

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

CMO

CFDA # 84.282M

PR/Award # S282M200023

Grants.gov Tracking#: GRANT12996405

OMB No. , Expiration Date:

Closing Date: Jan 10, 2020

PR/Award # S282M200023

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="01/10/2020"/>	4. Applicant Identifier: <input type="text" value="Chicago International Charter"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="Illinois"/>
---	--

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-112619-001

* Title:

OESE: Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to Charter Management Organizations for the replication and Expansion of High-quality Charter Schools (CMO Grants) CFDA Number 84.282M

13. Competition Identification Number:

84-282M2020-1

Title:

CMO

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Pre-K Expansion at CICS: Creating a Model for Illinois's Move Towards Universal Pre-K

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text"/>	<input type="text"/>
* b. Applicant	<input type="text"/>	<input type="text"/>
* c. State	<input type="text"/>	<input type="text"/>
* d. Local	<input type="text"/>	<input type="text"/>
* e. Other	<input type="text"/>	<input type="text"/>
* f. Program Income	<input type="text"/>	<input type="text"/>
* g. TOTAL	<input type="text"/>	<input type="text" value=".00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Chicago Charter School Foundation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	2,200.00	2,200.00	2,200.00	2,200.00	2,200.00	11,000.00
4. Equipment	3,000.00	114,371.00	157,260.00	171,556.00	114,371.00	560,558.00
5. Supplies	1,000.00	6,000.00	7,500.00	8,000.00	6,000.00	28,500.00
6. Contractual	92,590.00	113,527.00	121,066.00	110,146.00	45,842.00	483,171.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	248,000.00	341,000.00	372,000.00	248,000.00	0.00	1,209,000.00
9. Total Direct Costs (lines 1-8)	718,490.00	948,798.00	1,031,726.00	911,602.00	354,263.00	3,964,879.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	718,490.00	948,798.00	1,031,726.00	911,602.00	354,263.00	3,964,879.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S282M200023

Name of Institution/Organization Chicago Charter School Foundation	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Chicago Charter School Foundation

* Street 1: 11 E Adams Street 2: Suite 600

* City: Chicago State: IL: Illinois Zip: 60603-6330

Congressional District, if known: IL-007

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: 	9. Award Amount, if known: \$ 3,964,878.00
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A Middle Name: N/A

* Last Name: N/A Suffix:

* Street 1: N/A Street 2:

* City: N/A State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: N/A Middle Name: N/A

* Last Name: N/A Suffix:

* Street 1: N/A Street 2:

* City: N/A State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Elizabeth Shaw

* Name: Prefix: Dr. * First Name: Stephen Middle Name:

* Last Name: McClain Suffix:

Title: Chief of Schools Telephone: Date:

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Chicago Charter School Foundation

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Stephen Middle Name:

* Last Name: McClain Suffix:

* Title: Chief of Schools

* SIGNATURE: Elizabeth Shaw

* DATE: 01/10/2020

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Dr.	First Name: Stephen	Middle Name:	Last Name: McClain	Suffix:
----------------	------------------------	--------------	-----------------------	---------

Address:

Street1:	11 E Adams
Street2:	Suite 600
City:	Chicago
County:	USA
State:	IL: Illinois
Zip Code:	60603-6330
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	

Email Address:
[REDACTED]

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

**ABSTRACT – CHARTER SCHOOLS REPLICATION AND EXPANSION PROGRAM (84.282E)
CHICAGO INTERNATIONAL CHARTER SCHOOL (CICS)**

PROJECT OVERVIEW: Responding to Illinois’ recent commitment to fund public pre-K for all four-year-olds statewide, Chicago International Charter Schools (CICS) will use CMO grant funds to expand our highly successful K-12 charter program to add pre-K programming at 10 of 14 urban Chicago charter schools, for a total of 780 new pre-K seats. This new programming will reduce the opportunity gap our students face, help ensure that students enter kindergarten with the academic/social skills necessary for success, and serve as a model for IL public schools. CICS currently serves nearly 8,000 diverse, economically disadvantaged K-12th grade students: **63% Black, 29% Hispanic, 84% low income (FRPL), 15% Diverse Learners (SpEd) and 11% English Language Learners (ELL).**¹

LOCATION: CICS will expand pre-K in the following 10 schools across Chicago, Illinois: 1. CICS Lloyd Bond: 13300 S. Langley Ave., 60827: Opportunity Zone 17031540101; 2. CICS Avalon: 501 E. 83rd Pl., 60619: Opportunity Zone 17031834300; 3. CICS Basil: 1816 W. Garfield Blvd., 60609: Opportunity Zones 17031611700; 17031670400; 4. CICS Washington Park: 110 E. 61st St., 60637: Opportunity Zone 17031400800; 5. CICS Loomis: 9535 S. Loomis St., 60643; 6. CICS Wrightwood: 8130 S California Ave. #2716, 60652; 7. CICS Bucktown: 2235 N Hamilton Ave., 60647; 8. CICS Irving Park: 3820 N Spaulding Ave., 60618; 9. CICS Prairie: 11530 S Prairie Ave., 60628; 10. CICS West Belden: 2245 N McVicker Ave., 60639.

PRIORITY: CICS is applying to this CSP grant under **Competitive Preference Priority 1, Spurring Investment in Opportunity Zones**. Per above, four of the ten elementary school campuses, serving nearly half (320 students) of the total number of students within our pre-K expansion plans (780 students), are located in Qualified Opportunity Zones.

¹ Chicago Public Schools Data <https://cps.edu/schooldata>.

**ABSTRACT – CHARTER SCHOOLS REPLICATION AND EXPANSION PROGRAM (84.282E)
CHICAGO INTERNATIONAL CHARTER SCHOOL (CICS)**

KEY ACTIVITIES: The logic model for this project reflects the following key activities: recruiting at-risk, high poverty pre-K students and families; hiring highly qualified staff and leadership with early childhood credentials; implementing rigorous, personalized early childhood curriculum; developing and executing a relevant continuous improvement process to iterate pre-K programming based on data; and partnering with parents and community members to better meet the needs of Chicago’ students and families.

OBJECTIVES:

CICS’s impact and expected results center on achieving four primary objectives: 1) Implementing a pre-K program at 10 of 14 CICS schools (which currently serve elementary grades); 2) Building and supporting a strong and sustainable preschool program; 3) Deploying a highly qualified team of teachers & leaders equipped to deliver the preschool model; and, 4) Driving consistently high academic performance for all students.

EXPECTED OUTCOMES:

Expected outcomes include: Creating 780 pre-K seats across 10 CICS campuses; the majority of CICS teachers/parents feel very confident about new programming; the majority of pre-K students consistently achieve kindergarten ready-levels per Teaching Strategies GOLD assessment; a significant increase in students scoring on grade level or above on NWEA (MAP) in English language arts and mathematics in first and second grades by the end of the CSP grant cycle.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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Introduction

Proposed Expansion

Responding to Illinois' new commitment to fund public pre-K for all four-year-olds statewide, Chicago International Charter Schools (CICS) will use CMO grant funds to expand our highly successful K-12 charter program to add pre-K at 10 of our 14 urban Chicago charter schools, for a total of 780 new pre-K seats. CICS currently serves almost 8,000 diverse, economically disadvantaged K-12th grade students with the following demographics: **63% Black, 29% Hispanic, 84% low income (qualify for Free/Reduced Lunch), 15% Diverse Learners (SpEd) and 11% English Language Learners (ELL).**¹

CICS is expanding to offer pre-K for two reasons. **First, we will offer pre-K to reduce the opportunity gap faced by our students who, per the above figures, are predominantly low income and African American or Hispanic.** Research has shown that “African American, Hispanic, and low-income children are less likely to access center-based early childhood education than their white and more affluent peers” and that when “compared to their white peers, African American and Hispanic children are anywhere from nine to ten months behind in math and seven to twelve months behind in reading when they enter kindergarten.”²

Second, not only will our pre-K expansion address this significant opportunity gap and help ensure all of our students enter kindergarten with the academic and social skills necessary for success, but our expansion will also serve as a model for other public schools

¹ Chicago Public Schools Data <https://cps.edu/schooldata>.

² <http://nieer.org/research-report/much-can-high-quality-universal-pre-k-reduce-achievement-gaps>

statewide. The CICS pre-K expansion plan will pave the way—identifying and addressing programmatic and funding needs in collaboration with our city and state officials—as Illinois seeks to implement a broader statewide roll out of pre-K for all four-year-olds over the next four years. Our trailblazing role in the State’s universal pre-K efforts will also play a key role in informing national pre-K expansion efforts. Chicago Public Schools (CPS), the Illinois State Board of Education (ISBE) and other entities are eager for trailblazing organizations to begin this work in partnership with them.

Background on CICS

The core purpose of CICS, a charter network serving almost 8,000 K-12 students in 14 schools located in high-need communities, is to offer Chicago families excellent and innovative school choices where their children thrive every day.

We utilize a unique portfolio model that includes directly managing three charter schools and engaging non-profit partner School Management Organizations (SMOs) to manage eleven charter schools. This enables CICS to offer multiple educational models that address the diverse needs of our students and their communities. We have some of the most innovative and successful educational programs in Chicago while also offering more options and choices to all of the families that attend our schools. Our schools have achieved notable success in serving educational disadvantaged students as evidenced by the fact that last year our Elementary schools out performed neighborhood schools on assessments by 24% in math and 16% in ELA.

CICS was incorporated as a non-profit educational corporation by the Illinois State Board of Education in September 1997 and each school it operates meets the definition of a “charter school” for all applicable federal, state, and local legislative and regulatory authorities.

The key characteristics of CICS that enable us to meet our mission are our unique governance structure, continued focus on data, urgency around continuous improvement and a culture of innovation.

Unique Governance Structure: In 1997, our authorizer, Chicago Public Schools (CPS), awarded CICS one of the original 13 replicating charter contracts in Chicago. Under this arrangement, CICS holds one charter contract with our authorizer, under which we are able to operate multiple charter schools. Since 1997, CICS has grown its network of schools from two to fourteen schools. As the sole charter holder, CICS is ultimately responsible for the management and performance of all fourteen of our schools, including those schools that we partner with SMOs in order to support specific components of instructional design. The overall CICS management structure and an organizational chart can be found in Appendix G.

Focus on Data: Whether setting academic goals, analyzing financial results or evaluating compliance performance, CICS is focused on data for all decision-making. CICS relies on data to effectively manage our portfolio of campuses and operators in order to ensure

they are delivering a world-class education to students and families. This data focus is detailed further beginning on page 9.

Urgency around Continuous Improvement: **CICS has been considered a high-quality operator, in accordance with the Chicago Public School's (CPS) charter renewal metrics, as evident in the most recent seven-year charter contract renewal authorized in 2017.** Our successful charter renewals are the result of our persistent commitment to improving the key aspects of running a successful school, those of academics, culture, operations, finance and compliance.

Culture of Innovation: Aligned with our urgency around continuous improvement, CICS recognizes that Chicago needs new innovative, equity-based school models and talented education entrepreneurs to lead them. Leveraging the strengths of our unique structure, CICS recently launched the Chicago International Education Incubator to identify and support brilliant education entrepreneurs (Education Entrepreneur Fellows) as they design, implement and bring new models to scale. Our Education Incubator develops talented leaders and new school models, and pushes our organization to adapt to the changing needs of our school communities and continually improve our model in every area of running successful schools.

Consistent with our culture of innovation, CICS aims to be on the forefront of city, state and national efforts to offer pre-K to all students. Given our unique portfolio model based on strong partnerships, our focus on data and our urgency around continuous improvement, CICS is

exceptionally well-positioned to inform the field on lessons learned from our pre-K expansion efforts and scale our successes.

Priorities

Absolute Priority: Low Income Demographic

CICS serves a low income demographic, as evidenced by the fact that 84.1% of our network-wide student population qualifies for Free and Reduced Lunch (FRL), which is more than double the minimum 40% CSP threshold. The CICS schools in bold represent those 10 schools that will be expanding under this grant proposal.

Table 1: School Year 2019-20 Free and Reduced Lunch Data

School Name	% of Students Who Qualify for Free and/or Reduced Lunch
CICS - Avalon/South Shore	86.9%
CICS - Basil	88.6%
CICS - Bucktown	73.1%
CICS - ChicagoQuest North	93.7%
CICS - Irving Park	61.8%
CICS - Lloyd Bond	96.6%
CICS - Longwood	88.9%
CICS - Loomis Primary	86.4%
CICS - Northtown	79.3%
CICS - Prairie	92.9%
CICS - Ralph Ellison	85.7%
CICS - Washington Park	92.9%
CICS - West Belden	82.5%
CICS - Wrightwood	83.4%
<i>CICS - Network</i>	<i>84.1%</i>

CICS will maintain the same or substantially similar demographics across all of our charter schools during the grant period given the low income neighborhoods where our schools are located and by continuing to intentionally recruit a low income student population, as described further in the Recruitment and Enrollment Plan section. Additionally, we expect that approximately 30% of the new students who will enroll in our new pre-K grades over the next five years will be siblings of our current K-8th grade students, based on our sibling enrollment trends. This likelihood contributes to our assumption that our pre-K student population will mirror our current demographics.

Competitive Priority 1: Spurring Investment in an Opportunity Zone

CICS is applying under Competitive Preference Priority 1, Spurring Investment in Opportunity Zones. CICS is committed to serving a diverse, high-need population. Four of the ten elementary school campuses where we will provide services are located in Qualified Opportunity Zones, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code (IRC). On each of these campuses, CICS will expand models to include Pre-K programming for age-four-learners, in an effort to provide early intervention and developmentally appropriate learning opportunities as part of a pre-K to third grade early learning experience. **Of the 780 new pre-K seats we will be adding to our current schools, 40% will be located in Opportunity Zones.**

Table 2: Campus Location and Qualified Opportunity Zone Matches

School Name	Current Grade Levels Served	Census Tract Number of the Qualified Opportunity Zone	Total New Pre-K Seats Created by Project
CICS Avalon*	K-8	17031834300	60
CICS Basil*	K-8	17031611700; 17031670400	100
CICS Lloyd Bond*	K-6	17031540101	100
CICS Washington Park*	K-8	17031400800	60
CICS Loomis	K-2		160
CICS Wrightwood	K-8		80
CICS Bucktown	K-8		60
CICS Irving Park	K-8		60
CICS Prairie	K-8		40
CICS West Belden	K-8		60
Total New Pre-K Seats			780
% New Seats in Opportunity Zone			40.1%

More detail on how we will provide these services (i.e. the offering of a high quality pre-K program) can be found in the Quality of the Applicant and Significance of Contribution in Assisting Educationally Disadvantaged Students sections below.

