Chicago Public Schools

Innovative Programmatic Design in Dyett High School Site Request for Proposals

District or Contract School
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Innovative Programmatic Design in Dyett High School
Request for Proposals

I. Opportunity for Every Student in Every Neighborhood

At Chicago Public Schools (CPS), our vision is that every student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for college, career, and life. To achieve this ambitious goal, we have identified several key strategic initiatives. This Request for Proposals (“RFP”) to identify a new innovative programmatic design to be housed in the facility formerly known as Dyett High School in fall 2016 represents one of these key initiatives. A new school option in the facility formerly known as Dyett High School should embody the following five pillars that CPS believes will help increase graduation rates, and academic preparedness for college, career and life:

- Pillar 1 - High standards, rigorous curriculum, and powerful instruction
- Pillar 2 - Systems of support that meet student needs
- Pillar 3 - Engaged and empowered families and communities
- Pillar 4 - Committed and effective teachers, leaders, and staff
- Pillar 5 - Sound fiscal, operational, and accountability systems

II. District and Contract School Structures

This RFP seeks proposals from partners who wish to open a District or contract school (excluding charters) in the facility formerly known as Dyett High School. An overview of both school types follows:

- District schools operate with a CPS principal, teachers, and staff. Therefore, District schools are subject to the Illinois School Code and all Board policies and rules.

- Contract schools are District schools that are managed by external for-profit or not-for-profit partners who provide instructional and other services. Contract schools must adhere to the Illinois School Code and all student-related Board policies. Contract schools are governed by school-selected Boards of Directors and operate under contractual agreements with the District, typically for five-year terms.¹

¹ Please note that contract schools are authorized for the District pursuant to the Illinois School Code (105 ILCS 5/34-18(30).
Table I: District and Contract School Structures

<table>
<thead>
<tr>
<th></th>
<th>DISTRICT</th>
<th>CONTRACT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td>Must meet District Standards and Common Core State Standards; must participate in CPS initiatives</td>
<td>Must meet District Standards and Common Core State Standards as specified in School Agreement; may have the option of participating in CPS initiatives</td>
</tr>
<tr>
<td><strong>School Calendar and Schedule</strong></td>
<td>Must follow the District calendar</td>
<td>Must meet applicable Illinois State minimums</td>
</tr>
<tr>
<td><strong>School Funding</strong></td>
<td>Student-Based Budgeting</td>
<td>Student-Based Budgeting</td>
</tr>
<tr>
<td><strong>Illinois Teacher Certification</strong></td>
<td>100% of teachers must be certified</td>
<td>100% of teachers must be certified</td>
</tr>
<tr>
<td><strong>NCLB Compliance</strong></td>
<td>All teachers are required to meet NCLB standards</td>
<td>All teachers are required to meet NCLB standards</td>
</tr>
<tr>
<td><strong>Principal Requirements</strong></td>
<td>Must have Type 75 Certification</td>
<td>Must have Type 75 Certification</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td>Must follow IDEA, Illinois Special Education Statutes and Regulations, and ISBE and CPS Special Education Policies and Procedures</td>
<td>Must follow IDEA, Illinois Special Education Statutes and Regulations, and ISBE and CPS Special Education Policies and Procedures</td>
</tr>
<tr>
<td><strong>Policies for Student Conduct</strong></td>
<td>Must follow CPS Student Codes of Conduct</td>
<td>Must follow CPS Student Codes of Conduct</td>
</tr>
<tr>
<td><strong>Chicago Teachers Union</strong></td>
<td>School is subject to CTU collective bargaining agreement; School must employ CTU members</td>
<td>School is not subject to CTU collective bargaining agreement</td>
</tr>
<tr>
<td><strong>Teacher Pension Fund</strong></td>
<td>All teachers in pension fund</td>
<td>All teachers covered by Social Security</td>
</tr>
</tbody>
</table>
III. Overview of the RFP

The Innovative Programmatic Design in Dyett High School RFP seeks to assess the capacity of new and existing partners to open and manage a high-quality District or contract school. In particular, the RFP seeks to answer the following questions about each proposal across five key dimensions:

1. Educational Plan
   Has the applicant:
   • Clearly articulated an educational plan for the school and demonstrated the proposed team’s ability to implement the plan on a daily basis to support academic success for all students?

2. Community Involvement
   Has the applicant:
   • Defined the student recruitment boundary and target community(ies) it proposes to serve as well as existing assets within the identified target community(ies)?
   • Provided evidence of engaging community residents, organizations and businesses?
   • Identified community based organizations to collaborate with to provide services to students and families?

