

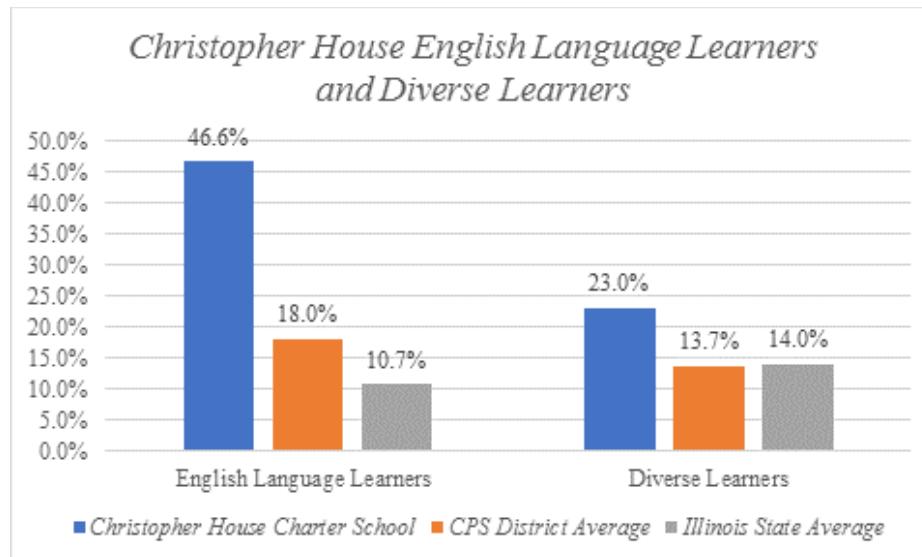


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## A. Competitive Priorities

### i. Competitive Preference Priority 1

The expansion of Christopher House Charter School to include 6<sup>th</sup> through 8<sup>th</sup> grade will increase access to educational choice and **improve learning environments for both English Learners and children with disabilities in the community.**



(Source: <https://cps.edu/SchoolData/Pages/SchoolData.aspx> and <https://www.illinoisreportcard.com/State.aspx>)

### English Learners

For the 2017-2018 school year, 18.0% of students in the Chicago Public Schools (CPS) district and 10.7% of students in all Illinois school districts are English learners. Christopher House serves a far larger population of English learners. For the 2016-2017, **46.6% of Christopher House Charter School students were English learners.**

Christopher House Charter School serves all students with limited English proficiency (English Language Learners or “ELL”) using structured English language instruction so they achieve proficiency in the English language as quickly as possible. Due to the number of Spanish speakers in the Belmont Cragin neighborhood, Christopher House maintains bilingual faculty

supports for ELL students and their family members. Christopher House Charter School complies with all applicable laws, including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974. Additional information on our curriculum to support English learners is detailed in the program narrative below.

### **Children with Disabilities (Diverse Learners)**

For the 2017-2018 school year, 13.7% of students in the Chicago Public Schools (CPS) district and 14.0% of students in all Illinois school districts are diverse learners. Christopher House serves a larger population of diverse learners: **23% of Christopher House Charter School students are diverse learners.**

The Christopher House philosophy supports an inclusive model with a belief that students can be served in a general educational setting to the degree it serves their special needs and allows for the natural progression of the general education program. Christopher House Charter School educates students with disabilities in the least restrictive environment with their non-disabled peers to the extent appropriate and allowed by each student's individualized education plan (IEP) prepared by the Committee on Special Education and in accordance with all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). Christopher House Charter School does not discriminate in admission or enrollment practices on the basis of a student having or suspected of having a disability.

Christopher House's Diverse Learners Department provides high-quality and specially designed instructional supports and services for all diverse learners and works to improve the academic achievement of all diverse learners. The department is comprised of our Principal, Diverse

Learners Manager, diverse learner teachers, clinicians, and paraprofessionals. The Diverse Learners Manager and diverse learner teachers collaborate and consult with general education teachers to discuss the needs and progress of those students who have a 504 or IEP. Additional information on our curriculum to support diverse learners is detailed in the program narrative below.

*ii. Competitive Preference Priority 3*

Christopher House operates a single K-5 charter school—Christopher House Charter School—and seeks funding to support our expansion of this single charter school through the 8<sup>th</sup> grade. Please see **Appendix E** which includes the original charter agreement, dated July 1, 2013, and the renewed charter letter, dated January 23, 2018, between the Board of Education of the City of Chicago and Christopher House, as an Illinois not-for-profit corporation. Christopher House Charter School is one campus located at 5235 W. Belden Avenue, Chicago, IL 60639 in the Belmont Cragin neighborhood on Chicago's northwest side.

**B. Selection Criteria**

*i. Contribution in Assisting Educationally Disadvantaged Students*

After a careful assessment of the community in 2011, Christopher House chose Belmont Cragin as the site of its charter school, which opened in 2013, to meet the needs of a rapidly growing child population; to build on our success of supporting low-income, Hispanic populations; and to apply a model of education and family support that responds to the needs of those in the community. In 2017, Christopher House again led a community assessment of Belmont Cragin to understand the ongoing needs and resources of the area to better serve our families

through effective program planning. The most recent assessment will help guide Christopher House as it supports a larger community of high-need students, through the 8<sup>th</sup> grade, and their families. Christopher House is intentional in its recruitment and enrollment of educationally disadvantaged students and collects and analyzes data to best serve the community.

<i>Racial Diversity of Community</i>			
	<i>CPS</i>	<i>Belmont Cragin</i>	<i>Christopher House</i>
Hispanic	46.8%	80.0%	95.2%
White	10.2%	14.0%	1.5%
Black	37.0%	3.0%	2.7%
Asian	4.1%	1.0%	0.3%
Multiracial	1.1%	1.0%	0.3%

The Belmont Cragin neighborhood has a population of 79,210; 80% of residents identify as Hispanic, 14% White, 3% Black, 1% Asian and 1% Multiracial. While 65% of children ages 0-5 and 70% of children ages 6-17 in the neighborhood have employed parents, an astounding 63% of children ages 0-5 and 61% of children ages 6-11 live below 185% of the poverty level (Illinois Action for Children, Population and Poverty Data by Chicago Community Area, December 2016).

Christopher House Charter School operates under Chicago Public Schools. For the 2017-2018 school year, CPS reported the following racial makeup for the 2017-2018 school year: 46.8% Hispanic, 37.0% African-American/Black, 10.2% White, 4.1% Asian and 1.1% Multiracial. CPS reports that 77.7% of students are Economically Disadvantaged (free or reduced lunch

based on federal policy guidelines), 18% are English Language Learners (ELL) and 13.7% are students with IEPs.

**For the 2017-2018 school year, Christopher House Charter School is working with 341 students, 95.2% of whom identify as Hispanic, 2.7% as Black, 1.5% as White, 0.3% Asian and 0.3% Multiracial. For the 2016-2017 school year, 46.6% of our students were English Language Learners, more than two times the rate of CPS. 23% of students are diverse learners and 100% receive free or reduced lunch based on federal policy guidelines.**

Christopher House Charter School hires administrators and teachers with the education and experience to implement our education model. These teachers participate in a supportive, professional environment that promotes growth and achievement. Christopher House Charter School is supported by:

1. Strong systems for identifying and meeting special needs;
2. Curriculum and instructional strategies designed to meet the needs of remedial and accelerated students;
3. A strong internal network of social services including counseling and case management;
4. Bilingual, bicultural staff; and
5. School leadership that is committed to ensuring that all students succeed academically, socially and emotionally.

The school's design for each student includes a detailed assessment plan and Response to Intervention Plan that ensure any risk factors are quickly identified and addressed through the school's resources.

The 6<sup>th</sup> through 8<sup>th</sup> grade expansion will build on the Christopher House Charter School K-5 education plan, which has been developed to meet the needs of all learners including English Language Learners, students with special needs, students in need of remediation, and those in need of accelerated learning. All current processes and procedures will be expanded to meet the needs of our current and future students as they progress to grades 6-8.

Christopher House's student recruitment plan encourages the admission of students from all backgrounds, abilities and socioeconomic statuses. With 46.6% of students learning English as a second language, Christopher House strives for all students to achieve proficiency while remaining respectful of each student's first language, heritage, and culture. Christopher House Charter School identifies students as English Language Learners (ELLs) by conducting at-home interviews and administering both a home language questionnaire and the Language Assessment Battery-Revised (LAB-R). Christopher House Charter School's teachers are responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. In addition, the universal screening of English oral vocabulary and listening comprehension throughout the school year helps monitor progress and determine how a child's English language skills compare to those of their classmates. All teachers receive professional development training on techniques for detecting whether a student has English language deficiencies and on communicating with students designated as ELL students.