Selection Criteria

Quality of the Eligible Applicant and Adequacy of Resources

Demonstration of Academic Achievements

CICS Student Population

Chicago is a highly diverse city of approximately 2.7 million people, a population that is approximately 32% White, 31% African American, and 29% Hispanic. While it is a racially diverse city, it is also highly segregated with 90% of African Americans living in 18 of 77

neighborhoods.³ More than half of CICS's campuses are located within those 18 neighborhoods, and while CICS campuses adhere to a city-wide lottery based enrollment, many of the students they serve come from within the neighborhoods in which the campuses are located, leading to a large percentage of African American students enrolling in CICS campuses.

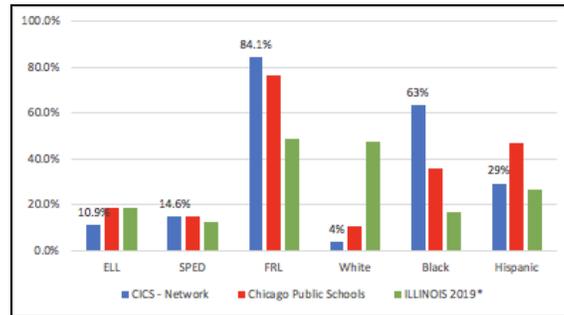
Of the 7,868 students CICS serves, 92% are students of color (63% African American and 29% Hispanic) and 84% qualify for Free/Reduced Lunch. CICS serves a substantially higher percentage of students of color who are low income (using Economically Disadvantaged and FRL as proxies for income) than the District (CPS) or State (Illinois). See the comparison charts below for a breakdown by campus and for a comparison of CICS, District and State.⁴ Additionally, CICS serves a similar percentages of Diverse Learners; 15% of the CICS student population qualify as students with disabilities. It is important to note that at four of fourteen CICS campuses, CICS Bucktown (20%), CICS Irving Park (27.5%), CICS Prairie (24%), and CICS West Belden (42.5%), serve a higher percentage of ELL than the district average (18.8%). Those campuses with high ELL rates serve mainly Hispanic students and are located in mainly Latinx neighborhoods.

Chart 1. Comparison of CICS school campuses

CICS Network, District, and State Student Populations

³ Race And Segregation <https://chicago.cbslocal.com/2019/02/11/race-segregation-chicago-neighborhoods/>

⁴ CPS School Data <https://cps.edu/schooldata> and Illinois State Report Card <https://www.illinoisreportcard.com>



Please see Appendix E for demographic breakdown by campus

School Ratings

CPS has a common accountability system across both traditional district and charter schools. CPS' School Quality Rating Policy (SQRP) is a five-tiered performance system, ranging from Level 3 (lowest rating) to Level 1+ (highest rating), based on a broad range of indicators of success, including, but not limited to, student test score performance, student academic growth, closing of achievement gaps, school culture and climate, attendance, graduation and preparation for post-graduation success. Elementary and High Schools receive ratings on an annual basis based on a combination of the previously listed indicators. Ratings are given based on the previous year's performance (*ratings that were distributed in October 2019 represent the 2018-19 school year*).

In the 2018-19 school year, CICS had an impressive four schools at Level 1+ (the highest rating), one school at Level 1, five schools at Level 2+, four schools at Level 2, and one school with an inability to rate due to the grades it serves and insufficient data points.

CICS's results, when compared to public schools serving similarly educationally disadvantaged school populations within CPS, indicate a very significant advantage for the CICS school

programs. **Nine of ten CICS elementary schools perform at or above the school rating of the nearest neighborhood school serving the same grades and similar population of students.**

See the chart below for the school comparisons. This comparison further supports our plan to grow and expand high-quality educational programming.

Chart 2. Comparison of CICS Schools to Neighborhood Schools

CICS Campus	2018-2019 Rating	Neighborhood School	2018-2019 Rating
CICS - AVALON/SOUTH SHORE	Level 2+	AVALON PARK	Level 2+
CICS - BASIL	Level 2+	HENDERSON	Level 2
CICS - BUCKTOWN	Level 1+	GOETHE	Level 1+
CICS - LOOMIS	Inability to Rate	n/a	n/a
CICS - IRVING PARK	Level 1+	CLEVELAND	Level 1
CICS - PRAIRIE	Level 2	CURTIS	Level 2
CICS - WASHINGTON PARK	Level 2+	DULLES	Level 2
CICS - WEST BELDEN	Level 1+	PRIETO	Level 2+
CICS - WRIGHTWOOD	Level 2+	CARROLL	Level 1
CICS - BOND	Level 2+	CARVER G	Level 2
CICS - LONGWOOD	Level 2	FOUNDATIONS	Level 2

*CICS High School campuses not included due to poor comparison, high percentage of students travel to other neighborhoods for high school thus skewing comparison.

Chart 3. Comparison of CICS-Network, CPS, CPS schools with similar FRL and State SY 18-19 on all metrics

	CICS-Network	CPS	CPS w/ similar FRL	State
PARCC	23%	25%	21%	35%
PARCC- ELA	24%	27%	24%	38%
PARCC- MATH	23%	24%	18%	32%
NWEA - GROWTH	56%	58%	59%	n/a
NWEA - ELA GROWTH	58%	60%	60%	n/a

NWEA - MATH GROWTH	54%	56%	58%	n/a
NWEA - ATTAINMENT	56%	59%	58%	n/a
NWEA - ELA ATTAINMENT	59%	62%	59%	n/a
NWEA- MATH ATTAINMENT	54%	57%	56%	n/a
ATTENDANCE	93%	93%	*	94%
GRADUATION RATE - 4 YR	92%	76%	*	86%
GRADUATION RATE - 5 YR	97%	78%	*	88%
COLLEGE ENROLLMENT *	60%	71%	*	69%

*Similar FRL - all schools with +1 or -1 % FRL

State Assessment - PARCC (IAR) and SAT

The State of Illinois' state assessments are PARCC (now IAR), administered to students in grades 3-8 in ELA and Math, and SAT administered to students in grade 11 in ELA and Math.

In the most recent school year, 2018-19, certain CICS results for sub-groups on standardized assessments were especially notable when compared to the District and State peers.

- On PARCC (IAR) CICS performs at or above CPS schools with similar FRL rates in Math, ELA, and composite performance.** In Math, 23% of CICS 3rd-8th graders scored proficient versus 21% of students in CPS schools with similar FRL rates. Overall, 23% of CICS 3rd-8th graders scored proficient on PARCC/IAR versus 21% of CPS schools with similar FRL rates. See chart above for reference.

- On the PARCC Assessment given to grades 3-8, CICS African American students outperformed their District and State peers in Math.** In Math, 15.8% of CICS African American 3rd-8th graders scored proficient versus CPS African American 3rd-8th graders scoring 12.8% and State African American 3rd-8th graders at 11.9% and on the
- On the PARCC Assessment given to grades 3-8, CICS African American students also outperformed their District and State peers in ELA.** In fact, 22.2% of CICS African American 3rd-8th graders scored proficient versus 17.8% CPS African American 3rd-8th graders and 18.3% State African American 3rd-8th graders. The comparisons are represented in the chart below.
- On the PARCC Assessment given to grades 3-8, CICS ELL and Low Income students outperformed their District and State peers in ELA.** For chart summaries see Educationally Disadvantaged section.

Chart 4. Comparison of CICS-Network, CPS and State PARCC ELA Performance for African American

CICS Network	ELA	African American	22.20%
CPS	ELA	African American	17.80%
State	ELA	African American	18.30%

Chart 5. Comparison of CICS-Network, CPS and State PARCC ELA Performance for African American

CICS Network	Mathematics	African American	15.80%
CPS	Mathematics	African American	12.80%
State	Mathematics	African American	11.90%

Attendance

Chart 6. CICS Campus and CICS-Network Attendance Rates SY 18-19 and SY 17-18

	SY 17-18	SY 18-19
CICS - AVALON/SOUTH SHORE	95%	95%
CICS - BASIL	94%	93%
CICS - BOND	93%	93%
CICS - BUCKTOWN	94%	95%
CICS - CHICAGOQUEST HS	85%	83%
CICS - ELLISON HS	89%	88%
CICS - IRVING PARK	95%	95%
CICS - LONGWOOD	92%	91%
CICS - LOOMIS	91%	92%
CICS - NORTHTOWN HS	94%	94%
CICS - PRAIRIE	95%	94%
CICS - WASHINGTON PARK	94%	93%
CICS - WEST BELDEN	96%	96%
CICS - WRIGHTWOOD	95%	94%
CICS Network Average	93%	93%

The chart above displays the average attendance rates for all CICS campuses and the network average. CICS, as a network, has the same attendance average than the City and State. Please note that attendance is one area where sub-group data is not available for the District or State in a format that can be compared.

Retention

CICS is, as a network, committed to serving our students and families. The chart below indicates the retention rates for CICS as a network and at each of the schools where the proposed pre-K expansion will take place.

Chart 7. Student Retention Rates SY 18-19

CICS Campus	Retention SY 18-19
Avalon	80.5%
Basil	69.3%

Bucktown	86.9%
Quest	57.4%
Irving Park	86.0%
Lloyd Bond	79.0%
Longwood	66.5%
Loomis	79.3%
Northtown	89.0%
Prairie	88.2%
Ralph Ellison	72.3%
Washington Park	81.1%
West Belden	93.5%
Wrightwood	81.1%
CICS Network	80%

Student Academic Growth

Below is a chart containing percentage of 3rd through 8th grade students making national average growth on NWEA.

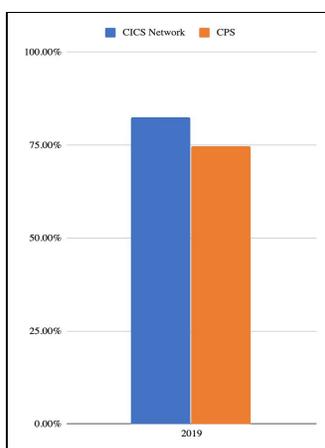
Chart 8. Comparing Growth on NWEA for 3rd-8th Grade for CPS and CICS

	2016	2017	2018
CPS	59.1%	58.6%	57.5%
Reading	61.8%	60.5%	58.1%
Math	56.4%	56.7%	56.8%
CICS	55.9%	51.6%	51.5%
Reading	59.0%	55.3%	55.1%
Math	52.7%	47.9%	47.9%

High School Graduation

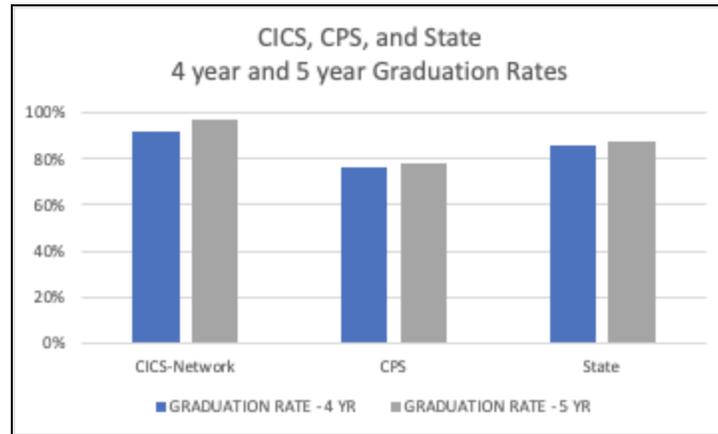
The CICS focus on putting students on a path to success in college and life is underscored by our dedication to ensuring that our students graduate high school. **In the most recent year, 2019, CICS had a higher graduation rate than the District, successfully graduating 92% of students within 4 years and 97% in 5 years.** It is also worth noting that CICS has shown consistent growth year over year for our 4-year and 5-year graduation rates, see Appendix E.

Chart 9. Comparison of CICS-Network and District SY 2018- 2019



In 2019, our 4-year and 5-year graduation rate outpaced CPS and State graduation rate for all sub-groups.

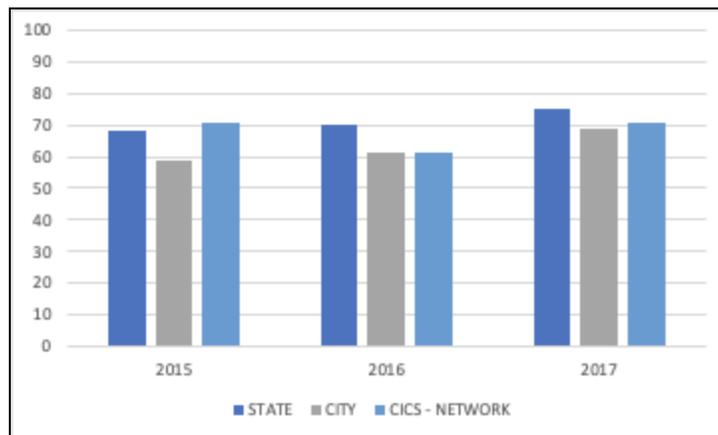
Chart 10. Comparison of CICS-Network, State and District Graduation Rates



Post-Secondary Enrollment

As a network, our mission is to put students on a path of success post-graduation. The chart below compares Illinois, CPS and the CICS Network. As a network, **CICS has outperformed the District on post-secondary enrollment.**

Chart 11. Post-Secondary Enrollment Illinois, CPS and CICS



Education Program: Launching Pre-K

While CICS is proud of the successes highlighted above, we also are an organization that possesses an urgency around continuous improvement. We recognize that, if we can have an

opportunity to have an earlier start supporting our students by launching high-quality pre-K programs, our students will be better prepared for kindergarten and the ensuing grades.

The pre-K model that we will implement is based on a developmentally appropriate curriculum for four-year-old learners in a full-day pre-K program. Our schools will partner with parents and families to deliver personalized, whole-child early childhood programming, utilizing Creative Curriculum® for Pre-school-age youth. This curriculum is a comprehensive, research-based curriculum that promotes exploration and inquiry that guides learning and social-emotional growth. It is aligned with the Common Core State Standards (CCSS), as well as the Illinois Early Learning and Development Standards (IELDS), that can be found in Appendix G, and provides a variety of scaffolds and supports for students performing at various stages of mastery. While the K-12 schools can select curricula and models that best fit the needs of the school community, a common pre-K curricula was selected for implementation to allow for a common “launch pad” for our students as they develop their social, emotional, language and cognitive skills preparing for the elementary grades. Creative Curriculum® promotes exploration and discovery as a way of learning, enabling children to develop confidence, creativity and lifelong critical thinking skills in developmentally appropriate ways. It is important that the pre-K program not become a push down of kindergarten or a didactic academic approach. The units of study are divided into investigations designed around an essential question. These questions are developmentally appropriate to engage students in inquiry, dialogue and exploration of topics that are meaningful to the learners. The Creative Curriculum® investigations are designed for children with diverse backgrounds and skill levels, and incorporate developmentally appropriate play, books and use

questions to guide learning experiences. Teachers can differentiate as needed and design day-to-day lessons with students in mind. The studies and investigations promote interdisciplinary learning where math, oral language, literacy and science and/or social studies are integrated into the daily learning opportunities. Social and emotional growth is intentionally embedded into the curriculum and units of study. Family involvement is encouraged through projects that extend the child's learning at home.