3. Leadership and Operational Capacity
   Has the applicant:
   • Clearly articulated the proposed school’s leadership, oversight model, staffing plans, and operations strategies?
   • Described a strong governance plan to build a sustainable educational model; ensure strong academic, financial and operational oversight; and establish clear lines of accountability?

4. Finances
   Has the applicant:
   • Proposed a reasonable budget that demonstrates it can deliver the proposed educational model in a fiscally responsible manner?
   • Demonstrated that it has the appropriate financial controls in place to manage its assets?

5. Facilities
   Has the applicant:
   • Presented a facility plan to efficiently utilize the space in the facility formerly known as Dyett High School?
IV. Proposal Evaluation Process Overview

The Innovative Programmatic Design in Dyett High School RFP is designed to identify a new high-quality District or contract school for the facility formerly known as Dyett High School based on national principles and standards for quality oversight. The District will select only one high-quality application and will decline to approve weak or inadequate applications.

Comprehensive Evaluation Team Review

All proposals received in response to the RFP will be reviewed by a Comprehensive Evaluation Team (CET) of internal and external experts. Based on their evidence-based review, the CET will identify the strengths and weaknesses presented by each proposal. The CET will make recommendations to the CEO to approve or deny a proposal for a new a District or contract school in the facility formerly known as Dyett High School that is supported by concrete rationale.

All final decisions regarding this RFP are made by the Chicago Board of Education. The Board will take all presented information into account when reviewing the recommendations by the CEO for approval or denial of the proposals.

V. Responding to the RFP

Step 1: Access the PDF version of this document and all other required documents and templates.

Step 2: Submit a Notification of Intent via email by 5:00 p.m. on Wednesday, January 28, 2015.

Step 3: Submit two HARD copies of your complete proposal AND a USB drive with all electronic versions of your documents to CPS by 5:00 p.m. CST on Monday, April 6, 2015.

The complete address for CPS is below:

Chicago Public Schools
c/o Dalia Flores
42 W. Madison
3rd Floor
Chicago, Illinois 60603

Submitted proposals will be checked for completeness to ensure that all questions have been answered and that all required attachments have been provided. Please see Appendix I on pages 25-26 for the Completeness Checklist. Applications missing responses to questions or required attachments may not be considered for further review.

It is the responsibility of the applicant to ensure that the application is complete. Applicants will be notified within one week of their application status. The following constitutes a complete submission:

• All required questions have been answered
• All attachments have been provided
• Financial forms have been provided
• All appropriate facility plans have been provided
## VI. RFP Process Timeline and Information

Each stage of the proposal submission and evaluation process is included in the timeline below.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Request for Proposals</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 19, 2014</td>
<td>RFP Released</td>
</tr>
<tr>
<td>January 21, 2015</td>
<td>Applicant Webinar</td>
</tr>
<tr>
<td>January 28, 2015</td>
<td>Submission of Notification of Intent by 5 p.m.</td>
</tr>
<tr>
<td>April 6, 2015</td>
<td>Proposals Due by 5 p.m.</td>
</tr>
<tr>
<td>April 13, 2015</td>
<td>Completeness Check Finalized</td>
</tr>
<tr>
<td>April 6 – August 22, 2015</td>
<td>CPS Reviews Proposals</td>
</tr>
<tr>
<td>June 17, 2015</td>
<td>Community Meeting</td>
</tr>
<tr>
<td>August 10, 2015</td>
<td>Public Hearing</td>
</tr>
<tr>
<td>August 26, 2015</td>
<td>CPS Board Meeting for Approval</td>
</tr>
</tbody>
</table>

Note: CPS reserves the right to make changes affecting the RFP timeline. Applicants will be notified accordingly in this event.

### Format for Answering Questions

Each proposal should include a section corresponding to each set of required questions. Full proposals should include a table of contents noting the page number for each section and attachment.

Applicants should copy and paste each question before each answer in the proposal (questions may be pasted in smaller font). Sub-parts of questions should be clearly referenced in the answers.