Our school is committed to providing a high-quality, culturally responsive, and respectful ELL program. The goal of our program is to align with Transitional Bilingual Education (TBE), as required by Illinois law, in an inclusive and supportive instructional framework. Our ELL coordinators develop and implement instructional supports in collaboration with other instructional staff. Teachers must collaborate on an ongoing basis with our ELL Team to ensure streamlined and effective instructional practices are in place across the curriculum for our ELL students. Parents have the right to deny services, which is explicitly explained at an ELL services meeting in the fall. In addition, the Bilingual Advisory Council meets at least four times per year. Students in the program are given a separate report by ELL instructors to document their progress. Per Illinois law, the general report card must reflect the student's progress in the general program of instruction.

For additional support, Christopher House Charter School employs bilingual faculty who are available for communicating with Spanish-speaking family members, and multilingual materials are distributed in the community to highlight services offered. In addition, each class at Christopher House Charter School has at least one bilingual teacher (head or assistant).

Christopher House educates students who are diverse learners in the least restrictive environment with their peers to the extent appropriate and allowed by each IEP prepared by the Committee on Special Education and in accordance with all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). Christopher House does not discriminate in admission or enrollment practices on the basis of a student having or suspected of having a disability. Christopher House ensures that all eligible children with disabilities receive a free

appropriate public education in accordance with part B of the IDEA. (***CFDA 84.282E***)

***Requirement J)***

**Diverse Learner Outline of Support**

**Personalized Support:** DL Manager meets with parents as needed to best support their child's education.

**Restorative Justice:** Restorative Justice is used to provide students and staff with resources to help respond to conflicts and behaviors.

**Pre and post IEP meetings:** DL manager meets with parents to ensure understanding of diverse learning supports before and after meetings.

**IEP Development:** DL Manager supports special education team in developing IEPs and related documents to ensure they are in compliance and are well developed.

**Planning Time:** General education and special education teachers meet, plan, and collaborate for professional development.

**DL Parent Meetings:** DL Manager hosts monthly DL parent meetings to provide them with resources, outside agency supports and workshops.

**DL Coaching:** DL Manager provides coaching to DL teachers and team members based around special education topics, IEP development, teaching and supports.

**MTSS/Referrals:** We have a strong Multi-Tiered System of Support (MTSS) program in place with intervention cycles every 5 weeks. Referral team meets to discuss next steps and determine additional supports.

**Family Involvement:** Parents are their child's first teacher, so we ensure that parents have the proper supports and resources to support their child at home. Teachers use various forms of communication to stay in constant contact with their child's parents or caregiver.

**ECDS and FSS collaboration:** The Christopher House Charter School and ECDS have aligned practices and protocols that support

- o *Social-emotional practices (Responsive classroom) and data collection (DESSA)*
- o *MTSS data collection*
- o *Diverse Learner support*
- o *Transition to kindergarten collaborative meetings and observations*
- o *Emergent-learning practices*
- o *Family events and workshops*

### **Multi-Tiered System of Support (MTSS)**

As part of the MTSS protocol, universal screening measures are used throughout the year. These include formal and informal assessments and the classroom teachers are responsible for administering assessments. In accordance with MTSS, all children not meeting targets for his/her

grade level receive intervention and instruction to directly address areas of demonstrated weakness. Level 1 interventions are identified by the Student Support Specialist (SSS) and implemented by the classroom teachers. These interventions include small-group or one-on-one instruction and are provided within the classroom by head or assistant teacher. Teachers track children's progress throughout the Level 1 interventions. Children showing insufficient progress are discussed by the MTSS team who create Level 2 academic intervention plans. The Level 2 interventions require classroom teachers to work collaboratively with specialists within the school such as the SSS, social worker, and the Case Manager to provide these targeted interventions. Level 2 interventions typically include small group or one-on-one instruction and are monitored by the classroom teachers and school specialists working directly with the students. The MTSS team reviews the progress of children receiving Level 2 intervention, and those who fail to make sufficient progress begin receiving Level 3 interventions. The Level 3 instruction is developed by the SSS and is delivered in small group or one-on-one assistance from the SSS and/or the social worker. Finally, if students at Level 3 make insufficient progress, then a full and individual evaluation is conducted at Level 4 to determine eligibility for an Individualized Education Program (IEP) or a 504 plan. A referral for a full and individual evaluation may take place at any time before or during the first three levels of MTSS. These referrals may be made by a parent or the MTSS team. The universal screenings provided at school entry and throughout the year also permit teachers to identify students who are performing significantly above grade level and are in need of an accelerated program. These instructional plans are delivered in small group or one-on-one settings. The school recognizes the need for consistent small group instruction to target the needs of children who may be ELL and performing below or above grade level. Therefore, the school day schedule was designed to

promote small group instruction. For instance, periods throughout the week are considered flex-time in which children are given the opportunity to work in small groups that may include children from other classrooms. For example, during a flex period the two 2<sup>nd</sup> grade classrooms can form four to five small groups which include children from both classes and are led by the two general education teachers and the special education teacher; students will be divided into groups based on targeted skills and interventions.

Christopher House Charter School has diverse learner teachers who work closely with administration and classroom teachers to best support the needs of each student with an IEP. The responsibilities of this staff member includes: providing direct and indirect instruction; collaboration and co-teaching with classroom teachers; long- and short-term planning to address individual needs of students; evaluation of students' progress, establishing and maintaining classroom management procedures; reporting on all special education issues to the school leader and the assistant school leader; preparing written reports accurately and in a timely manner; effectively communicating with teachers and parents to facilitate the IEP process; effectively consulting with parents, teachers and administrators; remaining knowledgeable on current special education laws, rules and regulations; and maintaining the privacy of student records and information. Christopher House Charter School students are often placed in small groups to specifically address their language needs and referrals are also made to appropriate support services to enhance their academic performance.

The 6-8<sup>th</sup> grade expansion of Christopher House Charter School will also have the necessary supports to meet IDEA guidelines in regards to service minutes and supports. A Middle

School Counselor will be collaborating with the diverse learner team to support diverse learner students with high school preparation and planning for transition.

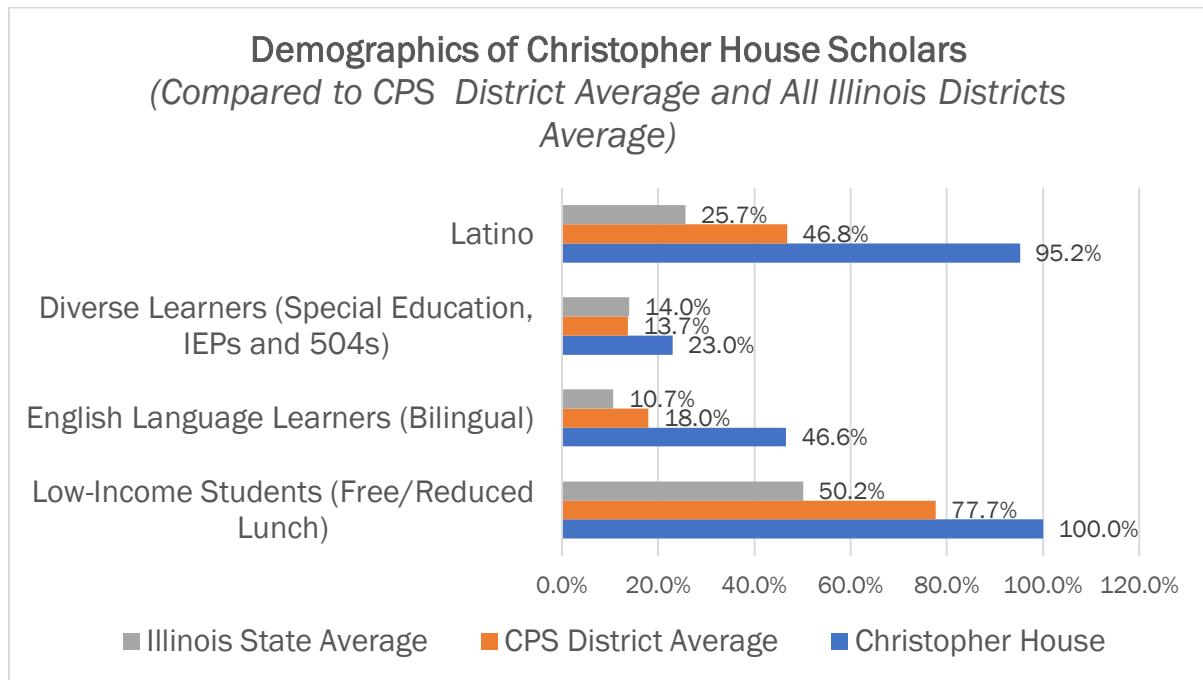
A transition plan must be developed for all students who are or will be 14½ years, during the life of the IEP and annually thereafter. Transition services are a coordinated set of activities for students with disabilities. These activities are designed to improve the academic and functional achievement. The transition plan will help to facilitate the student's movement to post school activities. The post school activities can include vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Each plan will be personalized to each individual student's needs, taking into account the student's strengths, preferences, and interests. This includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and acquisition of daily living skills. Various transition assessments will be completed in the areas of employment, education/post-secondary training and post-secondary living.