This Creative Curriculum® is aligned to the Teaching Strategies GOLD® assessment that reports student progress based on a portfolio of evidence that helps teachers and students to make individual growth plans based on comprehensive data as well as student interests.

Through Creating Curriculum® and Teaching Strategies GOLD®, CICS will be able to:

1. Provide early learning opportunities for four-year-old children in a literacy and oracy rich environment that promotes intentional development of child's social, emotional, cognitive, language and academic skills through developmentally appropriate play-based practices that are personalized and culturally relevant.
2. Utilize data to design learning opportunities and inform instructional next steps to support individual student growth and mastery along the age/grade level continuum and standards utilizing strong Multi-Tiered Support Services (MTSS) processes and protocols.
3. Engage parents/guardians in opportunities for meaningful involvement and high-quality family support that deepens the home-school relationship.

Instructional Practices to Be Used

CICS's pre-K program will allow for a full-day (at least six hours) pre-K, with no more than 20

students per class, that meets five days per week. There will be one certified teacher and one aide per classroom. The daily schedule will include opportunities for whole- and small-group instruction, self-directed learning interest centers and play areas, rest time and/or quiet centers and gross motor activities. CICS pre-K classroom centers will directly align with Early Childhood Environment Rating System (ECERS-3[®]) programming to promote play, peer-to-peer engagement, and opportunities for integrated math, writing, and reading through authentic integration of books, writing and numbers. Additional teaching strategies and classroom activities will promote personalized learning and whole child development for all CICS students, including but not limited to:

- Classroom environments that support meaningful and relevant small group conversations with groups of children and teachers.
- Interdisciplinary learning where math, oral language, literacy, and science and/or social studies are integrated into daily learning opportunities.
- Scaffolded activities grounded in inquiry-based learning to engage students based on interests and growing knowledge base.
- Use of digital portfolios to gather and organize meaningful data which may include work samples, videos, and observations to demonstrate what a child knows and can do.
- Development of language and literacy skills through routines, daily jobs and ongoing studies.
- Classroom environments that are intentionally organized to support patterns, attributes and organization of materials to support foundational concepts in mathematics.

- Use of art materials to represent children's thinking and processing of content from classroom studies, allowing children additional languages with which to express their understanding and learning.
- Screening and support strategies steeped in data analysis that identify learning and/or behavior challenges early and provide necessary interventions, accommodations or modifications.
- Personalized learning pedagogy and strategies that are focused on, led with and demonstrated by the learner, and are connected to career-relevant, real-world skills and opportunities.

See sample schedule in Appendix G.

The daily schedule is intentionally designed based on developmentally appropriate practices for four-year olds. Per the instructional strategies listed above, learning is integrated into play, songs, new materials and pretend play, as well as hands-on experiences and social interactions. Intentional opportunities for choice, self-directed play and learning, and exploration are integrated into the daily schedule. This provides children with opportunities to express their interests, explore new topics, and develop an authentic sense of self.

Opportunities for individual check-ins, instruction, conversation and engagements are integrated throughout the day. **We know these regular check-ins throughout the day are important for all students, but especially those who are educationally disadvantaged.** Teachers utilize open-ended questions to foster conversations as a vehicle for students to authentically share what they know and can do, engage in complex thinking, and use expressive language. Teachers can

introduce new vocabulary and language, extend concepts, integrate math and literacy concepts and scaffold development within the five stages of developmental play (see [Appendix G](#) for an article with more information on these five stages that will be used for teacher professional development and describe the foundation for our play-based instruction). These individual exchanges and conversations deepen the relationship between teacher and student.

Best practice early childhood instruction and personalized learning pedagogy, strategies, and approach will be integrated into the pre-k classroom. CICS will use the [LEAP Innovations Learning Framework™ \(LLF\)](#) to guide personalized learning initiative in pre-K. The LLF contains four key components: Learner Led; Learner Focused; Learner Demonstrated; and Learner Connected. Personalized learning begins with meaningful relationships between teachers-to-students and students-to-students. The pre-K classroom will be designed with students' identities, backgrounds, families, cultures, experiences and perspectives in mind. Culturally responsive strategies begin with learning about each child and family so that the instruction, curriculum and classroom can be intentionally designed. These efforts show children that they are seen and valued in the classroom community and that all are welcome. A key step in creating a culturally responsive classroom is to become familiar with each family, provide ongoing two-way communication and involve parents in the learning process through unit projects, newsletters, individual communication and classroom visits.

The Creative Curriculum® is available in English and Spanish so that teachers can utilize tools strategically provide native language support English Learners. Units of study and projects are intentionally designed to engage students in topics of high interest and that are

relevant to their daily lives. This background knowledge provides a level of comfort and opportunities to introduce new language. Interest areas and learning centers will incorporate print materials, labels and text in the native language of the class. Hands-on activities are integrated into whole and small group instruction and learning centers provide opportunities to integrate language into the learning experience.

Interest centers and play areas will be intentionally designed with a specific purpose in a well-organized, defined space. Materials and tools are intentionally chosen to support a particular type of play, provide opportunities for role-playing and hands-on experiences and integrate early literacy skills. The CICS pre-K classrooms will include a variety of centers and interest areas such as a library, building center, dramatic play, art or maker space, science/discovery area and dramatic play area.

Data from GOLD[®] and formative assessment from Creative Curriculum[®] will provide insights and help inform adjustments to the pre-K curriculum. Teachers will design learning opportunities that build on a child's/classes strength to introduce new concepts and skills within a playful learning environment. As noted, work samples, pictures, videos or dictated conversations will be collected as evidence to demonstrate a child's placement on the progression. Teachers can collect and observe students in English, native language or a combination. **This assessment technique is focused on what students can do in any language and supports English Learners.**

Any Issues Related to Charter Closures, Revocations or Disaffiliation

One CICS campus, CICS Larry Hawkins, closed at the end of the 2015-16 school year due to low performance. The school was initially operated by Edison Learning from fall 2010 through summer 2012. It was then operated by Charter Schools USA from fall 2012 through its closure in summer 2016.

CICS currently operates CICS Lloyd Bond (K-6), which opened in fall 2010, in the Altgeld Gardens community, located on the far South Side of Chicago, in the center of a public housing community. **In 2009, CICS was approached by CPS to open a middle and high school in Altgeld Gardens as a non-selective enrollment high school did not exist in the highly-isolated Altgeld Gardens community and the Chicago Housing Authority (CHA) planned to add several hundred new units to the public housing complex in the neighborhood.** Adding to the urgency to create a high-quality public high school in the community, Derrion Albert, an honors student who resided in Altgeld Garden, was murdered while traveling to attend a public high school in a different neighborhood of the City. CICS Larry Hawkins opened its doors in 2011. Challenged by decreasing enrollment attributed to the violence in the community and CHA's decision to delay the construction of new public housing units, the CICS Larry Hawkins campus struggled financially and was not able to deliver the education it had promised to our students and families. CICS focused its attention on CICS Larry Hawkins throughout its school review process due to its low performance. Given our concern about the lack of quality high school options in the neighborhood, CICS opened the doors of CICS Longwood, our nearest high school campus, to all Hawkins students in order to

make the transition as smooth as possible for the 2016-17 school year. CPS officially closed the Larry Hawkins campus at the end of the 2015-16 school year.

CPS, our authorizer, recognized that CICS Larry Hawkins was an outlier situation with unique circumstances, as evidenced by our May 2017 charter renewal for seven years, the longest time period given for a charter in Chicago.

Strong Financial Position and Track Record

CICS continues to maintain a strong financial position, as it has for its entire history. The attached audit for the most recent fiscal year highlights another year of increasing fund balances, coupled with a current ratio of 4.91 and a net asset ratio of .41. Both ratios are well above national charter school averages. CICS's public bond raise in 2017 brought in \$11 million in new dollars for major capital improvements at three of our buildings without an increase in annual debt service payments, and CICS continues to manage available dollars in the most efficient ways possible to ensure liquidity and fiscal sustainability over the long-term.

In 2017, **CICS was renewed for a seven-year charter contract**, the longest length awarded by the authorizer. This renewal length was based on CICS's exemplary academic, operational and financial performance achieved during the term of our previous contract.

The compliance challenges noted in the most recent audit in Appendix F entailed minor procedural changes and the corresponding corrective action plan has been put in place as a result; it is detailed on pages 69-70 of the audit.

CICS is confident that our compliance management system, updated this past fall to ensure the

tightest of controls, is reliable and comprehensive in order to ensure full compliance going forward. This system includes a network-wide reporting system, weekly and quarterly accountability metrics, support services and training interventions. Central to the CICS compliance process is our internal school compliance pre-audit process, completed annually, which reviews all applicable authorization requirements, local mandates and state and federal laws.

Potential for Continued Support of the Project After Federal Funding Ends

CICS is committed to a strong funding model for this incredible work to continue in our schools and across the network beyond the initial grant funded supports. CICS is beginning conversations with CPS and the Illinois State Board of Education (ISBE) to confirm funding opportunities, with approval from both entities aligned to the recent state legislation passed by Governor J.B. Pritzker on flow-through early childhood funding to state and district entities. In addition, we have been working closely with Diana Rauner, President of Ounce of Prevention, to discuss advocacy and funding formula flow-through to our charter network. While we know the importance of sustainable funding, we are also committed to strong budgeting practices to support the inclusion of our pre-K model in our current operating budgets, aligned to budget and charter authorization approval through contract amendment. We realize the power of this program for our youngest students and the importance of having a strong early childhood experience, with a commitment to matriculating into our schools through our lottery and application process. We also know that, beyond the grant funded opportunities, there are various

opportunities in Illinois for directly funded programming through CPS. With the recent investment in Illinois early childhood state funded programming, there is money available through CPS and closely related non-profit entities like DCFS, Illinois Human Services Departments, universities and through direct state-funded programs that would support the sustainability of our funding. To be eligible, we will need support for start-up expenses, as outlined in this grant application, as well as approval from CPS.

Significance of Contribution in Assisting Educationally Disadvantaged Students

Expanding Educational Opportunities for Educationally Disadvantaged Students

CICS was founded as, and continues to be, an organization committed to empowering students who historically have not been well served by the traditional education system. This commitment is demonstrated by where our schools are located on the south, west, and northwest areas of the City, as well as the demographics of the families and students we serve.

Of the 7,868 students CICS serves, 92% are students of color (63% African American and 29% Hispanic) and 84% qualify for Free/Reduced Lunch. CICS serves a substantially higher percentage of students of color who are low income (using Economically Disadvantaged and FRL as proxies for income) than the District (CPS) or State (Illinois). See the charts below for a breakdown by campus and for a comparison of CICS, District and State.⁵ Additionally, CICS serves a similar percentages of Diverse Learners as the District and State; 15% of the CICS student population qualify as students with disabilities. It is important to note that at four of

⁵ CPS School Data <https://cps.edu/schooldata> and Illinois State Report Card <https://www.illinoisreportcard.com>

fourteen CICS campuses, CICS Bucktown (20%), CICS Irving Park (27.5%), CICS Prairie (24%), and CICS West Belden (42.5%), serve a higher percentage of ELL than the district average (18.8%).

Chart 12. Breakdown by Campus and Comparison of CICS, District and State

School Name	Total	ELL	SPED	FRL	White	Black	Hispanic
CICS - Avalon/South Shore	449	1.1%	11.4%	86.9%	0.0%	98.0%	1.3%
CICS - Basil	603	8.5%	12.8%	88.6%	0.0%	81.3%	16.3%
CICS - Bucktown	687	19.9%	11.5%	73.1%	3.8%	13.2%	80.1%
CICS - ChicagoQuest North	143	0.7%	23.8%	93.7%	1.4%	90.9%	6.3%
CICS - Irving Park	537	27.4%	14.3%	61.8%	14.7%	3.4%	73.0%
CICS - Lloyd Bond	351	0.3%	9.4%	96.6%	0.3%	98.0%	0.3%
CICS - Longwood	1297	0.9%	18.7%	88.9%	0.1%	99.2%	0.4%
CICS - Loomis Primary	523	0.6%	7.5%	86.4%	0.0%	98.3%	0.8%
CICS - Northtown	903	17.7%	24.3%	79.3%	18.5%	5.6%	57.6%
CICS - Prairie	423	24.1%	13.7%	92.9%	0.7%	54.6%	43.5%
CICS - Ralph Ellison	244	0.4%	25.4%	85.7%	0.0%	98.0%	0.0%
CICS - Washington Park	465	0.0%	9.7%	92.9%	0.2%	98.9%	0.9%
CICS - West Belden	538	42.4%	11.2%	82.5%	0.6%	6.3%	92.2%
CICS - Wrightwood	705	1.0%	10.2%	83.4%	0.4%	93.9%	3.7%
CICS - Network	7868	10.9%	14.6%	84.1%	4%	63%	29%
Chicago Public Schools	355,156	18.8%	14.6%	76.4%	10.8%	35.9%	46.6%
ILLINOIS 2019*	198,4519	18.4%	12.1%	48.8%	47.6%	16.7%	26.4%

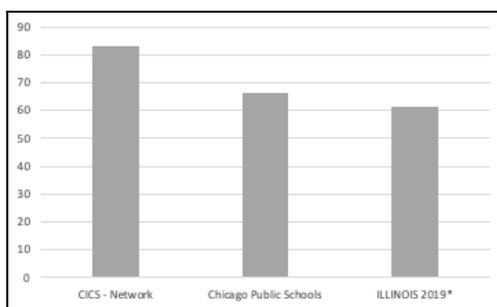
CICS, as a network, serves on average more homeless students than the district and state, see below chart, CICS Network (5.7%), CPS (3.5%), and State (2.00%). At two CICS High School campuses, more than 20% of students are homeless.