- Proposals must be typed with at least 1-inch page margins and at least 11-point font.
- Proposals must not exceed 50 pages, which excludes attachments.
- Attachments should be clearly labeled and saved in the following format: “[Section Number] [Title of Attachment].” For example, “1.2.c. Sign In Sheets”
- Label each résumé with the individual’s affiliation with the proposed educational program (e.g., design team member, proposed principal, proposed teacher).
- If a specific question does not apply to the proposed educational program, respond “Not Applicable.”
- Spell out all acronyms the first time that they are mentioned in the proposal.
- Do not assume that reviewers are familiar with all of the organizations, programs, service providers, curricula, etc., that you reference in the proposal; provide brief descriptions either in the text or in a footnote.

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• If citing any research, studies or articles, include full citations in a footnote or a separate references section.

Contact Information
For questions regarding the RFP, please email dyetrfp@cps.edu or call CPS at 773-553-1625.

Ethics Policy for Applicants
Pursuant to the Board’s Code of Ethics, a contract school operator that holds a School Agreement with the Board is in a unique relationship with the Board. Membership on a 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 a Contract School operator that holds a School Agreement issued by the Board.

In addition, a number of other provisions in the Board’s Code of Ethics impact Board employees' involvement with contract school development depending on the individual circumstances. These include conflicts from secondary employment and representation of other persons or entities in proceedings before the Board. If you are a current Board employee and wish to serve on a proposed contract school’s design team or governing board, please contact the Ethics Advisor, Andra Gomberg at agomberg@cps.edu or at 773-553-1312.

Note:
CPS reserves the right to make changes affecting policies, requirements, funding and any other matters discussed in this publication. This publication is not intended to be, nor should it be regarded as, any part of a contract.
VII. RFP Executive Summary and Questions

Section 1: Executive Summary

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

I.1 Executive Summary
a. Applicants are required to submit an Executive Summary with the proposal. The Executive Summary should be a stand-alone document that gives a succinct narrative overview of the application and should include the following components:

- Name of the proposed school
- Proposed school type: District or Contract
- Mission, vision, and school's purpose and culture
- Description of the educational philosophy and model of the proposed high-quality school, including a brief explanation of the innovative idea and how the model will drive success for the expected student population
- Overview of targeted communit(ies) and intended student recruitment boundaries, description of how the proposed school will meet the needs of the students and surrounding communit(ies), and overview of parent and community engagement and support
- Description of the design team’s strengths and relevant qualifications
- All proposals should describe the proposed governance and oversight model (i.e., Traditional Local School Council, Appointed Local School Council, or Board of Directors as an Appointed Local School Council) and how will this governing body support the mission, vision, and educational plan
Section 2: Education Plan

The Education Plan should outline the proposed school’s educational philosophy, instructional methods, assessment plan and professional development strategy.

2.1 Curriculum and Instruction

a. Curriculum Map and Summary: Provide a brief description of the proposed curricula and supporting materials for each subject and outline the rationale for curriculum development or selection decisions. Describe how the curriculum is aligned to the school’s mission and Common Core State Standards. Include a course scope and sequence by subject for each grade level proposed. Please explain how teachers will know what to teach and when to teach it.

b. Track Record of Proposed Curriculum: Provide evidence that the innovative educational model and the proposed curricula are research-based and have been effective with driving student success with the targeted population the school expects to serve. Also include a brief description of how these curricula will keep students on track for college and career readiness, highlighting any backwards-planning efforts, if relevant.

c. Curriculum Development Plan: Submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening (anticipated to be fall 2016). Explain how teachers will know what to teach and when to teach it. Detail how this timeline aligns with teacher hiring and professional development calendars for the proposed school.

d. Assessing Student Needs: Describe the anticipated performance levels and academic needs of the students you intend to serve. Discuss how the school will assess all students upon enrollment.

e. Remediation: Describe how your education program will meet the needs of all students who require remediation, including those who are below grade level, through specific programs, services and supports. Describe the level of growth expected in student achievement from these programs.

Note: Strategies to support your underperforming general education population should supplement those in place to support your students with diverse learning needs or English Learners (EL).

f. Accelerated Learning: Describe the specific programs and services that will be provided to meet the needs of accelerated students. Discuss how you will identify students to participate in accelerated learning activities.

g. Instructional Strategies: Describe the instructional strategies that will be implemented at the proposed school. Explain how the proposed instructional strategies support the mission, vision, and educational philosophy of the school. Highlight evidence that the instructional strategies are research-based and have been effective with students similar to those the school expects to serve.
2.2 School Culture and Climate

a. Description of Culture: Describe the culture of the proposed school. What are the systems, traditions, and policies that the school will implement to help the school achieve this culture? Who is responsible for overseeing the implementation of these systems, traditions, and policies?