### **Differentiated Learning Goals:**

- *Recognize differences in students' learning strengths, styles, interests, and paces.*
- *Provide challenging, meaningful activities for all students.*
- *Provide equal opportunity for all students to develop potential and skills for success.*
- *Meet varying needs of students by matching instruction to child.*
- *Integrate higher-level learning within the general standards-based curriculum.*

- Encourage teachers to continue their own education and training for understanding and supporting differentiation using data.
- Provide a nurturing environment that is conducive to higher-level questioning and discussions.
- Promote excellence in instructional decision-making.
- Transform potential into production.
- Learn persistence, organizational skills, and study skills to maximize student potential.



(Source: <https://cps.edu/SchoolData/Pages/SchoolData.aspx> and <https://www.illinoisreportcard.com/State.asp>)

## *ii. Project Design*

A grant from the Department of Education's Office of Innovation and Improvement will support the expansion of Christopher House Charter School, operated by Christopher House. Christopher House was founded in 1906 during the settlement house movement to support immigrants as they transitioned to life in America. The agency became a leader in

piloting innovative programs such as Head Start in the 1960s and teen parent programs in the 1980s. Today, Christopher House has grown into a family of schools—three preschools, one elementary school, an after-school program and parent school—annually serving more than 4,000 low-income children and their families in the Belmont Cragin, Logan Square and Uptown neighborhoods of Chicago.

Christopher House's ultimate vision is to create a national model for helping low-income, at-risk children and their families achieve success in school, the workplace, and life. We partner with families to provide a continuum of innovative schools for students from birth through high school as well as adult educational programs that create stable, self-sufficient families

Christopher House believes that children and families thrive when:

- They have access to a high-quality education;
- Education begins at birth, with parents as the first teacher, and continues through life;
- Parents have high standards and set high expectations for their children and themselves;
- Professionally trained teachers use strength-based instruction and know their students as individuals;
- Parents support their children financially and emotionally;
- Evaluations and program adjustments are data driven;
- Education includes developing perseverance and social intelligence; and
- Parents and teachers work together to continuously improve programs.

To help build on this vision, in 2009, Christopher House launched the award-winning Chicago Benchmarking Collaborative (CBC) with 4 other social service organizations to jointly improve

the quality of service to low-income families and children. Under Christopher House's leadership, the CBC has grown to 7 well-established education and human services agencies dedicated to sharing data, refining best practices and using one another's strengths to tangibly improve outcomes for the more than 12,000 low-income individuals we collectively serve. The following organizations have partnered with Christopher House through the CBC and share our commitment to implementing data-informed program improvements: Chicago Commons Association, Chicago Youth Centers, Chinese American Service League, Erie Neighborhood House, Gads Hill Center and St. Vincent Marillac. Among the partner organizations, 69% have seen an increase in results through the CBC's sharing of data and best practices, illustrating the impact and importance of ongoing collaboration.

### **Christopher House Charter School Expansion to Include 6<sup>th</sup> 7<sup>th</sup> and 8<sup>th</sup> Grades**

Christopher House Charter School's mission is to develop independent, creative, lifelong learners in a school where students, teachers, and parents form a community committed to excellence, achievement, perseverance, respect, and compassion. Christopher House effectively closes the opportunity gap for low-income students in Chicago's Belmont Cragin neighborhood by providing a continuum of personalized education starting at birth that includes a rigorous college prep curriculum to develop critical thinkers who will succeed in high school, college and beyond.

In 2011, Christopher House began the process to extend its educational impact on low-income families by establishing a charter school in Chicago's Belmont Cragin neighborhood. This expansion was part of a long-term, data-driven strategic plan to create a continuum of education that is successful and replicable by tracking student progress. This need was identified by

Christopher House as young students in our Gold Circle of Quality early childhood education programs graduated and enrolled in underperforming elementary schools in their neighborhoods. In 2013, Christopher House Charter School opened one year after Christopher House received the Department of Education's Office of Innovation and Improvement grant. In the three years since Christopher House Charter School opened its K-5 program, the school has placed in the top 1% of CPS schools in growth measurements and has been rated a Level 1+ school—the highest possible rating—by Chicago Public Schools. To continue in its mission of excellence, Christopher House Charter School, as the third and final phase of its three-phase plan, will extend its continuum of education to a K-8 program.

As with the previous expansion and development of the Christopher House Infant and Toddler Preschool and K-5 Elementary School, this project has clearly defined goals, outcomes and objectives to ensure the continued success of our students, through the 8<sup>th</sup> grade. Over the next three years, **Christopher House Charter School will support an additional 210 students and prepare them to attend, and succeed at top-tier Chicago high schools. In addition to expanding on efforts to ensure students select their best fit high school, the new 6<sup>th</sup> through 8<sup>th</sup> grade curriculum will also develop student ownership of learning objectives, increase the use of technology to enhance individualized learning, and include additional social and emotional development for students, 100% of whom come from low-income families.**

With this growth, Christopher House will remain committed to tracking and measuring outcomes so that our methods are data-driven, and our students and their families receive the highest-

quality services. For the 2018-2024 school years, Christopher House will continue to track and closely monitor success measurements and intended outcomes that include:

- 85% of students make appropriate growth on Fountas and Pinnell assessment
- 65% of students meet/exceed their NWEA projected growth target
- 50% of students are at the expected NWEA level
- Maintain a Level 1+ rating from CPS
- Maintain Excelling in the Arts rating from CPS

To maintain these high ratings, Christopher House Charter School K-8 curriculum will build on its innovative use of technology and arts in the classroom.

### **Technology in the Classroom**

On average, students in 2<sup>nd</sup> through 5<sup>th</sup> grade spend approximately 30 hours per week using computers in their classroom. Christopher House Charter School has spent the last two years increasing the use of technology in our classrooms to personalize learning and increase real world connections for student learning. To advance these goals, we have partnered with LEAP, an organization that provides teacher professional development and connects schools to educational software companies. Each year, we have increased our technological resources and have obtained a 1:1 Chromebook to student ratio. Nearly all Chromebooks, as well as the associated hardware and software needed to make them operational in our classrooms, have been purchased with the support of individual, foundation, and corporate donations. We have also introduced educational software such as MyON®, a “Netflix for books” style e-reader that recommends books based on student interest and reading level, and ST Math, an online math

program that can be accessed at home and school that increases or decreases the level of challenge based on a student's math proficiency. Teachers have participated in training that ensures the technology is fully integrated into instructional planning and used to increase student autonomy, engagement, and personalization.

### **Arts Integrated Curriculum**

Christopher House Charter School has incorporated arts integration into its curriculum as a way to engage students in social and collaborative learning and reinforce classroom lessons through creative projects. This integration provides students with opportunities to demonstrate what they have learned and communicate that knowledge through a creative project that requires problem-solving and reflection.

During our founding years, we partnered closely with Chicago Arts Partners in Education to give our teachers experience and professional development to enable them to create meaningful access to the arts for students and, specifically, how to develop standards-based lesson plans using content-area standards. We have built on this commitment, leveraging partnerships across multi-disciplines to build a wealth of units that incorporate the National Arts Standards as well as common core standards.

Our elementary school incorporates arts integration in three ways. The first is through Art as Curriculum with the school's music program. Every week, each student attends two hours of music instruction where they are exposed to different music styles and instruments. These lessons are designed for students to learn to creatively work as a team to sing, read music, and perform. The second incorporation of arts integration is through Arts-Enhanced Curriculum

where the arts are used to support other subject areas as tools for teaching, such as using songs to learn. The third method is through Arts-Integrated Curriculum where lessons are art-based and subject-based. One example of this approach is an arts integration unit that focuses on patterns and mosaics. Through this unit, students deepen their understanding of both patterns and the artistic process studying patterns in mosaic tiles, including an art installation on the exterior of the school created in partnership with our families and community members.