Chart 13. Homelessness by CICS Campus

School Name	% Homeless
CICS - Quest North Campus	22.10%
CICS - Northtown Campus	0.40%
CICS - Ralph Ellison Campus	20.50%
CICS - Bucktown Campus	2.80%
CICS - Longwood Campus	4.10%
CICS - Prairie Campus	1.40%
CICS - Washington Pk Campus	7.20%
CICS - West Belden Campus	0
CICS - Avalon/South Shore	3.80%
CICS - Irving Park Campus	0.70%
CICS - Loomis Primary Campus	1.60%
CICS - Basil Campus	12%
CICS - Wrightwood	0.70%
CICS - Bond Campus	2.50%
CICS Network	5.70%
Statewide	2%
City of Chicago	3.50%

In 2019, CICS seniors who experience homelessness or housing insecurity graduated at higher rates than the district and state, CICS High Schools (83%), CPS (66.4%) and Illinois (61.2%).

Chart 14. CICS Homeless Senior High School Student Graduation Rate Comparison



On the PARCC Assessment given to grades 3-8, CICS ELL and Low Income students outperformed their District and State peers in ELA.

Chart 15. Comparison of CICS-Network, CPS, and State PARCC ELA Performance for ELL

CICS	ELA	ELL	11.9%
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CPS	ELA	ELL	10.4%
State	ELA	ELL	10.4%

Chart 16. Comparison of CICS-Network, CPS, and State PARCC ELA Performance for Low Income

CICS	ELA	Low Income	23.00%
CPS	ELA	Low Income	21.50%
State	ELA	Low Income	23.20%

How Our Program Is Designed to Ensure All Students, Including Those Who Are Educationally Disadvantaged, Are Prepared to Meet the Challenging State Expectations

CICS’s network of K-12 schools, soon to be pre-K-12 schools, is explicitly designed to serve educationally disadvantaged students, including socioeconomically disadvantaged students (84% of current enrollment), along with ELL, Special Education, homeless and foster youth.

Specifically, three key strategies that enable us to serve all our students well and prepare them to meet the challenging State standards are our Multi-Tier Support System (MTSS), focus on data-driven decision-making and robust professional development.

1. **MTSS**—All CICS schools use a Multi-Tiered Support System (MTSS) designed to ensure that students cannot fall through the cracks, and, more importantly, that they can excel to their fullest potential through prevention-focused tiers of instruction and intervention. MTSS at CICS begins with a strong foundation and core experience for all students aligned to grade level standards. Teachers support individual student needs through small group instruction, guided supports, reteaching and extension within the general classroom. There are times when individual students need additional time and support to make progress towards

standards or need explicit instruction in foundational skills. When this occurs, assessment and classroom data is reviewed to determine a specific skill or goal area of need. Teams determine an intervention that addresses the identified skills, establishes a clear goal, and a tool to monitor progress of the intervention. This approach provides personalized, targeted responses to meet those needs for academic and behavior skills. A sample MTSS program for Math and ELA in grades 3-5 is outlined below to provide an example of the Tier supports.

Table 2. MTSS/RTI Programs Grades 3-5 for Math and ELA

MTSS/RTI Plan: Reading and Mathematics 3rd – 5th Grade			
	Tier I	Tier II	Tier III
Focus	For All Students	Students requiring remediation to demonstrate proficiency; Not responsive to Tier I instruction	Students with significant foundational skill deficits and/or sustained lack of adequate progress with Tier II instruction
Program	Evidence Based Curriculum (ENY; ALL)	Core instruction + additional research- based intervention and strategies designed to enhance Tier I instruction in small group format	Core instruction + additional research- based explicit interventions designed to meet the needs of students Individualized instruction, goal based
Grouping	Whole Group Small Group Flexible To meet instructional needs; Differentiated	Homogeneous small group instruction with a reduced number of students, provided at student instructional/ability levels	Homogenous small group instruction with no more than 5 students Instructional focus on same skill deficits
Frequency	Daily in accordance with mandates, specified min for reading (120)/math (90). Differentiated	A minimum of 2 times per week for 45 min, in addition to core instruction for at 5 week intervals PULL OUT	A minimum of 4 times per week for 45 min in addition to core instruction at 5 week intervals PULL OUT

Assessment	MAP ANET State Assessments	Easy CBM ANET MAP State Assessment	Easy CBM ANET MAP State Assessment
Progress Monitoring	Universal Screener 3 times yearly; Curriculum Based Assessments	Every 2 weeks on targeted skills and documented systematically per student on provided form	Weekly on targeted skills; documented systematically per student on provided form
Resources	Research based curricula; EL, ALL, Read Naturally	e.g. ALL, Reading A-Z, Eureka Math, Easy CBM	e.g. ALL, Reading A-Z, Eureka Math, Easy CBM

As we expand to offer pre-K, our MTSS structures will be consistent with the elementary grades with a focus on a high-quality curriculum, on-going assessment and continuous progress monitoring and collaborative problem solving among team members. However, MTSS will look different in kindergarten to be developmentally appropriate. A key component of MTSS in early childhood is ensuring that all decisions, practices and mindsets are developmentally appropriate. Learning happens along a continuum and it is important that the team expectations and goals are appropriate for the child. Tiered supports and interventions include additional opportunities to practice, small group experiences, explicit instruction and lesson/unit design around student needs. For example, a teacher may add specific manipulatives or plan addition centers to provide students opportunities to practice and apply social skills.

2. **Focus on Data**—CICS’s focus on data enables us to continuously improve as an organization, and enables our teachers to monitor student progress closely through frequent assessments, such as those provided in the sample Grade 3-5 MTSS charter where NWEA MAP Assessments are administered three times per year, the state

assessments (insert name) are administered every spring, and the ANET quarterly; classroom assessments further inform differentiation, enabling teachers to adjust instruction and design acceleration or intervention supports accordingly. School teams, comprised of teachers and administrators, meet regularly to review the universal assessment data, curricular program data and classroom work in order to determine responses and changes in instruction, lesson planning and supports.

The data that teachers will be collecting to track student progress includes Teaching Strategies Gold® assessments. Work samples, videos and pictures are used to identify what a child can do and current progress towards goals. Digital portfolios are used to capture student work and progress. Parents have access to those as well to help ensure they are kept current on their children's progress and can best provide support as partners in their educational journeys.

3. Robust Professional Development—CICS faculty and staff receive significant professional development customized by both academic content area and grade level. Additionally, CICS provides Diversity, Equity and Inclusion (DEI) training to the entire network annually, given the essential role DEI plays within our organizational culture and schools. Our professional development also includes the teaching of strategies to meet the needs of our diverse learners and ELL students.

For our new pre-K expansion, we will be providing extensive professional development for our teachers on the essential components of our early childhood play-based model. Professional development will be held during summer training and teachers will

participate in over 50 additional professional development hours during the school year.

Topics include appropriate classroom management, trauma-informed practices, Creative Curriculum[®] and culturally responsive pedagogy.

The specific support we provide while implementing the above core strategies to the following groups of educationally disadvantaged students are detailed below.

Special Education Students

In addition to the RTI strategies, our approach to supporting special education students is to serve students with disabilities in the least restrictive environment possible and in accordance with their Individualized Education Plans (IEPs) and all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). CICS is proud to serve a special education population that is higher than the State average (15% compared to 12%). All students who qualify for special education or 504 plans receive the supports, modifications and accommodations specified in their IEPs, which are reviewed by our Student Support Team on an annual basis. All of our teachers receive training on identifying the potential need for referrals for IEP or 504, as well as on differentiation strategies to better support the needs and learning styles of all students, particularly diverse learners. Our schools' Student Support Teams work closely with the CICS Director of Network Policy and the CPS District Representative to ensure compliance with IDEA and CPS, our LEA. **In this way, CICS will ensure that all eligible children with disabilities receive a free appropriate public education in accordance with Part B of the Individuals with Disabilities Education Act (IDEA).**

English Language Learners

CICS serves a student population that is 11% English Language Learners (ELLs). Based on the home language survey responses, students are assessed annually through the WIDA Assessment for Communication and Comprehension of English from State to State (ACCESS) test for English language proficiency in listening, speaking, reading and writing. CICS teachers consistently utilize a variety of strategies and language supports to ensure student mastery and provide consistent opportunities for students to practice English language skills. Teachers regularly differentiate for ELLs of varying language levels through intentional grouping, adapted materials/tasks and/or the use of scaffolds and supports. There are multiple opportunities for student interactions and student talk throughout the lesson. We offer a modified course structure for students who need a higher degree of support to ensure that we have all academic supports needed to elevate student achievement within underserved populations through our tiered instructional approach. All students identified as ELLs receive instruction aligned to all applicable federal and state standards, including the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards. We implement various service delivery models to meet individual needs, inform instructional decisions and drive collaboration including inclusion, monitoring, consultation and support facilitation. To ensure cultural and linguistic responsiveness for ELL students, we prioritize access to differentiated instruction, teacher modeling, language supports, vocabulary development, collaborative conversations and visual representations. If needed, we provide explicit language instruction for a dedicated period of time each day to help students gain English language proficiency.

Students who are identified as ELL will receive a variety of individual supports based on individual goals and strengths and best ELL practices for early childhood will be implemented in the classroom to create a language rich environment with opportunities for social interaction. Daily learning opportunities and centers promote speaking and listening between peers and adults to develop language skills. Classroom centers will include native print when appropriate, scaffolds to support language and provide cues. A language and print rich classroom environment is essential for ELLs.

Classroom teachers will partner with ESL or bilingually certified teachers to support ELL and receive professional development in early childhood ELL best practices. This support and partnership may include co-teaching, flexible groups, modeling of strategies and observational assessment support that are developmentally appropriate for young learners and for those who are gaining English language proficiency.

Economically Disadvantaged Students

Since 84% of our students qualify for Free and Reduced Lunch, many of our students may not have technology at home or a quiet place to work, so we provide both before and after school programs to help meet their study needs. Our parent outreach and engagement efforts are intentionally structured to accommodate parents who work multiple jobs and whose schedules do not allow them to attend events during traditional school hours. Knowing our schools serve students who are homeless (i.e., residing in temporary living conditions), CICS schools employ student support staff (SST) to act as the Students in Temporary Living Situations (STLS) liaisons. Additionally, our schools have secured partnerships with a number of community

organizations available as valuable resources for families. These include food pantries, Salvation Army, Metropolitan Family Services and Chicago Food Depository.

As CICS expands to offer pre-K at all of our elementary schools over the next five years, we will maintain our commitment to serve educationally disadvantaged students. This commitment will be realized through our targeted and inclusive recruitment strategies, detailed below, as well as a SMART goal we set as an organization to serve a pre-K population where at least 80% meet the CSP definition of “educationally disadvantaged,” as listed in our Project SMART Goals section below.

Recruitment and Enrollment Plan

By expanding enrollment at our ten elementary schools to include pre-K, we will address a major equity gap by ensuring that, going forward, our schools’ student populations, comprised almost entirely of traditionally educationally disadvantaged students (based on our current school demographics), receive the necessary preparation to enter kindergarten ready for success on par with their more privileged peers in terms of their cognitive and social development. **Our expansion to pre-K is rooted in our commitment to ensure that all disadvantaged children will receive the services they need to receive a free, appropriate, and high-quality public education.**

For many families and communities, CPS is a difficult system to navigate due to an inequitable distribution of information and high-quality school options. This is even more of an issue when it comes to pre-K programs, as there are limited offerings in Chicago for families who cannot afford high-quality pre-K. Central to our recruitment and enrollment strategy is an

on-the-ground community engagement, bringing information and high-quality school options to communities that are often forgotten or overlooked. Our outreach strategies and tactics are, at their core, culturally and linguistically competent and include engagement, direct outreach and targeted marketing.

See below for our planned **Pre-K recruitment plan, that includes marketing strategies, activities and outreach. This plan will enable us to recruit high percentages of educationally disadvantaged families to enroll in our schools, and thus maintain demographics consistent with those of our current student population.** The timeline below refers to the 2020 recruiting year for our first pre-K implementation to take place in fall of 2021. Our Manager of Student Recruitment, Daisy Herrera, will oversee this effort from the CICS network level.

Aug–Sep 2020

- Form a Pre-K recruitment committee to develop strategies around recruitment and enrollment. Committee will consist of parents, teachers and board members.
- Develop a community outreach plan that identifies low income and underserved neighborhoods, community organizations, park districts, libraries and other areas in the neighborhood that have high volumes of potential families.
- Set up a CICS centralized Call Center system so that parents interested in pre-K can first connect using the Call Center and be followed up by our Manager of Student Recruitment to ensure a high level of support and care for interested families.

Oct–Dec 2020

- Create marketing material that will be easy to distribute at community events and during

door-to-door canvassing to targeted areas for outreach.

- Set up booths at local grocery stores and malls for recruitment.
- Run radio promotions advertising available seats.
- Hold pre-K play nights for all interested parents, including those of currently enrolled K-8th grade students who may have younger siblings.
- Referral program will be created for parents who recruit students.
- Prioritize outreach on students from underserved areas and siblings of current family members, as well as for parents/guardians who work in the surrounding area and would have an easy commute to bring their child to school while on their way to work.

Nov–Dec 2020

- Host pre-K awareness breakfasts for local officials, community leaders and faith-based organizations that include board and leadership participation.
- Reach out to community faith-based organizations and connect with local business leaders, large businesses, hospitals, etc.
- Continue local community leadership outreach to promote the school and new pre-K program.

Feb–May 2021

- Hold lottery for all students who have registered.
- Set up a buddy system for new pre-K parents, as well as parents of returning students in the same schools.

June/July 2021

- Host student orientation to familiarize students with the pre-K program prior to the official start of school.

The timeline will be repeated annually as additional pre-K classes are recruited and pre-K programs are scaled to additional CICS schools.

Per the chart below, CICS will take a planning year for this expansion during SY2020-21 and launch our first pre-K classes in SY 2021-22 at four of our ten schools. In SY 2022-23, we will roll out our pre-K program to four more CICS schools and then implement the program at our remaining two elementary schools in 2023-24.

After the first year of pre-K implementation, an additional recruitment strategy of hosting potential pre-K families to visit the existing programs and see those high quality programs in action will be added to the plan.

See below for our specific pre-K enrollment targets for this pre-K expansion project.