b. College Readiness: Describe the specific programs and supports, beyond academic curricula, that the proposed school will provide to expose students to college and ensure that they are successful in college academically and emotionally. Describe how the school will help students meet requirements to apply to college, enroll, and persist in college after high school graduation. Who is responsible for overseeing the implementation of college readiness supports? Which staff members will support these efforts?

c. Social and Emotional Needs: Describe the anticipated social, emotional and physical health needs of the targeted student population. Explain how the school will identify and monitor individual students' social, emotional and physical health needs on an ongoing basis at the school. Please describe any non-academic goals that the school may set for students, how they will be measured and by whom. Who will be responsible for overseeing the implementation of these efforts? Describe the programs, resources, and services (internal and external) that the proposed school will provide in order to promote students' social, emotional and physical health. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to homelessness, low achievement, poverty, behavioral issues, truancy, drugs, pregnancy and mental health and emotional issues.

d. Extra-Curricular Events: Describe the specific programs and supports, beyond academic curricula, such as athletic, after school and summer programs as well as service learning projects that the proposed school will provide to students. Who is responsible for overseeing the implementation of the programs? Which staff members will support these efforts?

e. Parent Involvement: How will the school communicate expectations about the school’s mission, vision, culture, discipline policies, and expectations for students and families upfront? How will the school engage parents and caretakers in their child(ren)’s education? Outline any requirements for parents’ involvement in their child’s education. Discuss strategies to provide clear and consistent communication to parents about their students’ progress throughout the school year, including parents who do not speak English.

f. Schedule: Provide the proposed daily schedule of academic and non-academic programs. Describe how innovations in the daily schedule will be utilized and how they will enhance student achievement. Describe how a typical teacher’s day will be structured Monday through Friday, explicitly citing the amount of time devoted to core teaching assignments, planning, professional development (PD), and other activities as applicable (such as before or after school electives, remediation, lunch duty, advisory group, etc.). Describe how a typical student’s day will be structured Monday through Friday. In addition to daily classes, please reference any time spent in elective courses, advisories, receiving social-emotional supports, after-school activities, etc.
Note: If proposing a longer school day/year, please take into account any necessary union waivers, and ensure that your team has budgeted for overtime pay for faculty and staff, as appropriate.

g. Policies: Please note that this programmatic design may be considered a CPS school that operates with a CPS principal, teachers, and staff. Therefore, the institution would be subject to all Board policies and rules and applicable collective bargaining agreements. As such, applicants do not need to attach the SCC to their proposals.

2.3 Assessments and School-wide Data

a. Educational Goals and Metrics: Identify academic, non-academic, and mission-specific goals and metrics for the proposed school. Include a table that details the school’s quantifiable goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation. Include goals for graduation rates, leading indicators (e.g. freshman on track), college acceptance and persistence rates, as well as goals related to career readiness. Please describe how your design team determined these goals and why these goals are appropriate for the school’s intended population.

Please also note that tests of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment system for grades 3-8 and in Algebra I and English/Language Arts are being piloted in some schools across the District in school year 2014-15. Applicants should describe PARCC-readiness in terms of hardware and bandwidth capacity and ensure that the school will be ready to implement high-capacity online student testing.

b. Student Assessment Plan: Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole. Create a table that details specific diagnostic, benchmark/interim, and summative assessments that will be used for each grade level—including the local and state required assessments—and specify the timing of their administration. The proposal narrative should explain the rationale for selecting or developing the identified assessments or rubrics and note alignment with state standards and/or Common Core State Standards, where applicable.

c. Data-Driven Programs and Instruction: Describe how instructional leaders and teachers will collect and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform instruction, curricula, professional development, and other school supports. Describe the formalized supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

2.4 Professional Development Program

a. Professional Development: Describe the school’s goals and strategy for ongoing professional development (PD). Describe how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching and learning as well as school performance. Note: If data-driven programs and instruction identified above require specific training, please incorporate into the PD program description.
b. Teacher Induction: Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize instructional strategies, and differentiate instruction. Include the number of hours/days of PD to be included during induction.

c. PD Calendar: Provide a calendar that includes the number of PD hours/days throughout the school year (including summer PD for returning teachers), and discuss how the school calendar, daily schedule, and staffing plans align with this PD calendar.

d. Program Evaluation: Describe how the PD program will be evaluated to assess the program’s success on an ongoing basis. Discuss how the program will be subsequently modified to support identified teacher needs.