In recognition of our commitment to providing high-quality arts education, Christopher House Charter School has earned an “Excelling in the Arts” rating from Chicago Public Schools four years in a row. In order to receive this designation, we must meet rigorous benchmarks, including providing access to 120 minutes per week of arts instruction for every student, maintaining a full-time arts instructor for every 350 students, and providing ongoing professional development in the arts for all classroom teachers.

### **Expected Outcomes**

The Christopher House Leadership Team, guided by the Chief Executive Officer Lori Baas and Charter School Principal, Krissy Novy, have created goals for the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students, which focus on admission to selective enrollment high schools, PARCC scores, reading level achievement and social emotional growth. These benchmarks are detailed below.

### **Selective Enrollment High School Criteria**

These goals are for the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade and are based on the highest qualifications needed from a selective enrollment high school. Scores for selective enrollment high schools are taken at the 7<sup>th</sup> grade level.

	<i>General Education / 504 Students</i>	<i>IEP Students</i>
<b>NWEA MAP Percentiles</b>	Minimum 70 in Reading And Math	Minimum Combined 90 in Reading and Math
<b>Final GPA</b>	Minimum 3.0	Minimum 3.0
<b>Attendance</b>	Minimum 94%	Minimum 94%

### Selective Enrollment Entrance Exam Concepts

Chicago Public Schools does not provide any materials on the annual selective enrollment entrance exam, the format of which may change from year to year. Christopher House Charter School will focus on the following concepts and skills, which are likely to be covered in the exam.

Reading	<ul style="list-style-type: none"> <li>• reading comprehension skills (literal, inferential, critical thinking)</li> <li>• literature and informational texts</li> <li>• word meanings</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• problem solving, word problems</li> <li>• possible topics (fractions, decimals, ratios, percentages, algebra, geometry, graphing, probability)</li> </ul>
Language	<ul style="list-style-type: none"> <li>• capitalization, punctuation</li> <li>• grammatical concepts</li> <li>• language expression</li> <li>• effective sentence structure and writing style</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• grade level vocabulary including word roots, suffixes, prefixes</li> </ul>

### PARCC

The Partnership for Assessment of Readiness for College and Careers (PARCC) is the state assessment and accountability measure for Illinois students enrolled in a public school district. PARCC assesses the New Illinois Learning Standards Incorporating the Common Core and will be administered in English

Language Arts and Mathematics to all students in grades 3-8. The PARCC assessment is out of 850 total points. The goals below are for Christopher House 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders. We strive for 100% of students to obtain a Level 4 performance which meets expectations.

ELA	Math
Minimum of 750 (Level 4)	Minimum of 750 (Level 4)

### Social Emotional

By the end of 8<sup>th</sup> grade, 100% of Christopher House Charter School students will be able to:

- Describe the external or internal event that triggered an emotion;
- Analyze emotional states that contribute or detract a student's ability to problem solve;
- Recognize their personal learning style and find ways to utilize them;
- Recognize outside influences on the development of personal characteristics and identify whether those influences are positive or negative;
- Analyze the effect taking responsibility or not taking responsibility can have on themselves or others;
- Demonstrate ways to express understanding for those who hold differing opinions;
- Demonstrate respect for individuals in a different social or cultural groups;
- Evaluate how society and cultural norms have an effect on personal interactions;
- Offer and accept constructive criticism in order to make improvements; and
- Access conflict resolution and problem-solving resources.

## **Reading Level Achievement**

The goals below are based on Fountas & Pinnell reading levels and assessments.

	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>6<sup>th</sup> grade</b>	U	U	V	V
<b>7<sup>th</sup> grade</b>	W	W	X	X
<b>8<sup>th</sup> grade</b>	Y	Z	Z	Z+

By the end of 8<sup>th</sup> grade, 100% of Christopher House Charter School students will be able to:

- Comprehend texts of all genres;
- Read long texts with complex words, sentences and paragraphs;
- Identify classical motifs and moral issues;
- Read and interpret abstract forms of literature;
- Read content-specific words using definitions, background knowledge and other reader's tools; and
- Apply prior understandings when reading both literature and informational text.

## **Christopher House Families**

This project will also expand on Christopher House's Parent School, the mission of which is to develop strong, resilient families with parents who can advance their children's academic, social, and emotional development. To accomplish this, Christopher House offers a parent engagement program model that includes family advocates, parent education, counseling, access to Christopher House resources, and parent leadership opportunities. The families of all Christopher House Charter School students have access to these program components detailed below. (**CFDA 84.282E Requirement E**)

## **Family Advocates**

Our first step is understanding each family's strengths and needs. Family advocates meet annually with families to conduct assessments adapted from the *Massachusetts Family Self-Sufficiency Scales and Ladders Assessment Form*. Based on each families' unique challenges, parents set three goals around self-sufficiency and child development and create plans to achieve them, then meet quarterly to review progress and address challenges. Monthly all-staff meetings are held with family advocates, teachers, and social workers to collaborate and create informed and effective plans. They focus on children and families in need of support and strategize how to address concerns. These conversations include improving attendance, increasing parent engagement, and connecting families to resources.

## **Parent Education**

Each year, through assessments, we discover families interests. This year, those interests included family planning, exercise, stress reduction, and health care. In response, our staff designed workshops and engagement activities that serve as vital information resources. Workshops focus on how parents can use play for learning experiences, understand how to engage children in homework, and receive information on post-secondary education opportunities. Parent education also includes home visits, doula services, and peer support groups for our teen parents.

## **Counseling**

We offer individual, family, and group counseling with licensed clinical social workers. Harvard's Center on the Developing Child cites the important role mental health plays in

achieving success in language, literacy, and social development. Our social workers facilitate group counseling in and outside of the classroom to teach conflict resolution and empathy, which serve as early intervention for aggressive behaviors.

## **Resources**

The Christopher House Charter School food pantry is open twice a month to our families. The pantry provides supplemental groceries that ensure parents do not have to choose between feeding their children or paying for utilities. Our pantry offers fresh produce, dairy, and eggs, which are often out-of-reach for families on a limited budget and/or living in food deserts. Christopher House families receive additional support during November and December, ensuring they can provide food during school breaks, holiday meals, and gifts for the holidays. Families have access to one-time emergency assistance funds for unexpected crises that disrupt family and home stability. Our Associate Director of Family Support Services works with family advocates to assess cases, provide funds, and develop long-term self-sufficiency plans.

### *iii. Project Personnel*

Christopher House is proud to be an equal opportunity employer and a practitioner of fair employment practices. We do not discriminate against any employee or applicant for employment because of race, color, religion, sex, age, national origin, marital status, sexual orientation, disability, pregnancy, or veteran status. The ongoing success of Christopher House is maintained by a diverse staff of 192 individuals and 24 board members, led by Chief Executive Officer Lori Baas. The qualifications, relevant training and experience of key personnel for the Christopher House Charter School expansion are detailed below.

## **Project Leadership**

Lori Baas, Chief Executive Officer: Lori Baas joined Christopher House in 2002 as the Chief Executive Officer and has guided Christopher House through strategic planning and a program impact evaluation process that resulted in redefining the organization's vision and purpose.

During Lori's tenure, Christopher House has more than doubled its annual operating budget to nearly \$14 million this fiscal year. In 2013, Lori realized the organization's decade-long goal to relocate from our founding center in Lincoln Park to the high-need community of Belmont Cragin, growing the organization to serve 25% more children and families and opening its first elementary school.

With a strong commitment to continuous evaluation of programs, Lori led the development and implementation of outcome measurements for each of Christopher House's programs and worked to create the Chicago Benchmarking Collaborative. Working with seven peer agencies, the Collaborative capitalizes on the strengths of these organizations, comparing data results and making it possible to make data-informed program improvements that deeply and tangibly improve impact on children and families.

Prior to her work at Christopher House, Lori served as Deputy Chief of Staff and Finance Director for Representative Luis V. Gutierrez (D-IL) for nearly ten years. Prior to her work with Congressman Gutierrez, Lori founded her own fundraising consulting firm.

Lori obtained a Bachelor of Arts in Business Administration from Calvin College in Grand Rapids, Michigan and graduated from Kellogg Management Institute. She completed the

Executive Program for Nonprofit Leaders at Stanford Graduate School of Business and is also a member of the Illinois Early Learning Council and Economic Club of Chicago.