Chart 17. Pre-K Seats Added Per Year at CICS Schools Participating in Pre-K

School Name	Total Current Enrollment (SY 19-20)	NEW Pre-K Seats/ Enrollment Targets (20 students per pre-K class)					Total New Pre-K Seats Created by Project
		Year 1 Planning Year (SY 20-21)	Year 2 (SY 21-22)	Year 3 (SY 22-23)	Year 4 (SY 23-24)	Year 5 (SY 24-25)	
CICS Avalon*	449	0	0	40	20	0	60
CICS Basil*	603	0	40	40	20	0	100
CICS Lloyd Bond*	351	0	0	40	40	20	100
CICS Washington Park*	465	0	0	20	40	0	60
CICS Loomis	523	0	0	0	80	80	160
CICS Wrightwood	705	0	0	40	40	0	80

CICS Bucktown	687	0	40	20	0	0	60
CICS Irving Park	537	0	40	20	0	0	60
CICS Prairie	423	0	0	0	20	20	40
CICS West Belden	538	0	40	20	0	0	60
Total New Pre-K Seats	NA	0	160	240	260	120	780
% New Seats in Opportunity Zone							40.1%

**Schools in green are located in an Opportunity Zone.*

Ongoing Parent Engagement: A Critical Component of Our Pre-K Implementation and Model

Parent engagement is essential for the recruitment of students as CICS from a predominantly educationally disadvantaged population. However, our engagement of parents goes well beyond student recruitment efforts. CICS knows the critical impact parent involvement has on a child's education (NICHD Early Child Care Research Network, 2002). Therefore, CICS has made a core part of the project design to engage parents/guardians in opportunities for meaningful involvement and high-quality family support that deepens the home-school relationship.

Specific ways that CICS currently engages parents in the schools where expansion will be occurring to pre-K and our plans to expand those strategies are:

- Focus Groups: Gaining parent input on the implementation and operation of the pre-K and school overall.
- Frequent School-to-Home Communication: Our schools communicate regularly with parents through such means as emails, newsletters, social media and eBlasts to inform parents about school news.

- Parent Conferences: Based on our frequent assessments of student progress, we will be able to to keep parents updated on their child’s progress often and specifically.
- Parent Trainings: Each of our schools will offer trainings for pre-K parents on how to best support their children’s social, emotional and educational development, specifically during early childhood. An emphasis will be placed on reading in the home and parents will be able to check-out books from our school libraries. Studies show that students living in poverty have less access to reading materials and experience a “word gap” of almost 30 million words in comparison to their more affluent peers.⁶
- Facilitating Connections to Social Service Partners: By weaving together school and community resources, it is our intention to create a safe school for students, one that is supported by the local area, and provides rich learning experiences in the school, as well as beyond the classroom for our students. The services are tailored to the specific needs of the parents and families we serve, largely in the west and southside communities. Services include a legal clinic to provide legal service and advice to the community on the topics of family, probate, criminal, landlord/tenant, foreclosure, consumer issues, contracts, employment and civil law and a food pantry where each family within our school can be served once per month.
- Availability of School-Based Student/ Family Support Staff: We will work with families to overcome challenges associated with non-attendance and assign two student support staff (SST) to act as the Students in Temporary Living Situations (STLS) Liaison and

⁶ Brookings Institute.

Clerk. Students who exhibit common signs of homelessness are referred for a private conversation. The SST work with staff to ensure that STLS students have access to all programs and activities related to the student's educational and social emotional needs.

- Additional Targeted Activities for At Risk and Educationally Disadvantaged Families:
CICS will have events and workshops targeted to at risk and educationally disadvantaged students where they can participate in our creative agency as we build our model. During our monthly community council focus groups, there will be a running agenda item focused on providing feedback to increase access to our pre-K for these types of students. Our leadership team has also participated in community events focused on supporting at-risk families such as the back-to-school fair providing school supplies and clothing, the food pantry providing food for families in need, community Thanksgiving dinner for displaced and in-need families, anti-violence marches, holiday gift giveaway for children of incarcerated parents and neighborhood clean-up days. Through these events, we are building deep relationships within our communities that are comprised of at-risk families and students.

Enrollment and Lottery Process

In accordance with the Illinois State Charter Law, enrollment is open to all students, regardless of their race, ethnicity, gender, socioeconomic status or disability status, residing in the City of Chicago. To enroll in a CICS elementary school campus, the parent/guardian must complete a CICS elementary school application for their child/student. To apply to CICS, the applicant must reside in the City of Chicago. To lessen the barrier for families whose home language is not

English, CICS distributes translated materials in Spanish. Translation services are also offered at the school and network levels.

Based on our commitment to equity and transparency, CICS currently conducts a computerized lottery developed by outside programmers using a mathematical algorithm to randomly and blindly assign students to schools or to a waitlist at all of our schools. Our lotteries are open to the public and are recorded live at the scheduled date and time indicated in the application. CICS invites an authorizer or designee from CPS to be present to view the lottery in real time. Families are welcome to attend the lottery, but it is not mandatory. The application and lottery process are verified by CICS's auditors for randomness and accuracy.

CICS will work with CPS to ensure automatic matriculation and guaranteed seats for our pre-K students advancing to Kindergarten.

All CICS Campuses adhere to the same application and admission policies. For the lottery policy, please see Appendix G.

Quality of the Project Design and Evaluation Plan for the Proposed Project

Conceptual Framework Underlying the Proposed Expansion Model

Equity for all students is the underlying foundation upon which CICS's conceptual framework for pre-K expansion is based. CICS's **theory of action** is that our expansion plan to add 780 pre-K seats for educationally disadvantaged four-year-olds at ten charter schools across Chicago by implementing a play-based early childhood model will help to better prepare students for kindergarten and lay the foundation for a passion for life-long learning. Not only will these new

charter school seats help prepare our youngest learners to matriculate into our kindergarten classes, but the program will also serve as a local and national model for rolling out pre-K at scale to provide a level playing field and help close the achievement gap.

The majority of students enrolled across the CICS network, including those identified within this proposal, enter kindergarten without ever having attended pre-K. Thus, our urban students, who are largely students of color and from low-income households, begin their formal school journey at age five already behind their more affluent counterparts. This gap in school readiness has been highlighted in multiple longitudinal studies, with data showing that children from low income families score far below their higher income peers in literacy and math development, and lack the social emotional skills to regulate in the classroom (Halle et al., 2009; Lee & Burkham, 2002)⁷. CICS's pre-K project aims to change this inequity moving forward.

We are proud to be at the forefront of the universal pre-K expansion in our city. We agree with former Chicago Mayor Rahm Emanuel who emphasized the importance of “ensuring that every child in Chicago, regardless of their families’ access to resources, gets the great start that all children deserve” when announcing the city’s commitment to being able to offer pre-K to all four year olds.⁸

With Distinctive Schools as our SMO partner for three of the CICS schools scheduled to launch in SY 2021-22, we will leverage their experience to incorporate effective practice into our pre-K plans and rely on their knowledgeable early childhood leadership team. Distinctive Schools staff

⁷ Halle T, Forry N., Hair E., Perper K, Wandner L, Wessel J., and Vick, J. (2009). Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study – Birth Cohort (ECLS – B); prepared for The Council of Chief State School Officers

⁸ Mayor Rahm Emanuel and Governor JB Pritzker Announce Expansion of Universal Full-Day Pre-Kindergarten to 28 Communities Next School Year: https://www.chicago.gov/city/en/depts/mayor/press_room/press_releases/2019/march/UniversalFullDayPreK28.html

has gleaned important lessons from working in a technical assistance capacity on both personalized programming and pre-K design efforts in the past.

Collective and widespread research, including a recent study conducted by the National Institute for Early Education Research (NIEER), finds that “added hours of preschool education were substantially effective at closing the achievement gap between urban children and their more advantaged peers.”⁹ This data has been consistently grounded in studies confirming that a child’s early years, from birth to five are the most formative in their development, and that high quality early childhood education experiences greatly enhance a child’s ability to succeed in elementary school, high school and adulthood. James Heckman’s research on the economics of human potential reinforces CICS’s commitment to its at-risk population by providing evidence that ‘high quality investments in early childhood education result in skills that last a lifetime, and often result in stronger families and multi-generational outcomes, emerging as an effective way to break the cycle of poverty.’¹⁰

While parent and family engagement are a critical component of CICS’s elementary programming, we understand that parents and guardians are the strongest influence on young children’s learning and development.¹¹ For this reason, CICS pre-K programming will include additional protocols listed in our Pre-K Recruitment Plan, Procedures for Ensuring Feedback and Continuous Improvement, and other sections throughout this document.

⁹ Friedman-Krauss, A., Barnett, S., Garver, K., Hodges, K., Weinsensfeld, G.G, DiCrecchio, N. National Institute for Early Education Research. (2019) The State of Preschool 2018. State Preschool Yearbook. Rutgers Graduate School of Education

¹⁰ Garcia, J.L., Heckman, J., Leaf, D., Prados, M.J. (2016). Program on Children, Economics of Education Program. National Bureau of Economic Research Working Paper No. 2299. <https://www.nber.org/papers/w22993>

¹¹ Bonci, A. (2008). A research review: the importance of families and the home environment. National Literacy Trust (revised in 2010 and 2011.)

CICS pre-K programming will include additional protocols that encourage staff to work closely with parents and families to support their children's early cognitive development. These partnerships will inevitably help CICS to provide a high-quality preschool education, which has been proven to result in lasting and substantive impacts on learning and development (Barnett, 2011; Camilli et al., 2010; and Vandell et al., 2010).¹²

CICS has also incorporated Carol Copple and Sue Bradekamp's research on Developmentally Appropriate Practice in Early Childhood Programs into its PreK programming. These findings are based on nurturing a child's social-emotional, physical and cognitive development based on theories of child development, individual strengths and needs vis a vis authentic assessment and a child's cultural background (community, family history/structure).¹³ This, as well as other research from the National Association for the Education of Young Children (NAEYC), has guided our pre-K model, and has inspired our team of early childhood experts to integrate learnings from Deborah Bush, Marcia Nell and Walter Drew on connecting play and practice, as well as human development research and informed CICS programming, protocols and practice.¹⁴ Accordingly, CICS's predictive indicators in our logic model and performance represent our plans to directly impact social-emotional and academic growth, as well as achievement growth far beyond our students' early elementary years. These expected results center on achieving four primary objectives: 1) Implement a pre-K program at each of CICS's existing elementary

¹² Camilli, G., Vargas, S., Ryan, S., & Barnett, W. (2010). Meta-analysis of the effects of early education interventions on cognitive and social development. *Teachers College Record*, 112, 579–620.

¹³ Copple, C, Bredekamp, S. (2009 based on 1987 first edition). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*, Third Edition. National Association for the Education of Young Children

¹⁴ Bush, D., Nell, M., Drew, W. (2013). *From Play to Practice: Connecting Teachers' Play to Children's Learning*. National Association for the Education of Young Children

schools; 2) Build and support a strong and sustainable preschool program; 3) Deploy a highly qualified team of teachers & leaders equipped to deliver the preschool model; and 4) Drive consistently high academic performance for all students.

Please see Appendix G for a full list of research and additional data-driven studies leveraged by CICS to effectively scaffold programming to meet the needs and interests of our target pre-K population.

Evaluation Methods

As part of its proposal to add pre-K, CICS has identified multiple performance indicators. These indicators include critical student outcomes (e.g., preparation for kindergarten, grade level achievement on the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP), grade level promotion) and operational processes (e.g., network-level staffing and support for expansion). As CICS pre-K expands across CICS elementary schools, ongoing reflection on these performance indicators can support continuous improvement of the network's operations, SMOs' operations, school leadership, and instructional staff. pre-K expansion and aligned performance indicators provide an important foundation from which the rigorous evaluation will be built and sustained.

This evaluation will focus on two areas: 1) CICS's ability to roll-out a pre-K program across its 10 elementary schools; and 2) the pre-K program impact on student learning. These learning priorities align to major goals, objectives, and strategies proposed by CICS and are represented in detail within its logic model.

Evaluation Focus Area #1

To evaluate CICS's pre-K program, evaluators will leverage existing data collected and aligned to the CICS approach at the macro level (e.g., important organizational milestones for expansion) and micro level (e.g., critical factors for implementation with fidelity, such as delivery of professional development, environment and instructional observations, and stakeholder perceptions captured via surveys). These data will be complemented by primary data collection by the evaluator, as appropriate, such as interviews of teachers, administrators, and parents, as well as school and classroom walkthroughs. Finally, a case study of the CICS pre-K model will be developed to describe its specific practices in depth.

Evaluation Focus Area #2

CICS expects to receive applications from more pre-K students than they will be able to accommodate and plans to conduct a lottery to determine which students are offered a seat. The lottery creates a type of natural experiment, in that students are randomly assigned to receive an offer to CICS pre-K or not. The evaluation will compare the outcomes of lottery winners (the intervention group) with lottery losers (the comparison group). Assuming overall and differential attrition are sufficiently low, the evaluation design will meet What Works Clearinghouse (WWC) Evidence Standards without reservations. If attrition is outside the acceptable range, and the samples differ by between 0.05 and 0.25 standard deviations in specified baseline characteristics, the analysis will include a statistical adjustment for baseline characteristics in order to continue to meet WWC Evidence Standards with reservations.

Analyses within the evaluation will include an estimate of the effect of being offered a CICS pre-K seat (the intent-to-treat effect, or the mean difference in outcomes between the entire assigned intervention group and the entire assigned comparison group). In addition, an estimate of the complier average causal effect (CACE) - the effect among those who would accept a pre-K spot at CICS if they won the lottery, and who would not attend CICS if they did not win the lottery (i.e., were not offered a seat).

In addition, evaluators will explore the extent to which pre-K student achievement varies across CICS elementary schools. If so, exploratory analyses will be conducted to assess whether variation in implementation of the various aspects of the CICS pre-K model are related to variation in outcomes. For example, the contribution of instructional adequacy measured via the Classroom Assessment Scoring System (CLASS) instrument to student outcomes on the Kindergarten Individual Development Survey (KIDS) instrument may be explored using regression analysis. It is anticipated that such analyses will be completed as summative reporting for the CSP grant (i.e., year five), giving the pre-K program time to roll out across schools and stabilize variation within and across the schools. Careful discussion within the evaluation working group, considering extant data and implementation trends will guide which independent variables are included in the statistical model.

The Evaluation Working Group

The evaluation approach includes tethering rigorous evaluation methodology to evidence-based decision-making of an evaluation working group represented by organizational leaders and the evaluator. This approach will simultaneously ground the rigorous evaluation and deepen the

capacity of CICS and SMO leaders (i.e., Distinctive Schools, ReGeneration Schools and Civitas Education Partners) for evaluation in a way that will strengthen the network overall.

