Executive Summary

The Executive Summary should be a stand-alone document that gives a succinct narrative overview of the application.

Section 1: Parent and Community Engagement and Support in Targeted Community

State charter school law (105 ILCS 5/27A-8) states that in evaluating any charter school proposal submitted to it, the local school board should give preference to proposals that demonstrate a high level of local pupil, parental, community, business, and school personnel support. Successful schools are sensitive to and meet the needs of students and families in their respective communities. Design Teams must demonstrate connections that have been established with prospective parents and communities by the time they submit their Tier 1 proposals and continue to conduct outreach throughout the evaluation process.

Each team should provide evidence of engagement of the community in the proposal planning process and demonstrate the capacity to further integrate itself into the community it hopes to serve over the course of its five-year charter.

1.1. Parent and Community Engagement/Need in Targeted Community

1.1.a. Parent and Community Engagement (Preparation of Proposal)

The proposal should demonstrate that Design Teams allowed enough time in their planning process (i) to notify parents/guardians and community members of the proposal and (ii) to solicit and meaningfully consider their feedback in the development of the proposal.

Methods that Design Teams may utilize to notify parents/guardians and community stakeholders of the proposed school to solicit their feedback may include:

- Conducting home visits to communicate the school’s mission, vision, and model
✓ Holding community meetings (alone or in partnership with local community- or faith-based organizations or leaders)
✓ Meeting with groups of local parents
✓ Distributing flyers, brochures, or other marketing materials to residents, community organizations, and/or businesses that outline how individuals can submit comments for consideration (e.g. listing phone number, email, fax, mailing address, or inviting individuals to a community meeting with a period for comment, etc.)
✓ Placing advertisements in neighborhood newsletters or other media outlets
✓ Including a place for community members to post comments on the proposed school’s website (if applicable)

*Please note that all materials, presentations, advertisements, etc. should cite how individuals can submit comments on the proposal/proposed school for consideration (e.g. listing phone number, email, fax, mailing address, school website with a mechanism for submitting comments, etc.)*

In a Parent and Community Engagement and Support attachment, please provide evidence of having notified parents/guardians and community members. Appropriate examples include:
✓ Dated emails, flyers, or invitations to any community meetings
✓ Copies of advertisements in local newsletters or other media outlets
✓ Any media coverage on radio, television, or social media
✓ Any marketing materials
✓ Presentations from community meetings
✓ Any correspondence between the Design Team and community stakeholders
✓ Emails to listserves
✓ Photos, sign-in sheets and notes from community meetings

(ii) This section should describe the input received from parents/guardians and community stakeholders up to submission of the proposal (both Tier 1 and Tier 2). (Note: Any additional parent/guardian and community input gathered during the evaluation period of the Tier 1 proposal may be detailed in the Tier 2 proposal. However, it is expected that Design Teams will have already considered and incorporated feedback from community stakeholders into the Tier 1 proposal.)

In the proposal narrative or in a Parent and Community Engagement and Support attachment:
✓ Provide a detailed record of the specific feedback that the Design Team received from a wide range of stakeholders with an explanation of whether and how (if applicable) it was incorporated into the proposal.

Please note that Design Teams will have the opportunity to present their proposals to community members at a community meeting that the Office of New Schools will host in December 2013. Design Teams will also be required to participate in a legally mandated Public Hearing in January 2014. Applicants should try to turn out community supporters for both the Community Meeting and Public Hearing.

1.1.b. Description of Need in Targeted Community

In its discussion of need in the targeted community, this section may consider:
✓ Analysis of current academic data and student achievement in the proposed community
✓ A programmatic gap in the community that the school may fill
✓ Evidence of waiting lists at other charter, contract, or district schools of choice in the targeted community
✓ Surveys of prospective stakeholders demonstrating a demand for more school options in the community

1.2. Evidence of Parent and Community Support in Targeted Community

1.2.a. Evidence of Parent Support in Targeted Community(ies)

The proposal should provide evidence of sufficiently robust support and demand for the school among parents
with school-aged children. Evidence of support for this proposal from parents may include:

- Letters of intent to enroll from parents indicating that they would consider enrolling their student(s) in the school if it is authorized
- Petitions that explicitly demonstrate that the signers have student(s) of age to enroll in the school and would consider enrolling their student in the school if it is authorized

1.2.b. **Evidence of Community Stakeholder Support in Targeted Community(ies)**

Examples of appropriate forms of evidence of community support include, but are not limited to:

- Letters of support or memoranda of understanding that specifically cite the proposed school
- Public statements of support captured by the media
- Petitions supporting the proposed school signed by residents, community stakeholders, and/or parents without school-aged children
- In-kind donations

### 1.3. Future Plans for Parent and Community Engagement Plan and Partnerships

#### 1.3.a. Key Community Partnerships (Once in Operation)

Explain how, if approved, the proposed school will establish and sustain fruitful partnerships with community-based organizations, local businesses, and other community groups to help fulfill the mission and vision of the proposed school. Describe how partnerships will support a sense of community and enhance the school culture.

If services or resources provided through a partnership are integral to the implementation of the school model, please provide evidence of the partner organization’s commitment in a memorandum of understanding, letter of intent or commitment, or draft contract. This document should:

- Describe the purpose of the organization independent of the school
- Outline the nature of the relationship with the school
- Define expectations for roles and responsibilities in the partnership
- Clearly identify if services or resources will be provided for a fee or free of charge
- Be signed from a representative of the partner organization with his or her contact information provided

The proposal should also explain how the Design Team conducted necessary due diligence when selecting the partner.

**Things to Consider:**

- What are the roles and responsibilities of community members and/or groups who partner with the school?
- How will community resources coordinated through partnerships be accessed and utilized to increase student performance and complement the mission of the proposed school?

#### 1.3.b. School Involvement in Community (Once in Operation)

Please note that acknowledging community tension around a proposed school will not itself be cause for denial of a proposal. However, this section of the proposal should present a realistic assessment of any perceived challenges to successfully opening and managing a successful school and present deliberate approaches to overcome any potential roadblocks.

**Things to consider:**

- Will the school offer any programs or adult learning opportunities to parents and community members?
- If your Design Team has examples of successful community engagement practices implemented at schools within your portfolio, please use this information to respond to the questions.
Identify which member of your Design Team is responsible for community outreach and engagement, now and once the school is operating.

Section 2: Academic Capacity

2.1 Mission, Vision, and Culture

2.1.a. Mission and Vision

A school's mission and vision statements should provide the foundation for the entire proposal and be reflected throughout all sections. The mission and vision statements should identify the school's target student population and align with the declared purposes for charter schools outlined in the Charter Schools Law.

Mission: A mission describes the core purpose(s) and priorities of your school. All stakeholders should understand and be able to articulate the school's mission.

A mission statement should:
- Describe the core school design components, including who the school will serve, what the school will accomplish in concrete terms, and what methods it will use;
- Be attainable and consistent with high academic standards;
- Reflect the key values that teachers, administrators, and students know and support;
- Be concise and clearly describe in just a few sentences the school's purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the school;
- Be able to be operationalized and guide the work and culture of staff and students.

Things to Consider:
- Does the mission statement present a succinct and compelling statement of values that will lead to improved educational outcomes?
- Does the mission statement present guiding principles and values that can be operationalized to guide the work and culture of staff and students?
- Is the school mission attainable?
- Is the school mission aligned to the identified needs of the community and targeted student population?
- Does the mission statement describe the school's grade structure?

Vision: The vision statement describes the proposed school's highest priorities and long-term goals, identifying what will be accomplished when the school is successful in executing its mission over the long term. The vision statement should explain what success looks like in terms of students' life outcomes and the impact on the community, District, and/or society. A vision statement is a broad, powerful goal whose scope is bigger than daily activities and should indicate the school's valued measures of success.

Things to Consider:
- Is the vision meaningful, measurable, and focused on high academic achievement?
- Is the vision aligned with the long-term needs and strategy of the community?