Krissy Novy, Principal, Christopher House Charter School: Krissy Novy is completing her fourth year as the Principal of Christopher House Charter School, where she has led initiatives in staff-developed curriculum, teacher leadership, school environment and student achievement. Specifically, Krissy created clear structures for strong teacher collaboration and successfully directed staff culture toward working together to create more holistic student outcomes. This transition enabled the development of teacher-created units and assessments in literacy, social studies and math that integrate the arts. Krissy also led the implementation of social and emotional learning (SEL) curriculum with a data system and supports to improve student behavior and culture. This is integrated into the school's multi-tiered systems of support (MTSS) program to help inform teachers' understanding of the appropriate intervention.

To continue building on her curriculum improvements, Krissy has focused on developing Christopher House's Science, Technology, Engineering, the Arts and Mathematics (STEAM) curriculum during the current 2017-2018 school year. Her continued work around arts integration was expanded with added arts partnerships to enhance the portfolio offerings. Krissy has also led an initiative to blend the emergent-learning practices in kindergarten and 1<sup>st</sup> grade with the personalized learning practices used for 2<sup>nd</sup> through 5<sup>th</sup> grade. This is helping to prepare Christopher House to begin shaping its overall pedagogy and curriculum for the middle school.

Krissy has always had a deep interest in education as a form of social justice. She began her career through Teach for America in Chicago and spent several years teaching at the middle school level before transitioning into a role as a literacy coach in 2010. She became a National

Board-Certified Teacher in Middle School ELA during this time. Through this position, Krissy supported all teacher teams in implementing the Common Core State Standards (CCSS) and led a high-performing Instructional Leadership Team (ILT) that served as a model for the rest of the district. She also served in the inaugural cohort of the Chicago Teach Plus Fellowship to inform the development of teacher evaluation policies at the district and state levels. This experience strengthened Krissy's passion for strong school leadership and she entered the Chicago Leadership Collaborative's (CLC) principal residency program in 2013. As a resident principal at Rogers Elementary School, Krissy helped develop ILT and grade-level teams to engage in cycles of continuous improvement and built-out English Language Learners (ELL) practices for the culturally rich school community. Krissy believes that schools are best suited to serve children when the talent and leadership potential of the staff is fully developed, the development of the whole child is prioritized, and families are engaged in the work and culture. In **Appendix B**, we have included the resumes of additional personnel associated with this expansion:

- Shay Frey, Student Support Manager
- Laura Pietrini, Diverse Learners' Manager
- Madison Engel, Teacher, 5<sup>th</sup> Grade
- Michelle Morrison, Teacher, 5<sup>th</sup> Grade
- Veronica Johnson, Teacher, 4<sup>th</sup> Grade

### **Additional Staff Leadership**

Gloria Kuechenberg, Director of Family Support Services: Gloria Kuechenberg joined Christopher House in 2008 and oversees the agency's social work services, food pantries, financial assistance program, clothing and housewares giveaway and literacy services. A native

of Colombia, Kuechenberg is fluent in both Spanish and English. She has over 9 years' experience working as a community organizer in Chicago's low-income, Latino communities. In her most recent position as Executive Director of Northwest Neighborhood Federation, Kuechenberg revitalized a community center, expanding services to meet the needs of families and leveraging community partnerships to increase the agency's capacity. She has also worked as a Spanish language consultant for hospitals and corporations. Ms. Kuechenberg brings a wealth of knowledge, experience and community resources to Christopher House's efforts to stabilize families and help them reach self-sufficiency and success. Ms. Kuechenberg holds a Master's degree in criminal law from the Universidad Externado de Colombia.

Karen Ross-Williams, Director of Early Childhood and Youth Development: Karen Ross-Williams oversees the agency's early childhood education, and after-school, including youth leadership. Ross-Williams has over two decades of experience at Christopher House ensuring successful support of children and families through our family of schools. Serving as Site Director in Uptown previously, Ross-Williams oversaw the NAEYC accreditation of the site and the QRS: 4-Star Award from the State of Illinois. Christopher House Uptown is only the second childcare facility in the city of Chicago, and one of seven in the entire state of Illinois, to earn four stars. Uptown is the largest site in the state to earn this top rating. Ross-Williams has a proven track record of high-expectations, high standards, data driven outcomes, a commitment to the Christopher House mission, and the ability to develop and inspire leaders.

Ross-Williams is on the Truman College advisory board where she also serves as Adjunct Faculty in the Early Childhood Education Department. Ross-Williams holds a BA in Early Childhood Education, two Masters degrees, in Human Performance Improvement Training and

Development, and in Early Childhood Administration. She also holds numerous certifications: Illinois Director Credential: Level 3; Gateways, Infant Toddler Credential: Level 5; Gateways, Christopher House Emerging Leaders Cohort, 2013; Certified CLASS observer, Teachstone.

Traci Stanley, Director of Quality Assurance: Traci Stanley ensures that Christopher House continues to increase its capacity to have a positive impact on low-income children and their families. Traci currently oversees Christopher House's evaluation efforts including implementation and maintenance of an agency-wide database system to track outcome information for all programs to help ensure participants receive the highest quality services. Traci is also leading a collaboration of six social service agencies engaged in a project to improve measured evaluation and program quality.

Prior to her current role, Traci previously served as Associate Director and Director of Youth Development Services at Christopher House. Through her leadership, tutoring and adult literacy programs expanded to other sites and new program initiatives were launched including mentoring, family literacy, an apprenticeship program, and a college and career preparation program for youth. She increased quality of services by developing evaluation tools and systems to measure and monitor service delivery and improvements in participant status. Traci has been with Christopher House since 2000. She is a graduate of DePaul University.

Katheryn Steward, Chief Financial Officer: Katheryn Steward joined Christopher House in 2016 to oversee all finance and accounting functions of the organization. Steward has over 15 years of experience in managing corporation and organization finances. In her most recent position as Vice President & Chief Financial Officer at Para Los Ninos in Los Angeles, she was responsible for directing the organization's financial planning and accounting practices as well as its

relationship with lending institutions and the financial community by overseeing and directing treasury, budgeting, audit, tax, accounting, purchasing, real estate, long range forecasting, and insurance activities for the organization. She has also volunteered and given counsel to numerous organizations, including the Los Angeles Chapter Tuskegee Airman, Inc., the National Council of Negro Women, San Fernando Valley Section, and LEARN Council, in addition to being a Court Appointed Special Advocate (CASA) for Los Angeles County – bringing robust knowledge, and experience to Christopher House’s efforts to continue to grow and serve more families in the Chicago area.

**Julie Dakers, Director of Operations:** Julie Dakers is responsible for overseeing four Christopher House facilities, including managing Human Resources and IT across the organization. Dakers has been with Christopher House in multiple capacities since joining the team in 2004. Under her leadership, as Director of Early Childhood Education and Youth Development, Christopher House’s Early Childhood Development Services expanded to serve an additional 68 early childhood participants ages six weeks to two-years-old, filling a critical gap in services in high need communities. Dakers was instrumental in earning Christopher House’s Four-Star Accreditation by the Illinois Quality Rating System and ExceleRate Illinois – one of ten in the state to earn the award. Additionally, overseeing the Christopher House’s Youth Development Program, Dakers implemented a college and career preparation program and led the School Age department in the initiative to receive accreditation from the National After School Association. She has strong knowledge of best practice programming in early childhood education and youth development. Dakers sits on the board of directors of the Neighborhood Boys and Girls Club, and on the Governor’s Office of Early Childhood Development Award of Excellence Advisory

Panel. She is also the Vice President of the Illinois AfterSchool Network. In addition, she is a MOST (Making the Most of Out of School Time) Trainer and has been a facilitator at several conferences, including the Illinois School Age Conference and the Chicago Metro AEYC (Association for the Education of Young Children) Conference.

Penne Silverman, Director of External Affairs: Penne Silverman is the Director of External Affairs for Christopher House. Leading communication, private philanthropy and thought leadership in an effort to bridge the financial gap between government funding and what is needed to ensure our students and families have the support necessary to succeed and reach their full potential. Prior to coming to Christopher House, Penne had more than 30 years of professional experience in leadership roles in finance and operations. She has held a variety of executive level positions at Magnetar Capital, LLC, AdFam, Pritzker Financial Management and the Ryan Enterprises Group, LLC. Penne specializes in managing philanthropic efforts, communicating with high net worth investors, leading high performing operations and finance teams, and implementing business discipline into for-profit and non-profit environments. Penne is a Founding Board member of the Lincoln Park Music Center Foundation. She also serves on the Board of The People's Music School and as a member of its Finance Committee. She has served as the Treasurer of the Magnetar Capital Foundation/Magnetar Youth Investment Academy and was involved in establishing the Alain Locke Charter School.