The evaluation working group will meet in person to kick off the evaluation process and virtually in years two through five to continue planning and reflecting upon results each year of the grant.

Other virtual meetings will be scheduled as needed (typically, these include monthly check-ins).

The objectives for the evaluation working group will include:

- Ensuring the evaluation questions, design, tools, execution, and related findings speak to pre-K implementation goals and grant reporting requirements throughout the course of the grant.
- Providing context and information that may guide the evaluation process and help ground findings and recommendations.
- Optimizing participation from stakeholders during data collection.
- Providing an opportunity for network and SMO leaders to collaborate around solutions.
- Identifying optimal ways to disseminate findings, such as publications, website posting, conference presentations, and social media.

Evaluation Framework

A preliminary evaluation framework and associated performance measures (see Appendix G) have been developed to represent proposed evaluation questions and their alignment to the goals of the CICS's pre-K program. The related evaluation methods, including data that will be collected and analyzed, are described. This is not an exhaustive representation of measures and data collection tactics. Rather, it capitalizes on and complements those cited throughout this

proposal that are or can be tracked and measured, e.g., number of school pre-K programs, students served, implementation quality, family satisfaction, and student achievement indicators. This preliminary framework represents information and processes that drive the proposed evaluation design.

Reflecting Upon and Reporting Results

Data will be analyzed and reported formatively (quarterly and annually) and summatively (project end) in response to the evaluation questions posed in the evaluation framework. The evaluation working group will reflect on formative results quarterly (e.g., project milestones, implementation variables) for ongoing decision-making related to program implementation and enhancement. Annually, the group will assess progress toward longer-term goals (e.g., project milestones, implementation variables, and student outcomes), review formal evaluation reports and draft publications, and refine plans for the dissemination and communication of results to the sector and public at large. The evaluators will present all findings internally for discussion and refinement prior to broader dissemination, which may include posting briefs and reports on CICS and/or Bellwether websites, in-person or virtual presentations with members of the school community (e.g. staff, families, board), presenting at national conferences (e.g. American Educational Research Association (AERA), National Association for the Education of Young Children (NAEYC)), blog posts, and sharing findings via social media.

Evaluation Firm, Team, and Qualifications

CICS has worked closely with Bellwether Education Partners in designing the evaluation of our pre-K program and values their extensive early childhood expertise and prior experience with

evaluating Charter Schools Program grant projects. In particular, CICS worked extensively with Beth-Ann Tek and Cara Jackson, whose bios and qualifications can be found in Appendix G.

Project SMART Goals

The following CICS SMART Goals for pre-K expansion are aligned to essential academic, operational and financial components of this application as well as the overall goals for the CSP grant program, particularly expanding opportunities for underserved students to attend charter schools and meet challenging academic standards.

Table 4. Smart Goals Objectives and Performance Measures

Objective	Performance Measures
1. Implement a pre-K program at each of CICS' existing elementary schools (n=10)	SY21-22: Launch pre-K program at Basil, Bucktown, Irving Park, and West Belden elementary schools (40 seats at each school; 4 schools = 160 pre-K seats)
	SY22-23: Expand pre-K program to Avalon (40 seats), Lloyd Bond (40 seats), Washington Park (20 seats), and Wrightwood (40 seats) elementary schools (4 new schools = 140 pre-K seats); Add seats in existing pre-K programs at Basil (40), Bucktown (20), Irving Park (20), and West Belden (20) (100 additional pre-K seats)
	SY23-24: Expand pre-K program to Loomis (80 seats), Prairie (20 seats) elementary schools (2 new schools = 100 pre-K seats); Add seats in existing pre-K programs at Avalon (20), Basil (20), Lloyd Bond (40), Washington Park (40), and Wrightwood (40) (160 additional pre-K seats)
	SY24-25: Add seats in existing pre-K programs at Lloyd Bond (20), Loomis (80), and Prairie (20) (120 additional pre-K seats)
	+/- 3 percentage point of economically and educationally disadvantaged students across CICS pre-K program, compared to district averages
2. Build and support a strong and sustainable pre-K program	Recruit and hire high quality leaders and staff to support pre-K program implementation and expansion based on state and CICS standards
	Achieve NAEYC accreditation by SY 2024-25
	90% of pre-K staff perceive that network and program leaders support pre-K program implementation
	<=3% variance of budget to actual costs to implement program each grant year
3. Deploy a highly qualified team of teachers and leaders equipped to deliver the pre-K model.	>= 5 average score on ECERS-3 by SY24-25
	>= 6 average score on CLASS by SY24-25
	>= 90% of teachers report they feel confident/very confident implementing the CICS pre-K curriculum and implementing the Teach Strategies GOLD assessment system
	>= 90% of teachers report they feel confident/very confident using CICS instructional strategies and interacting with students
	>= 90% of parents and families will be engaged in their child's early childhood experience and learning and feel a direct connection between home and school

	>= 90% of parents and families indicate they would recommend a friend send their child to CICS pre-K
4. Drive consistently high academic performance for all students.	>+70% of pre-K students consistently achieve kindergarten ready-levels by the end of pre-K year according to the Teaching Strategies GOLD assessment by SY24-25
	70% CICS pre-K are adequately prepared for kindergarten according to results of the Kindergarten Individual Development Survey (KIDS) in the fall of kindergarten year by SY24-25 (Note the State average is 26%, so while 70% is almost three times the state average per ISBE report.)
	An increase of 15% of students scoring on grade level or above on NWEA Measures of Academic Progress (MAP) in English language arts (ELA) and mathematics in grades one and two by SY24-25
	An incremental increase in grade-level promotion rates in grades K, one, and two by 5% each year from SY22-23 to SY24-25

Project's Replicability and Ability to Inform the Field

Developing high performing education programming for underserved youth through grade expansion and comprehensive school replications are at the core of the CICS portfolio model. With 14 CICS schools across Chicago that share essential characteristics, CICS looks forward to implementing its pre-K expansion through the CSP grant and building upon its strength in mapping and sharing progress to increase early childhood access both locally and nationally to meet demand, particularly in high poverty communities.

CICS will use Year One in the CSP grant cycle as a planning year, focusing on research, program development, recruiting and hiring highly qualified staff (early childhood certified teachers and paraprofessionals and a Pre-K Program Director), as well as soliciting feedback from stakeholders such as parents and community members. During this time, the Evaluation Working Group (EWG), comprised of both Bellwether and CICS staff, will begin gathering data and codifying start-up practices to inform program decision-making. Initial information will be shared internally and with districts, school management organizations, and schools interested in

replicating CICS pre-K programming. CICS intends to regularly update key stakeholders (i.e., families, superintendents, education policy makers) to ensure transparency and harness good will across communities that may be impacted by this important pre-K expansion.

Years Two through Five of the CSP grant roll-out will follow a similar protocol, with an ongoing improvement process built into the model to provide fluid opportunities for iteration as the program scales. Key CICS leadership will collaborate with school-level staff to collect data and research as pre-K classrooms phase in across the network to establish effective practice sharing, as well as data-driven solutions and improvement strategies. CICS's system for sharing effective practices and lessons learned throughout the network includes extensive internal communications, ongoing/relevant professional development, standing meetings with SMO leaders and school directors, and parent and community roundtables and discussions. Further, with support from school leadership and staff, time in professional learning communities (PLCs) and common planning meetings will be maximized to further codify effective practices and conditions necessary for success. These strategies will be expounded upon to specifically address both accomplishments and challenges of the pre-K expansion.

To this end, project evaluation and ongoing iteration will depend on the continuous improvement cycle(s) highlighted below, including but not limited to the development of a shared vision for pre-K expansion, clear roles and responsibilities communicated to all staff, and establishing a cycle of stakeholder feedback through staff, parent, and community round tables to make necessary modifications on a regular basis.

CICS will be mindful to clearly address not only the “what” regarding positive growth cycles, but also the “how.” This will allow future programming to be predicated on conditions wherein pre-K can be well implemented, provide quality services and produce notable impacts for students and families that need it most. Addressing these issues will also aid in the identification of potential iterations to inform expanded development, as well as bring to light market-specific planning issues that allow for subjective inputs from stakeholders interested in replicating the pre-K model. CICS and prospective replicators must evaluate their readiness to expand based on staffing, board development, facilities, enrollment strategies, curriculum and instruction and central office systems and structures, where applicable.

CICS will leverage national practices through partnerships with experts such as the National Association for the Education of Young Children (NAEYC) and the National Head Start Association (NHSA) to create meaningful benchmarks from which to gauge academic achievement and social-emotional growth over time. We also plan to create and share codified protocols with existing partners such as Next Generation Learning Challenges (NGLC), LEAP Innovations and Transcend Education to further inform the replication of pre-K programming that is based on comprehensive student development. These organizational leaders in the education field lend diverse national expertise around personalized learning and public policy, as well as a notable platform from which to disseminate a blueprint for pre-K expansion that is both innovative and agile. CICS welcomes collective input and brainstorming to ground paradigm in research and ensure fluid adaptation of its model as conditions manifest across districts, demographics and/or over time. With collaboration, we believe it is possible to fully scale

meaningful proof points in early childhood education programming to inform authentic learning experiences for students throughout high poverty communities around the country.

Locally, CICS intends to participate in the Chicago Based Collaborative to stay current about effective early childhood practices serving Chicago's at-risk youth and to share key lessons learned. We plan to closely partner with CPS and the Illinois State Board of Education to become a first mover in the important goal of providing access to pre-K programs for every family in Chicago. CICS is proud to be on the forefront of this critical movement to offer high quality educational programming, especially to those students that are typically underserved, living in Chicago's south and west sides. It is this lens of equity that CICS's mission and vision is built upon—and it is in this spirit that our commitment to measuring, codifying, iterating, and replicating what's working for our prospective pre-K students is based.

Quality of the Project Personnel and Management Plan

Qualifications of Key Project Personnel

As noted above, CICS is a charter management organization with a portfolio approach to school development. The organization directly manages three of its fourteen schools, with the remaining eleven operated through the engagement of non-profit SMOs whose leadership will be integral in the organization's pre-K expansion plans.

With more than 22 years of replication and expansion experience, CICS understands that the success of its programming depends on recruiting, developing and retaining world-class staff. An acute focus on central and school-level human capital planning has resulted in the establishment

of a sustainable growth model that has effectively scaled high-quality programming for nearly 8,000 high-poverty students and families across the third largest urban school district in the country.

To this end, CICS has identified highly qualified leaders to manage, implement and monitor this CSP expansion grant. Distinctive Schools, CICS's partner SMO, possesses expertise in early childhood on its leadership team and prior experience providing technical assistance to a Minnesota school that launched a pre-K program. Accordingly, CICS plans to incubate its first three pre-K classes within the Distinctive Schools cohort in Year Two of the CSP grant and identify key members of its leadership team to assume active roles in implementing, managing, monitoring and iterating on the pre-K programming.

The following **key project personnel** have extensive expertise in charter development and expansion experience ranging from strategic planning to operations, as well as finance, performance management and early childhood/elementary education. Please see Appendix B: Key Project Team Resumes for additional information.

Elizabeth Shaw, CICS Chief Executive Officer

CSP Grant Vision and Oversight

Elizabeth Shaw, CICS CEO, is responsible for crafting and executing the CICS network strategy, including portfolio oversight of three SMOs and the direct management of three schools. Elizabeth will provide the vision and direction for pre-K grade expansion across CICS and has assembled a team of highly qualified staff to support the implementation of the CSP grant process. Elizabeth brings a wealth of experience including five years as the CEO of Education

First, a national education policy and strategy firm. She served as the Assistant Superintendent for the Recovery School District in New Orleans and was the Executive Director of Human Capital for the Louisiana Department of Education. She also worked as TFA's regional Director of District Strategy and Professional Development. Ms. Shaw began her career as a public high school teacher and holds a B.A. in Political Science from Barnard College.

Dr. Stephen McClain, CICS Chief of Schools

CSP Grant Program Lead/ Project Director

Dr. Stephen McClain, CICS Chief of Schools, oversees innovation, community engagement and policy teams across eleven campuses. Stephen will use his extensive leadership experience running charter school programming across multiple organizations, including grade-level expansion, compliance and operational oversight, to manage and execute this CSP expansion grant. Prior to CICS, Stephen was a CPS principal and assistant principal in high-poverty communities. Throughout his career, Stephen has been recognized for transforming school communities and improving educational outcomes for students. Stephen holds a B.A. in Elementary Education from Michigan State University, Ed. M in Teaching and Curriculum from Harvard Graduate School of Education and an Ed.D in Urban School Leadership from the University of Illinois at Chicago.

Neil Shah, CICS Chief Financial Officer

CSP Grant Compliance and Budget Reporting

Neil Shah, CICS CFO, is responsible for the financial management and sustainability of CICS and its 14 network schools. He will leverage his expertise to manage CSP grant compliance and

budget reporting. In this capacity, Neil will be responsible for financial and fiduciary grant activities, accounting data, records, expenditure reports, expense certification and procurement vis a vis grant parameters. Neil joined the charter school movement in 2006 with ExED, a nonprofit back-office services provider, and went on to found Charter Impact, a leading provider of financial management services for dozens of charter schools in California. Neil holds a B.S. and an M.B.A from the Marshall School of Business at the University of Southern California.

CSP grant managers will be supported by the following key staff:

Stephanie Crosier, CICS Chief Learning Officer

Oversight of Logic Model Implementation/Program Evaluation

Stephanie Crosier is the CICS Chief Learning Officer and responsible for oversight of the organization's three direct-operated campuses. Stephanie will support CSP grant leads to implement the logic model for pre-K expansion, including overarching objectives, inputs, outcomes and long-term impact of the programming based on CICS's approach to early childhood teaching and learning. Stephanie holds a B.S. Political Science, Spanish and Psychology from the University of Illinois and her Masters of Arts in Cultural Education Policy Studies from Loyola University.

Emily Holthaus, CICS Executive Director of Curriculum and Instruction

Management of Assessments/State Standards Alignment

Emily Holthaus, CICS ED of Curriculum and Instruction, manages all teaching and learning systems across three direct-operated campuses. Emily will ensure that CSP pre-K expansion plans are aligned to state standards and that assessment results reflect kindergarten-readiness

standards and overall academic achievement growth for all students. Emily will also solicit and integrate parent and community input regarding the implementation of the grant. Immediately prior to joining the CICS central office team, Emily was the Director of Instruction for CICS Lloyd Bond and created data-driven coaching and support systems resulting in academic growth and positive changes in school culture. Earlier in her career, and relevant to this expansion project, Emily served as a pre-K teacher. She holds a BA from Knox College and a Masters degree in Early Childhood Education from Dominican University.

