Motion students are responsible for appropriate behavior on the school's computer systems, just as they are in a brick-and-mortar classroom or at a school event. Communications on the Internet are often public in nature. The use of the school-issued computer and computer systems is a privilege, not a right. Students should have no expectation of privacy when using the school's computer systems. The school may suspend Internet subsidy or deny the use of school computer equipment to any student who abuses that privilege.

Students are personally responsible for their actions in accessing and utilizing the school's computer resources. Students are advised never to access, keep, or send anything they would not want their parents or teachers to see. With regard to privacy, computer storage areas may be treated like the "traditional" school lockers.

Students should never download or install any commercial software, shareware, or freeware onto school computers unless they have documented permission from the technical support staff.

Students should not use profane, abusive, or impolite language when communicating online. They should not access any materials that are in violation of school rules and policies. If students encounter such material by accident, they should report it to their parents immediately who should then contact Art In Motion with this information.

Art In Motion expects students to observe the following rules of online behavior:

- Students will only access the Internet for educational purposes
- Students will restrict their access to material deemed appropriate by staff and parents
- Students will use appropriate conduct toward others
- Students will observe and respect license and copyright agreements
- Students will keep passwords and personal information confidential.(Student names, telephone numbers, and addresses should not be revealed over the Internet.)

The following types of access are considered to be inappropriate uses:

- Accessing profane or obscene material, material suggesting illegal acts and material advocating violence or discrimination
- Using the access for illegal or prohibitive acts
- Attempts to access any resources that are restricted, confidential or privileged
- Posting chain letters
- Internet Relay Chat, news groups, or mailing list participation unless directed and supervised by a staff member for a classroom assignment
- Granting Internet or Network access to unauthorized persons intentionally or unintentionally, or failing to notify a teacher or administrator if you suspect someone of using your password
- Posting personal contact information
- Agreeing to meet someone met online without parental approval and under the supervision of a teacher or authorized adult
- Attempts to disrupt access
- Causing damage to or changing function, operation or design of the technology
- Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening language
- Harassing another person
- Posting false or defamatory information
- Plagiarizing information found on the Internet
- Disregarding the rights of copyright owners on the Internet
- Posting Web pages without the consent of a teacher or authorized adult
- Buying or selling any products or services

Parents must monitor their children's compliance with these standards. Students who violate these standards may face a loss of Internet access, the loss of school-owned computer equipment, other disciplinary measures, and/or legal action.

Art In Motion will utilize the definitions and procedures of in-school suspension, out-of-school suspension, and expulsion as outlined in the adopted CPS Code of Conduct.

2.8.2 Social, Emotional, Mental, and Physical Health Needs: The proposal presents a robust plan to holistically remove barriers to student learning and support students' social, emotional, mental, and physical health.

- A realistic description of the anticipated social, emotional, mental, and physical health needs of the targeted student population
- Specific systems and metrics to identify and consistently monitor students' social, emotional, mental, and physical health needs
- Well-defined processes for identifying homeless students, including administration of placement assessments and communications to parents and teachers
- Staff members who will be responsible for overseeing efforts to support students' social, emotional, mental, and physical health needs
- Programs, services, and activities that will holistically remove barriers to learning and promote students' health, safety, and social and emotional development
- Clearly identified staff members to perform all roles and responsibilities described in this subsection, with alignment to their job descriptions, annual and weekly schedules and the staffing and organizational charts.

The students in the Grand Crossing community face issues consistent with generational poverty, a lack of school resources and low morale. Additionally, teen pregnancy rate is high. To identify and address the physical health needs, the former principal began a conversation with Jackson Park Hospital to develop an in-school clinic wherein students, parents, and the community could receive basic medical services.

This conversation was three years ago, and the need for healthcare is still great. There are certain environmental factors that make a child more vulnerable to social, emotional and behavioral problems. Neighborhood characteristics, family income, maternal risk factors and family history of mental illness are all factors that impact a student's success. These behavioral problems generally manifest in a school setting in various ways – discipline problems, poor grades, attendance issues, aggression, anxiety, depression and hyperactivity. The students in the Grand Crossing community face issues consistent with generational poverty, a lack of school resources and limited parent engagement.

As part of our Student and Family Support, Art In Motion will have a student support system that identifies the current needs of all students through the use of data and mechanisms to positively impact teacher skills, meet every student's needs, and ensure effective planning, delivery, and capacity building.

The Graduate Persistence Index will be used to identify students' social, emotional, and physical health needs. Often ignored in school improvement conversations is the overwhelming evidence that student success is dependent on both cognitive and non-cognitive factors and these must be carefully examined when determining strategies for improving student achievement. It must be noted that there are also factors not under the control of schools that impact student success, individual characteristics:

- Race/ethnicity;
- Socio-economic status;
- An older sibling and/or parent has dropped out of school;

- Attendance at high-minority schools and changing schools two or more times;
- Family characteristics; and
- Prior academic experiences (repeated a grade, had average grades of "C" or lower from sixth to eighth grade).

In a policy brief – "*How to End the Dropout Crisis: Ten Strategies for Student Retention* (2008") – Roberta Furger identifies several early academic warning factors that often put students at greater risk of dropping out:

- Failing grade in English or math in 8th grade;
- Failing Algebra 1 in 8th or 9th grade;
- Absenteeism greater than 20% (attending class less than 70% of the time);
- Earning fewer than 2 credits during 9th grade; and/or
- Not promoted to 10th grade.

*i*NACOL points out that there is not a single definition of at-risk students, but cite the U.S. Departments definition of high-need students as:

"Students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools (as defined in Race to the Top application), who are far below grade level, who have left school before receiving a regular high school diploma, who are at-risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English language learners." They identify "elements" that may predispose students to being at-risk as: "low socio-economic status; from a single parent; have an older sibling that dropped out of school; have changed schools two or more times; received average grades of 'C" or lower from sixth to eighth grade; and/ or repeated a grade."
Using Online Learning for Credit Recover: Getting Back on Track to Graduation. *i*NACOL, 2015.

The University of Chicago Consortium on Chicago School Research conducted a significant study that focused on non-cognitive factors shaping school performance. The findings from this study provide Art in Motion with a powerful resource to inform strategies for redesign of our registration and intake system that identifies pre-existing determinants that may place students at various levels of risk for failure, but also serve to inform proscriptive interventions that "work to change students' beliefs about their intelligence, promote social belong, and connect performance to future goals."* This study is careful to point out that" knowing non-cognitive factors matter is not the same as knowing how to develop them in students."

Following is a summary of the non-cognitive factors shaping student performance as presented in the Chicago Research study.

1. **Academic Behaviors** are associated with how we characterize a good student. "These include regularly attending class, arriving ready to work (with necessary supplies and materials), paying attention, participating in instructional activities and class discussions, and devoting

out-of-school time to studying and completing homework." Academic behaviors more so than other non-cognitive factors most approximate one's performance in school. The behaviors as delineated can be observed and can be measured and monitored.

2. **Academic Perseverance** refers to an individuals' ability to stay focused on a task and complete it in a "timely and thorough manner." Students who are successful in school don't allow distractions to interfere with getting the work done. Terms such as self-discipline, self-control, grit, and tenacity are often associated with this non-cognitive factor. In fact there are "grit assessments" that measure the degree to which students stay focused on a goal or task.
3. **Academic Mindsets** encompass attitudes and beliefs students hold about their ability to achieve. A large body of research exists about the influence of academic mindsets. For example there has been extensive research on the impact of teachers holding high expectations for student achievement and its influence on student performance and achievement. This non-cognitive factor is difficult to measure and perhaps the most challenging in terms of changing. For students with a long history of failure it is difficult to change their belief relative to success. Four important strategies are identified:
    - Helping students develop a sense of belonging in the academic setting
    - Changing beliefs about their ability to be successful
    - Instilling confidence in their ability to succeed the task presented
    - Underscoring that the work of learning subject matter holds value
4. **Learning Strategies** are focused on processes that support students' cognitive thinking. There exists a large body of educational work focused on this factor. The work of Marzano provides a body of research in the area of learning strategies that crosses content areas.
    - Notetaking and summarizing
    - Use of graphic organizers and mnemonic devices
    - Close reading
    - Identifying metacognitive thinking processes and applying them across contexts
    - Time management
5. **Social Skills** are the fifth group of non-cognitive factors delineated in this study. Social skills are frequently referenced as skills needed to be successful in the work force and are a key component of 21st Century Learning Skills or "people skills". For most students social skills are developed not only in schools, but in the home and other social contexts students engage with as they grow and develop. Skills of cooperation with others, working in diverse groups, collaborative problem sharing, etc.

Teaching Adolescents to Become Leaders: The Role of Non-cognitive Factors in Shaping School Performance. UChicagoCCSR.

In examining extensive research on this subject, one important concept emerges – there is a connection between disengagement and dropping out of school. Measuring the engagement of students against multiple factors can clearly help to identify students at risk. For many students who have dropped out, disengagement has been part of a long process. Obtaining better data on engagement and disengagement of our graduation candidates as part of the assessment and intake processes will enable us to develop and implement robust and rigorous engagement strategies as part of graduation candidate's personal learning plan.

Non-Academic Assessment Protocol

Assessing graduation candidates' non-cognitive skills along with academic assessments enable academy staff to gain a more comprehensive picture of the presence of risk factors that will impact each student's potential for achieving success. Academic data along with performance on Naviance assessments and the Gradation Persistence Index inform the design of a robust Personal Learning Plan for each graduation candidate that not only outlines graduation requirements that need to be met and a projected time line, but also delineates targeted, proscriptive interventions that will be provided for each graduation candidate as they embark on their journey to earn their high school diploma.

Graduation Persistence Index

The Graduation Persistence Index is a comprehensive assessment of non-cognitive factors known to impact student success. The GPI is unique to Art in Motion.. Non-cognitive factors that impact student success have been the focus of growing attention over the past decade, however no comprehensive assessment of non-cognitive factors exists. Instead certain factors such as "grit" have been assessed but yield data that only addresses a student's perseverance – their ability to maintain a focus on learning over time. Art in Motion has designed a comprehensive, research based assessment – the Graduation Persistence Index that assesses multiple non-cognitive factors.

Non-Cognitive Factors

Staff gain important insights into each student as part of the enrollment and administration of intake assessments. A proscriptive learning plan for each student is developed that includes not only academic goals but interventions and supports that are focused on ensuring the success of students. Following is a summary of non-cognitive factors that are measured along with strategies for assuring the development of these important skills.

Academic Behaviors	● Academic behaviors such as attendance and assignment completion can be affected by close monitoring and support. Content coaches can supports student's organizing tasks and materials, and studying – preparing for module and end of course assessments.
Academic Perseverance	● Academic perseverance such as self-discipline, self-control and tenacity can be affected by helping Graduation candidates stay focused on goals, recognizing and rewarding early success, identifying factors that might be distracting to their learning and Identify strategies to mitigate distractions (working in a quiet atmosphere, taking short breaks, etc.)
Academic Mindsets	● Academic mindsets encompass beliefs one has about oneself in relation to academic work. Changing mindsets is difficult as many students have a long history of unsuccessful school/academic experiences. Developing a sense of belonging, helping students envision a future possible for themselves along with praise, encouragement and support help students develop positive academic mindsets.
Learning Strategies	● Much research exists that provide evidence for the effectiveness of teaching specific strategies. Feedback, both formal and informal, allow students to understand which strategies worked for them and where they need to improve. Having students talk with content coaches about their thinking helps students plan out an academic task (metacognition). Use of notetaking, summarizing , graphic organizers, reading/comprehension strategies help students' process and think more deeply about academic content.
Social Skills	● The Art in Motion model supports students taking on responsibility for their own learning and achievement. Staff can model and talk with students about interpersonal skills as well as cooperation and help students understand that these skills are critical to success in college or in preparation for career readiness. The Naviance program includes a focus on social skills as well.

This screening will be given to all students at least three times a year correlated with academic data. After each screening, the school's Student Services Team will collaborate with the school's Academic Team to analyze all assessment data, design and implement core and supplemental interventions, revise interventions, and coordinate assignments to tiered interventions for each grade level. Any students identified as "at risk" are closely monitored to plan for the most effective interventions that will increase their learning.

For the screening, our school will have a Student Services team to address student's academic and social-emotional/behavioral needs. The SST will also use behavioral data such as attendance, referrals, and suspensions to identify students who require social-emotional/behavioral interventions. The team will:

- Identify resources for supporting students identified via screening (in-school and community-based)
- Create a timeline for executing screening process including frequency of screening
- Develop budget for materials, staff, etc.
- Plan a learning path through an independent study with a mentor inclusive of academic and behavior supports.
- Schedule dates for follow up planning and progress monitoring

The Student Services Team will be trained in Trauma Informed care and the Grand Crossing and New Life resources to provide wraparound services. The Student Services team is a school-based team that supports students in need of Tier 3/intensive intervention. The Student Services team will meet to discuss the needs of students on a regular basis and will typically consist of the following individuals:

- Lead teacher
- Guidance
- Social Worker
- School Psychologist
- Administration
- Student
- Parent(s)
- Community agency representative(s)
- Curriculum Coordinators *(if academic concern*)
- Others as needed

The Academic and Student Services team will use data on a regular basis to determine Art In Motion model improvement to proactively design supports through MyWays competencies for early intervention.

2.9.1: Recruitment and Selection: The human resources strategy will realistically help the school identify and attract highly effective teachers, leaders, and staff who are committed to fulfilling the school's mission.
• A staffing plan that includes all instructional and non-instructional positions in the school over the five years of the charter contract and aligns with descriptions of positions and the school model in other parts of the proposal, • A clear description of how the staffing plan will support student achievement • Sensible and clear organization-level decision-making authority that delineates the respective roles and responsibilities of the Board, management organization, school administration, and any school advisory bodies or parent/teacher councils • Alignment between the positions cited in the organizational chart, staffing model, and budget • Attached job descriptions that clearly delineate the roles and responsibilities for each position • Strategies for recruiting and hiring staff members who can drive student achievement, including bilingual-certified, special education, and other high-need teachers • Hiring criteria, selection process, and job descriptions that are clearly aligned to the school's mission, educational philosophy, and professional culture (Next Generation applicants specify whether faculty and administrators will be required to have experience teaching in blended learning environments) • Proposed compensation and benefits packages that are competitive and will allow the school to attract and retain highly qualified staff Tier 1 Review

The process of finding and hiring highly talented and qualified employees begin with clearly defined job responsibilities, including the identification of the requisite skills, experiences and competencies as well as performance expectations. The full-cycle talent methodology used by the Human Resources department integrates best practices and tools to empower the selection and management of exceptional staff.We establish effective employment practices that empower our employees, advance organizational effectiveness and success, resulting in superior service.

Criteria for Hiring Teachers, Administrators, and Other School Staff

Distinctive Schools Human Resources department will manage recruitment, selection, hiring and development of school personnel. The department is extremely familiar with the needs and challenges of staffing urban schools and school districts.

We are committed to hiring high-quality and diverse candidate for our school. We have started to build a talent pipeline of candidates who are interested in our Personalized Learning model and our strong organizational culture. We believe that a strong culture and an exciting place to work will attract the best talent. We want to empower teacher voice and leadership as we design our school to meet the needs of our students and community. We have started to partner with local agencies like TFA, Surge Institute, Accelerate Institute, Relay Graduate School of Education, Broad Foundation, EdPioneers, Golden Apple and other local and regional partners to help us identify, recruit and retain top talent. Our operations team follows these steps for recruitments of teachers:

- Campus Director or network team member fills out Job Posting form to turn into HR

- HR using descriptions from Job Posting Bank in Teacher Match
- In February/March/April general jobs are posted in Teacher Match by HR
- At the end of April- specific campus staffing needs are posted in Teacher Match by HR
- In beginning of May HR sorts the previous job orders in Teacher Match and assign to specific campus openings
- Once position is filled HR will delete posting

We want to be able to provide a strong and enticing compensation package for all of our educators at our school. We have factored competitive salaries into our startup budgets for opening a new school and hope to be able to compete with local districts for comparable pay and benefits for teachers, leaders and support staff.

Distinctive Schools is an at-will employer and our staff members are all on one-year contracts. We will offer multi-year contracts to staff members based on performance and tenure. Our termination policy is aligned to our employee contracts outlining that employees may be terminated without cause for any performance that is not aligned to our overall organization vision and may include poor performance. We want the best teachers and educators in front of our students at all time.

Distinctive Schools Is committed to hiring a diverse staff to meet the needs of our community. The goals of the Diversity Task Force is within a 3 year time period, we will increase the diversity in our schools in order to better reflect the students we serve.

1) We will create a committee that is dedicated to recruiting diverse high quality candidates
2) We will design a process to recruit candidates at universities with a specific type of education
3) We will design a process to recruit student teachers at universities (North Park, Chicago State)
4) We will advertise CICS Distinctive Schools using podcasts, youtube and social media in order to recruit a wide variety of candidates
5) We will offer high quality candidates an offer that cannot be refused!

Distinctive Schools follows the following hiring process for candidates:

Step 1	*Electronic Application* Candidates should submit a resume and cover letter using the following link: http://www.distinctiveschools.org/apply.html
Step 2	*Phone Interview* Selected candidates will participate in a brief phone screen. Once a mutually convenient time has been identified, a talent recruiter will reach out to the candidate and conduct a 30-minute phone interview. The phone interview will focused on: • Background and experience in education • Situational experiences from past school leadership • Knowledge of Distinctive School Model • 5 – 10 minutes of questions
Step 3	*In-person interview (Round 1)* Candidates who advance to the round 1 in-person interview will meet with the Senior Distinctive Schools Network Leaders and Director of Human Resources for a 45-minute in person interview that will focus on Distinctive Schools Culture and candidate fit.
Step 4	*In-person Interview (Round 2)* Round 2 interviews will involve a day long interview process with the Distinctive Schools Network. 1. Candidates will tour several of the Distinctive School Campuses and engage in a conversation focused on classroom and school observations. 2. Candidates will participate in two 50-minute interview sessions with members of the Distinctive Schools Network Leadership Team. The interviews will focus on the following areas: Culture & Climate; Instructional Leadership; Community Outreach; 3. Candidates will be required to complete two performance tasks: - Performance Task 1: Candidates will develop a 30/60/90 Leadership Entry Plan. Plan will be completed prior to Final Onsite Interview Day and be prepared to present plan to members of Network Team. - Performance Task 2: Candidates will choose from 4 leadership scenarios and complete action plan based on chosen scenario.
Step 5	*Reference Checks* Candidates will supply the contact information for two of their most recent supervisors. The Distinctive Schools Human Resources Departments will conduct reference checks on all candidates.