Penne earned her MBA at the Kellogg Graduate School of Management. She lives in Chicago with her husband and two children and is passionate about being an active and contributing member of the Chicago business and philanthropic communities.

**School Year 2018-2019**  
**6<sup>th</sup> Grade**

<b>Category</b>	<b>October-December 2018</b>	<b>January-March 2019</b>	<b>April-June 2019</b>
<b>School Culture</b> <i>Overseen by CHCS Principal</i>	Oct: Implement Student Council (Kristin Novy) Nov: DESSA ratings and development of Tier II/III interventions (Social Workers)	Feb: DESSA ratings and development of Tier II/III interventions (Social Workers) Hold SEL PD (Kristin Novy)	May: DESSA ratings and development of Tier II/III interventions (Social Workers) Hold SEL PD (Kristin Novy) EOY Student Council event (Kristin Novy)
<b>Leadership &amp; Governance</b> <i>Overseen by CH CEO</i>		Jan: Mid-year strategic goal check-in for all staff (Lori Baas)	
<b>Teachers &amp; Professional Development</b> <i>Overseen by CHCS Principal</i>	Oct: Administration Team attends National Middle School Conference (Kristin Novy)	Mar: Begin interviewing for open positions (Kristin Novy)	May: Finalize new hires (Kristin Novy)
<b>Curriculum &amp; Instruction</b> <i>Overseen by CHCS Principal</i>	Nov: Write Q2 benchmark exams and UBD's in all core content areas (ELA/SS, Math and Science)	Jan: Write Q3 benchmark exams and UBD's in all core content areas (ELA/SS, Math and Science) Mar: Write Q4 benchmark exams and UBD's in all core content areas (ELA/SS, Math and Science)	Jun: Finalize curricular and resources for 7th grade (Kristin Novy)

<b>Category</b>	<b>October-December 2018</b>	<b>January-March 2019</b>	<b>April-June 2019</b>
<b>Student Recruitment</b> <i>Overseen by CHCS Principal</i>	Nov: Hold first high school application workshop (Kristin Novy and Family Support Services)	Jan: Begin recruitment for 7th grade teacher, visual arts teacher, middle school counselor, and additional Diverse Learner staff (Kristin Novy)	Apr: Hold second high school application workshop (Kristin Novy and Family Support Services)
<b>Parents &amp; Community</b> <i>Overseen by Director of Family Support Services</i>	Nov: Determine case management caseloads for Family Advocates and plan parent workshops based on data from Family Assessments (Gloria Kuechenberg)	Hold targeted parent workshops (Gloria Kuechenberg) Conduct Case Management (Gloria Kuechenberg)	Hold targeted parent workshops (Gloria Kuechenberg) Conduct Case Management (Gloria Kuechenberg) May: Conduct family survey on school quality (Gloria Kuechenberg)
<b>Facility</b> <i>Overseen by Director of Operations</i>	Ongoing: Continue to monitor construction (Julie Dakers)		Ongoing: Continue to monitor construction (Julie Dakers) March: Order 7th grade furniture (Julie Dakers)
<b>Finances</b> <i>Overseen by CH CFO</i>	Oct: Finalize Consolidated Grants Application (Katheryn Steward)	Mar: Develop budget with principal (Katheryn Steward)	Apr: Finalize budget for Board approval (Katheryn Steward)

<b>Category</b>	<b>October-December 2018</b>	<b>January-March 2019</b>	<b>April-June 2019</b>
<b>Operations</b> <i>Overseen by Director of Operations</i>	Sept: Lead annual audit data collection (Julie Dakers) Ongoing: Update technology to ensure smooth operations (Julie Dakers)	Mar: Begin interviewing for open positions (Kristin Novy) Mar: Approve calendar and benefits package for FY19 (Julie Dakers) Ongoing: Update technology to ensure smooth operations (Julie Dakers)  Ongoing: Update technology to ensure smooth operations (Julie Dakers)	Ongoing: Update technology to ensure smooth operations (Julie Dakers)
<b>Fundraising</b> <i>Overseen by Director of External Affairs</i>	Hold Career Days to engage external stakeholders (Penne Silverman)		Hold annual gala (Penne Silverman)

**School Year 2019-2020**  
**7<sup>th</sup> Grade**

<b>Category</b>	<b>July-September 2019</b>	<b>October-December 2019</b>	<b>January-March 2020</b>	<b>April-June 2020</b>
<b>School Culture Overseen by CHCS Principal</b>	Aug: Counselor develops intensive plan for high school preparation and application  Sep: Counselor will implement high school preparation and application plan (COUN)  Sep: Determine eligibility for 3 high-quality options for each scholar (COUN)	Oct: Student Council elections (Kristin Novy)  Nov: DESSA ratings and development of Tier II/III interventions (Social Workers)	Feb: DESSA ratings and development of Tier II/III interventions (Social Workers)  Hold SEL PD (Kristin Novy)	May: DESSA ratings and development of Tier II/III interventions (Social Workers)  EOY Student Council event (Kristin Novy)
<b>Leadership &amp; Governance Overseen by CH CEO</b>		Jan.: Mid-year strategic goal check-in for all staff (Lori Baas)		June: EOY strategic goal ratings given to all staff (Lori Baas)
<b>Teachers &amp; Professional Development Overseen by CHCS Principal</b>	Aug: Hold professional development for 7 <sup>th</sup> through 10 <sup>th</sup> grade instructional levels (Kristin Novy)	Oct: Administration team attends National Middle School Conference (Kristin Novy)	Jan: Begin recruitment for 8 <sup>th</sup> grade teacher, visual arts teacher, middle school counselor, and additional Diverse Learner staff (Kristin Novy)  Mar: Begin interviewing for open positions (Kristin Novy)	May: Finalize new hires (Kristin Novy)

<b>Category</b>	<b>July-September 2019</b>	<b>October-December 2019</b>	<b>January-March 2020</b>	<b>April-June 2020</b>
<b>Curriculum &amp; Instruction <i>Overseen by CHCS Principal</i></b>	Jul: Middle School planning and scheduling Aug: Write Q1 benchmark exams and UBD's in all core content areas (ELA/SS, Math and Science)	Oct: Write Q2 benchmark exams and UBD's in all core content areas (ELA/SS, Math and Science) Oct: 7th Grade Scholars will complete high school application	Jan: Write Q3 benchmark exams and UBD's in all core content areas (ELA/SS, Math and Science) Mar: Write Q4 benchmark exams and UBD's in all core content areas (ELA/SS, Math and Science)	Jun: Finalize curricular and resources for 8th grade (Kristin Novy)
<b>Student Recruitment <i>Overseen by CHCS Principal</i></b>	Nov: Hold first high school application workshop Dec: Finalize all applications and submit (COUN)	Feb: Hold Open House (Kristin Novy and Gloria Kuechenberg)		Apr: Hold second high school application workshop (COUN)
<b>Parents &amp; Community <i>Overseen by Director of Family Support Services</i></b>	Sept-Oct.: Conduct Family Assessments (Gloria Kuechenberg)	Nov: Determine case management caseloads for Family Advocates and plan parent workshops based on data from Family Assessments (Gloria Kuechenberg) Conduct Case Management (Gloria Kuechenberg)	Hold targeted parent workshops (Gloria Kuechenberg) Conduct Case Management (Gloria Kuechenberg)	Conduct Case Management (Gloria Kuechenberg) May: Conduct family survey on school quality (Gloria Kuechenberg)

<b>Category</b>	<b>July-September 2019</b>	<b>October-December 2019</b>	<b>January-March 2020</b>	<b>April-June 2020</b>
<b>Facility</b> <i>Overseen by Director of Operations</i>	Aug: Finalize building to open for school year (Julie Dakers)	Ongoing: Continue to monitor construction (Julie Dakers) Jan: Begin vetting furniture for 7th grade (Julie Dakers)		Ongoing: Continue to monitor construction (Julie Dakers) Mar: Order 8th grade furniture (Julie Dakers)
<b>Finances</b> <i>Overseen by CH CFO</i>	Oct: Finalize Consolidated Grants Application (Katheryn Steward)		Mar: Develop budget with principal (Katheryn Steward)	Apr: Finalize budget for Board approval (Katheryn Steward)
<b>Operations</b> <i>Overseen by Director of Operations</i>	Sep: Lead annual audit data collection (Julie Dakers) Ongoing: Update technology to ensure smooth operations (Julie Dakers)	Ongoing: Update technology to ensure smooth operations (Julie Dakers)	Mar: Begin interviewing for open positions (Kristin Novy) Mar: Approve calendar and benefits package for FY20 (Julie Dakers)	Ongoing: Update technology to ensure smooth operations (Julie Dakers)
<b>Fundraising</b> <i>Overseen by Director of External Affairs</i>	Hold Career Days to engage external stakeholders (Penne Silverman)	Organize and hold annual Read-a-Thon with support from external stakeholders (Penne Silverman)	Hold annual gala (Penne Silverman)	