2.1.b. Educational Philosophy

The educational philosophy should provide a concise description of the Design Team's core beliefs and values about education and how those priorities inform the design of key educational elements of the school. These key design elements are articulated in greater detail in other parts of the proposal.

An educational philosophy should:
- Reflect the Design Team’s core beliefs and values about education;
- Describe the fundamental features of the school’s comprehensive educational program, including but not limited to its research-based and/or innovative curricula, instructional methods, assessments, culture, and other key program components critical to the school’s success;
- Include explicit citations of research or other evidence of effectiveness that support how these strategies will positively impact student outcomes for the targeted student body;
- Address the diverse needs of the targeted student body.

**Things to Consider:**
- Are your school’s educational philosophy and key design elements clearly articulated?
- How does your educational philosophy support your school’s mission?
- How will your educational philosophy help you to achieve your academic goals?

### 2.1.c. Description of Culture

This section of the proposal should describe the systems, traditions, and policies that will enable your school to promote a positive academic and social environment that fosters students’ intellectual, social, and emotional development from the first day of the school’s operation.

**Things to Consider:**
- What do you envision to be the shared beliefs, attitudes, customs, and behaviors of your school? Of your teachers and leadership? Of your students?
- How does the school plan to align staff, students, and families around high expectations for student learning and behavior? What is the role of administrators, teachers, students, and families in establishing and maintaining school culture?
- What are the systems, traditions, policies, and symbols that give your school its identity?
- Is the proposed school culture conducive to a safe learning environment?
- Does the proposed school culture reinforce positive student behavior, promote student learning and alleviate negative behavior?
- How will the school monitor student social, emotional, and behavioral development to ensure that students remain on track to fulfill the school’s educational goals?
- Does the proposed school culture align with and reinforce the mission, vision, and education plan for the proposed school?

*Note: Any responsibilities assigned to staff members in regard to promoting and monitoring positive school culture should be cited in the attached comprehensive organizational chart and job descriptions.*

### 2.1.d. College Readiness

Describe how the school culture and staff will intentionally expose students to post-secondary education opportunities at all grade levels. Describe how a culture of high expectations will be reinforced by providing students access to college through curricular or extracurricular programs. Cite any structured programs or supports, tracking systems, and individuals responsible for helping promote and monitor college readiness among students.

*Note: Any responsibilities assigned to staff members in regard to promoting college readiness should be cited in the attached comprehensive organizational chart and job descriptions.*

### 2.1.e. Social, Emotional, and Physical Health

Describe how the school will identify the social, emotional, and physical health needs of all students on an ongoing basis, including which staff members will be responsible for particular programs/activities. Provide a comprehensive plan to address the anticipated social, emotional, and physical health needs of students. Specifically reference methods to assess the success of all associated programs.
Things to Consider:

- Does the school offer additional programs, activities, or support services beyond academics to address students’ social and emotional needs?
- Does the school offer additional programs, activities, or support services specifically designed to promote students’ physical health?
- Are school staff equipped to address needs, or will the school partner with external organizations or service providers?
- Applicants may want to review the ISBE Social Emotional Learning Standards at http://www.isbe.state.il.us/ils/social_emotional/standards.htm.

Note: Any responsibilities assigned to staff members in regard to identifying, monitoring, and supporting the anticipated social, emotional, and physical health needs of students should be cited in the attached comprehensive organizational chart and job descriptions.

2.1.f. Behavior and Safety

Design Teams should provide a description of their school-wide behavior management plan. The plan should explain how the proposed school will communicate and reinforce school-wide behavior expectations and the system of incremental consequences for both positive and negative behavior. The proposal should also address how due process will be afforded to all students, including students with disabilities.

Things to Consider:

- Is the school’s system of incremental consequences strength-based?
- Is the process for progress monitoring behavioral interventions outlined? Who is responsible for overseeing these interventions?
- Are the expectations and roles for school leaders and staff in implementing the behavior policies clearly articulated?
- How will expectations for behavior be clearly communicated to teachers to help norm the implementation of consequences and positive behavioral interventions and supports?
- Are systems in place to ensure that the school will protect the rights of students with disabilities in disciplinary actions and proceeding?
- Are there systems in place to ensure that behavior policies are equitable and that no subgroups of students are disproportionally impacted by behavior policies?

Related Policies

Charter Schools may utilize CPS policies or may propose their own policies as they relate to promotion, graduation, and student discipline. Charter School applicants should review the “Things to Consider” sections below for more information.

Please note that all schools must comply with students’ federal due process rights and federal and state laws and regulations governing procedures for students with disabilities. All charter schools are subject to CPS “Procedural Guidelines for Discipline of Students with Disabilities”. The Individuals with Disabilities Education Act (IDEA) requires that disciplinary policies and procedures for students with disabilities and impairments apply to all schools belonging to a Local Educational Agency (LEA). 23 Illinois Administrative Code 226.60 states: when a school’s charter is issue by a local board of education pursuant to Section 27A-8 of the school Code [105 ILCS 5/27A-8], that charter school shall be considered as a school within the district over which that board of education exercises jurisdiction. The charters operating in Chicago are issued pursuant to Section 27 A-8 of the Illinois School Code, are part of the LEA and therefore must comply with CPS policy implementing IDEA requirements.

Things to Consider Regarding Student Discipline:

- Charter Schools may opt to adopt the CPS Student Code of Conduct (SCC) in full or submit an alternative discipline policy. Any deviation from the SCC must be approved by the CPS law department.
prior to being implemented at the school. Charter Schools must submit their discipline policies to the CPS law department by April 1 of each year.

✓ If presenting an alternative policy, a Design Team’s proposed policy must comply with IDEA.
✓ How does the school’s discipline policy promote positive student behavior through a system of rewards and consequences?
✓ Does the school’s discipline plan present a clear and fair system that complies with students’ due process rights?
✓ Does the school’s discipline plan address potential safety and discipline issues that may arise? Does this plan demonstrate clear and thorough strategies to ensure the safety of all students?
✓ Does the discipline policy have a schedule for communication to parents/students that is timely and allows for due process?

Things to Consider Regarding Promotion and Graduation Policies:

✓ Clearly articulate promotion and graduation policies in the proposal.
✓ If presenting an alternative policy, Charter School Design Teams must address how the proposed policy will comply with IDEA.
✓ Include strategies to prepare students at transition levels (i.e. students moving from elementary to high school and high school to post-secondary) and to support students who are not promoted on schedule. Describe how promotion and retention policies will promote and reflect a culture of high academic expectations for all students.

2.1.g Parent Involvement

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

Things to Consider:

✓ How will the school provide parents access to their students’ educational experience?
✓ How will the school build partnerships with parents who do not speak English?
✓ How will the school engage parents in the school’s creation and ongoing success through participation in governance and/or advisory bodies/committees?
✓ Will the school offer continued learning opportunities for parents? If so, will school staff or external organizations provide such services? How will costs of services be covered?

Please note that the Illinois Charter School Law requires that charter school proposals submitted to the local school board shall include a description of the “nature and extent of parental…involvement in the governance and operation of the charter school (105 ILCS 5/27A-7(10)).

2.2 Academic Track Record Serving Similar Student Populations

2.2.a Roles and Demonstrated Experience

Design Teams are most successful when they reflect a diversity of skills and experience. For Design Teams who are first-time school developers, please provide evidence and describe experiences that directly reflect the team’s capacity to create a successful new school in Chicago. The response should list all key individuals involved in developing the proposal and a summary of their areas of expertise, including any paid or unpaid consultants. In addition, the proposal should clearly identify Design Team members’ proposed roles and responsibilities in the new school, once in operation.

Things to Consider:

✓ Does the Design Team and/or proposed Board have diverse skills to support strong educational, financial, and operational oversight?
How will the Design Team members collaborate to ensure the successful design and operation of the proposed school?

2.2.b. Serving Similar Student Populations

The proposal should demonstrate that the Design Team, whether an existing Chicago or national operator or a new team of individuals, have experience driving academic achievement and growth for students similar to those the school(s) propose to serve.