2.9.2: Professional Development: The human resources strategy will realistically help the school develop and retain highly effective teachers, leaders, and staff who are committed to fulfilling the school's mission.
• An approach to PD that is constructive, reflective, growth-oriented, and based on the provision of meaningful and timely feedback • Clearly delineated roles and responsibilities for facilitating PD opportunities • A plan for identifying PD topics and determining whether PD will be provided internally or externally • Adequate protected time in the he school's schedule and calendar to implement the described PD supports and collaboration time

- PD costs accounted for in the budget
- PD adequately addresses the unique needs of new staff
- An induction plan for all teachers that orients staff to the educational program and cultural expectations
- A plan for using data on student performance and from teacher evaluations/coaching cycles to evaluate the effectiveness of PD and inform future PD content
- Clearly articulated characteristics of a professional culture that will promote high staff performance and retention

Distinctive Schools guides instructional improvement through reflective coaching on instructional best practices identified in the Distinctive Schools Teaching Framework. During the course of a school year, teachers receive multiple formal evaluations from a school director and instructional coach that require teachers to self-score according to the guidelines of the Distinctive Schools Teaching Framework.

Self-scores are compared to the evaluator's scores along with coaching steps to identify areas of reinforcement and refinement. Follow up steps are identified from the formal evaluations to support teachers implementation of refinement suggestions. Additionally, every teacher and instructional coach writes a Professional Growth Plan (PGP). A teacher selects one SMART goal related to the Distinctive Schools Teaching Framework and receives weekly coaching from the instructional coach to accomplish action steps in improving that component of teacher competency. All coaching activities are logged in the PGP. Once a teacher has mastered a PGP goal, teacher and coach collaborate to identify another SMART goal. The cycle repeats to improve another area related to instructional best practice. The Professional Growth Plan system allows teachers to self identify areas that they want to improve in their practice. Distinctive Schools believes teacher empowerment and voice creates a greater sense of pride in the school community.

Staff collaboration plays a significant role in improving teaching and learning. Distinctive Schools believes in providing ongoing, job-embedded professional development for all staff through delivery of our Staff Learning Cycle model. An annual calendar is established with a corresponding weekly schedule. Staff Learning Cycles require schools to identify areas for improvement and organize collaborative teacher teams to research and implement strategies designed to improve student-learning outcomes. Staff Learning Cycle teams meet multiple times a month to conduct action research, co-plan implementation of a strategy, view models of strategy, or analyze student work to determine effectiveness of the strategy. Distinctive Schools implement two to four cycles per school year.

For all professional development and instructional coaching, Distinctive Schools has adapted the research of Bruce Joyce and Beverly Showers into a Transfer of Training model. The essential findings of Joyce and Showers' research indicates that teacher practice is greatly impacted when school leaders can provide theory, practice, modeling, and coaching to support teachers in professional development. Distinctive Schools utilizes this theory in all training and through the use of Professional Growth Plans and Staff Learning Cycles.

Research is cited throughout our proposal, corresponding to the foundational elements of our school model. However, certain bodies of research set the stage for our overall design. These include recommendations from the National Reading Panel; *Meaningful Differences in the Everyday Experience of Young American Children*, (Hart and Risley, 1995 and ninth printing 2011); and *Annual*

*Growth for All Students, Catch--Up Growth for Those Who are Behind, (*Fielding, Kerr, and Rosier, 2004 and updated 2011) as well as the most recent research surrounding a and growth mindset. (Dweck, Carol S. *Mindset: The New Psychology of Success*. S.l.: Random House, 2008.)

School leadership teams are primarily responsible for organizing professional development. Leadership teams consist of school director, assistant director, instructional coaches, and mentor teachers. Instructional coaches and mentor teachers have classroom instructional responsibilities. Collaboration is one of the most important factors in professional development so all teachers are expected to contribute to all professional development activities.

Distinctive Schools implements all professional development to impact student growth. Professional Growth Plans and Staff Learning Cycles include components for staff to identify how these professional growth opportunities will impact student learning. Data from our NWEA MAP benchmark assessment administered three times per school year is utilized to measure growth in students and identify student strength and growth areas. Each testing cycle is followed by professional development sessions to interpret data and implement instructional decisions. Teachers track student growth and use strand analysis to make instructional groupings within their class. Instructional programs and resources are selected based on best fit according to the benchmark assessments. Schools identify growth opportunities from strand analysis and select professional development resources to enhance teacher practice in relation to the low strand.

In addition to using the benchmark assessment to inform professional development, teachers meet weekly with instructional coaches to conduct planning meetings that are focused on formative assessment. Distinctive Schools believes in mastery learning and providing reteaching opportunities for students until they have demonstrated mastery on the standard. Planning consist of grade level teams collaborating with an instructional coach to unpack a standard, identify learning objectives, create a formative assessment, identify mastery criteria, and analyze performance on the formative assessment to ensure mastery for every student. The planning meetings are an additional professional development experience in Backwards Design, Mastery Learning, and use of Formative Assessment. NWEA MAP benchmarks provide valuable information for tailoring instruction but actionable data is only collected twice during the school year. Teachers need a systematic process to create their own formative assessments and use them daily to adjust instruction.

Our teacher coaching and evaluation tool is built upon research and proven results. Our teaching framework is a result of a synthesis of the work of Charlotte Danielson, the Teacher Advancement Program implementation in Chicago, and the *Power of Teaching*. The Distinctive Schools Teaching Framework was developed collaboratively with our teachers; to best meet our students needs, drive high levels of performance, and ensure that every student is being challenged. It is reviewed and updated annually with significant input from teachers, under the direction of the Director of Talent Development. The Teaching Framework considers eight domains: standards and objectives, assessment, differentiating instruction, presentation of content, learning tasks, questions, providing academic feedback, and classroom management. Under each domain there are four indicators that describe teaching behaviors that are exhibited under each performance level: ineffective, developing, effective and distinctive. The Teaching Framework serves as a coaching tool and is used as a basis for (daily) embedded professional development and coaching and serves to build teacher capacity. It is used daily in the schools to reflect and guide teaching.

A cornerstone of Distinctive Schools' model is hiring and retaining top talent, with a special emphasis on building a diverse team – one that reflects the diversity of the children and families we serve. Critical to teacher retention are professional growth, support, and regular opportunities for collaboration with colleagues. These priorities are fulfilled by the role of Instructional Coach. Our instructional coaches spend 50% of their time teaching students and 50% of their time coaching peers through team teaching, observations and feedback, reflective growth minded conversations, and collaborative work sessions. Teachers participate in daily coaching and professional collaboration and reflection. Team meetings focus on ELA, STEM, and application of formal and informal assessment data. These meetings engage teachers in collaborative planning around the standards and needs of each student. We follow the research of Joyce and Showers that indicates coaching and collaboration on the school level provide greater impact on achievement than sourcing outside professional development. Below is the Distinctive Schools Coaching Model

See attached personalized professional development vision for expectations of professional learning and The Teaching Framework.

2.9.3: Staff Evaluation: The human resources strategy will realistically help retain highly effective leaders, teachers, and staff.
• Schedules and processes for teacher observation and evaluation • Explanation for how teacher evaluations are tied to PD, compensation strategies, staffing decisions, etc. (Next Generation applicants specify how evaluation procedures will be adapted for blended learning and online teachers) • The proposal provides clear criteria for evaluating school leaders(s), specifies a process for providing an annual performance review, and describes mechanisms for offering school leader(s) consistent feedback

Our teacher coaching and evaluation tool is built upon research and proven results. Our teaching framework is a result of a synthesis of the work of Charlotte Danielson, the Teacher Advancement Program implementation in Chicago, and the *Power of Teaching*. The Distinctive Schools Teaching Framework was developed collaboratively with our teachers; to best meet our students needs, drive high levels of performance, and ensure that every student is being challenged. It is reviewed and updated annually with significant input from teachers, under the direction of the Director of Talent Development. The Teaching Framework considers eight domains: standards and objectives, assessment, differentiating instruction, presentation of content, learning tasks, questions, providing academic feedback, and classroom management. Under each domain there are four indicators that describe teaching behaviors that are exhibited under each performance level: ineffective, developing, effective and distinctive.

This document serves as a coaching tool and is used as a basis for (daily) embedded professional development and coaching and serves to build teacher capacity. It is used daily in the schools to reflect and guide teaching. A cornerstone of Distinctive Schools' model is hiring and retaining top talent, with a special emphasis on building a diverse team – one that reflects the diversity of the children and families we serve. Critical to teacher retention are professional growth, support, and regular opportunities for collaboration with colleagues. These priorities are fulfilled by the role of Instructional Coach. Our instructional coaches spend 50% of their time teaching students and 50% of their time coaching peers through team teaching, observations and feedback, reflective growth

minded conversations, and collaborative work sessions. Teachers participate in daily coaching and professional collaboration and reflection. Team meetings focus on ELA, STEM, and application of formal and informal assessment data. These meetings engage teachers in collaborative planning around the standards and needs of each student. We follow the research of Joyce and Showers that indicates coaching and collaboration on the school level provide greater impact on achievement than sourcing outside professional development. Teachers who are not meeting student learning targets and not showing professional growth are put on targeted support plans and receive intensive coaching.

We also conduct Academic Review Visits two times per year. The DS Academic Review provides leaders the opportunity to reflect on and discuss instructional trends at the campus level and identify actionable next steps that will lead to improved instructional practice and gains in student achievement. The process also allows Academic Team members to identify instructional trends at the *network level* and supports needed in terms of Leadership Academy, professional development, and cross-campus collaboration.

All evaluation expectations are attached in the Personalized Professional Learning Vision and Academic Review document.

2.10: Design Team Experience and Capacity: The design team's (or existing school network's) experience and track record demonstrate the capacity to open and operate a high-quality charter school.

- A summary for each design team member with details on each person's experience and credentials, role during the design phase, and intended role in the proposed school
- Design team members and founding board members that possess the wide-ranging skills and experience needed to open, operate, and sustain a high-quality charter school, including previous experience serving the school's targeted population
- Clear explanations of the role(s) of consultant(s) in developing the proposal or implementing the proposed model (if approved to open)
- Clearly delineated roles and responsibilities for each member of the instructional leadership team that are reflected in the attached job descriptions
- Quantitative evidence of instructional leaders' individual track records of driving significant academic gains with similar student populations in a school setting
- A well-rounded leadership team that collectively has the qualifications and track record necessary to ensure the successful implementation of the academic, operational, and financial operations of the school
- Clear plans to provide sufficient leadership development and support to address any gaps in skill or experience to ensure success in a given role

Appendix 2.10

In Appendix 2.10, applicants *must* provide:

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

Arts in Motion Design Team

As stated the mission of Art In Motion is to provide *every* student—regardless of their zip code—an opportunity to achieve their fullest academic and artistic potential through a personalized and performing arts learning model that is driven by challenging academic and arts standards. Our ultimate goal is to unite and empower the next generation with the life skills needed to reach their fullest potential and thrive in our global society.

In order to do so, we have thoughtfully built out the most effective and efficient design team. Each design team member and/or candidate for staff positions have experience and credentials that are clearly mapped out in the table below. Our successful design team is filled with a variety of experience in school leadership, curriculum, instruction and assessment, operations, marketing & communications, finance, community relations, accounting and internal controls, fundraising and development, and law.

The design team will meet regularly and form focus design groups during the 2017-18 planning year. Our team understands what each individual member's strengths are, and each individual has been placed in a place to shine.

Playing to one another's strengths will bring the vision of Art In Motion to life. In turn, Art in Motion will provide a safe, joyful, creative, engaging, and next generation learning environment where students realize and achieve their full potential through personalized learning and the performing arts. The roster of the design team shows how through the power of community partnership, we aspire to have a rigorous personalized learning curriculum and seek to activate creativity through a standards based performing arts experience with a culture that drives and celebrates student success.

In the planning year 1 The Design Team and Art In Motion board has chosen Amanda Rychel from Distinctive Schools to serve as Executive Director. Amanda is an ideal candidate for this position.

Amanda has been a cornerstone of the Distinctive Schools start up and scale of personalized learning through managing partnerships. She has deep instructional design skill as well as operational vision and execution ability. Amanda lead a turnaround of a charter school as a principal in a co-located space with great success. Below is more information about Amanda and her resume is attached.

Leader: A career charter school teacher and leader at all levels. Her impact spans from the classroom to the district level including the successful turnaround of an underperforming school. Experienced special education teacher, school principal, Director of Instructional Design and Strategy and Chief of Staff gives her the unique ability to blend best practices in school operations and instruction to meet the needs of underserved learners.

Trusted Advisor: Growth and school improvement has given her a broad range of experiences which she uses to navigate change management and school redesign through technology, data, operations, social emotional learning, school start up, curriculum and instructional design, special education and the RTI process to drive teacher and student success.

Leading Edge: Amanda lead the redesign of a 100 year old school building into a modern blended learning environment.

Catalyst: As a founder of Distinctive Schools in Chicago, IL, Amanda designed, developed and scaled a thriving Personalized Learning and Innovation model. She also pioneered the 1:1 blended learning environments and technology integration as a school principal through pilot classrooms and teacher development.

Arts in Motion - Design Team	
Team Member	**Key Design Focus**
Blouin, Stephanie	**Next Generation Learning Challenges** - Director of K-12 Operations & Program Officer, EDUCAUSE
Cupp, Brian	**Curriculum & Instructional Design** - Summit Learning ELA Teacher
Ferrari, Jennifer	**Academic & Leadership** - Chief of Schools, Distinctive Schools
Frauenheim, Scott	**VP & COO, Distinctive Schools** - 8 years with Distinctive Schools
Graves, Ryan	**Logistics and Site Management** - Design and implementation of school performance management system to ensure optimal performance management to each school site
Hennessy, Erin	**Marketing & Communications** - Marketing & Business development professional

	- social media content marketing strategist
Jasper, Sashai Alvarez	**English Teacher** - Chicago Public Schools: South Shore International College Prep - Honors English teacher
Johnson, Charles	**New Life Covenant Church, Community Outreach/Development** - COO for New Life Covenant Church SE
Langston, Monique	**Community & Chicago Public Schools** - Former manager, external Communications, CPS - Former director of partnerships, CPS - Former scheduler to Chief Executive Officer, CPS
Leonard, Adrienne	**Community Advocate** - extensive knowledge of Chicago's diverse communities - Community Relations Renaissance woman
Malkin, Brian	**Personalized Learning Strategist** - MA, Teaching, Dominican University - MBA, Northwestern (currently working toward)
McCarthy, Michael	**Social & Emotional Learning** - develops and leads Distinctive Schools overall growth and program development strategy in SEL
Michelini, Michelle	**Performance Analytics & Data Strategy** - School Improvement Grant (SIG) compliance reporting process to state and local government agencies for a portfolio of 5, K-12 schools, including Hirsch High School (and other SIG schools)
Paulmann, Greg	**Professional Development Design** - interdisciplinary high school professional development and training design for school transformation
Pratihast, Susmita	**Research & Assessment** - conceptualize, develop, and design research and evaluation frameworks in education sector locally and nationally
Ratliff, Karen	**New Life Covenant Church, Community Outreach/Development** - educator, school administrator, non-profit administrator
Rychel, Amanda	**Leadership & Design- Executive Director Art In Motion** - a founder of Distinctive Schools in Chicago, IL
Svendsen, Steven	**Finance** - Vice President & Chief Financial Officer, Distinctive Schools

Sundstrom, David	**Legal** - President & Chief Administrative Officer, Distinctive Schools

Section 2.10.2 Leadership

Evidence of Success

The design team for the proposed school has extensive experience and proven results working with similar populations. The design team worked in different Chicago schools that spanned public schools and charter schools over the period of 10 years. The assessment results of Chicago schools also proves the capacity of design team to implement data driven instructional process using personalized learning model at the proposed school.

Distinctive Schools

Following table provides a demographic snapshot of Distinctive as a whole network and each Chicago campus. This information will demonstrates Distinctive network's capacity to work with minority groups and similar demographic of the incoming population at the Art in Motion charter school.

Network/ School	# students	# schools	Ethnicity	% FRL	% SPED	% ELL	Grades
Distinctive Schools (Overall)	2175	4	Hispanic: 72% African American: 18% White: 6% Other: 2%	83% (excluding IP)	12%	26%	K-8
Prairie	404	1	Hispanic: 49.3% African American: 48.3% White: 0.5% Other: 2%	94.1%	11.9%	25.2%	K-8
Bucktown	686	1	Hispanic: 82.7% African American: 10.8% White: 3.4% Other: 2.6%	74.8%	13%	15.2%	K-8

Irving Park	554	1	Hispanic: 67% African American: 5.6% White: 19.3% Other: 2.7%	56.5%	10.3%	18.2%	K-8
West Belden	531	1	Hispanic: 91.3% African American: 7.2% White: 0.9% Other: 0.4%	90.2%	13.2%	40.5%	K-8

With the personalized learning model already in motion at all campuses in distinctive schools, the design team is well-situated to implement it in the middle school and expand to high school. Table below provides NWEA assessments results for all Distinctive schools campus for academic years 2011-2015.

School Year	Mathematics	Reading
2011–2012	115%	130%
2012–2013	126%	141%
2013-2014	117%	111%
2014-2015	136%	129%

100% growth indicates typical one--year growth, so for example 130% equals 1.3 years growth, thus demonstrating the effectiveness of personalized learning.

In a recently released national study (Continued Progress, Promising Evidence of Personalized Learning, Nov. 2015, the Bill and Melinda Gates Foundation engaged RAND to carry out an ongoing study of 62 public charter schools pursuing a variety of personalized learning practices funded by the

Gates Foundation. The implementation findings present in the two charts below illustrate results from 32 of the schools studied that administer the NWEA MAP assessment.

One way the study measured the effects of personalized learning was to look at the change across years of the average percentile ranks of the students relative to national norms. Chart 4 from the study (included below) presents these results. In both cases, students were below the national median for their grade level (represented by the horizontal orange line) in the starting term and above the national median for their respective grade level two years later.

Another major finding of the study was that the lowest performing students made substantial gains relative to their peers. The percentile gains shown at the bottom of Chart 5 indicate that students in all five quintiles experienced increases in percentile rank in both subjects, that the smallest effects were in the highest quintile, and that the other four quintiles had increases of 6 percentile points or greater in both subjects.