Daisy Herrera, CICS Manager of Student Recruitment

Management of Student Recruitment

As Manager of Student Recruitment, Daisy Herrera is responsible for developing and executing comprehensive student recruitment plans. She coordinates marketing, provides resources for schools, tracks data goals and trains campus recruitment teams across CICS' 14-school network. Daisy has continuously reached and surpassed records for recruitment and enrollment, setting the pace at two of Chicago's largest charter networks and has established relationships/partnerships with over 60 elementary schools and community organizations. She ensures that under-resourced families are connected with life-transforming educational opportunities.

Please find resumes for each of the above key staff in Appendix B, as well as bios and resumes for the leaders of each SMO who will play key roles in launching pre-K within their schools. Appendix B also contains resumes for ten school-level leaders who manage day-to-day operations within CICS charter schools. This front-line support team will be responsible for the

pre-K expansion as it scales throughout the network. CICS plans to expand our governing board and advisories to include individual(s) with early childhood expertise by SY 2020-21.

Procedures for Ensuring Feedback and Continuous Improvement

CICS is a proven leader in school management and replication in the third largest urban school district in America. In addition to our strategic human capital planning, our success is a direct result of a continuous improvement model that is ongoing and agile, with systems for collecting and sharing data to inform decision-making and program modifications based on student needs. Key CSP grant project personnel will establish clear role responsibilities for pre-K expansion and communicate these roles to teachers and school-level staff at the onset of our planning year.

In addition to incorporating iterative findings from the evaluation plan to improve pre-K programming, CICS will leverage its current mechanisms for creating a cycle of feedback from stakeholders groups, including network staff, teachers, community members and parents. These include, but are not limited to, several key strategies to be offered in each CICS school community phasing in pre-K: regularly scheduled staff and parent roundtables that solicit critical ideas to be incorporated into school planning and used to make priority adjustments; utilization of feedback from parent roundtables to inform board-level decisions; intentional planning around regular morning meetings to address relevant topics, enhance culture, and set the tone for the classroom and day to increase parent voice ; mid-year parent and teacher surveys (respectively) that are comprehensive and inclusive; coordinated discussion of feedback during professional learning communities (PLCs) to ensure transparency across school-level staff and stakeholders;

regular administrative team meetings to determine trends from roundtables and create Design Thinking Cycles based on improvement strategies to be incorporated into student and professional learning; and annual town hall gatherings to solicit feedback from stakeholders interested in school planning and implementation activities.

As pre-K expansion begins across the network and throughout the five-year CSP grant cycle, the Evaluation Working Group will collect outcome data and measure CICS's personalized learning design based on logic model objectives and SMART goals. Interim data will be shared with CICS's PLCs established at the network and school levels to inform program decision-making. Core components of our pre-K programming, including learner profiles, competency based progression and flexible learning environments in new early childhood classrooms, will be evaluated using the following assessment tools to inform decision making and improve upon our proposed pre-K programming:

- **Teaching Strategies GOLD**[®] CICS' core assessment tool is based on an authentic, ongoing, observation-based system used to measure progress against 38 researched-based objectives across ten areas. Evidence is collected throughout the year, with teachers noting progress and movement along a continuum at three specific checkpoints during the year. CICS will use this data to inform day-to-day teaching and learning activities as well as network-level program strategies and modifications to meet student needs.
- **Digital portfolios** will be used to gather and organize meaningful data, including work samples, videos, and observations to demonstrate what a child knows and can do. This process will support the documentation of authentic learning cycles, design of

personalized learning experiences that build upon a child’s strengths, and scaffolding of learning towards the next social, emotional, physical, language, cognitive and/or academic goals. Portfolios will be shared with families to promote strong home-school connections.

- **ECERS-3**[®] assessment measures quality of programming and environment specifically for students in early childhood. The tool is comprised of 35 items organized into six subscales. A three-hour observation structure is used to assess interactions in the classroom, how materials are used and the physical environment. CICS will also use informal walk-throughs to monitor progress of a specific subscale between formal observation periods.
- **Kindergarten Individual Development Survey (KIDS)** is an observational tool designed to help stakeholders better understand the developmental readiness of children entering kindergarten, and is a mandated assessment for all Illinois kindergarten students. KIDS is aligned to the IELDs (State’s expectations for children’s learning and development at kindergarten entry) and Illinois Early Learning Standards–Kindergarten (IELS-K). CICS will use KIDS’ assessment in the fall and spring, disaggregating data for students who participated in the pre-K program compared to students who did not attend CICS pre-K.

Assessment results from GOLD[®] and ECERS-3[®] will be used to inform instructional changes and to design learning opportunities based on student goals and/or areas of need. Teachers will use ratings to determine scaffolds to implement (and remove) as the child gains independence,

confidence and fluency within the measure. Data will be regularly analyzed at the team, building and network levels to determine opportunities for growth and improvement.

CICS leaders are currently in the process of developing kinder screeners to gauge our students' developmental skills and levels and create relevant benchmarks, as well as assessments that are aligned to CPS' School Quality Rating Policy and K-2 norms. We will benefit from existing kindergarten readiness standards from local high quality pre-K programs serving high poverty students like those at Christopher House, as well as those aligned to Illinois State standards such as KIDS, above.

In addition to collecting student achievement data, key project personnel will also conduct implementation studies to assess whether CICS has executed pre-K programming with fidelity to its mission and vision, monitoring the quality of programming based on indicators such as academic growth and attainment, and ensuring that pre-K expansion practices result in clear connections between the program's design and impact. Similar to the aforementioned school development protocols, the improvement process for expanded early childhood classrooms will be progressive and sustained over an extended time frame to inform strategic pre-K expansion and replication both locally and nationally.

This process will also include collecting attendance data and teacher evaluation/retention data, as well as a review of fiscal performance of the network as it phases in pre-K classrooms (audit information and fund balance) and documenting continued legal compliance (authorizer reporting and corrective action disclosure). An environmental scan of this nature will include key indicators such as attrition and retention of students, and projected growth as it relates to initial

planning and reaching capacity at scale. To this end, CICS will also assess and evaluate resource allocation to establish a sustainable model that is independent of private philanthropy as each school in the portfolio offers pre-K to its families. This includes considering ongoing Head Start eligibility as well as other federal and state child-care subsidies connected to IDEA and ESSA.

CICS has prioritized the engagement of parents and guardians in our assessment process at key points in the school year. In addition to the aforementioned strategies for stakeholder feedback and buy in, we will build this integral partnership through **ongoing communication** for teachers to share progress towards goals and state standards, work samples, and other information as needed throughout the year. Consistent home/school communication is provided through phone calls, emails, classroom newsletters and face-to-face conversations; **listening conferences** for families to share goals and insights about students at the beginning of the school year, designed to develop a strong family to teacher/school relationship and lines of communication; **family-teacher conferences** to facilitate face-to-face meetings and share a student's portfolio and progress as measured by GOLD[®], with goals created in response to current data; and, **checkpoint progress** where families receive updates at least three times per year on a student's progress against the 38 objectives in GOLD[°] assessment.

Essentially, our ongoing collection and documentation of feedback and assessment data will help CICS iterate effectively to personalize learning for all students, as well as illuminate whether our new pre-K programs are on track to meet predictive indicators of success for our students, namely meeting or exceeding expectations on the Illinois Assessment of Readiness (IAR) beginning in Grade 3, readiness to engage in on-grade and higher-level math in Grades 5-8, and

graduating high school prepared to enter post-secondary education. It is these systemic outcomes that CICS is wholly committed to and intends to model for the education community.

Application Requirements

The Notice to Invite Applicants (NIA) specifies a number of requirements applicants need to address in their grant applications. The following Application Requirements Reference Guide aims to direct the reviewer to where each requirement either has already been addressed in the narrative or can be found in an Appendix.

Requirement	Location
(a) Describe the applicant’s objectives in running a quality charter school program and how the program will be carried out, including--	
(1) A description of how the applicant will ensure that charter schools receiving funds under this program meet the educational needs of their students, including children with disabilities and English learners. (Section 4303(f)(1)(A)(x) of the ESEA);	Quality of the Eligible Applicant and Significance of Contributing in Assisting Disadv. Students
(2) A description of how the applicant will ensure that each charter school receiving funds under this program has considered and planned for the transportation needs of the school's students. (Section 4303(f)(1)(E) of the ESEA)	Appendix G
(b) For each charter school currently operated or managed by the applicant, provide—	
(1) Student assessment results for all students and for each subgroup of students described in section 1111(c)(2) of the ESEA;	Quality of the Eligible Applicant and Appendix E

<p>(2) Attendance and student retention rates for the most recently completed school year and, if applicable, the most recent available four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates; and</p>	<p>Quality of the Eligible Applicant and Appendix E</p>
<p>(3) Information on any significant compliance and management issues encountered within the last three school years by any school operated or managed by the eligible entity, including in the areas of student safety and finance. (Section 4305(b)(3)(A) of the ESEA)</p>	<p>Quality of the Eligible Applicant</p>
<p>(c) Describe the educational program that the applicant will implement in each charter school receiving funding under this program, including--</p>	
<p>(1) Information on how the program will enable all students to meet the challenging State academic standards;</p>	<p>Quality of the Eligible Applicant and Significance of Contributing in Assisting Disadv. Students</p>
<p>(2) The grade levels or ages of students who will be served; and</p>	<p>Competitive Priority 1</p>
<p>(3) The instructional practices that will be used. (Section 4305(b)(3)(B)(ii) of the ESEA)</p>	<p>Quality of the Eligible Applicant</p>
<p>(d) Demonstrate that the applicant currently operates or manages more than one charter school. For the purposes of this program, multiple charter schools are considered to be separate schools if each school</p> <p>(1) Meets each element of the definition of “charter school” under section 4310(2) of the ESEA; and</p> <p>(2) Is treated as a separate school by its authorized public chartering agency and the State in which the charter school is located, including for purposes of accountability and reporting under title I, part A of the ESEA. (NFP)</p>	<p>Introduction and Appendix G (Board Report)</p>
<p>(e) Provide information regarding any compliance issues, and how they were resolved, for any charter schools operated or managed by the applicant that have— (1) Closed; (2) Had their charter(s) revoked due to problems with statutory or regulatory compliance, including compliance with sections 4310(2)(G) and (J) of the ESEA; or (3) Had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation. (NFP)</p>	<p>Quality of the Eligible Applicant</p>

<p>(f) Provide a complete logic model (as defined in 34 CFR 77.1) for the grant project. The logic model must include the applicant’s objectives for replicating or expanding one or more high-quality charter schools with funding under this program, including the number of high-quality charter schools the applicant proposes to replicate or expand. (NFP)</p>	<p>Appendix G</p>
<p>(g) If the applicant currently operates, or is proposing to replicate or expand a single-sex charter school or coeducational charter school that provides a single-sex class or extracurricular activity (collectively referred to as a “single-sex educational program”), demonstrate that the existing or proposed single-sex educational program is in compliance with title IX of the Education Amendments of 1972 (20 U.S.C. 1681, et seq.) and its implementing regulations, including 34 CFR 106.34. (NFP)</p>	<p>NA <i>No expansion efforts will involve a single-sex education program</i></p>
<p>(h) Describe how the applicant currently operates or manages the high-quality charter schools for which it has presented evidence of success and how the proposed replicated or expanded charter schools will be operated or managed, including the legal relationship between the applicant and its schools. If a legal entity other than the applicant has entered or will enter into a performance contract with an authorized public chartering agency to operate or manage one or more of the applicant's schools, the applicant must also describe its relationship with that entity. (NFP)</p>	<p>Introduction, Quality of Project Personnel, Appendix B (Resumes), Appendix G (Org Chart)</p>
<p>(i) Describe how the applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each replicated or expanded charter school, including in the area of school governance. (NFP)</p>	<p>Significance of Contributing in Assisting Disadv. Students</p>
<p>(j) Describe the lottery and enrollment procedures that will be used for each replicated or expanded charter school if more students apply for admission than can be accommodated, including how any proposed weighted lotteries comply with section 4303(c)(3)(A) of the ESEA. (NFP)</p>	<p>Significance of Contributing in Assisting Disadv. Students and Appendix G</p>
<p>(k) Describe how the applicant will ensure that all eligible children with disabilities receive a free appropriate public education in accordance with Part B of the Individuals with Disabilities Education Act (IDEA). (NFP)</p>	<p>Quality of the Eligible Applicant</p>
<p>(l) Describe how the proposed project will assist educationally disadvantaged students in mastering challenging State academic</p>	<p>Significance of Contributing in Assisting Disadv.</p>

standards. (NFP)	Students
(m) Provide a budget narrative, aligned with the activities, target grant project outputs, and outcomes described in the logic model, that outlines how grant funds will be expended to carry out planned activities. (NFP)	Budget Narrative and Appendix G
(n) Provide the applicant's most recent independently audited financial statements prepared in accordance with generally accepted accounting principles. (NFP)	Appendix F
(o) Describe the applicant's policies and procedures to assist students enrolled in a charter school that closes or loses its charter to attend other high-quality schools. (NFP)	Appendix G
(p) Provide-- (1) A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible entity believes are necessary for the successful operation of the charter school to be opened or to be replicated or expanded; and (2) A description of any State or local rules, generally applicable to public schools, that will be waived, or otherwise not apply, to such schools. (NFP)	Not Applicable <i>(No Federal waivers are necessary. No State or local rules, generally applicable to public schools, that will be waived, or otherwise not apply, to such schools)</i>

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

Charter Schools Program Assurances – Grants to Charter School Management Organizations for The Replication and Expansion of High-Quality Charter Schools

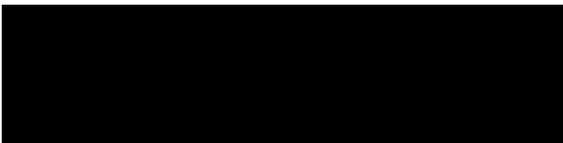
Pursuant to Title IV, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), applications for Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools must provide the assurances described below.

As the duly authorized representative of the applicant, I ensure that:

1. The eligible applicant will support charter schools in meeting the educational needs of their students, as described in section 4303(f)(1)(A)(x) of the ESEA (Section 4303(f)(2)(B) of the ESEA);
2. Each charter school receiving funds under this program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including—
 1. Information on the educational program;
 2. Student support services;
 3. Parent contract requirements (as applicable), including any financial obligations or fees;
 4. Enrollment criteria (as applicable); and
 5. Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statically reliable information or the results would reveal personally identifiable information about an individual student. (Section 4303(f)(2)(G) of the ESEA)
3. The eligible entity has sufficient procedures in effect to ensure timely closure of low-performing or financially mismanaged charter schools and clear plans and procedures in effect for the students in such schools to attend other high-quality schools. (Section 4305(b)(3)(C) of the ESEA).