Tables 1-3 outline metrics that applicants who operate existing schools outside of Chicago should submit in an attachment for all existing schools within the network. (In the case of new operators, individual members of the Design Team with academic expertise or proposed instructional leaders should submit similar metrics at the classroom level.) The tables rank the requested metrics into “Priority Levels” based on the type of metric and the quality of the source of data. The lower the Priority Level, the more weight that evaluators will place on the metric when evaluating proven track records. Criteria for demonstrating a successful track record are provided for each metric. Operators are welcome to submit data for multiple metrics, if available.

1 Evaluators will have access to official CPS data to evaluate existing CPS operators’ track record, so existing Chicago operators are not required to submit any additional data.
Table 1: Proven Track Record Priority Levels for Elementary Schools

<table>
<thead>
<tr>
<th>Priority Level</th>
<th>Metrics</th>
<th>Source of Data</th>
<th>Criteria for Demonstrating a Successful Track Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School-level growth on a nationally-normed state test administration, comparing students to their previous performance. Report must show: • The school’s value added ranking or • Percentile for making expected growth or • Percent making expected growth or • Another growth metric that provides information on how much students at the school grow relative to local, state or national peers.</td>
<td>Score report must be state- or district-produced</td>
<td>Value added: • If percentile, 70th percentile or above in both reading and math. • If value added z-score, 0.5 or higher standard deviations above the mean on average, in both reading and math. Expected Growth Percentile: • 70th percentile or above in both reading and math Percent making expected growth: • 70% or above in both reading and math.</td>
</tr>
<tr>
<td>2</td>
<td>Average student growth on an adaptive test such as NWEA MAP, SCANTRON, Renaissance Learning’s STAR or other. Report must show: • Reading Growth Percentile • Math Growth Percentile • Conditional Growth Index (NWEA)</td>
<td>Score report must be produced by vendor</td>
<td>Average Growth Percentile: • 60th percentile or above in both reading and math Conditional Growth index: • School-wide growth average of at or above 0.5 standard deviations above the growth projections</td>
</tr>
<tr>
<td>3</td>
<td>Percentage of Students Meeting Individual Growth Targets on NWEA MAP, SCANTRON, STAR or other adaptive test. For example: • NWEA Percent Making Target Growth</td>
<td>Score report must be produced by vendor</td>
<td>Students Meeting Individual Growth Targets: • % meeting growth targets in both reading and math at or above 60%</td>
</tr>
<tr>
<td>4</td>
<td>Overall achievement on state tests</td>
<td>State-produced report</td>
<td>Students Meeting/Exceeding Standards: • 70% of students meeting or exceeding state standards in both reading and math OR growth in the percent of students meeting standards in both reading and math of at least 10% over the past 3 years.</td>
</tr>
<tr>
<td>5</td>
<td>Overall achievement on a nationally-normed, school-purchased assessment tool (e.g. Terra Nova, SAT10, ITBS, etc.)</td>
<td>Score report must be vendor-produced</td>
<td>Students at or above benchmark: • 85% of students at or above benchmark in BOTH reading and math</td>
</tr>
</tbody>
</table>
### Table 2: Proven Track Record Priority Levels for High Schools

<table>
<thead>
<tr>
<th>Priority Level</th>
<th>Metrics</th>
<th>Source of Data</th>
<th>Criteria for Demonstrating a Successful Track Record</th>
</tr>
</thead>
</table>
| 1              | School-Level Growth on Educational Planning and Assessment System (EPAS) | ACT-produced score report                           | EPAS Student Growth Percentile:  
  • 70th percentile or above in at least 2 of the 4 subject areas, one of which must include math (e.g. reading + math, science + math, writing + math)                                                                                      |
| 2              | Student Growth on another nationally normed assessment product (e.g. PSAT to SAT, STAR, NWEA, AIMSWeb, etc.) | Score report must be produced by vendor and indicate magnitude of growth | Growth Percentile:  
  • 70th percentile or above in both reading and math  
  % Making Expected Growth:  
  • 70% of students or move making expected growth in both reading and math  
  Students Meeting or Exceeding State Standards:  
  • 60% of students meeting or exceeding state standards in both reading and math |
| 3              | Percent of students at or above state meet/exceeds benchmark in at least 11th grade. If the state tests additional grades, scores for these students must also be submitted. | Score report must be state- or district-produced | Student Pass Rate:  
  • At least 70% of students pass in at least 75% of the exams taken. For example, if the state administers 8 different exams as graduation requirements, school must provide evidence of at least 70% of students passing in at least 6 of these exams. |
<p>| 4              | Percent of students passing state or district-administered end of course exam. | Score report must be state- or district-produced | Students at or above benchmark:                                                                                                                                                                                                                   |
| 5              | Overall achievement on a                                                | Score report must be                               |                                                                                                                                                                                                                                                   |</p>
<table>
<thead>
<tr>
<th>Tier</th>
<th>Metrics</th>
<th>Source of Data</th>
<th>Criteria for Demonstrating a Successful Track Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>nationally-normed, school-purchased assessment tool (e.g. Terra Nova, SAT10, ITBS, etc.)</td>
<td>vendor-produced</td>
<td>• 85% of students at or above benchmark in <strong>both</strong> reading and math</td>
</tr>
<tr>
<td>NA</td>
<td>Test Participation Rate</td>
<td>District report, district data dashboard printout, or cite source of data</td>
<td>Test participation rate (%)&lt;br&gt;• &gt; 95%</td>
</tr>
<tr>
<td>NA</td>
<td>Student Attendance</td>
<td>District report, district data dashboard printout, or cite source of data</td>
<td>Attendance rate&lt;br&gt;• &gt; 90%</td>
</tr>
<tr>
<td>NA</td>
<td>4-Year Graduation Rate</td>
<td>District report, district data dashboard printout, or cite source of data</td>
<td>4-Year Graduation Rate&lt;br&gt;• &gt; 75%</td>
</tr>
<tr>
<td>NA</td>
<td>College Enrollment</td>
<td>Please cite the source of data</td>
<td>College Enrollment Rate:&lt;br&gt;• &gt; 65%</td>
</tr>
<tr>
<td>NA</td>
<td>College Persistence</td>
<td>Please cite the source of data</td>
<td>College Persistence Rate&lt;br&gt;• &gt; 75%</td>
</tr>
</tbody>
</table>

**Table 2: Proven Track Record for Primary Schools**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Metrics</th>
<th>Source of Data</th>
<th>Criteria for Demonstrating a Successful Track Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Student growth on TRC/DIBELS/IDEL, STEP, BAS or other teacher-administered measure of student early literacy or numeracy</td>
<td>Official vendor report</td>
<td>% at or above benchmark:&lt;br&gt;• 80% of students in <strong>all</strong> tested grades in reading OR math</td>
</tr>
</tbody>
</table>

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2 For schools serving primarily (e.g. PK/K-3) or only primary students (PK/K-2).
2.2.c. School Leadership

Explain how the school leadership team is uniquely situated to leverage its diverse talents and capacities to meet the many needs of a newly forming school, and to ensure the success of the school both at opening and during each phase of growth. The proposal should list clear criteria used for selecting the school leader. (Note: The requested job descriptions for instructional leaders are also requested in Section 2.5.a. Recruitment and Staffing. Both sections refer to the same documents).

2.3 Educational Goals and Assessment Plan

A strong curriculum is bolstered by a system of diagnostic, formative, interim and annual assessments to gauge student progress and instructional efficacy. Successful proposals demonstrate a coherent assessment strategy that a) sets clear and measurable academic and non-academic goals, b) incorporates suitable formative and interim assessments to measure progress towards goals, and c) formalizes processes to facilitate data-driven decision making at the classroom, grade, subject, and whole-school levels.

2.3.a. Educational Goals and Metrics

Establishing specific and measurable student achievement goals at the school, grade, and classroom levels is the foundation for effective data-driven decision making.