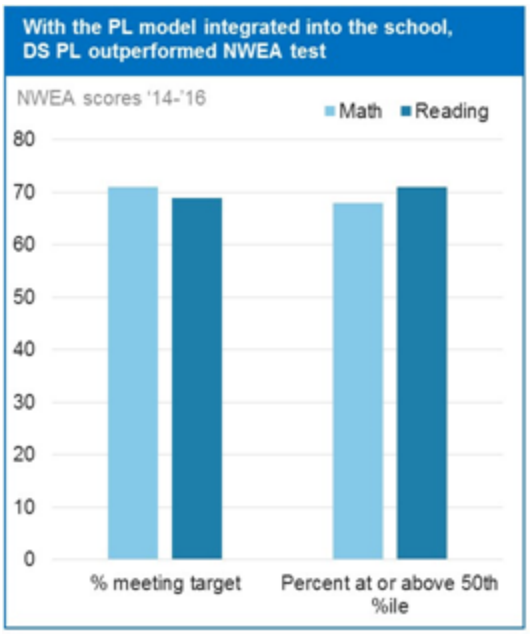
Distinctive Schools' existing campuses have demonstrated improved outcomes as well, both academic and non-academic. Improved academic outcomes result from our model of accelerating academic achievement while personalizing the learning experience for each student, as measured by NWEA MAP growth for all grade levels. We have demonstrated improvement in college readiness with all our schools via alignment with the research from Arkansas correlating NWEA RIT scores in grades 3 and up with predicted ACT scores. In addition, parents of Distinctive Schools learners report high satisfaction as measured by the University of Chicago's 5 Essentials Survey and demand for the program is reflected by an annual waitlist of around 1600 students**.**

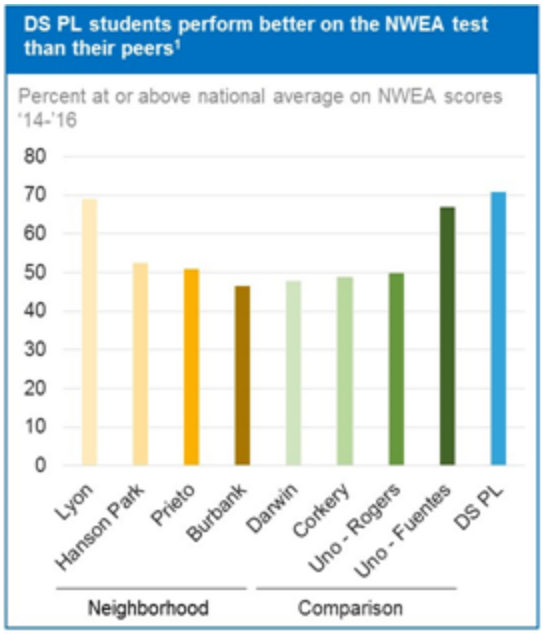
Furthermore, the CPS SQRP results have shown consistent performance of the schools in the network compared to other schools in the city and nationally. Table below highlights the performance of the schools on SQRP for the last 3 years. Please see appendix 2.10 for more detailed CPS SQRP reports for each school.

School	Rating 2014	Rating 2015	Rating 2016
West Belden	Level 1+	Level 1	Level 1+
Bucktown	Level 2+	Level 2+	Level 2+
Irving Park	Level 1+	Level 1+	Level 1
Prairie	Level 2+	Level 2	Level 2+

Case Study: West Belden

The Distinctive personalized model was initiated and refined at West Belden campus of Distinctive network. A strong instructional infrastructure combined with personalized learning models and robust growth model accompanied by specific MTSS structures has resulted in West Belden significantly outperforming on NWEA assessment In comparison to their neighborhood and comparison schools[3] as well as exceeding the local and national benchmarks. (DS PL = CICS West Belden)

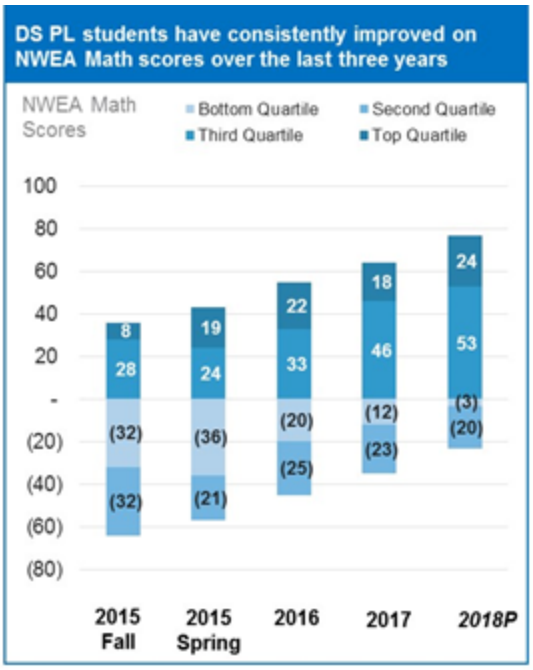




Additionally, West Belden has significantly increased the number of students that moved from lowest to higher quartile nationally, thus increasing their likelihood of high school and college readiness and success. Personalized learning with specific growth targets aligned to their instructional pathway has led to such significant results.

[3] Neighborhood schools are in the same geographic area as West Belden, while comparison schools are based on demographics such as enrolment, FRL, diverse learners, pre-test scores for the last academic year

DS PL students have consistently improved on NWEA English scores over the last 3 years
NWEA Reading Scores
Bottom Quartile
Second Quartile
Third quartile
Top quartile
100
80
60
40
20
-
(20)
(40)
(60)
(80)
15
33
(28)
(24)
13
42
(23)
(23)
17
30
(22)
(32)
19
49
(8)
(24)
40
36
(9)
(15)
2015 Fall
2015 Spring
2016
2017
2018P


DS PL students have consistently improved on NWEA Math scores over the last three years
NWEA Math Scores
Bottom Quartile
Second Quartile
Third Quartile
Top Quartile
100
80
60
40
20
-
(20)
(40)
(60)
(80)
8
28
(32)
(32)
19
24
(36)
(21)
22
33
(20)
(25)
18
46
(12)
(23)
24
53
(3)
(20)
2015 Fall
2015 Spring
2016
2017
2018P

Evidence of Success: CPS Schools

The following table provides the demographics of the different schools that the design team has worked with to show population similarities to demonstrate the proven results and capacity of the design team to execute a well-established and success school model.

Network/ Schools	# students	# schools	Race/Ethnicity	% FRL	% SPED	% ELL	Grades
AMPS (2009-2011)	75,000	96	Hispanic: 53% African American: 19% White: 19% Asian/Other: 9%	71%	10%	16%	PK – 12
Pershing Network (CPS)	19,000	30	Hispanic: 71% African American: 13% Asian: 10% White/Other: 6%	92%	10%	34%	K-8
Intrinsic Schools	964	1	Hispanic: 87% African American: 5% White: 5% Other: 0.9%	83%	16.5%	9.6%	7-12
Hirsch High School	141	1	Hispanic: 1.4% African American: 97.2% White: 0.7% Other: 0.7%	97.2%	34.8%	0%	9-12
Art in Motion Charter (proposed)	400	1	Hispanic: 2% African American: 98% White: 1%	89%	13%	0%	7-12

AMPS Schools (Autonomous Management and Performance Schools – 2009-2011)

Design team members were part of the pilot implementation team of NWEA in CPS. First pilot on NWEA assessment was implemented in AMPS schools in 2009-10 in 76 elementary schools for a total of 40,000 students. Some of the results from the initial NWEA implementation in the district are highlighted below.

- 54% students met their individual growth targets for reading in 2009-10. Results increased to 57% in 2010-2011. Math results were 60% for both years.
- Students that were grade level proficient in reading from moved from 31% in spring of 2010 to 37% in spring 2011 – thus demonstrating catch-up growth for 6% of students.
- 40% of AMPS schools were at the national average in reading in spring 2010. This rose to 58% in spring 2011.

Pershing Schools

The design team members were a part of the network providing data strategy and supports to schools in implementing NWEA growth assessment, creating growth targets for students across schools, establishing data protocols and structures for 20,000 students across 30 schools. Some of the results network wide are listed below.

- 61% of students met reading growth targets 65% met math targets from fall 2011 to spring 2012. This improved to 67% students meeting reading growth targets and 74% meeting math targets in spring 2013.
- Baseline data Pershing showed 35% of students at grade level in reading and 36% students in math. This increased to 40% in reading and 44% in math by spring 2012 and 48% in reading and 57% in math by spring 2013.
- We saw substantial increases in the percent of schools that were at national average (NPR 50th on School Ranking distribution) from SY 2012 to SY 2013. The percent of schools rose from 79% in SY 2012 to 93% in SY 2013 in reading. Numbers rose in math from 59% in SY 2012 to 97% in SY 2013.
- Status percentile (grade level percentile rank based on the average RIT score of the grade at any given testing term) and mean gains percentile (percentile rank based on average growth for a grade between fall and spring relative to grades with a similar starting point) were used to assess the relative performance of each grade level compared to the grade levels with the same starting score nationally. The following graph shows the grade level status percentile for SY 2013.
- On average, Pershing schools in SY 2013 had a conditional growth index of 0.51 in reading and 0.81 in math . This score means that the observed gain from fall – spring was 0.51 (reading) and 0.81 (math) standard deviations greater than the growth projected for that grade with that starting score. Following graph gives the same information by each grade level for reading and math.

Intrinsic Schools

Design team members provided strategic advisory and consultancy to the founding team of Intrinsic schools and are currently providing evaluation support. Intrinsic schools is a 7-12 personalized learning charter high school in the Belmont Craigin neighborhood in the city. We supported in designing and developing data systems and protocols for data driven instruction in middle school and high school grades. Stretch targets for middle schools students linked to ACT were developed by the

consulting team to ensure high school and college readiness. It was implemented by the academic team at the school and led to significant improvement in student growth outcomes. Table below shows their data for the specific metrics on SQRP available as of April 2017. Appendix 2.10 provides additional SQRP from previous years.

Metrics of Success	**Intrinsic Schools (2016 SQRP)**
School Quality Rating	Level 1+
NWEA Reading Growth	Better than 83% nationally
NWEA Math Growth	Better than 91% nationally
NWEA Reading attainment	Better than 79% nationally
NWEA Math attainment	Better than 80% nationally
Percent making national average growth (Reading & Math)	69.5% making target growth
Average ACT Score	19.2 (CPS Average – 18.4)
ACT growth (11 grade)	Growth of 1.3 points more than average
Freshman-On-Track	93.7% (CPS Average – 87.4%)
1-year drop-out rate	3% (CPS Average – 6.8%

Hirsch High School

Design team members have supported Hirsch high school with high-quality school improvement services that advance teacher and leader abilities, improve both school culture and academic performance and deliver increased student achievement. The design team members specialize in providing customized support services proven to strengthen instruction and increase student achievement. Despite the decline in enrolment at the school over the last few years, there are some strong results that indicate significant improvements in attendance, drop-out rate, early college success and persistence indicators on CPS SQRP. These are strong foundations and pre-cursors to improvement in academic performance of students. The design team members have expertise in working with such populations and support teachers and leadership team in achieving positive student outcomes. Table below highlights improvements on CPS SQRP.

Metrics of Success	2014	2015	2016
Enrollment	201	150	151
Early college and career credentials	2%	6.5%	9.7%
College enrollment rate	26.3%	26.9%	40.5%
College persistence rate	44%	53.3%	64.3%
Average daily attendance rate	69..6%	75.6%	77.5%
1-year drop-out rate	24.8%	22.3%	12.4%
Freshman on-track rate	63.5%	51.7%	83.3%
My voice, my school	Not enough data	Organized	Well organized

As demonstrated above, design team members have been providing strategic support to the district in areas of assessment, evaluation, data driven instruction, curriculum and instruction as well as leading the design on personalized learning at the district. We believe that specialized expertise and talents of the design team as well as their past experience of working with similar student population at the district will position the school team for attaining the student success.

Domain 3: Operations

3.1: Operations; The school start up and operations plans will ensure that the school provides a safe and secure environment for students starting on day one.
• A plan and dedicated staff who will be able to effectively perform the wide range of operational duties required to run a school, including but not limited to: ○ Transportation, food service, building operation, purchasing processes, student records, school safety • Clear roles for leadership, faculty, and staff to participate in operational decision-making processes, including the development of personnel policy • A feasible, detailed start-up plan with key milestones, tasks, owners, and completion dates covering the array of activities required to successfully open a new school on time and ready to serve students on day one • A clear explanation of the roles and responsibilities of any staff in the incubation year and a plan to compensate them during this time ***Appendix 3.1*** In Appendix 3.1, applicants *must* provide a start-up plan.

An example of the Distinctive Schools Start Up Plan is attached. The Art In Motion Design Team will work with Distinctive Schools and The Art In Motion Board in the planning year to create and implement all start up responsibilities related to Art In Motion.

Some members of the Art In Motion Leadership Team will begin full time during planning year to complete leadership residencies at Distinctive Schools campuses. The Art In Motion and Distinctive Schools Team have agreed through a letter of intent to ensure funding for the planning year.

The Art in Motion Staffing model is built for building capacity through onsite experience from planning year 1 through full operations. All Leadership team members will be paired with fellows who are working to grow their leaderships skills. The fellowships are designed with specific complimentary skill sets aligned to core components of the Art In Motion model.

Art In Motion: Year 1 Team Roles

<u>Campus Leadership Team</u>

Executive Campus Director: The Executive Director will report directly to Distinctive Schools COO and be the school leader to oversee start up, operations, academic and community involvement. The Executive Director will be a member of the Distinctive Schools leadership team during year 1 and the planning year transitioning to a network support level as determined by campus need and fellowship growth.

Academic Director: The Academic Director will lead all parts of the curriculum and instruction model. They will be hired in the planning year and do a residency with Distinctive Schools to become an expert in all things teaching and learning.

Creative Director: The creative director will lead all performing arts programming and partnerships to implement the arts curriculum and expeditions. The Creative Director will join the team in the planning year to work with arts partnerships and the Distinctive Schools model.

Fellowship Support Team

Data Fellow: The data fellow will work directly with the Academic Director to support analytics and data drive instruction in the personalized learning model.

Operations Fellow: The operations fellow will directly support the Executive Director with campus operations and office management in year 1.

Technology Fellow : The technology fellow will work with the leadership team and also report directly to the Creative Director to support instructional programming.

Culture Fellow: The Culture fellow will work directly with the Executive Director to build and support the climate, culture and learning environments in the school.

Teachers

Career Teachers: Career teachers will be content specific, EL or Special Education teachers responsible for implementing the Art In Motion instructional model under the Academic Director.

Resident Teachers: Resident Teachers will support Career teachers and the Creative Director along side partners for expedition and arts programming

Paraprofessionals: Paraprofessionals will support special education students per their IEP requirements.

Campus Support Team

Custodians

Security

3.2: Student Recruitment and Enrollment: The plans for student recruitment and enrollment will provide all students an equal chance at admission and ensure that the school serves a diverse student population.

- Realistic student enrollment targets that align with other relevant parts of the proposal, including the five-year budget, staffing plans, facility plans, etc.
- A detailed student recruitment plan that is realistic, aligned with the school mission, and likely to position the school to meet its enrollment targets in each year of five-year contract
- Strategies to recruit and retain the targeted student population, as well as students with disabilities, students with Individualized Education Plans (IEPs), students who are English Learners (EL), and students in at-risk situations, including (but not limited to) students who are homeless
- Clear application, enrollment, and registration policies and forms that ensure the school is accessible to all students and families and is in compliance with the Illinois Charter Schools Law
- A plan to administer the lottery in a way that provides each student an equal chance at admission and does not create a barrier to application, enrollment, or registration
- Clear policies to maintain a waitlist and overseeing student withdrawal, re-enrollment, and transfers

Appendix 3.2

In Appendix 3.2, applicants must provide copies of application, registration, and enrollment forms.

Student Enrollment Plan

Grad	Year 2017	Year 2018	Year 2019	Year 2020	Year 2021
K					
1					
2					
3					
4					
5					
6					
7	200	200	200	200	200
8	200	200	200	200	200
9		200	200	200	200
10			200	200	200
11				200	200
12					200
Total Students	400	600	800	1000	1200

At Art In Motion we believe in providing all students with an equal opportunity to attain a world-class education and a culture of excellence. We recognize that families are seeking a rigorous curriculum with opportunities to excel in our community and our global society.

The school will have an open enrollment process and will fully comply with Illinois State Law regarding admission policies and procedures, as well as other applicable state and federal provisions. Admission to

the school will not be unlawfully restricted on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, gender, disability, race, creed, national origin, religion, or any other ground that would be unlawful. The school will be nonsectarian in all respects, and will comply with state and federal laws applicable to public schools concerning the separation of church and state.

Pursuant to IL law Art In Motion will enroll students who reside within the geographic boundaries of the area served by the local school board. Proof of residency will be required as part of the registration process (among other required documentation, as listed below). Should the number of applications exceed the number of available seats in any program, class, grade level or building, all applicants will have an equal chance of being admitted through a random selection process.

A student body reflecting the diversity of the local community is one of our top priorities in establishing Art In Motion. We place high value on the social emotional learning that is provided by engaging a multi-cultural population of children and families. It is critical to our mission, vision, and goals that we reach the underserved populations within the community. Art In Motion understands the incredible importance of reaching these populations and will be creating and developing outreach programs specifically targeting them. These outreach programs will build on Art In Motion's general recruitment strategies and will be focused in known areas of need. Areas of need surrounding the school will be determined through analytical research on data of the Grand Crossing community. The data will be used to identify the most economically and socially challenged locations by neighborhood and zip code. Once these areas are established, Art In Motion will use a mix of applicable grassroots approaches described in the recruitment plan to make sure the school is serving the maximum number of disadvantaged children and families it can.

In all of our marketing work we will voice, write and repeat that Art In Motion will be open to and seeks all students including special education students, newly arrived immigrants, and English Language Learners. Further, information shared with families either verbally or in marketing materials will include phrasing notifying families that the school provides special education services. Consistent with state and federal law, our school shall enroll any eligible student who submits a timely application until our capacity is reached, regardless of physical or other disability, ethnic, religious, or other background. All students who apply will be admitted during the school's formal enrollment period, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In that case, students will be accepted by lottery. If space permits, students will be admitted after the formal enrollment period ends on a first--come, first--serve basis; and once full enrollment is reached, families will be wait-listed.

We will develop an enrollment process and lottery policy and begin to actively recruit and enroll students at least one year prior to the August opening. We will give enrollment preference only to a sibling of an enrolled student and to a foster child of that student's parents before accepting other students by lottery, following federal guidance and state law. As a part of the planning process the board has established 5--year enrollment targets. Projections/goals will be revisited annually to determine viability of meeting established targets. Should substantial wait lists exist (as they do at Distinctive Schools campuses) the Board will consider all possible options to expand programming to meet demand.