2.5 Professional Culture

a. Professional Culture: Describe the professional culture of the new school and how it will contribute to staff retention. Discuss how faculty and staff will be involved in school-level decisions and in developing new initiatives. Identify opportunities for teacher collaboration and mentorship.

2.6 Student Recruitment

a. Enrollment Chart: Complete the enrollment chart below that details the number of students and grades the proposed school seeks to serve in years one through five and at capacity. Provide a brief narrative statement regarding your rationale for the school’s projected enrollment for years one through five.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Planned Number of Students</th>
<th>Maximum Number of Students</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2019-2020</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020-2021</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Capacity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Student Recruitment Strategy: Discuss the robust plan to recruit the targeted student population. How will the school attract and retain all students, including those with disabilities, students with Individualized Education Plans (IEPs), English Learners (EL), and students in temporary living situations?

c. Admissions Policy (Contract School Only): Please describe the proposed school's application, enrollment, and registration policies and procedures for all students. Outline the requirements for parents and students to apply to the proposed school, explain how the proposed school will conduct its lottery if over-subscribed, and specify how students will register once enrolled.
Note: If a school is proposing a special admissions policy (i.e. talent audition), it must be approved by the Board of Education.

2.7 Serving Specialized Populations
a. Specialized Instruction: Articulate how the curriculum/educational program of the proposed school will meet the needs of all enrolled students, including students with disabilities and diverse learning needs (i.e. students with IEPs, ELs, and homeless students). Discuss how the course scope and sequence, daily schedule, staffing plans, and available student supports will be flexible and adjusted to support these student populations. Answers to the following questions should specifically discuss unique and supplemental ways for serving these populations, and should not simply restate the CPS policies regarding specialized populations.

Note: All school proposals must comply with the Individuals with Disabilities Education Act (IDEA), 20 USC 1401 et seq., as amended; Section 504 of the Rehabilitation Act, 29 USC 794 et seq.; and Article 14 of the Illinois School Code, 105 ILCS 5/14-1.01 et seq., as amended, and explain how compliance will take place and be monitored.

i. Explain how the proposed school will assess, review, revise, and implement IEPs.

ii. Describe how the proposed school will provide a free, appropriate public education in the least restrictive environment to students with disabilities.

iii. Describe how the proposed school will accommodate students with disabilities who require extended school year services.

iv. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.

v. Explain how the proposed school will identify and meet the needs of EL students, including curricula and instructional programs/practices to accommodate this group.

b. Homelessness: Demonstrate how you will provide support for the academic success and personal development of homeless students enrolled in the proposed school by addressing questions 1–6 below. Applicants must ensure that no member of the Salazar v. Edwards, 92 CH 5703 (Circuit Court, Cook County), class will be deprived of his/her rights under the Settlement Agreement. Additionally, partners must ensure that the proposed school does not interfere with the Board’s performance of its obligations under the Agreement.

Note: All proposals must state how the school will protect the rights of children who are homeless in compliance with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., as amended; Illinois Education for Homeless Children Act, 105 ILCS 45/1-1 et seq., as amended 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://isbe.net/homeless/default.htm.

i. How will the proposed school ensure immediate enrollment as well as sensitive, inclusive treatment of homeless students? What steps will the school take to retain this population?

ii. How will homeless students be included in all proposed school programs and activities and receive additional support services?

iii. How will the proposed school’s administration annually prepare and train staff regarding the needs and rights of homeless students?

iv. How will parents of students who are homeless be included in any governing or advisory bodies as well as other school activities which are available to all families in the proposed school?

v. How will the proposed school provide transportation to a student and, if appropriate, the student’s parents, if it is the “school of origin” for the homeless student?

vi. How will the proposed school coordinate with other entities to comprehensively serve the needs of students without housing?
Section 3: Community Involvement

The Community Involvement section should demonstrate a proven commitment and overall capacity to establish strong connections to the community where the proposed school will be located.

3.1 Targeted Communit(ies)

a. Boundaries/Profile: What is the student recruitment boundary for the proposed school and the targeted communit(ies) within it? Please provide the information about the neighborhood(s) within the recruitment boundary.

b. Community Research: Please provide a brief historical context of the neighborhood(s) within the proposed recruitment boundary. Include information that your design team believes is important to understand when seeking to serve the targeted student population and community residents. Please cite the key sources of information consulted, both formal and informal.

c. Community Assets/Needs: What are some of the existing assets within the targeted communit(ies)? What do community members identify as educational and support needs in the community? What methods and sources did your design team use to identify existing assets and educational and support needs in the community?

d. Community Fit: Based on the outreach and research that your design team has conducted, why does your team believe that the proposed school is a good fit for the targeted communit(ies)? How will the proposed school contribute to the existing assets in the targeted communit(ies) and meet educational and support needs?