**School Year 2020-2021**  
**8<sup>th</sup> Grade**

<b>Category</b>	<b>July-September 2020</b>	<b>October-December 2020</b>	<b>January-March 2021</b>	<b>April-June 2021</b>
<b>School Culture Overseen by CHCS Principal</b>	Aug: Counselor develops intensive plan for high school preparation and application (Kristin Novy)  Sep: Counselor will implement high school preparation and application plan (Kristin Novy)	Oct: Student Council elections (Kristin Novy)  Nov: DESSA ratings and development of Tier II/III interventions (Social Workers)	Feb: DESSA ratings and development of Tier II/III interventions (Social Workers)  Hold SEL PD (Kristin Novy)	Apr: Administration, counselor, and Family Support Services develop transition plans for each graduation scholar  May: DESSA ratings and development of Tier II/III interventions (Social Workers) EOY Student Council event Jun: Implement transition plan (Kristin Novy)
<b>Leadership &amp; Governance Overseen by CH CEO</b>		Jan: Mid-year strategic goal check-in for all staff (Lori Baas)		Jun: EOY strategic goal ratings given to all staff (Lori Baas)
<b>Teachers &amp; Professional Development Overseen by CHCS Principal</b>	Aug: Hold professional development for 7 <sup>th</sup> through 10 <sup>th</sup> grade instructional levels	Oct: Administration team attends National Middle School Conference (Kristin Novy)	Mar: Begin interviewing for open positions (Kristin Novy)	May: Finalize new hires (Kristin Novy)

<b>Category</b>	<b>July-September 2020</b>	<b>October-December 2020</b>	<b>January-March 2021</b>	<b>April-June 2021</b>
<b>Curriculum &amp; Instruction <i>Overseen by CHCS Principal</i></b>	Jul: Middle School planning and scheduling Aug: Write Q1 benchmark exams and UBD's in all core content areas (ELA/SS, Math and Science)	Oct: Write Q2 benchmark exams and UBD's in all core content areas (ELA/SS, Math and Science)	Jan: Write Q3 benchmark exams and UBD's in all core content areas (ELA/SS, Math and Science) Mar: Write Q4 benchmark exams and UBD's in all core content areas (ELA/SS, Math and Science)	Jun: Finalize curricular and resources for 8th grade (Kristin Novy)
<b>Assessment <i>Overseen by CHCS Principal &amp; Director of Quality Assurance</i></b>				Jul 2021: Check-ins occur Sep 2021: Freshman on track meetings occur
<b>Student Recruitment <i>Overseen by CHCS Principal</i></b>		Nov: Hold high school application workshop (COUN) Dec: Finalize all applications and submit (COUN)	Mar: Counselor and administration help finalize their high school choice (COUN)	Apr: Hold second high school application workshop (COUN)

<b>Category</b>	<b>July-September 2020</b>	<b>October-December 2020</b>	<b>January-March 2021</b>	<b>April-June 2021</b>
<b>Parents &amp; Community Overseen by Director of Family Support Services</b>	Sep-Oct.: Conduct Family Assessments (Gloria Kuechenberg)	Nov.: Determine case management caseloads for Family Advocates and plan parent workshops based on data from Family Assessments (Gloria Kuechenberg)	Hold targeted parent workshops (Gloria Kuechenberg)	May: Conduct family survey on school quality (Gloria Kuechenberg)
<b>Facility Overseen by Director of Operations</b>	Aug: Finalize building to open for school year (Julie Dakers)	Feb: Hold Open House (Kristin Novy and Gloria Kuechenberg)		
<b>Finances Overseen by CH CFO</b>	Oct: Finalize Consolidated Grants Application (Katheryn Steward)		Mar: Develop budget with principal (Katheryn Steward)	Apr: Finalize budget for Board approval (Katheryn Steward)

<b>Category</b>	<b>July-September 2020</b>	<b>October-December 2020</b>	<b>January-March 2021</b>	<b>April-June 2021</b>
<b>Operations</b> <i>Overseen by Director of Operations</i>	Sep: Lead annual audit data collection (Julie Dakers) Ongoing: Update technology to ensure smooth operations (Julie Dakers)	Ongoing: Update technology to ensure smooth operations (Julie Dakers)	Mar: Begin interviewing for open positions (Kristin Novy) Mar: Approve calendar and benefits package for FY21 (Julie Dakers) Ongoing: Update technology to ensure smooth operations (Julie Dakers)	Ongoing: Update technology to ensure smooth operations (Julie Dakers)
<b>Fundraising</b> <i>Overseen by Director of External Affairs</i>	Hold Career Days to engage external stakeholders (Penne Silverman)	Organize and hold annual Read-a-Thon with support from external stakeholders (Penne Silverman)	Hold annual gala (Penne Silverman)	

v. *Christopher House Charter School – Successes to Date*

Christopher House Charter School's success in student retention, attendance and assessments makes it a high-quality charter school and strong candidate to again receive this CSP grant. As 100% Christopher House Charter School students and 96% are Latino, these numbers represent both subsets of students. Christopher House Charter School had an attendance rate of 96.1% in the 2015-2016 school year and 96.5% in the 2016-2017—both above the district average of 92.8%. For the 2017-2018 school year the mobility rate of Christopher House, which is any turnover in enrollment between the first school day in October and the last day of the school year, was 7.3%.

As a result of our commitment to personalized learning, students at Christopher House Charter School showed unprecedented levels of student growth this year on NWEA assessments, placing the school among Chicago's top 1% of schools. Christopher House Charter School increased its rating from a Level 1 school to a Level 1+ school, which is the highest of CPS's five tier rating system that only 30% of Chicago schools achieve. Christopher House Charter School is one of only two Level 1+ schools in the Belmont Cragin neighborhood.

Christopher House Charter School also earned top ratings on NWEA assessments placing in the 99<sup>th</sup> percentile in Reading and in the 97<sup>th</sup> percentile in Math. Using the same performance indicators, Hispanic students at Christopher House Charter School mirrored the overall school assessment performance placing in the 99<sup>th</sup> percentile in Reading and the 97<sup>th</sup> percentile in

Math. Christopher House Charter School's English Language Learners placed in the 99<sup>th</sup> percentile for Reading and Math.

### **Christopher House Charter School Quality Rating Policy (SQRP)**

Metric	FY16 Results	FY16 Points	FY17 Results	FY17 Points
National School Growth Percentile on the NWEA Reading Assessment (Grades 3-8)*	1	1	99	5
National School Growth Percentile on the NWEA Math Assessment (Grades 3-8)*	20	2	97	5
Percentage of Students Meeting or Exceeding National Average Growth Norms (Grades 3-8)*	31	1	75.3	5
National School Attainment Percentile - NWEA Reading Grades 3-8*	17	2	81	4
National School Attainment Percentile - NWEA Math Grades 3-8*	29	2	73	4
National School Attainment Percentile - NWEA Reading Grade 2	69	3	71	4
National School Attainment Percentile - NWEA Math Grade 2	75	4	49	3
Percentage of Students Making Sufficient Annual Progress - ACCESS	28	2	N/A	N/A
Average Daily Attendance	96	5	97	5
My Voice, My School 5 Essentials Survey	Well Organized	5	Well Organized	5
Data Quality Index Score	99	5	99.5	5

School Quality Rating:	FY 2016	FY 2017
	<b>3.5</b>	<b>4.8</b>
	<b>Level 1</b>	<b>Level 1+</b>

PARCC (The Partnership for Assessment of Readiness for College and Careers) is Illinois' yearly assessment of student understanding of literacy and mathematics. It provides information that teachers, parents, and principals can use to guide their planning for individual student and whole school needs. It is one of many important pieces of information teachers can use to plan for student learning. PARCC is aligned to the rigorous Common Core standards and provides detailed information on student skills in areas important for success in college, career, and life.