1. **Print advertising:** Direct mail campaign to targeted families in nearby zip codes (over 5,000 homes), an advertisement in the official local community newsletters and ads in local

church Sunday bulletins.

2. **Radio:** Spanish and language radio ad
3. **Community Events:**
    - Local heritage events
    - Booths at local summer festivals, markets, and youth sporting events
4. **Churches:** visit local churches in the area to develop relationships with pastors/ministers. Attend many Sunday services to hand out flyers when approved by church leaders.
5. **Door Knocking:** distribute flyers to surrounding neighborhoods, apartment complexes, housing developments, etc
6. **Community Organizations:** Visit and drop off flyers at local community organizations including those associated with the African American community and the Hispanic Community. We will Visit organizations as well as multiple family services centers.
7. **Local Business:** Visit local businesses (restaurants, nail salons, Laundromats, ethnic grocery stores, thrift shops, children's clothing stores, etc.) to drop off flyers and posters.
8. **Social Media:** Weekly Facebook posts (including posts in Spanish) on school Facebook page, post weekly in local community groups on Facebook.
9. **Art In Motion Events**:
    - Information & Enrollment Expo offering free healthy snacks, hands--on activities, and a raffle
    - Weekly open house, meeting with families on an individual basis, current and prospective parent meetings on a regular basis
    - Ice cream social and other family centered events for current and prospective families

Art In Motion will base all admission policies on the language written in the Illinois charter statute and applicable subdivisions. The admission policies will strictly follow all state requirements including that charter schools must provide open enrollment to any student in the state, requirement that a lottery be held if applications exceed available seats, provide a mandatory preference for students from the local district and returning students enrolled in the previous school year. Art In Motion will provide an optional preference for siblings of enrolled students, but this preference isn't required. Under Illinois, admissions policies of Art In Motion must, to the maximum extent practicable, seek enrollment of a cross section of the community's school age population, including racial and academic factors. Art In Motion will not provide enrollment preference for children of a school's founders, governing board members, and full-time employees. Art In Motion will set a firm admissions policy in place that represents the requirements set by the state in order to ensure that the school will be accepting students in the most fair way possible. Art In Motion will follow a similar lottery policy and process that is administered currently in the Distinctive Schools network. Art In Motion will conduct an annual computerized lottery during the month of April. The lottery randomly and fairly assigns students to open places at the school. Once all available spaces are filled at a particular campus, the lottery assigns students to the waiting list. To ensure that all students are treated equally and fairly, a third-party auditor certifies the lottery, and the lists are printed, dated, and time-stamped. We feel that this process admits students in the most fair and equal way possible.

3.3: Operational Compliance: The proposal presents realistic plans to comply with legal requirements.
• The transportation plan specifies how the school will identify the transportation needs of its student body, what supports and services the school will dedicate to meet student transportation needs, and which staff member(s) will be responsible for overseeing transportation services and supports. If transportation services and supports require funding, costs are included in the five-year budget. • The Americans with Disabilities Act (ADA) compliance plan clearly articulates how the proposed school will ensure compliance with requirements under the ADA. • The proposal outlines the technology, equipment, processes, and/or personnel it will use to ensure the ongoing safety and security of students and staff. • The application specifies the types of insurance the school will secure and at what levels of coverage.

3.3.1: Transportation

Art In Motion student enrollment forms ask families how they intend to transport their students to and from school. We will utilize a combination of transportation methods to meet the needs of all students, including those who have IEPs or are in temporary living situations. The Operations Manager will oversee the transportation services and supports. Art in Motion may offer a combination of the following transportation items as result of the student transportation survey in the application:

• Subsidized Public Transportation
• Coordinated Parent and Volunteer Carpools
• Bus Services

Transportation is a related service that the IEP team can determine is necessary for a student to receive educational benefit. The adding or ending of transportation services will be completed as an IEP team decision and will adhere to federal and state guidelines in the development of an Individualized Education Plan and related services.

Note: the proposed school site will be co-located at an existing CPS campus, Art In Motion will also explore the possibility of creating a collaborative transportation model to support the transportation needs of Hirsch Students and Art In Motion Students.

3.3.2: ADA Compliance

The Art In Motion Board is committed to providing “reasonable accommodations” in keeping with Section 504 of the Rehabilitation Act and the Americans with Disability Act of 1992. The board will take such actions as are necessary to ensure that no qualified person is denied the benefits of, excluded from participation in, or use of programs or activities provided by the school.

3.3.3: Safety Plan

The faculty and staff at Art In Motion are dedicated to the academic and social growth of all students and place a strong emphasis on establishing a safe and orderly learning environment. Through the collective

work of teachers, parents and administrators, students learn that problems are solved through open discussion, acceptance of the opinions of others, and through personal responsibility. Each student agrees to live and work by Myways Competencies and Habits of Success.

Art In Motion also understands how important security is when you are working with student compliance with federal and state security standards including the Family Educational Rights and Privacy Act (FERPA). Distinctive Schools business solutions are delivered through a system that uses a combination of three servers: application, publisher and database server. All data is stored within the centralized database server. Communication to the database server is restricted to the application and publisher servers that reside on the same internal network. The entire network resides behind a firewall with public HTTPS access only allowed to the application and publisher servers over an SSL encrypted connection. All other external access would require VPN credentials to access the network in addition to local system credentials to access the individual servers. Access to the system from the web interface is based on a customizable role and privilege model. At the lowest level, the privilege defines access to system menus and functions. The privileges can then be assigned to custom roles which are then assigned to users. Users that access the system are validated against their encrypted password in the database. Once validated, the system will render access to system features based off the roles assigned to the user. User logins, user activity and system modifications can be audited through custom reports.

Acceptable Use Policies

The school's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources.

Students must:
• Respect and protect the privacy of others.
• Use only assigned accounts.
• Not view, use, or copy passwords, data, or networks to which they are not authorized.
• Not distribute private information about others or themselves.
• Respect and protect the integrity, availability, and security of all electronic resources.
• Observe all network security practices, as posted.
• Report security risks or violations to a teacher or network administrator.
• Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
• Conserve, protect, and share these resources with other students and Internet users.
• Respect and protect the intellectual property of others.
• Not infringe copyrights (no making illegal copies of music, games, or movies).
• Not plagiarize.
• Respect and practice the principles of community.
• Communicate only in ways that are kind and respectful.
• Report threatening or discomforting materials to a teacher or Advisor.
• Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
• Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
• Not use the resources to further other acts that are criminal or violate the school's code of conduct.

• Not send spam, chain letters, or other mass unsolicited mailings.
• Not buy, sell, advertise, or otherwise conduct business unless approved as a school project.

Students may, if in accord with the policy above:
• Design and post web pages and other material from school resources.
• Use direct communications such as IRC, online chat, or instant messaging with a teacher's permission.
• Install or download software, if also in conformity with laws and licenses, and under the supervision of a teacher, advisor, or support staff.
• Use the resources for any educational purpose.

Consequences for Violation

Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement. Every school-issued computer is preinstalled with an Internet content filter pursuant to federal regulations. The filter is not to be removed because it blocks access to sites deemed inappropriate as well as sites that have no educational value. Social networking sites, pornography, gambling, and proxy sites are blocked through the filter. Uses of instant messenger applications are not permitted on the school computers and are also blocked. Parents must monitor their children’s compliance with these standards. Students who violate these standards may face a loss of Internet access, the loss of school-owned computer equipment, other disciplinary measures, and/or legal action.

Employment
All employees, including security personnel, go through a rigorous background check and are subject to our confidentiality policies within the company.

3.3.4: Insurance Plan

See Attached.

3.3.5: Asset Inventory Plan
The Executive Director or designee shall ensure that an appropriate inventory of all fixed assets is maintained showing description, date purchased or received and cost or fair market value. The assets shall be compared to the inventory annually and an annual report shall be made to the Board regarding inventory.

3.3.6: Student Records

See attached policy.

3.4.1: Governance Start-Up The board will have the capacity and supports to provide strong academic, financial, and operational oversight of the school.
● Qualified board members (with at least the Board Chair and most officer positions identified) who have the wide range of relevant knowledge, skills, and commitment needed to oversee a successful charter school, including but not limited to: ○ Educational, financial, legal, fundraising, prior governance experience, community experience (at least one board member has strong ties to the community), and special skill sets for unique school models (e.g. blended learning models) ● Complete Board Member Forms and Economic Interest Forms from all proposed board members ● Proposed board members who display a robust understanding of their roles and responsibilities in providing academic, financial, operational, and legal oversight of the proposed charter school ● Viable plans and clear procedures to recruit and select diverse Board members, both to fill any remaining gaps in skills prior to school opening and continually once in operation ● A thorough plan to build the capacity of the board by providing orientations and trainings for the inaugural board leading up to school opening, all new members, and continually for the established board once in operation ● A clear action plan for establishing the “working” Board in the incubation year

Please see Appendix 3.4.2. for resumes that outline the qualifications of each member of the Governance Board.

Name	Occupation	Board Position	Ties to the Community
Charles Johnson	CFO	Board Chairman	Yes: Attend Church Service in Grand Crossing

Dr. Elijah Brewer	Professor	Finance	Yes: Attend Church Service in Grand Crossing
Maurice Gue	Attorney	Attorney	Yes: Attend Church Service in property in Grand Crossing
Daphne Alcide	Education	Educator	No
Dr. Joyce Cooper	Professor	Educator	Yes: Worked in a CPS school in Grand Crossing
Dr. Ursula Ricketts	Professor	Educator	No
Hadiya Turner	Educator	Educator	Yes: Currently work in Grand Crossing Community
Ronald Banks	Marketing/Engineer	Marketing	Yes: Current Resident
Office Lewis Courts	Police Detective	Law Enforcement	Yes: Officer in the Grand Crossing Community
Mary Lastrapes	Human Resource Mngt	Human Resources	Yes: Attend Church Service in Grand Crossing
Regina Dillard	Perf Arts Business Owner	Performing Arts	No
Mario Moody	Perf Arts Business Owner	Performing Arts	No
Kristi Mosbey	Perf Arts Business Owner	Performing Arts	No

Terrance Bey	Technology Business Owner	Technology	No
Joyce Chou	Architect Firm Owner	Architect	Yes: Worked on facility projects in Grand Crossing
Kason Wallace	Realtor Business Owner	Realtor	No
Derrick Christian	Marketing Business Owner	Marketing	Yes: Attend Church Service in Grand Crossing

Board Expansion

Step 1: Establish Board development committee
Art in Motion established a board development committee. The board development committee consists of five professionals from Edisonlearning and two professionals from Lighthouse. The development committee understands the vision and mission of Art in Motion and the importance of having a diverse and successful board. The development committee has put in place a recruitment process, including locating the best talent to represent a diverse school board.

Step 2: Determine strategies to build board diversity
New Life Academy: School of the Performing Arts identified and established descriptions for a diverse board. The board members will have at least five years' experience in the following areas: Accounting/Finance, Fundraising/Development, Construction/Real Estate, Legal, Technology, PR/HR, Marketing/Communications, Education, Community/Volunteer, Board Experience, and Medical.

Step 3: Prepare for active board member selection
Board selection efforts have started. The board development committee started by:
a. Identifying the needs of the board,
b. Identifying gaps in capabilities,
c. Identifying potential candidates,
d. spending time with each member outside of the professional environment,
e. reviewing the references and recommendations,
f. ranking candidates in order of preference and area of need,
g. interviewing with a committee for a vote.

The transition plan for the founding Art In Motion board, to become the "working" Board will officially take place in December 2016 . In January 2018, monthly trainings will be implemented. Prior to August 2018, the founding Board will be responsible for recruiting additional board members and naming officers, advertise in the Grand Crossing Community.

- Board Committees: Training, January, 2018
- The school board's responsibility: Training, February, 2018
- Exceptional Governance-Tools and Strategies: Training, March 2018
- Life Cycles of Charter School Boards: Training, April 2018
- Phases of Board Education
    - Start-up: Training, April2018
    - Transition/Adolescence: Training, May 2018
    - Highly Effective Board: Training, May 2018
- Dysfunctional Phases of a Board: Training, June 2018
- Highly Effective Board Chairs: Training, June 2018
- Effective Meetings: Training, June 2018
- Conducting Meetings: Training, June 2018
- Board Meeting Agendas: Training, August 2018

Other training topics will be based on school functions, emergencies, and any areas in need of attention and/or correction. In January 2018, monthly trainings will be implemented and the board will have several meetings during this timeline. The Board will meet every first Wednesday of the month at 6:30 pm. The location will be at the school's conference/meeting room.

3.4.2: Governance Structure and Ongoing Oversight. The clearly explained governance structure and clear plans and policies are likely to ensure meaningful and effective oversight of the school
• An explanation for how the governing body's size, regular meeting schedule, explicit powers and duties, committee structure, process for expansion, terms, and succession plans (as outlined in the bylaws) will ensure that the school is equipped to meet its mission and goals • Defined roles, responsibilities, and lines of authority for each Governing Board officer position and committee, as well as differentiation of roles and responsibilities between the board, school administration, and MO (if applicable) • A clear mechanism to ensure that parents, community members, and key stakeholders will be active in the governance of the school; a forum for parent, teacher, and community input; and strategies for communicating board priorities and decisions to all stakeholders • (If applying as an existing non-profit organization) A plan to establish a new separate and distinct non-profit corporation to oversee the school. If the non-profit's existing board plans to govern the school, robust plans to ensure that the board will be transformed to provide proper oversight of a public charter school with clear guidelines to avoid co-mingling of funds between the school and the partner organization • Formalized procedures for the Board to run effective, outcomes-focused meetings to monitor the school's academic, financial, operational, and organizational progress on a consistent basis, including by setting clear goals, metrics, and rubrics for evaluation prior to the school year

- Clearly defined systems and protocols for the board to consistently monitor academic, operational, and financial performance metrics, including a description of how the board will receive this information and from whom
- Policies, metrics, and goals that the Board will use to evaluate its own effectiveness on at least an annual basis
- Well-defined accountability policies for the board, including attendance and committee service requirements
- Clearly articulated triggers and a defined process to remove Board members if they are not meeting expectations.

Board Officer Duties and Positions

The Chair shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Trustees, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The Chair shall have a full and equal vote as accorded to all trustees. The Chair may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Trustees. The Chair may delegate, as needed, to any other officer any or all of the duties of the office of Chair. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these By-laws.

The Vice Chair shall have such duties and responsibilities as may be delegated to him/her by the Chair. The Vice Chair shall have full and equal vote as accorded to all trustees. In the absence of the Chair, the Vice Chair shall perform all the duties of the Chair and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the Chair, including presiding at meetings of the Board of Trustees. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these By-laws.

The Secretary shall cause notices of all meetings to be served to all members of the Board of Trustees and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.

The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Trustee member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for the consideration and approval of the Board of Trustees. The Treasurer shall ensure that the Business Administrator deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositaries as shall be designated by the Board of Trustees. The Treasurer shall provide oversight to the Business Administrator in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board of Trustees. The

Treasurer shall render to the Board of Trustees and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the Corporation. The Treasurer shall ensure that the Business Administrator establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Trustees a detailed written financial report in compliance with the Illinois statutes and regulations relating to charter schools. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Trustees to review the books of the Corporation and provide a report on them to the Board of Trustees.
The following description of the structure of the governing Board is from Article III of the Board Bylaws:

ARTICLE III Board of Trustees

Section 1. Number. The Board of Trustees shall consist of not less than five and not more than eleven persons. The Director of the charter school shall be a non-voting member of the Board of Trustees.

Section 2. Qualifications.

Section 3. Term. Trustees shall be elected for three year terms. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy(ies) needs to be filled.

Section 4. Powers. The Board of Trustees shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Trustees may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time.

Section 5. Election. The names of the initial Trustees are set forth in the Certificate of Incorporation. The successor Trustees shall be elected by the majority voting members of the existing Trustees. The positions of those trustees whose terms have expired shall be open to be filled by those members eligible to vote. Parents of students are eligible to reside as a board member. 1 Parent/School Community Member Trustee shall be elected by the majority voting members at the first annual meeting. The successor Parent/Community Member Trustee shall be elected at the annual meeting scheduled during the year of the serving Parent/Community Member's expiring term. Parents must submit a requests to serve as the parent/Community Member Trustee at least 90 days prior to the scheduled Annual Meeting of the expiring term of service and the board members shall elect the Parent/Community Member by the majority voting members of the existing trustees.

Section 6. Term Limits. Trustee membership shall be limited to two-year terms. Previous Trustees shall be re-eligible for membership at the end of each term.

Section 7. Resignation and Removal. A Trustee may resign by submitting his or her resignation in writing to the Chair of the Board of Trustees. A Trustee may be removed for cause at a meeting of Trustees by an affirmative vote of two-thirds of the remaining Board of Trustees. Trustees being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.
Section 9. Annual Meeting. An annual meeting of the Board of Trustees for the election of Trustees and Officers and such other business as may come before the meeting shall be held in

May of each year. Written notice shall be given not less than 30 days nor more than 90 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice. The notice shall comply with the Open Public Meetings Act (5 ILCS 120).

For more information, please see the Board Bylaws in ***Appendix 3.4.2.***

Art In Motion will implement several formalized mechanisms for parents and the community to be involved in the governance of the school, provide feedback to the Board, and share objections or concern regarding any policy, procedure, or Board decision related to the school. Parents and members of the community will be encouraged to attend all publicly noticed Board of Directors meetings. Those who desire to address the Board concerning an item on the agenda or simply to make a comment or provide feedback will be afforded opportunities to do so. They will be asked to submit written requests prior to the start of each meeting by giving the parliamentarian a card on which they write their name and the subject they wish to address. If they wish to discuss an item not identified on the agenda, they will be able to do so during non-agenda comment time. Moreover, parent and student satisfaction surveys will be conducted annually. A compilation of the results and the raw data collected from the surveys will be reviewed by the Board upon their completion.