Each Design Team should create a table that explicitly outlines specific, measurable educational goals for each of the first five years of the school’s operation and identify the metrics/assessments that will be used to measure progress towards these goals (as identified in Section 2.3.b. Student Assessment Plan). Be sure to include academic, attendance, graduation (HS), and post-graduation goals (HS). All supplemental goals should be clear, measurable, rigorous, reflect the school’s culture of high expectations, and align with the assessment plan.

The following table provides sample measures and formatting for your school’s goals over the five-year term of its contract. Please note that this example should be used for reference purposes only. Your team will need to create its own table that highlights your school’s unique education plan and clearly reflects your school’s strategy for measuring educational success over time. Please note that approved new schools will be held accountable to the metrics in the CPS Performance, Remediation, and Probation Policy (PRPP), as amended. The current PRPP can be found at http://policy.cps.k12.il.us/download.aspx?ID=266.

**Sample Educational Goals Table (For Illustrative Purposes Only)**

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<tbody>
<tr>
<td>NWEA Growth</td>
<td>NWEA Reading and Math</td>
<td>3rd-8th</td>
<td></td>
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<tr>
<td>NWEA Growth Priority Groups</td>
<td>NWEA Reading and Math</td>
<td>3rd-8th</td>
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<tr>
<td>(SpEd, ELL, African American, Hispanic)</td>
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<tr>
<td>NWEA Performance</td>
<td>NWEA Reading and Math</td>
<td>3rd-8th</td>
<td></td>
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<tr>
<td>% Students Meeting NWEA Growth Targets</td>
<td>NWEA Reading and Math</td>
<td>3rd-8th</td>
<td></td>
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<tr>
<td>NWEA Performance</td>
<td>NWEA Reading and Math</td>
<td>2nd</td>
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<tr>
<td>ELL Student Support</td>
<td>ACCESS Performance</td>
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and Progress

PreK-8th Grade Attendance | Average Daily Attendance | PreK-8th

5 Essentials | My Voice My School Survey | All Students

Unique Educational Goal

Unique Educational Goal

Unique Educational Goal

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**Educational Goals for High Schools**

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<tr>
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<tbody>
<tr>
<td>EPAS Composite Growth</td>
<td>Explore, Plan, ACT</td>
<td>9th-11th</td>
<td></td>
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<tr>
<td>EPAS Composite Growth</td>
<td>Explore, Plan, ACT</td>
<td>9th-11th</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EPAS Composite Growth (SpEd, ELL, African American, Hispanic)</td>
<td>Explore, Plan, ACT</td>
<td>9th-11th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early College/Career Credit</td>
<td>Passing grades in early college courses, AP exams, IB exams, career certifications</td>
<td>9th-12th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman On-Track Rate</td>
<td>Credits Earned</td>
<td>9th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>Enrollment Status</td>
<td>9th, 12th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>4-Year Cohort Graduation</td>
<td>12th Grade</td>
<td></td>
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</tr>
<tr>
<td>Attendance Rate</td>
<td>Average Daily Attendance</td>
<td>9th-12th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Enrollment</td>
<td>Please explain how your school will obtain information on college enrollment rates</td>
<td>12th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Persistence</td>
<td>Please explain how your school will obtain information on college persistence rates</td>
<td>12th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Essentials</td>
<td>My Voice My School Survey</td>
<td>9th-12th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unique Educational Goal

Unique Educational Goal

Unique Educational Goal

---

**Things to Consider:**

- Are educational goals and performance metrics SMART – Specific, Measurable, Ambitious, Realistic, and Time-Specific?
- Are educational goals reflective of the school’s mission?
- Are the educational goals and performance metrics aligned with the student assessment plan?
- Does the school have the capacity (e.g. leadership, governance, faculty) to meet and monitor all goals established in this plan?

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3 For additional information on the My Voice My School Survey, please visit the following link:

https://cps.5-essentials.org/2013/
2.3.b. Student Assessment Plan

Please note that CPS intends to adopt the measures of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment system for grades 3-11 when they are fully implemented. Applicants should account for this transition in the proposed assessment plan. All charter schools with elementary grades will be expected to administer the Common Core State Standard, web-based version of the NWEA in the spring and fall of SY 2014-15 for grades 2-8. Similarly, high schools will be required to administer the CPS-issued Explore, Plan, and ACT Pre-Test in the fall, and the CPS-issued Explore and Plan Post-Test and ACT in the Spring. When PARCC is fully implemented, NWEA and EPAS will be phased out as mandatory assessments. PARCC will be administered in March (performance-based) and May (multiple-choice) of each year for grades 3-11.

The following table reflects an effective method for formatting your school’s assessments over the five-year term of its contract. Please note that this example should be used for reference purposes only. Your team will need to create its own table that highlights your school’s unique assessment plan and clearly reflects your school’s strategy for measuring absolute and growth (within-year and year-over-year) student achievement over time. It will be necessary for you to explain what assessments your school will use, rationale for their selection, and how they will be administered (frequency and grades).

Sample Performance Assessment Table (For Illustrative Purposes Only)

<table>
<thead>
<tr>
<th>Type and Frequency of Performance Assessments – XYZ High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test and Grade Levels</strong></td>
</tr>
<tr>
<td><strong>Type</strong></td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>NWEA MPG</td>
</tr>
<tr>
<td>ISAT⁴</td>
</tr>
<tr>
<td>EXPLORE</td>
</tr>
<tr>
<td>PLAN</td>
</tr>
<tr>
<td>PSAE (ACT and WorkKeys)</td>
</tr>
<tr>
<td>PARCC⁵</td>
</tr>
</tbody>
</table>

Schools are encouraged to develop unique standards and assessments that reflect and complement the individual mission of the school and measure student achievement in any unique programmatic areas (e.g. nutrition, physical education, etc.). Such assessments can help gauge achievement that is not well-measured by standardized tests. Benchmark/interim assessments should be aligned with the Illinois State

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⁴ Please note that when CPS transitions to the PARCC assessment system in 2015-16, the ISAT assessment will no longer be administered.

⁵ Note: the District will fully transition to the PARCC assessment system in SY 2015-16.
Standards and Common Core State Standards and/or College Readiness Standards where available/applicable and administered to provide sufficient time for instructional adjustments prior to state standardized testing.

**Things to Consider:**
- Are the school’s assessments aligned with curriculum, instruction, and adopted standards?
- Does your school’s proposed performance assessment system provide the appropriate frequency and content of interim/benchmark assessments?
- Does the school demonstrate the validity and reliability of the chosen assessment tools and its plan for implementation?

### 2.3.c. Data-Driven Programs and Instruction

Schools should have a clear process by which administrators, teachers, staff, board members, students, and parents review performance data to facilitate decision making. Schools are expected to develop formal processes and protocols to guide data analysis, discussion, and next steps (re-teaching, professional development, etc.). Schools should consider incorporating recurring meetings around data discussion/decision-making and should detail the frequency and participants of these meetings in their proposal. The school should have formal mechanisms for communicating data to parents and students on a regular basis.

**Things to Consider:**
- Does the proposal describe how data will influence instruction, PD, and curricular adjustments?
- Does the school have specific plans to align assessments to PD activities to ensure proper administration and use of data to drive and modify instructional strategies?
- Does the plan show a link between assessment results and improvement planning at the student, classroom, grade, subject, and school levels?

### 2.4 Curriculum and Instruction

#### 2.4.a. Curriculum

Design Teams should provide evidence of the effectiveness of the proposed curriculum by including data collected at their existing schools (if applicable), citing or providing research from other schools using this curriculum, and/or discussing how they have had success with aspects of the proposed curriculum in their own classrooms. Teams should discuss how positive results at other schools can and will be applicable to schools serving a similar student population.

**Things to Consider:**
- Is there sufficient evidence of effectiveness regarding the use of your school’s proposed curricula with similar student populations?
- Data sources can include, but should not be limited to, standardized test scores, curriculum assessments, teacher and student retention rates, attendance rates, graduation vs. dropout rates, promotion rates, parent and student satisfaction findings, and relevant interim assessments. If available, data on student sub-groups and student performance data for students with disabilities or English Language Learners (ELL) is highly recommended.