• Attach any petitions or relevant documents from community residents, parents, and leaders in your appendix.

3.2 Parent and Community Engagement & Support

a. Plan to Notify Parents/Community Members: Please provide quantifiable evidence of having notified at least 25% of the individuals residing in the intended recruitment boundary of the proposed new school, as well as 50% of residents, organizations, and businesses located within a half-mile radius of the facility formerly known as Dyett High School.

b. Feedback from Parents/Community members: In your design team’s interactions with parents, community organizations and stakeholders, and community members, what were some of the reactions to the proposed school’s programmatic design? What suggestions or feedback did parents and community members have for the proposed school? Which pieces of feedback did the design team incorporate into the proposal?

c. Parent Support: Please provide evidence that parents of age-eligible children would consider sending their children to the proposed school in the fall of 2016.
d. Key Community Partnerships: Discuss specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school. Explain how such partnerships will further the mission and vision of the school, and who will be responsible for managing and cultivating these partnerships.
Section 4: Leadership and Operations

This section should present an overview of the proposed school’s leadership, oversight model, staffing plans, and operations. In your answers, provide evidence of the proposed school’s leadership and management capacity to handle new school start-up and other operational challenges.

4.1 Design Team Capacity
a. List the members of the design team filing this proposal.

- Attach résumés of design team members and any other individuals who have made substantial contributions to this proposal as well as those whose résumés are not included elsewhere in the proposal (e.g. advisors, consultants) in the appendix. Label each résumé with the individual’s affiliation with the proposed school.

4.2 School Governance and Oversight
a. School Type: Briefly explain the rationale for applying to operate your school as a contract or District school model.

b. Internal School Organizational Chart: Provide a comprehensive organizational chart showing lines of authority among school leadership staff (e.g. Principal/instructional leader, assistant principal, dean of students, and other key leaders), and the oversight and/or advisory structure for the proposed school.

c. School Governance and Oversight: Provide a comprehensive description of the proposed school’s governance and oversight structure.

If you are applying for a District school, the school will be required to:
- Report to the Board of Education
- Have a Local School Council (LSC) or Appointed School Council (ALSC)

If you are applying as a contract school, the school will be required to:
- Have a governing board such as an ALSC
- Develop a school advisory board/ALSC

Note: For new District schools, the LSC is advisory for the first two years or whenever the student enrollment is 50% or more of the projected total enrollment, whichever occurs last.

i. Traditional Local School Council (LSC) Structure: If the school will have a traditional LSC, discuss the design team’s role in interacting with or participating in the LSC during the start-up of the school and after school opening. Discuss how the LSC will support the proposed school’s mission, how often it will meet, and how it will monitor the performance of the school.

ii. Appointed Local School Council (ALSC): If the school qualifies as “small” or “alternative” or “contract school” and you are proposing an ALSC, identify the desired composition of the
ALSC, including key skills and constituencies that will be represented. Discuss the desired role of parents, students and staff on or in relation to the ALSC, and discuss how and when members will be recruited and selected. Describe any ALSC training you will provide.

d. School Governance Structure (Contract School Only): Describe the structure of the Governing Board at the proposed school, and identify any proposed Board committees and their roles.

• Attach the by-laws proposed for your school’s Board, or an outline of the same for the entity that will hold the agreement for the school.

  i. Board Development: Identify the desired composition of the Governing Board, including key skills and constituencies that will be represented. Provide a plan for recruiting a Governing Board representing a diverse skill set required for school oversight. Identify any existing relationships with individuals or organizations which the design team can leverage as it develops its founding Board.

  • Attach résumés of any Governing Board members who have already been identified in the appendix.

  e. Transition Plan: Discuss the design team's role in interacting with or participating in the Governing Board during the start-up of the school and after school opening. Describe a transition plan and associated timeline as the founding Board becomes the “working” Board. Please also identify any resources the team will rely on in connection with its ongoing Board development efforts.

  f. School Level Committees: Describe any advisory councils or committees you plan to establish at the proposed school. Explain the role, planned membership, and reporting structure of these councils or committees as they relate to the Governing Board and school leadership.