Art In Motion: School of the Performing Arts will create and implement a successful diverse Board that will be beneficial in making decisions that benefits our students. The rationale for proposing the current organizational structure is to provide a strong diverse charter school Board in terms of sex, age, race, and occupation. Dr. Joyce Cooper has been named as the board chair. The Board will have the expertise or experience in the following areas:

- Accounting/Finance
- Fundraising/Development
- Construction/Real Estate
- Legal
- Technology
- HR/Communications
- Education
- Medical
- Community/Volunteer
- Board Experience
- Parent Involvement

- HR/Communication
- Education
- Medical
- Community/Volunteer
- Board Experience
- Parent Involvement

Board Members				
Name	**Occupation**	**Expertise**	**Board Position**	**Ties to the Community**
Dr. Joyce Cooper	Professor	Education Leadership	Board Chair	Yes: Worked in a CPS school in Grand Crossing
Lynn Group (Common Representative)	TBD	Performing Arts	TBD	
Kristi Mosbey	Perf Arts Business Owner	Performing Arts	TBD	No
Ronald Banks	Marketing/Engineer	Marketing	TBD	Yes: Current Resident
Terrence Bey	Technology Business Owner	Technology	TBD	No
Dr. Elijah Brewer	Professor/Finance	Finance	TBD	Yes: Attends church in Grand Crossing
Regina Dillard	Perf Arts Business Owner	Performing Arts	TBD	No
Maurice Gue	Attorney	Attorney	TBD	Yes: Attends Church in Grand Crossing
Dr. Ursula Ricketts	Professor	Educator	TBD	No

Charter school bylaws have been researched and bylaws have been chosen to fit their goals. The board also proposed board training that will occur this summer.

Student Performance is the primary measure of school quality. The Board shall use the State's and CPS assessment, ratings and accountability metrics as objective and verifiable measures of student achievement and school performance. Additional measures of both charter school quality and our management Companies evaluation will include both financial and legal performance benchmarks. In order to make fair and transparent decisions regarding management contract revocations, extensions and renewals, the board has determined that it is the best interests of the Board, our Charter School, students, parents and the public to articulate clear performance standards for our Charter School and to evaluate the school's level of academic achievement with respect to those standards.

Evaluation Standards

The Board has determined that the performance of both our Charter School and our Management Company will be evaluated in the following categories:

- Student Performance
- Financial Performance
- Legal and Contract Performance

Student Performance

The Boards will annually evaluate our Charter School and Management Company performance against the following student performance indicators and standards:

Middle School Performance Indicators	
Middle School Performance Indicators	**4 points on SQRP**
National School Growth Percentile on the NWEA Reading & Math Assessments*	Between 70th and 89th percentile
Priority Group National Growth Percentile on the NWEA Reading & Math Assessment*	Between 50th and 69th percentile
Percentage of Students Meeting or Exceeding National Average Growth Norms on NWEA Reading and Math Assessments	Between 60% and 69.9%
National School Attainment Percentile on the NWEA Reading & Math Assessments	Between 70th and 89th percentile

Percentage of Students Making Sufficient Annual Progress on the ACCESS assessment	Between 45% and 54.9%
Average Daily Attendance Rate (Grades K-8)	Between 95% and 95.9%
My Voice, My School 5 Essentials Survey	Organized
Data Quality Index Score	Between 95% and 98.9%
**Evaluated separately for African-American students, Hispanic students, ELL, and Diverse Learners*	

High School Performance Indicators	
High School Performance Indicator	**4 points on SQRP**
Student Growth on PSAT/SAT*	Between 70th and 89th percentile
Priority Group Growth on PSAT/SAT *	Between 50th and 69th percentile
Student Attainment on SAT	Between 70th and 89th percentile
Average Daily Attendance Rate (Grades 9-12)	Between 90% and 94.9%
Freshman On-Track Rate	Between 80% and 89.9%
1-Year Dropout Rate	Between 2.1% and 4%
4-year Cohort Graduation Rate	Between 75% and 84.9%
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	Between 30% and 39.9%
College Enrollment Rate	Between 65% and 74.9%
College Persistence Rate	Between 75% and 84.9%
My Voice, My School 5 Essentials Survey	Organized
Data Quality Index Score	Between 95% and 98.9%

**Evaluated separately for African-American students, Hispanic students ,ELL , and Diverse Learners*

As student performance is the primary indicator of school quality, the board will heavily factor all annual evaluations and contract extensions and renewal decisions with our Management Company on our school's achievement of student performance standards.

Financial Performance

The Board to insure that our Charter School is meeting accepted accounting standards for fiscal management, to ensure that both the use of public funds and successful school operations, will annually evaluate our Charter School against the following financial performance indicators and standards:

Indicator	Standard
Prior and Current year budgets	both budgets balanced using realistic and responsible assumptions
Financial Audit	Unqualified opinion; No major findings
Financial Obligations	All in good standing
Financial Reporting	Timely and sufficient filing of all CPS required financial reports

The Board shall use budget and cash flow statements and financial audits reports submitted pursuant to the contract between the Charter School and CPS to determine if the school has met the financial standards set defined by CPS.

An audit finding shall be considered "Major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes the loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school. "Financial Obligations" shall include, but not limited to pension payments, payroll taxes, insurance coverage and loan payments and terms.

Legal and Contract Performance

The Board shall assess a school's performance in relation to the legal and contract standards listed below.

Indicator	Standard
*Special education and ELL Program	*Pursuant to applicable law and contract provisions

*Student Enrollment	*Pursuant to applicable law and contract provisions
*Student Discipline	*Pursuant to applicable law and contract provisions
*Health and Safety	*Pursuant to applicable law and contract provisions
*Governance	*Pursuant to applicable law and contract provisions
*Facilities	*Pursuant to applicable law and contract provisions

In assessing legal and contract indicators, the Board may consider information from various sources including, but not limited to audits, site visits, and information provided by parents and employees. In general, the Board will consider the standard not met if a violation a deliberate act of wrongdoing reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the rights of students, safety of students or continued operation of the school.

Upholding the Standards

It is our responsibility of the Board to hold our Management Company and employees accountable for achieving the student, financial and legal and contract performance standards by annually evaluating performance against these standards and by making decisions about contract extensions and renewals of our Management Contract based on such evaluations.

The Board will perform an evaluation of its own effectiveness on an ongoing basis using clearly articulated, measurable goals and metrics as laid out in the **ART IN MOTION CHARTER BOARD SELF EVALUATION TOOL:**

Domain	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
LEADERSHIP ROLES	There is a written statement of Board Member responsibilities and commitment expected which is consistent with by-laws and has been adopted by Board. Board Members demonstrate awareness of their responsibilities through appropriate actions.	There is a written statement of Board Member responsibilities and commitment expected which is consistent with by-laws and has been adopted by Board.	The responsibilities of the Board Members have not been addressed by the Board.

	There is a good working relationship with clear understanding of responsibilities between School Leader and Board Chair where communication is open, honest, and regular.	There is a good working relationship between School Leader and Board Chair.	There is confusion/tension about the responsibilities of Board Members in relation to School management.
Composition	9-21 Members	7-8 or 22-25	Less than 7 Members
	No more than 25%staff/Interested persons	No more than 33% staff/Interested persons	More than 40% are staff/Interested persons
	There is a Target Profile of expertise and perspective needed on Board which sets current and future recruitment priorities	Current board recruitment priorities have been determined, but there isn't an overall Target Profile – or a process for determining priorities in the future	Board recruitment is a random process
	Expertise in key fields [e.g. Attorney,Accountant, Educator] is currently on the Board); (See attached board composition matrix)	Board has expertise in most fields-needs to recruit additional members with specific qualifications	Significant gaps in expertise
	Board has diversity relevant to community & school population	More community perspective on the Board would be beneficial on the Board	Little or no community representation on the Board
	Defined terms & Board Election Process is open and transparent resulting in diverse, independent candidates, with appropriate skill sets	Defined terms - Board Election Process controlled by leadership	No established procedures for Board recruitment or election
	Defined orientation process	Informal orientation	No specific orientation

Committees	Has functioning committees focused on key issues: Finance, Academic Achievement, Resource Development, Human Resources, Community Relations and Board Development. The existence and role of an Executive		
	Committee and the specific configuration of the committees may vary-depending on size and expertise of the board.	Has committee structure-but only some of committees are functioning well Need to clarify the role of the committees in relation to the Board	No committee structure Executive Committee makes all major decisions
	Staff responsibilities in relation to each committee are clearly defined and practically implemented	Staff responsibilities in relation to each committee are defined	No designated staff liaison
Meetings	At least 10 meetings with schedule planned in advance; additional meetings scheduled when required	Average of 10 meetings-with dates determined periodically	Meeting schedule irregular, less than 10 meetings
	Public given advance notice of meeting schedule in a regular and accessible manner	Public given advance notice before each meeting	Public given “last minute” or less than 72 hour notice
	Meetings held in location convenient to public	Some, but not all meetings held in location convenient to public	Meetings located for Board Members’ rather than public convenience
	Agenda & relevant background information provided at least 5 days in advance of meetings	Some information may not be given to Board until meeting	No advance distribution
	Meetings average 90 minutes-but no longer	Meetings average between 2-3 hours than 2 hours	Meetings average 3 or more hours

	Agenda focused on issues to be addressed by board-not just reporting sessions; Board is appropriately deliberative; Over 50% of board meeting time is focused on school performance	Tendency for agenda to consist of staff reports with Executive Committee pre-approval; Up to 50% of meetings focused on school performance	Mostly reporting or Board trying to micro-manage Insufficient time/attention focused on school performance
	Minutes and record of attendance are maintained for all meetings, major debates, and clearly record motions and votes	Minutes and record of attendance are maintained for all meetings	Recording of minutes and records of attendance are spotty or incomplete
	Board Members utilize and understand an appropriate system of procedural rules (i.e Robert's Rules of Order) which facilitate deliberation and the taking of appropriate actions	The Board has an informal set of meeting norms and is able to deliberate and take appropriate actions; norms are not necessarily transparent	Procedural rules are unclear or inconsistent, limited open deliberative process
Governance Effectiveness	All Board Members have read and fully understand the critical components of the charter	All Board Members have a general knowledge of critical components of the Charter	Only some of the Board Members are knowledgeable about critical components of the Charter
	Board sets policies to achieve mission & standards in Charter with input from stakeholders	Board reviews and approves policies recommended by staff to achieve mission & standards	The School Leader/Founder makes key decisions, with Board in "rubber stamp" mode

	There is a clear evaluation process with There is an evaluation process—but clearer benchmarks and performance measures for benchmarks are needed School Leader, process is implemented	There is a formal evaluation process to evaluate Board reviews relationship with partner on an annual partner's (mgt organization/educatio nal partner) basis, assessing the value added by the agreement performance and its major terms	No regular evaluation Board has little understanding of partner agreement and provides little actual oversight or evaluation of its effectiveness
	Board determines personnel policies which include grievance procedures and whistleblower policy	Board reviews personnel policies, which include grievance procedures & whistleblower policy	Personnel policies have not been reviewed or approved by Board
	Board pays attention to test results and considers action to improve when necessary	Board pays attention to test results—but leaves decisions for improvement to staff	Only some Board Members focus on test results
	Board members adhere to the by-laws, which are in accordance with Charter School standards. There is a schedule for the regular review of the by-Laws	Board members adhere to the by-laws, which are in accordance with Charter School standards. There is no scheduled time for review of the by-laws	Board Members are not knowledgeable about the bylaws
	The Board has an annual strategic planning process and is prepared to address critical changes, such as new location or change in student population	The Board engages in strategic planning periodically, but there is no on-going schedule for strategic planning	Board does not focus on strategic planning
	The Board fully understands its oversight responsibilities, and has procedures and scorecard for accomplishing it	Board understands its oversight responsibilities, but the process tends to be ad hoc	Board does not exercise proper oversight

	Board has adopted a comprehensive set of policies, is aware of their content, and implements them consistently	Board has adopted a comprehensive set of policies, but is generally unaware of their contents	Board has not adopted a comprehensive set of policies or policies are implemented haphazardly
	Board has an appropriate dispute resolution policy that addresses and resolves most disputes with a minimum level of rancor	Board has an appropriate adopted policy, it is consistently implemented	Dispute resolution policy poorly conceived or implemented, disputes not resolved appropriately
Fund Raising	There is a clear statement of the support expected from Board Members	There is a general expectation that Board Members will contribute	Role of Board in giving or getting funds has not been addressed
	All Board Members make personal contribution	Most Board Members give or get resources for the School	A few Board Members are the sole providers of funds for the School
	The Board Resource Development Committee works efficiently with staff in planning fundraising strategy	The Board has a Resource Development Committee	All fund raising activities are planned by staff
	All Board Members participate in Fundraising activities	Most Board Members participate in fundraising activities	Board Members do not consider fund raising to be part of their responsibilities

Please see ***Appendix 3.4.2.,*** Bylaws for an overview on board member removal.

To hold the school principal accountable for good performance, the Board will complete a **Principal Performance Evaluation**

Overview

When principals choose to lead in Distinctive Schools, they also choose to accept accountability for student performance and for their own performance. This requires principals to commit

themselves to maintaining a proficient level of performance, to continuously improve their own leadership ability, and to establish a learning environment that is conducive to the school's goals. Accordingly, the principal performance evaluation process in Distinctive Schools is designed to ensure that the principal understands the expectations for his/her role, and has multiple opportunities throughout the school year to receive feedback on his/her performance to support continuous improvement.

The Principal Performance Evaluation process is designed to support principals as they execute the five leadership roles of Learning Leader, Organizational Leader, Culture Builder, Site Manager and Distinctive Schools Partner, and measures their progress and success in achieving their annual achievement and professional growth goals.

Components of the Performance Evaluation Process

Below, we describe in detail the individual components of Distinctive Schools's principal performance evaluation process.

Establishing a Baseline & Setting Goals

Performance management is an ongoing, reflective process that uses various tools and strategies to support principal growth and success. The process begins before the start of each school year with a review of the previous year's performance results, including the extent to which achievement and professional goals were reached, self-reflection, the results from the Director of Achievement and Principal's performance assessment using the Distinctive Schools Principal Leadership Rubric, and the results from the Vanderbilt Assessment of Leadership in Education (VAL-Ed), a research-based 360-degree tool that measures the effectiveness of observed principal behaviors. Based on the findings from this review, the principal and Director of Achievement will establish performance goals for the new school year.

The Director of Achievement and Principal will work together using the Principal Performance Goal Setting form to establish 3 – 5 performance goals for the upcoming school year. Performance goals are specific, measurable objectives that the Principal intends to accomplish during the school year. Ideally the identified goals will align both with the school's goals as well as with the Distinctive Schools Principal Leadership Rubric.

Touch Base Meetings

Every other month (typically December, February & April), the Principal meets with the Director of Achievement to review progress being made towards goal achievement, using the Touch Base Review form. Both the principal and Director of Achievement complete the Touch Base Review form, which includes a review of the Principal's current status on both the Principal Leadership Rubric as well as the Professional Attributes Rubric. Having both the Principal and Director of Achievement complete the form individually allows for a richer discussion, particularly in those

instances where ratings may not be in agreement. Discussion also focuses on what progress the principal has made since the last meeting to move forward in meeting goals, what challenges s/he has faced in achieving goals, and what alternate or additional plans can be made to support the principal in achieving those goals. Ongoing monitoring and feedback is critical to supporting the principal's success. If necessary the goals are adjusted at the time of the January review.

Year End Performance Evaluation

Towards the end of the academic year, the summative review between the Director of Achievement and principal takes place. Both the Principal and Director of Achievement individually complete the Principal Year End Performance Review Form. The review form encompasses three areas: review of the performance goals, review against the Principal Leadership Rubric, and review against the Professional Attributes Rubric. Once the Director of Achievement and Principal have independently completed their parts of the review form, they will schedule a face-to-face meeting during which the formal year end performance review discussion can occur. This formal review, completed by the Director of Achievement, provides a final snapshot of the extent to which the principal has accomplished the goals that were laid out, and becomes the basis for the next year's goal setting, assuming the principal is returning to the position. The completed review form is signed and then filed in the Principal's personnel file, both onsite and at Headquarters.

3.4.3. Board Legal, Compliance, and Ethics Policies
There are clear policies and procedures for the board to govern the school in an ethical manner ● Plans for the board to operate in compliance with the Illinois Charter School Law, Open Meetings Act, and the Freedom of Information Act ● An Ethics Policy that holds the proposed school's Board members, directors, officers, and employees to high standards of ethical conduct. At a minimum, the Ethics Policy provides guidance on the following topics: o Nepotism o Financial interests in contracts, Gifts, loans, and favors, Secondary employment, Post-employment and post-membership restrictions, Political activities ● A Conflict of Interest policy that describes clear procedures to identify and address or mitigate any perceived or actual conflicts of interest among Board members, directors, officers, employees, agents, or family members. The formal Conflict of Interest Policy at a minimum: ○ Provides a clear definition of a private interest, direct or indirect, in quantifiable terms (if financial in nature) for Board members, directors, officers, employees, agents, or family members; ○ Establishes a clear policy and procedure to disclose conflicts of interest; o Specifies procedures to address or mitigate a conflict of interest; and ○ Provides a method to determine disciplinary or corrective actions if a conflict of interest fails to be disclosed for Board members, directors, officers, employees, agents, and others.

Art In Motion Board will meet on the second Wednesday of every month at 6pm. Please see the Board Calendar in ***Appendix 3.4.3.*** The Board of Trustees recognizes it is a public entity and will respond to Requests for inspection or copies of any records, reports, forms, writings, letters, memoranda, books,

papers, maps, photographs, cards, tapes, recordings, electronic data processing records, recorded information and all other documentary materials, regardless of physical form or characteristics, having been prepared, or having been or being used, received, possessed or under the control of any public body in accordance with the Freedom of Information Act (5 ILCS 140/3). Records that are not subject to release via the FOIA process include confidential and trade secret information.

Requests shall be made in writing and directed to the Board of Trustees. Written requests may be submitted to the Board of Trustees via personal delivery, mail, telefax. The Board of Trustees will not require that a request be submitted on a standard form or require the requester to specify the purpose for a request, except to determine whether the records are requested for a commercial purpose or whether to grant a request for a fee waiver. All requests for inspection and copying received by a Board of Trustees shall immediately be forwarded to its Board Chairperson. The Board of Trustees shall, promptly, either comply with or deny a request for public records within 5 business days after its receipt of the request, unless the time for response is properly extended under subsection (e) of the Freedom of Information Act (5 ILCS 140/3. Denials shall be in writing as provided in Section 9 of the Freedom of Information Act. A draft of the Ethics Policy is attached as ***Appendix 3.2.3.*** Ethics Policy

The Board takes conflict of interest issues very seriously and has included a Conflicts of Interest Policy in the Ethics Policy. The Conflicts of Interest Policy is included below and in ***Appendix 3.2.3.*** *(*on pages 4-5 in the Ethics Policy).

Conflicts of Interest

A. No Official or Employee shall make, participate in making, or in any way attempt to use his or her position to influence any Board decision or action in which he or she knows or has reason to know that he or she has any Economic Interest distinguishable from that of the general public.