**Attachments**

*Curriculum Map*

A “curriculum map” charts how instructional leaders will help students achieve the academic goals of a particular subject. Following a calendar, it traces the development of student learning based on content, skills, and assessment practices. Examples of items found in curriculum maps include, but are not limited to, Essential Questions, Standards, Assessments, Skills and Content Knowledge, and Major Projects.
The following tables reflect a sample core curriculum scope and sequence and curriculum map. Please note that these examples should be used for reference purposes only. Your team will need to create a curriculum scope and sequence and curriculum map and/or pacing plan that highlight your school’s unique curricula and clearly reflect how it is integrated across subjects and grade levels served.

**Sample Core Curriculum Scope and Sequence (For Illustrative Purposes Only)**

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>L.A. &amp; Reading</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample:</td>
<td>Reading and Writing; Book and Print Awareness, Phonic Awareness, Decoding, Encoding, Comprehension, Spelling; Poetry: Mother Goose/ Traditional Poems; Fiction: Aesop’s Fables, Tall Tales</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 1st          |                               |             |         |               |
| 2nd          |                               |             |         |               |
| 3rd          |                               |             |         |               |

**Sample Quarterly Planning Map (For Illustrative Purposes Only)**

<table>
<thead>
<tr>
<th>Literacy Components</th>
<th>Standards</th>
<th>Benchmarks</th>
<th>Performance Descriptors</th>
<th>Assessments/ Evidence of Mastery/ Products</th>
<th>Student-Friendly I Can Statements</th>
<th>Common Focus Skills</th>
<th>Common Strategies</th>
<th>Common Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Knowledge</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Things to Consider:**
- Is your course scope and sequence aligned with the New Illinois Learning Standards Incorporating the Common Core? You may obtain a copy of the New Illinois Learning Standards Incorporating the Common Core by downloading them at [http://www.isbe.net/common_core/default.htm](http://www.isbe.net/common_core/default.htm).
- Applicants may also want to review the ACT College Readiness Standards at [http://www.act.org/standard](http://www.act.org/standard).
- Is your course scope and sequence clearly presented, based on proven research, and aligned with the school’s stated mission?
- Is sufficient time and autonomy allotted for teachers to adjust plans and re-teach when necessary?

**Curriculum Development Plan**
Create a curriculum development plan that provides sufficient milestones for establishing and implementing curriculum plans, including corresponding dates to ensure timely completion of all related activities. Include information regarding which staff will be responsible for developing aspects of the curriculum and along what timeline. Please note that approved new schools will be required to submit a
fully-developed curriculum to ONS prior to the start of school in order to receive a first quarter payment.

**Things to consider:**
- Does the curriculum development plan directly align with other critical school milestones, including faculty recruitment and hiring, textbook and material selection, orders and delivery, and professional development activities?
- If the team is proposing a packaged curriculum, describe plans to augment and supplement as appropriate.

### 2.4.b. Instructional Strategies

Provide a list of the core instructional strategies that will be implemented by the leadership team and teachers at the school. Examples of possible instructional strategies include project-based learning, the Socratic method, tiered assignments, etc. Explain how each strategy listed supports the education plan of the school. Explain the research demonstrating that the proposed instructional strategies have been effective with the population you intend to serve.

Separately, illustrate the specific methods and systems that will be in place in all classrooms to ensure that teachers are providing differentiated instruction. What checks and systems will be used to ensure that the material is accessible to students at all levels in the classroom?

**Things to Consider:**
- Are instructional techniques clearly articulated, and does the pedagogy support the school’s mission and vision?
- Are instructional strategies individualized to meet the needs of all students, regardless of performance level? Do such strategies demonstrate the use of differentiated techniques to support the varying ways in which students learn?
- Are instructional strategies aligned with PD and assessments to support effective implementation and ongoing student achievement?
- Are teachers empowered to determine and guide how students learn and to use data to determine necessary adjustments?
- Are there specific requirements necessary to implement these identified instructional strategies? If so, how will you ensure that these are met?

**Assessing Student Needs**

Describe how school staff will identify the performance level and individual needs of all students upon matriculation. Responses should identify assessment measures, including review of historical student information and files and selection and administration of pre-assessments.

**Remediation**

Illustrate how the proposed curriculum and education plan will accommodate the academic needs of students performing below grade level. Describe supports in place, as well as instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards over time.

**Things to Consider:**
- Many new schools receive a high number of students who are behind grade level and require remedial assistance. Address how your school design will identify student needs and account for remediation in your course scope and sequence, instructional strategies, daily schedule, staffing plan, professional development plans, extracurricular programming, and student supports offered.
✓ Are there thorough remediation learning plans in place, and are they aligned with anticipated student needs?

**Accelerated Learning**

Describe how the school will identify students who would benefit from accelerated learning opportunities through its assessment of students’ needs, as described above. Illustrate how the proposed curriculum and education plan will accommodate the academic needs of students performing above grade level. Describe supports in place as well as instructional strategies to ensure that these students are challenged and able to access the level of rigor that aligns with students’ individualized needs.

**Things to Consider:**
✓ How will accelerated learning opportunities be integrated into instructional methods?
✓ Does the school intend to provide additional curricular and instructional resources to support accelerated learning activities?
✓ Are there thorough accelerated learning plans in place, and are they aligned with anticipated student needs?
✓ Has your team discussed AP offerings, career internships, and other relevant curricular options to support accelerated student needs?

**2.4.c. Specialized Instruction:**

CPS remains committed to ensuring that the needs of all student populations are met, including students with disabilities. In your responses, explain how the school will ensure that all students with disabilities:

- Have access to the general education curriculum
- Integrate with their non-disabled peers
- Receive related services in settings that include non-disabled peers to the maximum extent appropriate
- Participate in standardized testing with accommodations and modifications, as required
- Are included in educational and culture-building activities, including extracurricular activities

Include the following in the discussion of the service model for ELL students:

- Curriculum program for ELL students who may not be ready for the general education curriculum
- Process for providing ELL students access to the general education curriculum
- Instructional strategies for ELL students
- Intervention programs for ELL students
- Measures the school has taken to ensure that ELL students are included in educational and/or culture-building activities

**Things to Consider:**
✓ All new schools must serve students with disabilities to the same extent as any traditional District school. Every school is expected to have a proportion of students with disabilities that is comparable to the District average. Currently, the District average for students with disabilities is approximately 12.8%.
✓ All school proposals must comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Article 14 of the Illinois School Code and explain how such compliance will take place and be monitored.
✓ All schools must use the CPS Individualized Education Program (IEP) form and comply with the CPS Procedural Manual for Educating Students with Disabilities as well as all other policies, procedures, and guidelines relating to special education.

**Homelessness:**
CPS is committed to serving the needs of children who are homeless and to protecting their rights under federal and state law. CPS welcomes proposals that outline plans to focus on providing services above those offered by CPS.

**Things to Consider:**

- CPS has entered into the Settlement Agreement in *Salazar v. Edwards*, 92 CH 5703. A copy of the Settlement Agreement is available on the CPS website.
- Proposals should outline plans to focus on providing services above those offered by CPS.
- Proposals should provide a description of the steps the schools will take to be sensitive and responsive to the needs and concerns of students who are homeless, the services that are offered by the school and the services that are provided by outside providers, and the school’s efforts to ensure that children who are homeless are not deprived of their rights under the Settlement Agreement. Proposals should explain how you will ensure that the school does not interfere with the Board’s performance of its obligations under the Agreement.
- Proposals must state how the school will protect the rights of children who are homeless and comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., Illinois Education for Homeless Children Act 105 ILCS 45/1-5 et seq., and all other laws that protect the rights of children who are homeless. Copies of these statutes and related regulations can be found at [http://www.homelessed.net](http://www.homelessed.net). Responses should address:
  - The school’s plan to ensure identification of two appropriately skilled staff persons who participate in training from CPS’s Support for Students in Temporary Living Situations (STLS) to carry out duties related to the STLS program;
  - How the school will provide notification of McKinney-Vento student rights to the entire student population and ensure identification of McKinney-Vento eligible students at each campus;
  - How the school will ensure and document compliance with fee waivers for all McKinney-Vento students;
  - Additional services that the school will offer to support students in temporary living situations;
  - What kind of training staff will receive regarding the needs and rights of students in temporary living situations;
  - How the school will include students in temporary living situations in all proposed school programs and activities at each campus.