4.3 Leadership

a. Describe the criteria for hiring a leader for the proposed school, and explain how these characteristics align with your school’s unique mission and vision. Identify the principal candidate, if known, and explain why this individual is well qualified to lead the proposed school. If the candidate is unknown at this time, describe the timeline and plans for recruiting, hiring and developing the principal.

For District Schools: The CEO will work with the design team to identify the initial leadership of the school. The CEO will have final discretion over the school leadership appointment.

For Contract Schools: The contract school board or sub-contracted management organization will select the school leader in concurrence with the CEO.

• Attach a job description for the principal in the appendix.

• If selected, attach and label the principal candidate’s résumé in the appendix.
4.4 Staffing Plans
a. Staffing Model: Describe the school’s staffing needs from start-up through year five. Identify the adult-to-student ratio in the proposed school, and include the number of students, teachers and aides per classroom. Provide the number and type of all academic and non-academic positions in the proposed school.

b. Leadership Team beyond the Principal: Identify any leadership positions beyond the principal, such as assistant principals, master teachers, business managers or curriculum coordinators. If known, please identify the individuals who will fill these roles and discuss why they are well-qualified to support the school’s unique mission and vision. If still seeking to fill these positions, provide plans for recruiting candidates and a timeline and criteria for hiring.

c. Recruitment of Teaching Staff: Describe your design team’s strategy and timeline for recruiting, hiring and developing the proposed school’s teaching staff. Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support your school design. Identify any teachers who have already been recruited and committed to teaching at the proposed school. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines.

• Attach job descriptions for teaching staff in the appendix.

• Attach résumés for any teachers that have been identified in the appendix. Label each résumé as “teacher.”

4.5 Operations
a. Operations Start-up Plan: Provide a timeline and schedule for the operations-related activities your team will undertake in the planning phase to ensure a successful school opening.

b. Operations Plan after School Opening: Describe how non-academic services will be managed at the proposed school after it opens. Complete the table below outlining what individual or organization will perform specific operational functions, and indicate who at the school will be responsible for managing or overseeing each of these operational areas, as well as his or her role at the school. Include implementation plans and the relative cost structure.

<table>
<thead>
<tr>
<th>Service</th>
<th>Planned Provider or Provider Type</th>
<th>School Staff Member Responsible</th>
<th>Timeline for Securing Service</th>
<th>Estimated Costs</th>
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<tbody>
<tr>
<td>Accounting &amp; Bookkeeping</td>
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<td>Auditing</td>
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<td>Custodial/Maintenance</td>
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<td>Food Service</td>
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<td>Healthcare</td>
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<td>Transportation</td>
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<tr>
<td>Other</td>
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Section 5: Finances

The Finances section should provide an overview of the financial projections for the proposed school, including additional financial resources that may be needed for start-up and beyond, as well as a description of financial control systems.

5.1 Financial Forms and Narrative
a. Budget Narrative: Include a budget narrative that addresses key assumptions and principles used to develop your financial model, ensuring alignment with the mission, vision, and overall strategic development of the proposed school.

b. Financial Forms: Provide electronic (Excel via CD) and paper submissions of a complete set of financial forms for the proposed school, including:
   - Five-year enrollment projections
   - Five-year operating budget
   - Assumptions used for income amounts, including grant and fundraising revenue
   - Year 1 cash flow budget

We have provided a budget template that you may use to submit your financial information. However, you may choose to submit this information in your own format as long as it provides the required information.

Please use the following budget assumptions:

I. Student Based Budgeting (SBB). The per-pupil rate for district school proposals is $5,444. Diverse learners with LRE2 status receive 70% of the per-pupil rate, or $3,811. Diverse learners with LRE3 status receive 40% of the per-pupil rate, or $2,177.

   The per-pupil rate for contract school proposals is $6,221. Diverse learners with LRE2 status receive 70% of the per-pupil rate, or $4,355. Diverse learners with LRE3 status receive 40% of the per-pupil rate, or $2,488.

II. Supplemental General State Aid (SGSA). Assume that 95% of students qualify for SGSA funding. The per-pupil rate is $802.

III. Title I Discretionary. Assume that 57% of students qualify for Title I funding. The per-pupil rate is $831.

IV. Diverse Learners. For both district school and contract school proposals, assume that resources to serve the needs of your diverse learners will be provided in-kind. There is no need to include revenue or expenditures for diverse learners in your proposal.