B. No Employee shall recommend, retain, or hire as an Employee or a Board Vendor any Person or entity with whom the Employee has a Business Relationship.

C. Employees are permitted to serve with compensation on the boards of directors of corporate entities that are not Doing Business with the Board or seeking to Do Business with the Board. This service will be deemed Secondary Employment and requires written approval from the appropriate Supervisor as outlined in Section XIII(C).

D. Board Members are permitted to serve without compensation on the boards of Not-for-Profit Corporations, provided that Board Members file a statement of their participation on the Not-for-Profit board with the Secretary of the Board. Any Board Member sitting on a board of a Not-for-Profit Corporation shall recuse himself or herself and Abstain from any vote or discussion related to the Not-for-Profit Doing Business with the Board, seeking to Do Business with the Board, or donating funds or services to the Board.

E. Employees are permitted to serve without compensation on the boards of Not-for-Profit Corporations. If the Employee knows or has reason to know that the Not-for-Profit is Doing Business or seeking to Do Business with the Board, the Employee must seek approval from the Ethics Advisor for his or her participation on the Not-for-Profit board. Any Employee sitting on the board of a Not-for-Profit

Corporation shall Recuse himself or herself and Abstain from any vote or discussion related to the Not-for-profit Doing Business or seeking to Do Business with the Board.

F. Nothing in this Section shall apply to any Board Member appointment to the Public Building Commission or appointments to government boards made pursuant to law.

G. Charter or Contract School operators holding charter or contract agreements with the Board are in a unique relationship with the Board. Membership on a Charter or Contract School operator's governing board creates an inherent conflict of interest for Officials and Employees. Officials and Employees and their Spouses, Domestic Partners, Partners to a Civil Union, or other Members of their Household, are therefore prohibited from sitting on the governing board of either:

1. A Charter School operator that holds a charter issued by the Board; or
2. A Contract School operator that holds a Contract School agreement issued by the Board.

H. Representation of Other Persons

1. No Official or Employee may represent or have an Economic Interest in the representation of any Person or entity other than the Board in any formal or informal proceeding or transaction before the Board or any of its committees. Nothing in this Section shall preclude:
   a. Any Employee from performing the duties of his or her employment; or
   b. Any Official from appearing without compensation
   c. Any Official or Employee from representing the before the Board or any Board committee in the course of his or her duties as an Official; or interest of his or her child in a due process or similar proceeding provided that the Official or Employee comply with any other Board Rules or Policies which are applicable to that proceeding.
2. No Official or Employee may have an Economic Interest in the representation of any Person in any judicial or quasi-judicial proceeding before any administrative agency or court in which the Board or a Local School Council is a party and that Person's interest is adverse to that of the Board or the Local School Council.

Domain 4: ECONOMIC SOUNDNESS

4.1. School Budget: The financial forms are complete, include clear and reasonable assumptions, reflect sustainability and financial health, and are aligned with the school's mission and priorities. **May be updated with Tier 2 information
• A reasonable multi-year budget that reflects financial health, includes all schools and the central organization structure (if applicable), and maintains (at a minimum) a positive cumulative cash position • Reasonable assumptions with sufficient detail and specificity to allow for an assessment of fiscal viability • An explanation for how spending aligns with the school's mission, vision, and philosophy • Sound revenue projections and planned expenditures that reflect all aspects of the school model (including blended learning costs, if applicable) • Capital funding for school facilities with clearly identified sources of funding

- Adequate reserves and contingency plans based on the minimum enrollment needed for solvency, especially during the start-up years of the new school(s)
- Reasonable fundraising plans that clearly identify the amount of additional revenue needed to maintain financial viability over the five-year contract
- Evidence of existing relationships with potential funders and current levels of interest that suggest the fundraising plan is viable
- Contingency plans in the event that development goals are not realized
- The most recent audited financial statements and federal tax returns from the national operator or MO indicate strong liquidity and a healthy capital structure to support the future growth projections

Appendix 4.1

In Appendix 4.1, applicants *must* provide an Excel version of the complete budget workbook for the proposed school board calendar.

The budget that Distinctive Schools and Art In Motion created is directly aligned to operational and academic plans. This budget captures all of our identified needs in order to successfully implement our Art in Motion curriculum and school model. The team has been very intentional about our staffing model, resources, curriculum, technology and our operational and financial needs for facility and day to day operations in short term and long term budgeting needs.

Expenditures were calculated based on current spending habits from the Distinctive Schools personalized learning model as well as calculations from model implementation from new start school designs in various states.

The Design Team will continue to research and study similar school models aligned to proposed budget model to ensure best practice budgeting. The school has been creative and conservative in our budgeting model to ensure sustainability and longevity for Distinctive Schools 5-6 year strategy and growth plans.

The school model allows for additional staff and resources as our student enrollment grows each year. With lower enrollment in year 1 to ensure a strong start for our school, there is ess of a fund balance at end of year. As enrollment grows, Distinctive Schools is budgeting for a stronger ending fund balance for long term reserves in our budgeting model.

The years 2-5 budget shows a large increase in fund balance and reserves to ensure security and safety for sustainability for the school. In year 1, Distinctive Schools factor various start-up costs that will not be present in future year budgets. The staffing model will allow a very strong academic program that will lead to excellent academic achievement results and performance.

Common Ground and New Life Community have dedicated funds and resources to start up costs and planning year funding to ensure dedicated resources are available for Art In Motion success.

4.2. Financial Controls and Monitoring: The proposed financial controls are sufficient to ensure proper use of public funds.

- Comprehensive fiscal management, monitoring, and oversight policies and controls that clarify who has authority of the school's fiscal affairs, internal controls, accounting practices, purchasing, and payroll policies
- A function for receiving revenue, paying expenses, disbursing payroll, maintaining financial records, and generating reports
- Financial reporting structures that make cash flow clear, provide budget-versus-actual numbers, and plan for annual external audits
- A description of how the Board will receive updates and monitor the school's financial position, including a list of all financial reports generated, the frequency of generation, and responsible party
- A clearly identified staff member responsible for directly managing and overseeing the school's budget
- A clear and adequate catalog of financial reports generated and to be generated, indicating frequency and responsible party

Appendix 4.2

In Appendix 4.2, applicants *must* provide:

- A list or table of all financial reports to be provided to the Board, including how frequently they will be provided, and the party to be responsible for generating them; and
- Fiscal policies for the organization.

Distinctive Schools is directly responsible for managing and overseeing the school's budget and is outlined in the tables below. There is regular monitoring of finances by the board.

Distinctive Schools Listing of Financial Reports Generated

The table below details Distinctive Schools' financial reporting schedule, the responsible party and the individual(s) who will review the information.

Financial Reporting Schedule			
Reports	**Frequency**	**Responsible Party**	**Reviewed By**
Bank Balances	Weekly	CFO	CEO
Checks Issued	Weekly	CFO	CEO
Payroll Journal	Bi-weekly	Payroll Service Provider	CEO and CFO
Balance Sheet	Monthly	CFO	Board, Finance Committee, CEO
Income Statement	Monthly	CFO	Board, Finance Committee, CEO

Cash Flow Statement	Monthly	CFO	Board, Finance Committee, CEO
Budget Variance Report	Monthly	CFO	Board, Finance Committee, CEO
Year-end Budget Projections	Monthly	CFO	Finance Committee and CEO
Bank Reconciliation Reports	Monthly	CFO	CEO
Accounts Payable Report	Monthly	CFO	CEO
Accounts Receivable Report	Monthly	CFO	CEO
Quarterly Budget Report	Quarterly	CFO	CPS
Audit	Annually	Auditor	Board, Finance Committee, CEO, CFO
990	Annually	Auditor	Board, Finance Committee, CEO, CFO

Art In Motion will work with Distinctive Schools Network office for financial and operational alignment of policies and procedures that will be reported to and monitored by the board.

GENERALLY ACCEPTED ACCOUNTING PRINCIPLES (GAAP) &
FINANCIAL ACCOUNTING STANDARD BOARD (FASB)

The term *generally accepted accounting principles* refer to the standards, rules, and procedures that serve as the norm for the fair presentation of financial statements.

The Financial Accounting Standards Board (FASB) has been the designated organization in the private sector for establishing standards of financial accounting that governs the preparation of financial reports by nongovernmental entities. The mission of the FASB is to establish and improve standards of financial accounting and reporting that foster financial reporting by nongovernmental entities that provides decision-useful information to investors and other users of financial reports.

Conformity with GAAP is essential for consistency and comparability in financial reporting.

Basis of Accounting

Basis of Accounting refers to the timing of when transactions and events are recognized in the accounting records and reported in the financial statements.

Full Accrual Basis: Transactions and events are recognized when they occur irrespective of when cash is paid or received. Revenues reflect the amounts that came due during the year, whether collected or not. Expenses reflect the amount of goods and services consumed during the year, whether or not they are paid for in that period. The costs of assets are deferred and recognized when the assets are used to provide service.

Financial Reporting

Distinctive Schools' (Distinctive) financial reporting is prepared using the modified accrual basis of accounting during the year and is prepared using the full accrual basis of accounting at year end and for the audit.

Staffing

Distinctive Schools will employ Steven Svendsen as CFO and Chicago Transom Partners (CTP) to administer the daily fiscal and accounting functions of the schools it operates. The Board of Directors and Chief Executive Officer will provide fiscal oversight. The Director of Finance and Operations will provide support to the schools in analyzing, reconciling and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). The Director of Finance and Operations will lead the development and implementation of a chart of accounts and accounting software system to be used by all Distinctive Schools.

Internal Financial Control Policies and Procedures

Accounting System
Policy: Distinctive Schools will employ Steven Svendsen as CFO and Chicago Transom Partners (CTP) to administer the daily fiscal and accounting functions of the schools it operates.
Accruals will be completed at the direction of the Director of Finance and Operations in accordance with applicable state and Federal regulations.

Book of Account
Policy: The books of account will be maintained in accordance with GAAP and include Budget Reports, General Ledger, and detailed journals for all accounts, including payroll.
Procedure: The Accounting Manager will maintain all books of accounts. An accounting software package will be utilized to properly record all revenues, expenses, budgets, assets, liabilities, and

net assets. The Director of Finance will be available, as needed, to provide monthly accounting support to the Accounting Manager.

Chart of Accounts
Policy: A corporate Chart of Accounts in accordance with GAAP will be developed by the Director of Finance and Operations to properly record all accounting activity.
Procedure: The Accounting Manager will record all school fiscal transactions according to the Chart of Accounts in accordance with GAAP. The Director of Finance and Operations will allocate revenues and expenses according to the Chart of Accounts.

Financial Statements
Policy: Financial statements will be prepared by the Director of Finance and Operations and will be reviewed by the CEO and presented to the Board of Directors.
Procedure: The Director of Finance and Operations will prepare statements of activity and monthly balance sheets. These statements will be prepared in accordance with GAAP, and include a detailed reporting of revenue, expense, asset, and liability categories. A year-to-date actual to budget comparison will be presented monthly to the CEO. Financial statements will be presented to and reviewed by the Board of Directors at their regular meetings.
Policy: Finance Committee and Board will have access to accounting system reports.
Procedure: Finance Committee will be given access to Dashboard financial information. All Board members will be emailed the monthly Board financial report on or before the 20th of every month.

Bank Account Management: Issuing/Signing Checks
Policy: Check signing procedures as established by the Board will be adhered to by staff.
Procedure: All Distinctive Schools checks will be signed by the COO or CEO. Checks in excess of $25,000 will require the second signature of the Board Treasurer. Checks will be issued only when within the approved budget and with the approval of the CEO. Checks will be prepared for signature by the Accounting Manager after the payment is authorized by the Director of Finance and Operations. The Accounting Manager will not have check signing authority or withdrawal authority. Voided checks will be retained to insure proper maintenance of checking account records. Electronic payment payment processing using bill.com with established approval levels.

Bank Account Management: Opening/Closing Accounts
Policy: The Distinctive Schools CEO is authorized to open or close accounts, subject to restrictions of such authority established by the Board of Directors and by state law or regulation.
Procedure: The CEO, after consultation with and authorization by the Board Chair, will secure any necessary signatures to open or close a Distinctive Schools account.
Policy #2: The Distinctive Schools CEO is authorized to issue credit cards through the Distinctive Schools account to Distinctive Schools employees as deemed appropriate.
Procedure #2: The CEO will authorize the issuance of credit cards to staff. The CEO and the Director of Finance and Operations' credit cards will have limits equal to the limit of the credit account. All other staff will have credit card limits not exceeding $2,500.

Bank Account Reconciliation
Policy: Reconciliation of each of Distinctive Schools' account will be done within thirty (30) days of receipt of bank statements by the Accounting Management Firm.
Procedure: The Accounting Management Firm will reconcile all bank accounts on a monthly basis. The Accounting Management Firm will access all bank statements and review cancelled checks and monthly bank statement activity. The Accounting Management Firm will send the Director of Finance and Operations a reconciliation report for every month end reconciliation.

Accounts Receivable
Policy: Distinctive Schools will maintain accounts receivable in accordance with GAAP for scheduled receipts from the school districts, grants or any other amounts due but not yet received.

Accounts Payable
Policy: Distinctive Schools, whenever practical, will pay invoices within 30-60 days of their receipt, unless alternative arrangements are made with vendors or unless a dispute arises. Invoices of an amount which precludes payment within 30-60 days may be paid in an alternate method agreeable to both Distinctive Schools and the vendor.
Procedure: All accounts payable will be recorded on an accrual basis in accordance with GAAP. Accounts payable will be maintained by the Accounting Manager, who will ensure timely payment and the development of payment plans or alternate methods.

The Accounting Manager also will maintain an aging of accounts payable schedule listing the payee, transaction date, amount and payable description and account. The Accounting Manager will present an aging report to the Director of Finance and Operations at least once a week for review. Payments of invoices will be processed on or about the end of each week. All invoices will be approved by the Director of Finance prior to payment by the Accounting Manager. No payment will be made without a properly approved invoice or other supporting documentation. All loans will be approved by the Board of Directors. All services performed by independent contractors will be processed as accounts payable. At the close of the calendar year, Forms 1099 will be issued and distributed to independent contractors in accordance with IRS regulations.

Purchasing Practices

Policy: Distinctive Schools approaches every purchase as an investment in meeting the organization's mission and driving academic results for students. In every purchase, Distinctive Schools considers the (a) price, (b) quality, and (c) dependability of the vendor and its goods or services. Particular vendors may be chosen for anyone or any combination of these factors; however, at all times the selection of a particular good, service, or vendor will be with the intention of meeting the organization's mission and driving academic results for students.

Procedure: When a product is to be purchased that costs more than $10,000, the CEO, or her designee, will make every reasonable effort to secure quotes and product specifications from at least three providers of the product or a similar product. The CEO or designee will select from among these offers, and document the reasons for selecting the chosen option according to the aforementioned factors that guide such selection. Professional service contracts are excluded from the requirement to seek multiple bids; however, nothing will preclude the CEO or designee from seeking such multiple bids for these contracts. All contractual agreements will be in writing, and signed and dated by the CEO or her designee.

The Director of Finance and Operations will ensure that proper approvals are received and documented for all purchases in accordance with the purchasing policy. Approvals will be collected via signature, through electronic procurement software.

The Director of Finance and Operations and the Accounting Manager will ensure that all purchases made with categorical funds follow the approved budget for the funds and that all required regulations are followed. Prior to use of any categorical funds, the Director of Finance and Operations or the Accounting Manager will check the purchase vs. the approved budget for the funds.

Payroll System

Policy: Distinctive Schools will maintain a reliable payroll system approved by the Board of Directors.

Procedure: The following are the steps which will be followed in processing Payroll:

1. All documentation of authorized pay rates will be maintained in the employee's personnel file.
2. Personnel files will be secured with access limited to authorized individuals.
3. Distinctive Schools will contract with a payroll service to provide payroll processing.
4. Personnel will be paid hourly/bi-weekly, by check or direct deposit; personnel electing direct deposit will receive a check stub.
5. Salaried personnel will be paid semi-monthly according to the amount established in employees offer letter or any approved salary adjustment.
6. Employee time sheets will be maintained daily for hourly personnel.

a. Time sheets, signed by the employee and approved by a supervisor, will be forwarded to the Director of Finance and Operations at the end of the pay period for payroll processing.

b.The Director of Finance and Operations will review the time sheets for signatures and approvals, review time worked and verify for mathematical accuracy, summarize the payroll information and forward it to the payroll service for processing.

7. Any stipends outside the regular scope of duties must be submitted by the Principal, accompanied by a job description, and approved by the CEO, then forwarded to the Director of Finance and Operations for inclusion in the payroll.
8. The Director of Finance and Operations will receive all completed payroll reports and paychecks from the payroll service.

a. The Director of Finance and Operations will review the payroll reports and document approval.

9. The payroll service will distribute the paychecks.
10. All payroll changes will be authorized by the CEO and forwarded to the payroll service by the Director of Finance and Operations.
11. The Accounting Manager will record each payroll to the accounting system, including any payroll accruals, in accordance with GAAP.
12. The Accounting Manager will be responsible for payment of all payroll-related liabilities.
13. A deferred compensation program may be established in accordance with IRS and personnel policies and administered by a third party.
14. At the close of the calendar year, the contracted payroll service will generate W-2s and distribute to all Distinctive Schools employees in accordance with IRS regulations by January 31st of the following year. The service will provide copies of the W-2s to the Director of Finance and Operations.

Benefits Processing

Policy: Distinctive Schools will maintain a benefit plan approved by the Board of Directors.

Procedure: The CEO and Director of Finance and Operations will annually review the health and fringe benefits plan, receive competitive bids, and award a broker contract. The CEO and Director of Finance and Operations will set the amount of employee contribution towards benefit cost, in accordance with the overall school budgets. Open Enrollment will begin in June, with an implementation date of August 1st. All full-time employees (40 hours) are eligible for benefits. Part-time employees are not eligible for benefits. Health benefits for new employees who have begun employment and completed benefit forms by the 15th day of the month will begin on the first day of the following month. Benefits for new employees who have begun employment and completed benefit forms after the 15th will begin on the first day of the month after.