2.4.d. School Calendar/Schedule

Depending on the school model, schools may design individualized instructional calendars or use the traditional CPS school calendar, which can be accessed at [http://www.cps.edu/Calendar/Pages/Calendar.aspx](http://www.cps.edu/Calendar/Pages/Calendar.aspx). CPS encourages teams to think about creating calendars that align with their designs and mission.

The school **calendar** should include:

- The number of instructional days that the school will provide per year
- The total average instructional minutes per day, as well as average instructional minutes per day in core subjects (mathematics, English/language arts, science, and social studies)
- The number of summer school days to be provided (if applicable)
- The number of extra hours that will be devoted to before- and after-school programming per day
- Any designated professional development days prior to school opening and during the school year

The school **schedule** should include:

- The proposed daily start and end times for students and teachers
- The start and end times for all periods during the school day
- Determination of instructional versus extracurricular minutes for students
- Determination of instructional versus planning time for teachers
- Any designated teacher professional development times during the school day including common planning time

The sample **teacher and student daily/weekly schedule** should provide a clear idea of how a teacher or student would respectively spend his or her day from their perspective.

**Please note that the school calendar and schedule, teacher/student weekly schedules, and assessment calendar should all align and comprehensively reflect all activities described in the proposal. The calendars and schedules should collectively specify when all programs, classes, teacher responsibilities, student supports, and assessments occur - both during an average school day and throughout the school year.**

**Things to Consider:**
- The minimum state requirements are 300 instructional minutes (5 hours) per day, and 185 days per year to ensure 176 days of actual pupil attendance.
- If planning for additional school hours and days, Design Teams should make sure that programming and staffing for before- and after-school programs and summer school sessions are reflected in the proposed school's budget.
- Does the proposed school calendar and daily schedule reflect an appropriate level of rigor with sufficient time allocated for core subjects and nonacademic programs that are built into the schedule?
- Is the proposed school calendar set to provide extra supports to ensure that students are able to meet and exceed academic goals?
- Does the proposed school calendar support all programs and the needs of all students, including explicit definition of hours devoted to core subjects?

### 2.5 Talent Management

#### 2.5.a Recruitment and Staffing

Staffing plans should reflect the school's proposed growth model (enrollment and grades year one through full capacity) and associated staffing needs. Consideration should be given to the school's leadership team and core teaching staff, as well as education support personnel. The staffing plan and narrative should clearly identify which staff member is responsible for overseeing all of the key design elements of the proposed school model. For example, if the school has a focus on service learning, the staffing plan and narrative should clearly identify which staff member is responsible for overseeing the program, establishing and maintaining relationships with external partners, assigning students to organizations, etc. The staffing plan should also align with the budget. Please see below for a sample staffing chart:

**Sample School Staffing Chart (For Illustrative Purposes Only)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Principals</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Add'l School Leadership Position 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[please specify]</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Add'l School Leadership Position 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>[please specify]</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Add'l School Leadership Position 3</td>
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<td></td>
<td></td>
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<tr>
<td>[please specify]</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers (Core Subjects)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers (Specials)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Support Position 1 [e.g., Social Worker]</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
A well-developed personnel plan should include a staff recruiting strategy and associated hiring criteria that support the school’s mission, vision, and professional culture. The proposal should consider how the proposed salary and benefit packages will be competitive and enable the school to attract and retain high quality teachers. Proposed salaries and benefits in the proposal narrative should match the amounts included in the attached budget.

Design Teams should develop comprehensive job descriptions that are aligned with the school’s mission, culture, and staffing needs and that explicitly identify the competencies required in all staff.

**Things to Consider:**
- For Charter Schools, all professional staff must meet the criteria detailed in section 27A-10(c) of the Charter Schools Law.
- Special education teachers in all schools must be appropriately certified.
- Where applicable, teachers must be highly qualified pursuant to NCLB.
- Teacher qualification requirements are also identified in the “Three School Types” section of the RFP.

### 2.5.b Professional Development

The Professional Development (PD) section of the application should address how the school’s faculty will be supported, trained, and developed within the culture and climate of the school. Plans should reflect any training or development related to unique or innovative curricula or instructional methods, as described in other parts of the proposal. Teams should consider how the school’s PD plan will prepare teachers to embrace and execute the many unique aspects of the proposed school model (i.e. project-based learning, technology focus, performing arts, etc.).

CPS is interested in gathering evidence to support how lesson plans will be flexible to accommodate the
individualized needs of students. Describe how general and special education teachers will be trained to educate students with disabilities in the least restrictive environment and to implement interaction between students of varying abilities. Discuss how PD plans and goals reflect and support specific methods of instruction such as differentiated learning techniques to meet the needs of all students served. Explain how best practices and pedagogical expertise will be infused into this process.

**Things to Consider:**
- How will PD meet the needs of all teachers with varying experience and needs?
- Is the school’s PD plan research-based, and does it address the collective needs of the school’s mission, proposed curricula, and primary structural components?
- Does the school’s plan include a sufficient level of ongoing PD designed to address the needs identified in teacher evaluations and student performance assessments?
- Is there a significant component of the PD plan that focuses on the use of data to drive instruction and modify planning at the school?

### 2.5.c Teacher Induction

Discuss the teacher induction program that will be used for the orientation and professional development of new and existing staff.

**Things to Consider:**
- Are the induction plans integrated into the school calendar?
- Is the proposed induction appropriate for launching a new school? Are costs associated with induction (including teacher stipends or salaries) reflected in the budget?

### 2.5.d Professional Culture

Responses to professional culture questions should describe the behavioral norms and values that are expected of adults within the school to foster the school’s overall culture. Describe how the leadership will develop and communicate professional expectations to staff during start-up and teacher induction, as well as how a positive staff culture will be sustained throughout the school year. Indicate how adult behaviors will reflect and model expectations for students. Indicate how the school’s leadership will include input from teaching and support staff and what opportunities will promote shared decision making.

### 2.5.e Evaluation

The application should include information about staff evaluation, including frequency of observations, content, consequences, and impact on continued improvement and professional development programs. Explain who is responsible for conducting teacher evaluations.

**Things to Consider:**
- Does the teacher evaluation plan support the mission, vision, and philosophy of the school?
- How does teacher evaluation inform school decisions?
- Are teacher incentives incorporated into the school’s budget (if applicable)?

## Section 3: Operational Capacity

### 3.1 Demonstrated Track Record in Achieving Operational Excellence

#### 3.1.a. Roles and Demonstrated Experience
Things to Consider:
✓ Does the Design Team and/or proposed Board have diverse skills to build a strong and sustainable operational model designed to support educational excellence?
✓ For Design Teams who are first time applicants, provide evidence of your experience handling the non-academic aspects of running a school.

3.2.b. Operational Leadership

Explain how the school leadership team is uniquely situated to leverage its diverse talents and capacities to meet the many needs of a newly forming school, and to ensure the success of the school both at opening and during each phase of growth. (Note: The requested job descriptions for operational leaders are also requested in section 2.5.a. Recruitment and Staffing. Both sections refer to the same documents).

3.2 General Operations

3.2.a. Operational Plan, Goals, and Metrics

The following table provides sample measures and formatting for your school’s operational goals over the five-year term of its contract. Please note that this example should be used for reference purposes only. Your team will need to create its own table that highlights your school’s unique education plan and clearly reflects your school’s strategy for achieving and maintaining operational sustainability.