V. English Language Learners. For both district school and contract school proposals, do not factor in supplemental resources for bilingual education.
VI. Start-Up Funding. Assume that the school will receive $118,750 in start-up funding in year 1. In addition, the school will receive $950 per pupil in year 1, and the following years as the school expands to its full size.

VII. Operations and Security. District school proposals should assume that operations expenses are covered by central office. There is no need to include them in your proposal. Central office will provide an undetermined number of security guards; your proposal should specify whether the school will budget for additional security guards.

Contract school proposals are responsible for covering facility and maintenance, safety & security, and information technology costs either by electing to use CPS’ services (at a per pupil cost) or providing the services themselves.

VIII. Non-SBB. Contract schools receive a non-SBB allocation to cover non-instructional costs, including operations and security. The non-SBB rate is $2,448. Non-SBB revenue should not be included in district school proposals.

IX. Additional funding for district school proposals. For district school proposals, if the school is requesting additional resources for particular programs – e.g., magnet, IB, STEM, selective enrollment – the requested resources should be identified in the proposal. Contract school proposals should not include requests for additional funding.

X. Administrative fee. Contract schools are required to pay an administrative fee of 3% on its SBB, non-SBB, and SGSA revenues.

XI. Benefits. District school proposals should factor in benefits of 22.26 percent for teacher positions and 21.245 percent for ESP positions. In addition, district schools should budget $10,163 on each position for health care expenses.

XII. Foundation positions. For district school proposals, assume that the school will receive 1 principal, 1 counselor, and 1 clerk as foundation positions. The cost of these positions do not need to be included in the budget. Contract schools do not receive these foundation positions, but they have a higher SBB per-pupil rate.
Section 6: Facilities

The Facility section should address your design team’s plans for utilizing the facility formerly known as Dyett High School. To be considered for CPS approval, applicants must provide evidence to demonstrate how the applicant will utilize the site. Note: Applicants must identify its proposed plans for the facility prior to CPS Board approval.

6.1 Space Requirements

a. Specify your school’s space requirements (number of classrooms, administrative offices, program-specific space, etc.) and describe how the proposed school's site will accommodate the school.
## Appendix 1. Completeness Checklist

In addition to responding to all of the required questions, applicants should be sure to include the following attachments/documents in their proposal. Please review the submission instructions for additional information about how to properly submit full proposals.

<table>
<thead>
<tr>
<th>Application Component</th>
<th>Applicant Check</th>
<th>Reviewer Check</th>
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<tbody>
<tr>
<td><strong>Executive Summary</strong></td>
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<tr>
<td><strong>Section 2. Education Plan</strong></td>
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<tr>
<td>2.3 Assessments and School-Wide Data</td>
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<tr>
<td>2.3.b. Diagnostic benchmark/interim and summative assessments table</td>
<td>☑️</td>
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<td>2.6 Student Recruitment</td>
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<tr>
<td>2.6.a. Enrollment chart</td>
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<td><strong>Section 3. Community Involvement</strong></td>
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<tr>
<td>3.1 Targeted Community(ies)</td>
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<td>3.1.d. Petitions or relevant documents from community residents, parents, and leaders in appendix</td>
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<td><strong>Section 4: Leadership and Operations</strong></td>
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<tr>
<td>4.1 Design Team Capacity</td>
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<td>4.1.a. Resumes of design team members and any other individuals who made substantial contributions to the proposal</td>
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<tr>
<td>4.2 School Governance and Oversight</td>
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<td>4.2.b. Comprehensive internal school organizational chart</td>
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<td>4.2.d. Bylaws for proposed school Board or an outline for the same for the entity that will hold the agreement for the school; Resumes of any Governing Board members who have</td>
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<tr>
<td>4.3 Leadership</td>
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<tr>
<td>4.3.a. Job description for the principal in the appendix; If selected, principal candidate’s resume in the appendix</td>
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<tr>
<td>4.4 Staffing Plans</td>
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<tr>
<td>4.4.c. Job description for teaching staff in appendix; Resumes for any teachers</td>
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that have been identified in appendix

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<thead>
<tr>
<th>4.5 Operations</th>
<th>4.5.b. Operations table</th>
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<tbody>
<tr>
<td>Section 5: Finances</td>
<td></td>
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<tr>
<td>5.1.b. Financial Forms and Narrative</td>
<td>5.1.b. Financial forms including: Five-year Operating Budget Assumptions; Grants; Start-up Budget; Year 1 Cash Flow Budget; Five-Year Operating Budget</td>
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</tbody>
</table>