Examples:

Hire Date: August 5 *Benefits Begin: September 1*
Hire Date: August 16 *Benefits Begin: October 1*

The Director of Finance and Operations is responsible for benefits administration. The Director of Finance and Operations will enroll employees with the respective vendors according to eligibility dates set by Distinctive Schools' *policy and prevailing state and federal law. Upon termination of an employee, the Director of Finance and Operations will immediately notify the third-party COBRA administrator, and dis-enroll the employee from the selected coverage. The Director of Finance and Operations will inspect all benefit invoices for accuracy on a monthly basis, and notify the Accounting Manager of any discrepancies in billing. The Accounting Manager will prepare the invoices in accordance with the invoice processing policy.*

Mail Management; Incoming Checks

Policy: All incoming mail is opened and distributed by a designated staff person. Any checks received are immediately restrictively endorsed by the mail opener.

Procedure: All mail will be opened by the Office Manager or any other employee as designated by the CEO, except the Director of Finance and Operations and Accounting Manager. The Office Manager (or other designated employee) will record the name, date received, name(s) or donor, address (if available), amount, and type of receipt. The Office Assistant will stamp the check "for deposit only" into Distinctive Schools account, and will present these checks to the Director of Finance and Operations who then will prepare the deposit slip and deposit the checks into the appropriate account. A copy of each check will be attached to a copy of the deposit slip and deposit receipt and will be filed and used for reconciliation of the bank statement. The Accounting Manager will receive the documentation related to the cash receipts deposit and record the activity to the accounting system. The Director of Finance will review all cash receipts monthly, including a comparison of amounts received to the budget.

Budgeting of Funds
Policy: The Board of Directors will approve an annual operating budget for Distinctive Schools. Adjustments to high-level budget categories (personnel, non-personnel, and capital expenditures) which exceed present thresholds set by the Board by 10% must be approved by the Board.
Procedure: The CEO and Director of Finance and Operations will develop annual budgets for all Distinctive Schools operated schools and the central office using the most accurate information available and for the purposes of meeting the organization's mission and driving student achievement. Budgets will be based on the schools' history, long-term financial model, and strategic growth plan. Budgeted expense categories will include the cost of personnel, instruction, administration, facilities, operations and other spending categories of the organization. Detailed expenses, such as supplies, repairs and maintenance, travel, contracted services, utilities, rent, and other expenses will be budgeted according to the above spending categories. The Board of Directors will approve the annual budget for Distinctive Schools and all schools operated by Distinctive Schools by the last Board meeting of the fiscal year. The Board also will approve any amendments proposed by the CEO during the year. The Board of Directors will compare year-to-date revenues and expenditures to the budget and review significant variations on closing periods. Definition: Personnel: Salary, benefits, bonuses, and other compensation for employees. ● Non-Personnel ● Capital Expenditures ● Capitalized purchases including: ○ Individual items exceeding $5,000 in value ○ Aggregate purchase, such as furniture, exceeding $10,000 in value and with a useful life exceeding one year

Capital Depreciation; Dispositions and Depreciation
Policy: Distinctive Schools will maintain appropriate fixed assets and related depreciation accounts schedules.
Procedure: All property and equipment acquisitions and dispositions over $5,000 will be approved by the Board of Directors. A single asset in excess of $2,500 with a useful life greater

than one (1) year will be capitalized and depreciated over its useful life in accordance with GAAP for nonprofit organizations. An asset purchase of under $2,500 and software purchases will be expensed.

The Accounting Manager will reconcile the fixed asset and related depreciation schedules to the general ledger account annually. All single assets in excess of $2,500 will tracked using an asset tracking software and tagging system. All asset tags will include:

1. Purchase price
2. Purchase date
3. Location and/or employee assignment
4. Funding source

Staff and Travel Expenses

Policy: Staff will be reimbursed for approved expenses and travel and related expenses.

Procedure: All out-of-pocket expenses will be approved prior an employee incurring an expense in accordance with the Distinctive Schools Expense Reimbursement Policy. Reimbursements for the school will be approved by the Principal. Reimbursements for the central office will be approved by the CEO. All staff will submit a reimbursement form by which they request reimbursement. Reimbursement forms will document employee name, travel dates, destination, business purpose, and detail business costs such as tolls, parking, mileage and meals. All receipts and substantive documentation must be attached to the travel reimbursement form. Submitted reimbursement forms will be reviewed by the Accounting Manager for: (a) accuracy of computations; (b) completeness of required receipts; and (c) adherence to established guidelines. Inaccurate or incomplete information will be discussed with the submitting staff member, and any necessary additional information will be requested by and provided to the Accounting Manager prior to reimbursement. Staff will be compensated within 20 business days of submission of a complete and accurate reimbursement form to the Accounting Manager.

Audits; Financial Regulatory Forms

Policy: Independent audits of the financial statements will be conducted annually by an Illinois State Certified Public Accountant approved by the Board of Directors. Annual financial audits will be conducted in accordance with generally accepted auditing standards. Financial regulatory forms will be completed as necessary by Distinctive Schools or an accounting firm selected by the CEO and Director of Finance and Operations.

Procedure: Appropriate financial forms and reports will be filed with the charter entity, federal government and appropriate state agencies. Upon completion, audits will be reviewed by the

Director of Finance and Operations and CEO and submitted to the Board of Directors for review. All audits will include a management representation letter.

Insurance

Policy: Distinctive Schools will maintain appropriate insurance coverage.

Procedure: At a minimum,Distinctive Schools will maintain insurance in accordance with CPS requirements. Distinctive Schools will also contribute to the state Unemployment Insurance Fund in accordance with applicable law.

Borrowing Funds

Policy: All borrowing of funds, and the establishment or increase of all credit lines must be approved by the Board of Directors.

Procedure: Based on annual audits, financial statements, and cash flow projections, the CEO may establish credit lines and borrowing limits as directed by the Board of Directors. Borrowed funds will be repaid with appropriate, measurable and identifiable revenues in accordance with GAAP. The Director of Finance and Operations or his or her designee will alert the Board of Directors if lines of credit or borrowing limits ever are not adequate to meet the needs of the organization. The Board of Directors may amend the borrowing policy and credit limits.

Contributions

Policy: Non-restricted contributions will be used for operations or special projects as designated and approved by the CEO and/or the Board of Directors of Distinctive Schools, consistent with conditions set forth by the Board of Directors. Contributions that are donor restricted will be used for the purpose articulated by the donor, except that in no case will the school accept any such contribution for which the donor restriction violates any federal or Illinois state law.

Procedure: Contributions will be properly budgeted and accounted for in accordance with GAAP for nonprofit organizations. The Director of Finance and Operations will maintain supporting schedules to document revenues and expenditures. Contributions may be used for operations or special projects as designated and approved by the CEO and/or Board of Directors of Distinctive Schools.

4.3. Facilities: The proposed facility option(s) reflect identified space requirements and are viable and available in the proposed opening timeline.

- Identified space requirements that adequately address the programmatic and operational needs of the school, including any proposed growth
- An explanation of how the proposed facilities reflect the identified space requirements (as evidenced by an adequate number of classrooms, specialized spaces, and administrative spaces) and are viable and available in the proposed opening timeline
- A facilities plan that includes a cost estimate for each location, evidence of interest from each facility's owner(s), and clearly articulates a plan for completing necessary renovations, including: Construction estimates and timelines, potential funding sources, and plans to achieve ADA compliance
- A plan to appropriately address any risks associated with the proposed sites
- A clear timeline for securing one of two viable and available independent facilities, or one fully secured facility, that will feasibly permit school use in time for the school's opening
- (If the proposed site(s) will not accommodate the projected space needs throughout the entire five-year period of the contract) A reasonable facility plan to meet space needs thereafter, including a discussion of risks and contingency plans

Appendix 4.3

In Appendix 4.3 of the Addendum, applicants *must* provide:

- Detailed space requirements for the proposed school(s) (*e.g.* square footage, number and type of classrooms, amenities, etc.), including any special features required to properly implement the proposed model;
- An ADA Compliance Report for each proposed facility site;
- An Inspecting Architect's Report for each proposed facility site;
- A Letter of Intent or Memorandum of Understanding (if available);
- A Rehabilitation/ConstructionPlan (including scope of work and timeline);
- Sources and Uses of Funds Report; and
- A proposed timeline for securing a viable facility and completing necessary renovations to make the facility suitable for school by the proposed opening date.

The proposed site is already being used as a high school, and as such, as the space requirements needed to successfully implement Art In Motion programming to support student achievement. The architect's report outlines in detail the recommended renovations.

The proposed Art In Motion location will be a shared space with Hirsch Metropolitan High School, a CPS high school. The budget does reflect the per pupil allocation for co-locating in a CPS facility. The design team has inspected the facility, along with an architect and has addressed their findings in the attached Architect Inspection Report. Distinctive Schools does have experience with operating a school in a co-located model through their past partnership at CICS Patriots located in the Gateway Center in Rockford, Il.

The proposed Art In Motion Charter School location will be a shared space with Hirsch Metropolitan High School, a Chicago Public High School. Hirsch is located in the Greater Grand Crossing neighborhood on the southside of Chicago.

The specific address is:
7740 S. Ingleside Ave
Chicago, IL 60619

The second location for Art In Motion is being built by New Life Covenant Church SE which is a 4,000-seat performing arts center, gallery space and new church that will replace numerous blocks of abandoned buildings and defunct factories in the Grand Crossing community. The 100,0000-square foot church will be built at 7600 S. Greenwood Avenue and will be completed by 4th quarter 2017. This project will cost $26M.

The proposed site is already being used as a high school, and as such, has the space requirements needed to successfully implement MJBA Grand Crossing. The architect's report outlines in detail the recommended renovations. The proposed school location will be a shared space with Hirsch Metropolitan High School, a CPS high school. The budget does reflect the per pupil allocation for co-locating in a CPS facility. The design team has inspected the facility along with an architect and has addressed their findings in the attached Example Architect Inspection Report, ***Appendix 4.3.2.*** for an example of the type of work that will be produced.

Art In Motion board is currently discussing access and facility use terms with CPS officials. Renovations will start during Hirsch High School's breaks in the winter, spring and summer.

Art In Motion will provide a facility update in Phase 2.

Domain 5: Business Plan

5.1. Growth Plan: The organization has conducted a strategic planning process and analyzed its own capacity to support the proposed pace and scope of growth.
• Clear identification of any areas in which the new school(s) will depart from the existing policies and practices of the proven school model • Plans and timelines for the development of any aspects of the school that will differ from the existing model • A list of all proposals for schools that are pending or recently approved by other authorizers • A sound and convincing rationale for the number of schools, location, and pace of growth, including expansion into Chicago specifically (if not already operating schools in the city) • An explanation for how growth helps advance the organization's mission and vision • A description of a thoughtful and performance-based approach to replication decisions, guided by clearly-defined academic, operational, and financial benchmarks • An honest and realistic assessment of the risks associated with growth • A discussion of how the organization plans to continue to provide high-quality services despite the risks posed by growth

Background Information

Almost all current Distinctive Schools practices and policies will drive teaching, learning and operations at Art In Motion. The Board and Design Team have a focused approach in the the 17/18 planning year to audit the entire Distinctive Schools model to find opportunity for improvement to support high school and performing arts model components. Distinctive Schools will use their Design Thinking for Innovation in Schools approach to solve for any challenges related to operating a high school model in the 2017/2018 planning year. The Design Thinking model is below:

https://dschool.stanford.edu/resources-collections/a-virtual-crash-course-in-design-thinking

PLANNING YEAR 2017/2018 FOCUS	
Calendar and Schedule	The school year calendar will align to other Distinctive Schools 193 day school year. There will be an early release on Wednesdays to enable facilitation of Personalized Professional Learning for staff. The daily schedule will align closely with the current Distinctive Schools model providing long blocks of instructional time for Humanities and STEM instruction as well as co-planning and collaboration time for teachers. During the planning year of 17/18 the design team will work together to align schedule to the Personalized Performing Arts Pathway Focus Expeditions for grades 9-12.
School Culture	School Culture will be a top priority at the Art In Motion campus as it is at all Distinctive Schools' campuses. The founding staff will be empowered through the Design Thinking Process to align Distinctive Schools commitments, policies and approaches to the context of their student body. The Design Team will work with Grand Crossings community members to drive school culture expectations. Distinctive Schools and The Design Team will work with Next Generation Learning Challenges (NGLC) to use MyWays to design implementation of the 4 Arenas and Competencies in the Art In Motion model. (Attached is a

	heat map where model components will be identified)
Discipline Policy	The Design team will work with Distinctive Schools and Chicago Public Schools to ensure all policies align to high school student needs and reflect growth in MyWays competencies in the planning year.
Promotion and graduation policy	Distinctive Schools will work through the Personalized Learning Collaborative partner Intrinsic Schools to design and implement all Illinois and Chicago Public High School policy to ensure promotion and graduation of all students. Art In Motion students will use Distinctive Schools MTSS model to support all 7th and 8th grade students in being on grade level going into 9th grade.
At-risk students & Students who require remediation	Distinctive Schools and The Design Team will work with the Grand Crossings community supported by MyWays and The Graduate Persistence Index to build support plans specific to at risk population of the Grand Crossings neighborhood. Through stages of Design Thinking empathy and understanding will come from local context.
Diverse Learners	Distinctive Schools and The Design Team will work with Chicago Public Schools and ISBE to ensure planning and policy update for high school level requirements for Students with IEP's and Language needs.
Professional Development	Distinctive Schools and The Design Team will work with Summit Learning to ensure Basecamp attendance for the Art In Motion staff to build their capacity in curriculum and instruction. Distinctive Schools and The Design Team will work with Common Ground and Nationally recognized performing Arts schools to ensure development of Performing Arts extended curriculum and instruction.
Instructional leadership Roles	Distinctive Schools and the Art In Motion Board will hire their Executive Director, Academic Director and Creative Director immediately upon approval of charter from Chicago Public Schools. The Art In Motion leadership team will have residencies for 6-9 month in Distinctive Schools and partner schools to ensure transfer or training and design of the Art In Motion model.
Food services	The Design Team will work with Whole Foods, Marianos, New Life and a wellness expert to design food service and wellness services for students.

Distinctive Schools was intentionally launched with a cluster of three schools in 2011-2012 to serve as a manageable starting point for the model and an opportunity to capture and replicate best practices. The addition of two more schools, in the 2012-2013 school year, affirmed our ability to expand the network. The core elements of our approach have proven to be very effective, across schools and demographics. Distinctive Schools' campuses for five consecutive years significantly exceeded normative growth in math

and reading on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), with average growth across all grades and campuses exceeding 150% over the three-year period.

At the close of each year, we conduct a comprehensive evaluation to assess progress. Too often in the world of educational/charter management, organizations are quick to take on more and compromise initial success in the process. Distinctive Schools will not expand beyond our current network without evidence that new site implementation of our research-based strategies will remain highly effective and sustainable. Further, expansion occurs only upon a determination that the organization has the increased capacity to take on additional schools. We will not waver from our original commitment to the initial school cluster, nor will we do anything to diminish the level of support and collaboration our schools experience today.

Distinctive Schools is currently in the due diligence process with potential funders including The Charter School Growth Fund and is thinking strategically about its future plans for growth, scale and potential impact. Distinctive Schools has added Vice President of Advancement and Director of Development to ensure the growth model is connected to resources and strategy. These roles are held accountable to ensure model fidelity for all current Distinctive Schools campuses.

Our growth and development plan is guided by the following values and assumptions:

- A measured focus on quality, based on student outcomes and stakeholder satisfaction, over quantity
- A strong local presence in any community we serve, with the potential for sufficient growth to support a shared leadership team for each cluster of schools
- An emphasis on significant client relationships with like-minded values and aligned mission and vision

Our criteria and process for expansion of our work is as follows:

- Demonstrated need for our services among families and children as defined by our mission.
- Evidence of achievement and opportunity gap.
- Environmental evaluation: state-by-state analysis, using the National Association of Charter School Authorizers (NACSA) study as benchmark data
- Financial viability
- Authorizer options
- Existing or potential key relationships

By fiscal year 2021, we envision having 4 regional clusters of schools with a capacity of nearly 9,000 high quality seats to meet the needs of historically underserved students.

Our proposed rate of growth

FY2017

Illinois – 1 Additional Campus – K-8 450 Students

Minnesota – 1 Additional Campus – K-8 350 Students

FY2018

Michigan– 1 Additional Campus K-8 500 Students

Illinois- 1 Additional Campus K-12 500 Students

FY2019

Michigan – 1 Additional Campus – K-8 500 Students

New Jersey – 1 Additional Campus K-8 500 Students

Florida- 1 Additional Campus K-8 350 Students

FY2020

Michigan – 1 Additional Campus – K-8 500 Students

New Jersey – 1 Additional Campus K-8 500 Students

Florida- 1 Additional Campus K-8 350 Students

FY2021

Michigan – 1 Additional Campus – K-8 500 Students

New Jersey – 1 Additional Campus K-8 500 Students

Florida- 1 Additional Campus K-8 500 Students

FY 2021 Distinctive Schools Network Enrollment Summary

State	Campuses	Seats
Illinois	5	2800
Michigan	4	2000
New Jersey	4	2000
Florida	3	1500

5.2. Academic Capacity: The organization has clear plans and systems in place to implement a high-quality educational model with fidelity.

- A clearly identified list and description of non-negotiable features of the model that align with the school's mission and a description of the process through which schools are afforded autonomy. (If the academic model will differ from the one employed at existing schools)
- A description of how the modified model will effectively serve the targeted student population, utilize rigorous curricula, and ensure that teachers deliver powerful instruction
- A clear timeline and plan for the new school to finalize any academic autonomies prior to school opening (*If required to respond to Section 5.2.b. Oversight of Academic Performance*)
- A comprehensive strategy for timely and regular assessments of performance and a sound process for evaluating performance against clearly identified benchmarks
- Clearly identified roles and responsibilities for monitoring academic outcomes at the Board, network, and school level
- An established process for implementing strategies to improve performance when benchmarks are not met
- Interventions that use robust, actionable improvement plans with follow-ups at both the school and organizational levels to address identified issues
- (If applying to open new school(s) while existing school(s) are on academic probation or the

Warning List) A convincing and robust plan to significantly improve performance at failing school(s) while simultaneously opening new schools

Academic Performance Oversight

Performance management is a culture of continuous improvement that is focused on improving student outcomes through systematically turning data and information into actionable practice in classrooms. It is a structure that is used to integrate strategic planning, collaborative learning and accountability to increase likelihood of actually impacting outcomes. The Distinctive Schools' team has designed a performance management system that focuses on supporting teachers improve their practice in the classroom through the use of specific tools and programs, ensure that students are engagement in rigorous content and skills development through personalized learning platform and to create student agency to exponentially increase student outcomes.

The framework that Distinctive Schools has used over the last several years focuses on the following components of performance management.