Things to Consider:
✓ How will operational goals change over time?
✓ What operational goals will support the school’s proposed mission, vision, educational philosophy and plan for growth?
✓ Who will be responsible for overseeing progress toward meeting each operational metric?

<table>
<thead>
<tr>
<th>Operational Goals</th>
<th>Metric</th>
<th>Area</th>
<th>Owner</th>
<th>201_</th>
<th>201_</th>
<th>201_</th>
<th>201_</th>
<th>201_</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Cost Per Student</td>
<td>Financial Statement</td>
<td>Finance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Admin Cost Per Student (or %)</td>
<td>Financial Statement</td>
<td>Finance</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Variance to Budget</td>
<td>Monthly Financial Reports</td>
<td>Finance</td>
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<td>Development Target</td>
<td>Financial Statements</td>
<td>Finance</td>
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<td>% of Teachers Retained</td>
<td>Staffing Information</td>
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<td>Teacher Satisfaction</td>
<td>Survey</td>
<td>Staffing</td>
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<tr>
<td>Student Demand</td>
<td># of applicants per seat</td>
<td>Community</td>
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3.2.b. Start-up Plan

A start up plan should reflect the wide range of activities required to successfully open a new school, including but not limited to facility preparation, board development, hiring staff, securing non-educational services (e.g., food service, accounting, payroll, procurement, etc.), etc. Describe plans to designate staff or organizations to manage school start-up processes. Cite project start and end dates as well as anticipated costs.

3.2.c. Student Recruitment, Application, and Enrollment:

Applicants proposing a charter school should ensure that their policies are in accordance with Charter School Law and the Illinois School Code. Charter Law requires that charter schools have open enrollment. Specifically, the law provides that:

- “Enrollment in a charter school shall be open to any pupil who resides within the geographic boundaries of the area served by the local school board” (105 ILCS 5/27A-4(d)).
- “If there are more eligible applicants for enrollment in a charter school than there are spaces available, successful applicants shall be selected by lottery” (105 ILCS 4(h)).
- Preference in the lottery may only go to (1) siblings of pupils enrolled in the charter school, (2) pupils enrolled in the charter school the previous school year, and (3) pupils who reside within an applicable attendance boundary, if one has been designated.

Other than the aforementioned enrollment preferences, no other enrollment preferences are allowed for charter schools. Consistent with the open enrollment requirements in the law, an admission form should in general be limited to:

(i) Contact information
(ii) Age/grade level information, and
(iii) Information related to permissible enrollment priorities

**An admission form filled out prior to the lottery may NOT request social security number under any circumstances.**

Post-lottery registration forms, which are filled out after the student has been guaranteed a spot at the school, may request the following inform

- Information regarding special education status
- Information regarding English language proficiency
- Information reflecting or related to the student’s academic aptitude
- Proof of immunization status

If race/ethnicity demographic information is requested, the form should be clear that such information is optional and is used only for statistical purposes. Applicants are advised to include a non-discrimination statement on their forms.

3.2.d. Transportation

**Transportation Services**

✓ The Illinois Charter Schools Law mandates that charter schools describe how they will meet the transportation needs of all pupils, and provide a transportation plan for serving them, addressing the transportation needs of low-income and at-risk students specifically.
A transportation plan may include (but is not limited to) bus service, subsidized public transportation, coordinated parent or volunteer carpools, and/or participation in the state’s Parental Transportation Reimbursement program.

A charter school’s budget should adequately support the proposed transportation plan.

A statement that most students will live within walking distance of the school is not sufficient to satisfy this requirement.

The school may be required to provide transportation for students with disabilities and students who are homeless, in accordance with applicable State and federal law.

3.2.e. ADA Compliance

The American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of disability and require accessibility in all aspects of school operations, including employment, buildings, programs and activities, communications, and information technology.

<table>
<thead>
<tr>
<th>ADA Compliance Activity</th>
<th>Staff Member Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Practices, including addressing accommodations in hiring and employment</td>
<td></td>
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<tr>
<td>Policies, Practices &amp; Procedures, including making reasonable modifications if necessary to accommodate persons with disabilities</td>
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<tr>
<td>Buildings &amp; Activities, including ensuring relocation of activities from any inaccessible room or space identified on the ADA report and obtaining accommodations for parents or visitors to school events who have hearing or visual impairments</td>
<td></td>
</tr>
<tr>
<td>Communications &amp; IT, including insuring that the proposed school website and all information technology in the proposed school, including hardware, software, and web-based applications are accessible to persons with disabilities</td>
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</tbody>
</table>

3.3 Governance Model

3.3.a. Governance Structure

All Charter Schools shall be governed by a governing body or Board of Directors pursuant to Illinois School Code (105 ILCS 5/27A-5) and each school’s Charter School Agreement. Design Teams proposing to utilize the charter school model will also be encouraged to form a school-level or parent body or committee in addition to the board.

The Board should be comprised of individuals with a diversity of skill sets and the capacity to provide sound educational, fiscal, and operational oversight of the proposed school. The Board should have the appropriate structures and roles necessary to oversee the success and sustainability of a new public charter school. Strong Boards hire qualified school leaders to manage the school’s day-to-day operations, hold school leaders accountable for meeting established goals, and provide comprehensive academic, financial, and operational oversight of the school to ensure its continued stability. The board is also responsible for ensuring that the school is in compliance with all applicable state and federal laws. A school’s ability to fulfill its mission is largely determined by the governance structure and the recruitment of capable Board members.

Teams should specifically identify the Board’s ongoing responsibilities, above and outside of fiduciary responsibilities, to ensure a real and meaningful impact on school decision making.
Please note that the Illinois Charter School Law requires that charter school proposals submitted to the local school board shall include a description of the “nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter school (105 ILCS 5/27A-7(10)). A strong governance plan will account for and ensure initial and ongoing involvement of local stakeholders. The school oversight structure should also provide adequate, appropriate, and genuine opportunities to maximize parent, teacher, staff, and community involvement in the mission and operation of the school.

The proposal should include a description of how the school leader will be systematically evaluated.

**Things to Consider:**

- **Any Board, advisory body, council, or committee members who have been identified at the time of the proposal should be identified within the document and should participate in the proposal evaluation process where appropriate (e.g. attending the CET, contributing to the proposal submissions, participating in Community Forums, etc.).** **CPS requires at least one proposed founding Board member to participate in the capacity interview.**
- Where the proposed school plans to use an existing oversight structure (e.g. existing not-for-profit Board of Directors, parent organization, community-based organization, or management organization), Design Teams should explain how this structure will support the mission of the proposed new school over the five-year term of its Agreement. **The proposal should identify how funding streams will be monitored to prevent co-mingling of funds.** In addition, Design Teams should be prepared to discuss how the membership of the existing structure will be modified or supplemented to ensure appropriate school oversight.
- Design Teams proposing Charter Schools should ensure that bylaws include members’ election and removal criteria/procedures, term limits, meeting schedules, and powers and duties for the proposed school’s chosen oversight structure.
- Design Teams must provide evidence that not-for-profit status for the proposed school’s governing board has been filed or obtained.
- Additionally, charter schools are required to submit Articles of Incorporation.

**3.3.b. Organizational Chart:**

Organizational charts should reflect the school’s mission and demonstrate that the oversight structure appropriately distributes responsibilities and decision-making authority to the Board of Directors, school advisory bodies (where applicable), management organization, and leadership staff.

**3.3.c. Board Development**

Members of the school governance or oversight structure must possess the key skills and experience required to effectively monitor the academic and operational performance of the school. Design Teams will be responsible for describing how they intend to recruit members for the appropriate structure and how they will ensure that these individuals meet the desired criteria. The response should specify the Design Team’s initial and ongoing role.

Teams should indicate how Board members will be developed on an ongoing basis to provide meaningful oversight and support, and any development activities should be accounted for in the school’s budget.