For the 2016-2017 school year, the majority of Illinois' 1,500-plus elementary schools showed no growth or scored worse on state tests compared to the 2015-2016 school year, and only 12% of all schools improved PARCC results by 5% or more. **In 2016, 18.9% of Christopher House Charter School students met expectations, while 38.3% of students met expectations in 2017—a 19.4% increase. The chart below shows that only four elementary schools in Illinois (only two in CPS) saw a larger growth in results.** Christopher House Charter School's results are also above the Illinois average, where 37.4% of all students met expectations, and the CPS average, where only 24.1% of students met expectations in the 2017 PARCC exam.

SCHOOL	STUDENTS MEETING EXPECTATIONS IN 2016	STUDENTS MEETING EXPECTATIONS IN 2017	CHANGE
<b>Robinson Elementary School (Chicago)</b>	<b>9.1 %</b>	<b>36.0 %</b>	<b>+ 26.9%</b>
<b>Childs Elementary School (Robbins)</b>	<b>5.4 %</b>	<b>32.2 %</b>	<b>+ 26.8%</b>
<b>Centennial School (Orland Park)</b>	<b>56.0 %</b>	<b>82.6 %</b>	<b>+ 26.6%</b>
<b>McDowell Elementary School (Chicago)</b>	<b>21.2 %</b>	<b>41.5 %</b>	<b>+ 20.3%</b>

<b>Christopher House Charter School (Chicago)</b>	<b>18.9 %</b>	<b>38.3 %</b>	<b>+ 19.4%</b>
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## **Revocation of Charter School**

Christopher House has never had a charter school closed, nor has Christopher House had a charter revoked due to noncompliance with statutory or regulatory requirements; had its affiliation revoked or terminated; had any significant issues in financial or operational management; experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; or had any significant issues with respect to student safety.

### *vi. Continuation Plan*

The items requested in our budget are only those costs required for the expansion of Christopher House Charter School to grades 6-8. The construction costs for this expansion, which will begin this summer, are from Christopher House's \$6.5 million expansion campaign. Christopher House has secured \$2.7 million and, per the approval of our Board of Directors, has a bank commitment of \$2.2 million

Christopher House has a long history of success raising private revenue for its current operations, and additional private revenue needed to operate the charter school will be rolled into annual fundraising goals. As Christopher House Charter School continues to grow by one grade level each year, CPS per student funding will increase, reducing the need for private revenue each year. In addition, Christopher House will provide back-office support to the charter school, creating additional economies of scale in the area of operations.

When awarded a grant by the Department of Education, Christopher House, as was done previously, will provide adequate and timely notice to the Chicago Public School's Office of Innovation and Incubation. Mary K. Bradley, the Executive Director of the Office has already been notified of our application, which she fully supports (this letter is included in **Appendix C**).

### **C. Application Requirements Not Contained in Selection Criteria**

**Requirement A: Roles & Responsibilities of the Eligible Applicant -** Christopher House serves as the charter management organization for Christopher House Charter School in the Chicago Public Schools (CPS) network. Christopher House assumes operational and financial responsibilities and management for Christopher House Charter School including, but not limited to, Human Resources, fiscal, and IT.

**Requirement B: Authorized Public Chartering Agency -** Christopher House Charter School is a charter school in the Chicago Public Schools (CPS) network. A copy of our original agreement is included in **Appendix E**. We are pleased to report that the Chicago Board of Education recently awarded Christopher House with the maximum term for renewal for our 6-8<sup>th</sup> grade expansion based on our successful academic, financial, and operational performance. This letter is also included in **Appendix E**. Per our agreement with CPS, Christopher House must ensure that students reach state-level standards and provide timely reports on educational services offered.

**Requirement C: Parent Leadership -** Under Christopher House's shared governance structure, parents assume leadership and governance responsibilities alongside our board of directors. Every fall, parents are elected to serve one-year terms as members of the Parent Policy Council.

Once elected, these parents receive intensive training about their responsibilities and meet regularly to review budgets, approve hires, and review changes to Christopher House policies and procedures. Participation with the Parent Policy Council provides parents a unique opportunity to have an expanded role in their child's education.

**Requirement F: Transportation** - Christopher House is committed to assuring that transportation to and from school is not a barrier to attending the Christopher House Charter School. To help meet the needs of low-income, at-risk children, Christopher House helps educate parents regarding the Illinois Parent/Guardian Pupil Transportation Program (as established in 105 ILCS 5/29-5.2), that states that parents or guardians of eligible students will be reimbursed for qualified transportation expenses. Families living 1.5 miles or farther from the school, or that have a verified safety hazard, may be eligible for this opportunity. Furthermore, Christopher House Charter School has an emergency financial assistance plan that includes providing public transportation cards for families in need.

If a student's disability affects his or her ability to self-transport to school, transportation eligibility is indicated on section 15 of the IEP, and Christopher House Charter School works with the student and family to find the best transportation solution.

Christopher House Charter School is open to all students, and we work closely with the families of homeless students to ensure they are able to remain in our school. The school social workers help these students and families on a case by case basis to determine the best method of transportation. Christopher House Charter School's complete transportation policy is included in **Appendix G**.

**Requirement G: Retention and Reducing Overuse of Discipline** - Once a student is enrolled in Christopher House Charter School, the school supports all students in promoting retention and reducing overuse of discipline practices. Christopher House Charter School has been successful in accomplishing this by creating a school culture where students and teachers work together to promote habits of success and set clear goals. Christopher House Charter School uses data collected and reviewed by grade level teams and administration to review program effectiveness and student achievement to determine next steps. In regards to discipline, Christopher House Charter School utilizes restorative justice, which is a program based on respect, responsibility, relationship building and relationship-repairing. Mindfulness practices and social emotional curriculums are used as interventions and Christopher House utilizes program supports to increase students social emotional functioning.

**Requirement H: Administrative Autonomy** - Christopher House Charter School operates independently from the Board of Education of Chicago. Christopher House Charter School is treated as a separate school by CPS, our authorized public chartering agency, and by the state of Illinois. Chicago Public Schools provides a per-pupil reimbursement and grants Christopher House full autonomy over budgeting, curriculum, scheduling, admission, and staffing.

**Requirement I: Lottery Policy** - Admission to Christopher House Charter School is open to all residents of the City of Chicago. We admit students to Christopher House Charter School using a blind lottery. Our lottery does not take grades, testing, race, disability, or any other criteria into account.

Christopher House works to ensure that all children and families are welcome and able to apply for and enroll in our school. Our recruitment strategy is grounded in our belief that all students

can learn, and we embrace the diverse learning and social-emotional needs of all students and their families.

Christopher House Charter School also makes a significant effort to ensure that all families receive information about our school. If a family does not have a phone number or address, Christopher House will work to ensure that families receive all the information needed, and that communication takes place in a face-to-face meeting at or near the school.

Under Illinois Charter School Law, preference for admission must be given to those who have siblings already enrolled at Christopher House Charter School. If there are more sibling applications than there are available spots in a grade, Christopher House Charter School will be required to hold a lottery of the sibling applications. Those siblings not admitted through the lottery will be put on the top of the waiting list for that grade in the order that their names were drawn from the pool. If there are no spots available in a grade, a lottery will still be held to determine the order of the siblings at the top of the waiting list for that grade. For definition purposes, “siblings” are two or more children that are related either by 1) birth, by means of the same father or mother, or by 2) legal adoption. Christopher House Charter School’s complete lottery policy is included in **Appendix G**.

**Requirement K: Charter School Definition** - Christopher House Charter School meets all definitions and requirements of a charter school defined by the Elementary and Secondary Act Section 4310(2). As previously detailed, Christopher House Elementary School operates with full autonomy and flexibility granted to each charter school by federal and state laws and regulations.

**Requirement L: Co-Ed School** - Christopher House Charter School is a co-ed school and is in compliance with Title IX of the Education Amendment of 1972.

**Requirement M: Federal Waivers** - Christopher House Charter School does not believe any waivers of Federal statutory or regulatory requirements are needed to implement its proposed project.

**Requirement N: Logic Model** - Christopher House's theory of change believes that a continuum of personalized education paired with immersive family support can better address the unique needs of children living in poverty. See **Appendix G** for Christopher House Charter School's logic model.

**Requirement O: Fiscal Year 2017 Audit** - The audit conducted by Plante Moran for Christopher House's Fiscal Year 2017 is attached in **Appendix F: Supplemental Organization Budgets and Financial Information**.