This framework further outlines a clear process and structures for each level of the organization that will monitor the strategy's effectiveness and efficiency over time. The biggest lever is the continuous improvement model and iterations we need for the strategy to be effective so that there could be organic growth of good practices and routines. As mentioned in section 2.4, the school will have a data team and a centralized data dashboard that will provide timely and appropriate information for performance management review. The dashboard will define the lead measures and interventions that the school team will be held accountable to. The school team and the leadership team will be reviewing the academic and non-academic benchmarks as outlined in section 2.4.1.

The following table provides a well-defined performance management system at the network and school level that will be used to drive the process at the proposed school. This includes the academic performance, student behavior, culture and climate, staff supports and accountability system.

Stakeholders	Roles & Responsibility	Frequency of Monitoring	Tools to be used
CEO / Board	- Monitors strategy & progress on key metrics (Academic and non-academic) - Review indicators on dashboard to ensure effective support to schools - Assist in major strategy revision based on variety on school	Quarterly	School Dashboard

Network Academic Team	- Monitor student progress data on a quarterly basis and design coaching support to the instructional leadership team at the school - Design and implement coaching and mentoring support to school based coaches or teachers to improve classroom practice - Provide scaffolded professional development to all schools on curriculum and instruction based on performance	Quarterly	School dashboard
Principal	- Monitor school level strategies with benchmark assessment data or classroom observation - Review with grade level teams their instructional strategies - Follow up with academic team on supports to be provided	Monthly (biweekly for lower performing grades or groups of students)	School Dashboard
Instructional Leadership Teams / Academic team	- Monitor teacher team strategies with variety of data such as student progress on assessments, classroom observations and samples of student work - Conduct classroom observations or model it to the teacher to improve instructional delivery - Conduct data enquiry cycles with teacher teams frequently to assess results of action plans	Weekly	Samples of student work, online programs
Teacher Teams (Teachers)	- Monitor classroom observation strategies for examining student work on online programs, curriculum platform, assessment data, student work and peer observation - Identify and support student learning challenges - Design improvement strategies to address student learning - Monitor and assess improvement efforts	Daily	Online programs, assessment, student work

The school team including the teacher teams, academic team and the school leadership will hold themselves accountable to the academic benchmarks designed in section 2.4.1. Necessary adjustments will be made based on the baseline performance of the incoming population.

Interventions

The network academic team reviews the student progress data with the CEO quarterly and design appropriate supports to the schools as necessary. The annual educational goals and benchmarks are further broken down into quarterly goals or progress towards the annual goals are monitored closely. A flagging system / early warning indicators are developed to monitor progress towards the goals. These are communicated to the school leadership team, teacher teams and teachers. In case of under-performance, immediate interventions are put in place to set the track towards annual goals.

These include but not limited to:

- In depth data deep dive with school teams to identify specific students and their learning challenges.
- Expand professional development and mentoring opportunities for teachers and coaches at the school
- Monitor the progress of different sub-groups of students including diverse learners, lower performing students or students not meeting their learning targets.
- Provide a coach partner to the principal and support the process of monitoring
- Weekly monitoring of student data to provide immediate feedback to teachers to adjust instructional content or delivery method

In the case of severe under-performance school leadership including the principal has been replaced in order to re-set the path of the school aligned to the network's mission of improving student outcomes.

5.3. Operational Capacity: The operator has demonstrated the organizational capacity to support the opening, operation, and oversight of additional school(s).
• Sensible and clear decision-making authority assigned to the board, network leadership, management organization (if applicable), school administration, and any school advisory bodies or parent/teacher councils • Clearly identified services and resources provided by the network and any national, state-wide, or regional offices to support the growth strategy • A human resources strategy that will realistically identify and attract highly effective teachers, leaders, and staff who are committed to fulfilling the school's mission • Established "sources" or pipelines of talent to help fill all positions

5.4. National Operators' (including Management Organizations') Past Organizational and Financial Performance: The applicant demonstrates a track record opening and operating fiscally sound and legally compliant schools. The operator has acted as a good faith partner with other schools and districts with whom it has contracted.
• If any schools have been placed on fiscal probation, had their contract terminated, voluntarily closed, have not been renewed by their authorizer, voluntarily exited a partnership, or failed

to open, an explanation of the circumstances surrounding these incidents and how the MO responded to each situation
- In compliance with Illinois law, proper disclosure of any known active civil or criminal investigations into any member of the operator's governing body, including any investigation by a local, state, or federal law enforcement agency
- An explanation of the details of any litigation or arbitration that has involved the MO
- Transparent accounts of all schools' past organizational and operational performance (additional due diligence conducted by CPS did not surface any additional information)

In Distinctive Schools history of operation there has been no fiscal probation, terminated contracts, fail to opens or school closures.

There have been no investigations and no cases of litigation or arbitration with Distinctive Schools.

Domain 6: MANAGEMENT ORGANIZATION (MO)

6.1. MO Contract: The draft MO agreement clearly articulates the terms and scope of services provided by the MO.

- A description of the MO selection process and criteria that the founding or existing board used to assess the MO's academic, financial, and organizational track record
- Evidence that the founding or existing board conducted appropriate additional due diligence on the MO prior to Application submission
- Clearly articulated contract terms clarifying the relationship, roles, and responsibilities of the proposed school's Board, the MO, and school administration and staff
- A draft MO contract that clearly articulates:
    - The services to be provided by the MO
    - Compensation to be paid for those services
    - Financial controls and oversight
    - Methods of contract oversight and enforcements
    - Conditions for contract renewal or termination
- In addition, the contract clearly:
    - Establishes the primacy of the charter contract over the MO contract
    - Identifies the proposed school's Board as the party ultimately responsible for the school
    - Defines the MO as a service provider
    - Prohibits the third party from selecting, approving, employing, compensating, or serving as school Governing Board members
    - Requires the school Governing Board to select, retain, and compensate the school attorney, accountant, and audit firm
    - States that no MO staff shall be simultaneously employed by the charter school
    - Demonstrates the avoidance of conflicts of interest between the Board and MO
    - Requires that all materials purchased with public funds are property of the school, not the MO

- A clearly articulated compensation and/or fee structure for MO services
- An explanation of the MO's role in selecting the school leader, who employs the school leader, and whether the school leader reports to the MO

Appendix 6.1

In Appendix 6.1, the applicants *must* provide a draft MO contract that includes all of the terms listed in the evaluation form and outlines terms for termination of the contract with the MO.

Art In Motion used the following selection criteria to identify Distinctive Schools as it's management organization:

- **Research Based Education Model:** The Education Model design is based on best practices supported by up to date, widely accepted researched and incorporates data driven decision making.

- **Operates in Similar Communities:** Evidence of successful operations in similar Communities (demographics, academic need, community need)
- **Commitment to Partnership, Collaboration and Innovation:** Evidence of its willingness to work with local school districts, parents, and community members & organizations to develop and provide programs and services for the benefit of students

- **History of Success:** Demonstrated an ability to improve student academic performance

- **Operational Capacity:** Ability to provide direct oversight and management of school operations to ensure its operational model and education model are executed with fidelity.

Management Organization Selection Process

	Research Based Education Model	Operates in Similar Communities	Commitment to Partnership, Collaboration and Innovation related to A.I.M.'s vision	History of Success	Operational Capacity
KIPP	x	x		x	x
NOBLE	x	x		x	x
CICS/Distinctive	x	x	x	x	x
Responsive Education	x	x	x		x

Green Dot Public School	x	x			x

Through careful consideration Art In Motion ultimately believes that Distinctive Schools was the ideal partner to drive high student achievements as well as an innovative model in the performing arts. Through their past partnerships and innovative approaches Distinctive Schools operates schools with high levels of achievement, culture and innovation.

Even though Distinctive Schools does not currently operate any schools beyond 8th grade, Art In Motion sees Distinctive Schools' innovation and partnership strengths to be an asset to design a high school performing arts model in Chicago.

To ensure best practice and deeper learning the board and/or Distinctive Schools are already working side by side and secured partnerships in a personalized learning collaborative (Chicago Personalized Learning Collaborative) and the performing arts through:

- Chicago based High School operator Intrinsic Schools and Chicago Public Schools
- Top performing and nationally recognized California based Summit Learning. The Summit Learning model is a national example of personalized curriculum and instruction.
- The Common Ground foundation provide ideation, content expertise and design to the performing arts model. Common is an American rapper, actor, film producer and poet.

The Common Ground Foundation is a key resource to transforming education in the Grand Crossings neighborhood as well as across the nation. Common is quoted below on his purpose for Common Ground:

"I started the Common Ground Foundation because I wanted to help. Most of all help people to help themselves. I always believed that if we started with the youth then we would be planting the seeds for our future to blossom. Give the children a sense of hope, self-esteem, and love that will better the world…I think making a difference in the lives of others is life's greatest purpose. I walk this path with faith knowing that the Common Ground Foundation will Change the World."
https://commongroundfoundation.org/about/

The Art In Motion board along with Distinctive Schools has visited Chi Arts and has visits scheduled to National top performing arts schools to learn and adapt best practice. Distinctive Schools has a track record of using partnerships to drive improvement and innovation in their model. Partnerships and collaboration will continue to be instrumental in an innovative high school performing arts model. Art In Motion and Distinctive Schools have signed a letter of intent to secure beginning contract terms (attached to draft contract) as well as funding for a planning year in 2017/2018 to ensure resources and development of high school and performing arts design anchors.

Partnerships that were integral to the development Distinctive Schools Personalized Learning Model of Innovation include:

- Participation in The Innovative Educators Network Summer Design Programs with The Chicago Public Education Fund which enabled us to learn about innovation and design in schools
- Participation in The Leap Innovations Pilot Network which enabled us to refine our blended learning experience through digital program partnerships
- Multiple Next Generation Learning Challenge Breakthrough Schools pilot grants which enabled us to create prototypes of our personalized learning model in pilot classrooms
- Multiple Next Generation Learning Challenge Breakthrough Schools implementation grants which enabled us to scale our personalized learning model across all classrooms
- Participation in Summit Basecamp which enabled us to redesign our middle school model through adopting The Personalized Learning Platform and Summit Learning Model.

The Art In Motion Board will contract with Distinctive Schools as the management organization. Distinctive Schools will provide counsel to the Board and will provide training to teachers and administrators to ensure fidelity of its successful model. The Board and Distinctive Schools will use an open and fair process will select an Executive Director after recruiting and interviewing all potential candidates with a recommendation from Distinctive Schools. The Executive Director is responsible for overall school performance and organizational management and is also the primary person responsible for maintenance of the school's culture, academic, artistic and operational leadership to ensure Art In Motion students meet their achievement goals. Distinctive Schools network coaches the leadership to ensure fidelity to the Distinctive Schools model, that the Board has voted to adopt. While the board can make recommendations about the performance of the leader based on outcomes, Distinctive Schools is responsible for leader performance and staffing decisions.

A draft MO contract in appendix 6.1 outlines the following contractual terms including leader and board responsibilities:

Article 1: Contractual Relationship
Article 2: Term of Contract
Article 3: Functions of Distinctive Schools
Article 4: Obligations of the Board
Article 5: Financial Agreement
Article 6: Personnel and Training
Article 7: Termination of Agreement
Article 8: Proprietary Information
Article 9: Indemnification
Article 10: Insurance
Article 11: Miscellaneous

6.2. MO Oversight: There are robust plans for the board to closely monitor the MO's performance and hold it accountable for meeting defined performance benchmarks.
• A description of the process that the board will use to monitor MO performance, which should discuss:

- Quantitative performance indicators
- Consequences if performance benchmarks are not met
- Regular evaluation procedures
- Scheduled renewal decision making by the school's Board Clear acknowledgment of the board's capacity to terminate the relationship with the MO if necessary

The Art in Motion Board will be responsible for the effectiveness and success of the school. While the staff of the management organization and individual schools is charged with the day-to-day management of the schools, the Board sets long-term goals and strategy, provides current oversight of the finances and programs of the school and ensures compliance with applicable laws, the bylaws and the charter. The Board will set the schools' mission, monitor the performance of the schools and take necessary actions to ensure that the schools remain true to their mission and charter. The Board will meet six times per year at the school building. Throughout the year and at Board meetings, the Board will receive information and updates that reflect on its effectiveness, including academic, financial, and operational and development reports on the school.

Academic Oversight:

The Board, working with the CEO and school staff will set academic goals for each year. The CEO and school staff will design curriculum, implement programs, allocate resources and collect data. The Education Committee, a Board committee, will support the CEO and school staff in their work. At each Board meeting real-time data on student performance will be presented to the Board, and adjustments to academic programs and/or resource allocation will be considered on a frequent basis in line with the school's value of continuous improvement. The Board will be responsible for assessing the performance of the school on educational goals aligned with the CPS SQRP. The Board will meet three times per year to assess the school performance on student growth and attainment metrics as outlined in section 2.4.1. The academic oversight by the Board will ensure that school team's instructional strategy is aligned with student success.

Operational and Financial Oversight:

Operational quality and oversight is critical to school success. Essential indicators of charter school operation quality are focused on financial performance and sustainability, human capital efficiency and parent and community engagement.

Prior to the beginning of each fiscal year, the CEO will present an annual budget to the Board for approval. The Board will review and approve the annual budget for each school and for the organization as a whole, and any material changes to the budget will require the Board to approve an amended budget. At each Board meeting, the Board will be presented and will review the financial statements of each school and the organization. The Board will hire an auditor and review and approve the annual audit of the organization. At each meeting the Board will also receive updates regarding each facility and its operations. The Board will also approve all financial policies that set the processes and controls for contracts, expenditures, and internal control.

The Board of Directors provides financial oversight of the organization and engages directly in the following activities:

- Approve annual budgets

- Approve salary schedules
- Review five-year budget projections
- Review monthly financial statements
- Hire the auditor
- Review and approve the annual audit
- Review and approve all fiscal management policies and procedures
- Ensure that strong financial internal controls are in place to reduce the possibility of errors, fraud and mismanagement.

A subset of the members of the Board of Directors will serve on the Finance Committee. The Finance Committee will be composed of individuals who have experience in finance, accounting, auditing, and business management. The Finance Committee will meet on a monthly basis to review the organization's financial position and outlook with the CEO and Director of Finance and Operations (DFO). The DFO will prepare a monthly reporting package for review by the Finance Committee and the CEO, which will include:

- Balance sheet
- Income statement
- Cash flow statement
- Budget variance report
- Year-end projections

The Board of Directors will also have an oversight over any independent financial audits conducted and will hold the school accountable for any findings. Apart from liaison to the Finance Committee of the Board. The Finance Committee will ensure that financial management policies are adhered to by the DFO and establish necessary checks and balances.

The Board will hire, set the salary and benefits for, and evaluate the CEO. Through the Governance Committee the Board will work with the CEO to set annual goals and periodically provide feedback on progress toward those goals. The CEO, in turn, will hire and propose the salary for each school Principal and each other employee reporting to the CEO. The Board will, based on recommendations from the CEO and school staff, approve salary schedules during the budget process. The Board will also set major policies and procedures for school operations and HR matters.

Non-academic services will be managed both at the MO and school level depending on the nature of the activity. For example:

- Financial and compliance related services will be managed by the MO's Director of Finance and Operations (DFO)
- Fundraising services will be managed by the MO's CEO
- Staffing will be managed at the school level by the Principal
- Parent and community engagement will be managed at the school level by the Principal
- Student recruitment will be jointly managed between the school Principal and the CMO's CEO or designee

Operational Goals								
Goal	**Metric**	**Area**	**Owner**	**FY19**	**FY20**	**FY21**	**FY22**	**FY23**
Balanced Budget	Financial Statement	Finance	DFO	Meet	Meet	Meet	Meet	Meet
Cash Reserve	Financial Statement	Finance	DFO	40 days cash	50 days cash	60 days cash	70 days cash	75 (Steady State) days cash
Variance to Budget	Monthly Financial Reports	Finance	DFO	+/- 10%	+/-7.5%	+/- 5%	+/- 5%	+/- 5%
Development Target	Financial Statements	Finance	CEO	$200 K				$500 K (Steady State)
No Material Weakness in controls or compliance	Audit	Finance/ Compliance	DFO	Meet	Meet	Meet	Meet	Meet
% of Teachers Retained	Staffing Information	Staffing	Principal	75%	75%	80%	80%	80%
Teacher Net Promoter Score*	Survey	Staffing	Principal	60 %	62.5 %	65 %	67.5%	70 %
Student Demand	# of applicants per seat	Community	CEO and Principal	1.5	1.5	2	2	2
Parent Net Promoter Score*	Survey	Community	Principal	60 %	62.5 %	65 %	67.5%	70 %
Parent Workshop Completion	Attendance Records	Community	Principal	25%	25%	25%	25%	25%
Consortium on Chicago School Research	Survey	Community	Principal	60% Green	60% Green	60% Green	60% Green	60% Green

**Net Promoter Score® is customer loyalty metric developed by Bain & Company. NPS asks the question, "Would you recommend us to a friend or colleague?" on a ten-point scale, and scores the percentile based on the formula [Promoters (9,10) – Detractors (0-6)].*

The school leadership team will review the operational outcomes on an ongoing basis. While certain information such as the budget variance will be tracked monthly, most of the operational goals will be measured annually. As soon as information on each goal is available, it will be reported to the

school leadership, the MO leadership and the Board of Directors. Collectively the leadership and board will utilize the reports to determine whether or not the school is operationally on track. In any area where the school fails to meet its operational goals, the leadership will prepare a corrective action plan to present to the Board of Directors for their review and approval. The Board will then monitor the school's progress on the corrective action plan on a monthly basis or until such time that the operational goal in question is met.

Contractual Process and Consequences

The Board will assess the school performance and design appropriate consequences in case academic, operational and financial performance benchmarks are not met. The Board could potentially terminate the MO agreement if necessary benchmarks are not met which includes:

1. Adequate progress towards student growth and attainment

2. Operational goals including financial performance efficiency, parent and community engagement indicators and staff satisfaction

The Board will develop appropriate procedures to give a written notice to the MO for inadequate for service provision. Article 7 (in appendix 6.1) clearly outlines the specifics of termination of agreement in case of inadequate quality of service. If the MO is unable or unwilling to achieve the benchmarks, the Board will initiate the procedure for termination of the agreement. The cause for termination will have to be laid out by the Boardthen-current School Year, unless there are unusual and compelling circumstances that justify the disruption to the educational program and the students which would be caused by a mid-year termination. The contract in Article 7 summarizes the consequences and renewal conditions for the Board. to the MO CEO in an attempt to resolve the issues. If the MO is unable to resolve the matter, the termination shall become effective in accordance with the termination notice. However, no termination shall become effective prior to the end of the year.