**3.4 Management Organizations (MOs)**

Many schools elect to contract with an external education support provider or management organization (MO). If an MO has been selected, the proposal should clearly indicate how the organization was chosen and how the selected MO’s specific focus/experience will support the school in achieving its mission.

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6 The proposal provides clear criteria for evaluating school leaders.
vision, and educational goals. Applicants may want to consult external resources that provide guidance on selecting MOs, such as “Choosing an Education Contractor: A Guide to Assessing Financial and Organizational Capacity,” which can be found at the following link: http://www.financeproject.org/publications/CSRQconsumerguide.pdf.

Through the evaluation process, CPS is interested in understanding with specificity the services provided by an MO, as well as the associated fee structure.

In addition, Design Teams should provide evidence of their oversight structure’s ongoing capacity to evaluate services offered by the MO. The proposal should address how the governing Board is equipped to intervene or terminate services if the MO is not meeting standards.

The National Association of Charter School Authorizers (NACSA) outlines the following six criteria for ensuring that governing boards are able to provide strong oversight of vendors and MOs:

• “Members of a charter school governing board should not be employees of the management organization running their school, nor should they be...selected by the management organization.”
• “A charter school governing board should have an independent attorney, accountant, and audit firm working for it, not the management organization.”
• “The governing board and the management organization should enter into a contract that defines each party’s rights and responsibilities. That contract must lay out the specific services provided by the management organization and the fees for those services. It must also allow for the board to terminate the management organization under defined circumstances and without ‘poison pill’ penalties.”
• “All public funds paid to the charter school should be paid to and controlled by the governing board, which in turn pays the management organization for successful provision of services.”
• “All equipment and furnishings that are purchased with public funds must be the property of the school, not the management organization.”
• “All loans from the management organization to the school, such as facility loans or those for cash flow, must be appropriately documented and at market rates.”

In addition, NACSA provides the following guidelines for provisions that should be included in contracts with external MOs:

• “Clearly establish the primacy of the charter contract over the third-party contract;”
• “Clearly identify the school governing board as the party ultimately responsible for the success or failure of the school, and clearly define the external provider as a vendor of services;”
• “Prohibit the third party from selecting, approving, employing, compensating, or serving as school governing board members;”
• “Require the school governing board to directly select, retain, and compensate the school attorney, accountant, and audit firm.”

The contract with the MO should also specify:

• The roles and responsibilities of the school governing board and the service provider, including all services to be provided under the contract;
• The performance measures, consequences, and mechanisms by which the school governing board will hold the provider accountable for performance, aligned with the performance measures in the charter contract;
• All compensation to be paid to the provider, including all fees, bonuses, and what such compensation includes or requires;
• Terms of any facility agreement that may be part of the relationship;
• Financial reporting requirements and provisions for the school governing board’s financial oversight;

• All other financial terms of the contract, including disclosure and documentation of all loans or investments by the provider to the school, and provision for the disposition of assets in accordance with law;
• Assurances that the school governing board, at all times, maintains independent fiduciary oversight and authority over the school budget and ultimate responsibility for the school’s performance;
• Provisions for contract termination without ‘poison pill’ penalties; and
• Respective responsibilities of the governing board and service provider in the event of school closure.”

Things to consider:
✓ What arrangements are specified in the proposed contract in the case that the governing Board decides to terminate its contract with the MO? For example, are any of the assessments, technology infrastructure, or curricula proprietary?
✓ Will the MO be providing the charter school with any loans? If so, under want terms?

Section 4: Economic Soundness

4.1 School Budget
Successful schools not only have bold educational visions but also have the operational capacity to facilitate, realize, and sustain such visions. Design Teams with existing schools in the District should be aware that timely compliance with ONS requirements related to financial and other matters is required for successful proposal review for additional schools.

Complete the financial forms. Instructions are provided on the first tab of the financial forms.

If the applicant is an existing operator of a charter or contract school outside of Chicago, please provide the last three annual audits.

Please note that applicants may be requested to revise the five-year budget if selected for further review by the review team.

Things to Consider:
✓ Design Teams should ensure that their budget aligns with all proposed programming, staffing plans, student enrollment projections, etc.
✓ Design Teams should use the budget narrative to provide a high-level summary of the budget and to provide additional details/explanations, as necessary.
✓ Development plans should clearly document how the school will raise the funds detailed in the budget.
✓ Budgets may show a deficit in any given year as long as the school maintains a cumulative cash position.

Food Services
✓ Schools may utilize CPS food services and equipment. Schools utilizing CPS food service will be provided with cafeteria-style lunches and will be required to adhere to the menus provided by CPS, all Federal and State program regulations, accountability procedures, and timelines.

4.2 Financial Controls
Evaluation teams will carefully consider plans to ensure financial solvency and an appropriate level of checks and balances. Teams should specifically identify which financial documents and statements the proposed school will produce and with what frequency (provide in table format if helpful). Plans should include protocols or policies related to entering into contractual relationships, opening or closing bank accounts, and purchasing and check-signing controls.

Please note that the Illinois Charter School Law requires that charter schools have an audit of the school’s finances conducted on an annual basis by an outside, independent contractor retained by the charter school. The audit is due to the Illinois State Board of Education by December 1 each year along with a copy of the Form 990 that the charter school filed that year with the federal Internal Revenue service (105 ILCS 5/27A-5(f)). Please account for this requirement in the discussion of financial controls.

Things to Consider:
As part of the new school accountability process, ONS will later review approved new schools’ fiscal policies/handbooks. This review process will be looking for, but not limited to, the following:
- **Comprehensive Reporting** - Timely and regular production of three standard monthly financial statements: the statement of activities (including budget-to-actuals), statement of financial position (balance sheet), and statement of cash flows.
- **Review of Financial Statements** - The above referenced reports are reviewed monthly by a member or committee of the Board; budgets and audits are to be reviewed annually.
- **Meeting Schedule** - Board should meet, at a minimum, on a quarterly basis; ideally, the Board would meet monthly or bi-monthly.
- **Committees** - Appropriate committee structures are in place with clearly defined roles and responsibilities as well as regularly scheduled meetings.
- **Financial Systems** - Denotes proper checks and balances, appropriate separation of duties as well as qualified persons for the generation and review of monthly financial statements.
- **Qualified Personnel** - Persons involved in the generation and review of financial reports would ideally have backgrounds in finance and/or accounting, an MBA/CPA, and/or extensive financial experience, preferably in the nonprofit sector.

4.3 Facilities
4.3.a. Facility Plan
The facility plan should clearly indicate how the school intends to secure a facility, including any timelines associated with securing the facility and preparing it for occupancy. The facility plan should also thoughtfully consider any risks associated with the proposed approach.

4.3.b. Space Requirements
Space requirements should reflect all programmatic elements (curricular and extracurricular), enrollment, grade- and staffing-structure, and unique or innovative aspects of the school program. Space requirements should also account for the school’s schedule from year one through full capacity.

4.3.c. School Site
All independent facilities to be approved herein must be in compliance with applicable zoning, building codes, health and safety laws, and Americans with Disabilities Act (ADA) and Rehabilitation Act of 1973 requirements. Please complete the ADA Compliance Report included in Appendix G and submit as a portion of the answer to this question.

Things to Consider:
- Design Teams seeking to open schools in non-CPS facilities must submit an Inspecting Architect’s Report by a CPS-approved architect. For a list of CPS-approved architects, applicants should contact ONS.
✓ Proposed, back-up, and temporary facilities must also be in compliance with applicable building codes, health and safety laws, and requirements of the Americans with Disabilities Act (ADA).
✓ Design Teams seeking to open schools in non-CPS facilities must also submit an ADA Report completed by a CPS-approved architect (Appendix G).
✓ CPS will provide assistance in completing these reports for any applicants upon request. In some circumstances, CPS may require additional information or an ADA inspection conducted by CPS experts during the proposal review process.

Optional Additional Information
Design Teams should highlight any additional information that was not otherwise requested in relevant sections of the Call for Quality Schools, but will enhance the evaluation team’s understanding of the proposed school.