Stephen McClain

NAME OF AUTHORIZED OFFICIAL, TITLE



SIGNATURE OF AUTHORIZED OFFICIAL

Chicago International Charter School

January 10th, 2020

APPLICANT ORGANIZATION

DATE SUBMITTED

Charter Schools Program Assurances – Grants to Charter School Management Organizations for The Replication and Expansion of High-Quality Charter Schools

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 2. Student support services;
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 4. Enrollment criteria (as applicable); and
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Stephen McClain

SIGNATURE OF AUTHORIZED OFFICIAL

Chicago International Charter School

APPLICANT ORGANIZATION

January 10th, 2020

DATE SUBMITTED

Appendix C. Table of Contents

This attachment of "Letters of Support" includes the following individuals:

1. Mr. Jaime M. Andrade, Jr., Illinois House of Representative, State Representative, 40th District
2. Mr. Andrew Broy, President, Illinois Network of Charter Schools
3. Mr. Scott Frauenheim, Chief Executive Officer, Distinctive Schools
4. Mr. Emil Jones, III, Illinois State Senator, 14th District
5. Aylon Samouha, Co-Founder and Jeff Wetzler, Co-Founder, Transcend
6. Phyliss Lockett, Founder and CEO, LEAP Innovation
7. Allison Crean-Davis Phd, Partner, Bellwether Education Partners

DISTRICT OFFICE:
3007 W. IRVING PARK RD.
SUITE A-FRONT OFFICE
CHICAGO, IL 60618
773-267-2880



SPRINGFIELD OFFICE:
238-W STRATTON BUILDING
SPRINGFIELD, IL 62706
217-782-8117
EMAIL: staterep40@gmail.com

JAIME M. ANDRADE, JR.

STATE REPRESENTATIVE

40TH DISTRICT

CHAIRMAN

CYBERSECURITY, DATA ANALYTICS & IT

January 10, 2020

Office of Innovation & Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

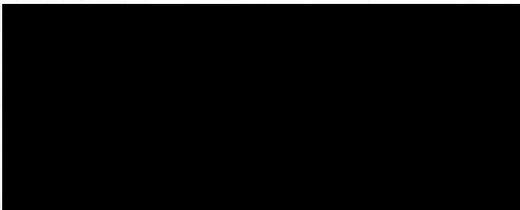
Review Committee,

It is my pleasure to submit this letter in full support of Chicago International Charter School's (CICS) application for the Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools (84.282M) to add preschool to their network. As one of the largest and longest-standing charter school networks in the state of Illinois, CICS is a highly valued partner in Chicago and one of its schools, CICS Irving Park, is situated in my district.

CICS has been an active participant in advocating for charter friendly policies in Chicago and Illinois, including:

- Charter funding equity to narrow the Per Capita Tuition Charge range from 75 to 125 percent to 97 to 103 percent, which means students who choose a charter school are treated equitably and are subject to fewer limitations due to diminishing resources;
- Establish an independent authorizer to create and protect the Illinois Charter School Commission as a check and balance system to ensure fair treatment of our state's most vulnerable students and charter schools; and
- Extend charter renewal terms to increase the renewal period for high-performing charter schools with proven track records to academic success and fiscal responsibility.

As a result of its performance, CICS secured a seven-year renewal of its charter from the Chicago Public Schools in 2017, one of the longest contract terms on record. CICS' financial stability remains consistently strong, as demonstrated by its highly competitive bond issuance in 2017 that secured \$11 million to replace windows, repair roofs, and perform other capital projects to improve the physical environment for CICS students. CICS' vision to improve academic outcomes for Chicago students has my full support of the Charter Schools Program Developer Grant to bring that vision to reality.



State Representative, 40th District



150 N Michigan Ave
Suite 430
Chicago, IL 60601
P 312.629.2063
E info@incschools.org
www.incschools.org

January 10, 2020

Office of Innovation & Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

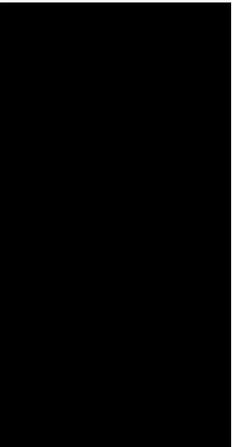
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CICS has been an active participant in partnership with INCS in advocating for charter friendly policies in Chicago and Illinois, including:

- Charter funding equity to narrow the Per Capita Tuition Charge range from 75 to 125 percent to 97 to 103 percent, which means students who choose a charter school are treated equitably and are subject to fewer limitations due to diminishing resources;
- Establish an independent authorizer to create and protect the Illinois Charter School Commission as a check and balance system to ensure fair treatment of our state's most vulnerable students and charter schools; and
- Extend charter renewal terms to increase the renewal period for high-performing charter schools with proven track records to academic success and fiscal responsibility.

Through its actions, CICS' authorizer has also demonstrated a high level of confidence in the organization. As a result of its performance, CICS secured a seven-year renewal of its charter from the Chicago Public Schools in 2017, one of the longest contract terms on record. CICS' financial stability remains consistently strong, as demonstrated by its highly competitive bond issuance in 2017 that secured \$11 million to replace windows, repair roofs, and perform other capital projects to improve the physical environment for CICS students. CICS' vision to improve academic outcomes for Chicago students has the full support of INCS to bring that vision to reality.





DISTINCTIVE SCHOOLS

January 10, 2020

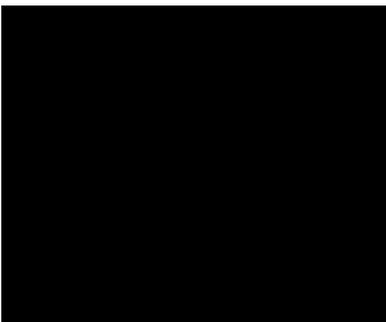
Office of Innovation & Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Review Committee,

It is my pleasure to submit this letter in full support of Chicago International Charter School's (CICS) application for the Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools (84.282M) to add preschool to their network.

Distinctive Schools (DS) has partnered with CICS since 2011 as a school management partner. As a school management partner we manage the academic instructional programming for four of the 14 campuses CICS operates in Chicago. Our campuses offering a unique and excellent academic model centered around personalized learning. Over the course of our partnership with CICS, we have worked together to reduce our suspension and expulsion rate by 67%. School culture as measured by 5 Essentials regularly scores in the "good" or "excellent" range. Academic achievement (as measured by NWEA MAP School Status Norms) across the 4 schools shows at the 72nd Percentile in the 9 year partnership. In short, CICS and Distinctive Schools have worked hand in hand to provide quality school options to many students in the city who might not otherwise have one.

With the addition of preschool to the networks offerings, we look forward to partnering with CICS in the design and implementation across 10 of 14 campuses. Please accept this letter as an indication of our full support of CICS with their application for funds to expand their highly successful K-12 program to add preschool to 10 of their 14 campuses in Chicago. Access to preschool is an unfilled need in Chicago, by stepping forward to expand programming CICS continues to demonstrate their commitment to the students and families of Chicago and to prepare students for the 21st century. The support from the Charter Schools Program Grants will enable CICS to bring that vision to reality.



ILLINOIS STATE SENATE



Capitol Office:

121 D Capitol Building
Springfield, Illinois 62706
217/782-9573
FAX: 217/782-5340
ejones@senatedem.ilga.gov

District Office:

507 West 111th St.
Chicago, Illinois 60628
773/995-7748
FAX: 773/995-9061
ejones@senatedem.ilga.gov

EMIL JONES, III
STATE SENATOR • 14TH DISTRICT
January 8, 2020

Committees:

Local Government – Chairperson
Licensed Activities
& Pensions – Vice Chairperson
Revenue
Financial Institutions
Senate Black Caucus
Transportation
Telecommunications
& Info Technology

Office of Innovation & Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

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CICS has been an active participant in advocating for charter friendly policies in Chicago and Illinois, including:

- Charter funding equity to narrow the Per Capita Tuition Charge range from 75 to 125 percent to 97 to 103 percent, which means students who choose a charter school are treated equitably and are subject to fewer limitations due to diminishing resources;
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January 10, 2020

Office of Innovation & Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

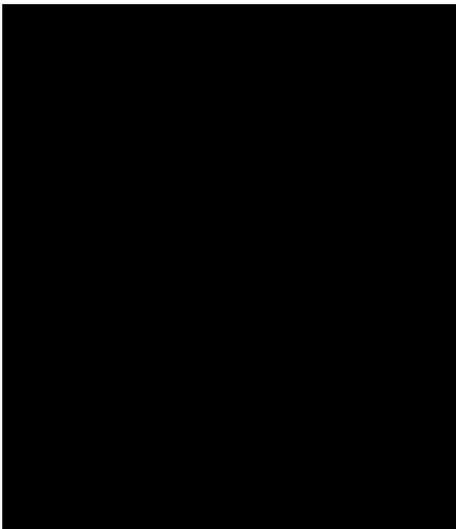
Review Committee,

It is our pleasure to submit this letter in full support of Chicago International Charter School's (CICS) application for the Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools (84.282M) to add preschool to their network. As one of the largest and longest-standing charter school networks in the state of Illinois, CICS is a highly valued partner of Transcend.

Transcend is a national nonprofit that supports communities to create and spread equitable learning environments. CICS has partnered with Transcend formally since 2017, working with groups from their campuses to reimagine school, in pursuit of what is possible for students. In 2018, Aylon joined CICS Board of Directors, working closely with the Academic and Innovation Board committee. Through our work with CICS we have seen the network's commitment to the students and families it's schools serve. By expanding to offer preschool CICS continues to do what is best for its students and families, responding to the stated needs of the community.

Please accept this letter as an indication of our full support of CICS' application for Charter Schools Program Grant funding. By granting CICS the Charter Schools Program Grants they will be able to bring the vision of offering preschool to all students and families within the CICS network.

Respectfully,





222 W. Merchandise Mart Plaza
Suite 2300
Chicago, IL 60646

January 10, 2020

Office of Innovation & Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Review Committee,

It is my pleasure to submit this letter in full support of Chicago International Charter School's (CICS) application for the Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools (84.282M) to add preschool to their network. As one of the largest and longest-standing charter school networks in the state of Illinois, CICS and their Distinctive Schools' managed portfolio is a highly valued partner of LEAP Innovations (LEAP).

LEAP is one the country's leading drivers of high-quality personalized learning practices and tools. Together with our school partners, we are increasing student and teacher outcomes across the city of Chicago. CICS' Distinctive Schools were some of the first charters in Chicago to partner with LEAP in adopting personalized learning, and they have since become national models for innovation. CICS West Belden, Prairie, Irving Park, and Bucktown have engaged with LEAP, demonstrating an ongoing commitment to innovation and redesigning learning to ignite the unlimited potential of their students.

We encourage your full consideration of CICS' application for funds to expand their highly successful K-12 program to add preschool to ten of their 14 campuses in Chicago. Access to preschool is an unfilled need for many young people in Chicago. Support from the Charter Schools Program Grants will enable CICS, Distinctive Schools and their other operators to broaden their ability to better prepare students for the future.





January 9, 2020

The Honorable Betsy DeVos

U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary DeVos,

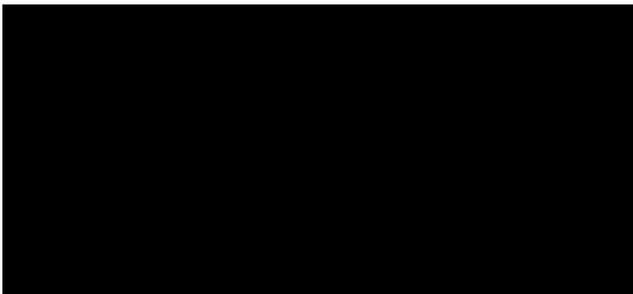
I am pleased to have this opportunity to offer my support for the Chicago International Charter Schools (CICS) Replication and Expansion of High-Quality Charter Schools grant proposal to the U.S. Department of Education. More students across Chicago should be afforded the opportunity to attend a high quality PreK program, and this application makes this a possibility for more than seven hundred students and their families.

Bellwether Education Partners (Bellwether) was excited to offer CICS technical assistance in the design of the evaluation for the proposed project. Bellwether is a nonprofit organization dedicated to helping education organizations—in the public, private, and nonprofit sectors—become more effective in their work and achieve dramatic results, especially for high-need students.

With experience conducting both short and longer term evaluations, manipulating existing data sets, designing instruments, collecting original data, and analyzing and reporting of various kinds, the Bellwether evaluation team has served a variety of clients and federal grants and is experienced in federal reporting. Furthermore, we have deep experience in advising CMOs in their replication processes, which allows for the combination of analytical rigor with knowledge about the specific and contextual variables CMO organizational and growth goals. Specifically, Bellwether has served as the external evaluator for four CSP-awarded CMOs. Our team has worked with CICS to develop a robust and rigorous evaluation plan that will serve the network's continuous improvement efforts well, if they are awarded.

For more information about the evaluation plan and performance measures therein, please refer to the narrative and appendix within this application, which contains all required information associated with this funding announcement.

We are happy to field any questions you may have regarding our participation in the proposal. Should you have any questions or concerns, please contact my office at 484-919-8114.

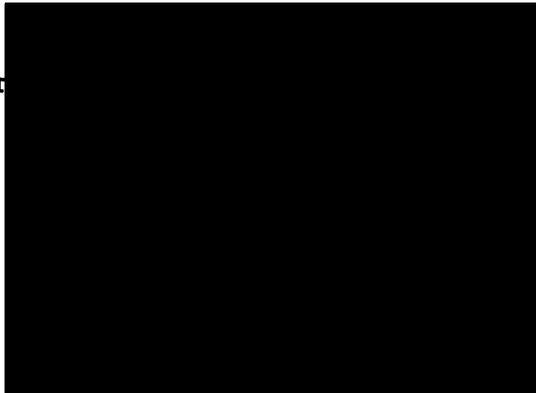


Internal Revenue Service

Department of the Treasury

Washington, DC 20224

▷ Chicago Charter School Foundation
330 South Wells, Suite 910
Chicago, IL 60606



Dear Applicant:

The enclosed determination letter is being sent to you to replace the Service's previously issued determination letter dated March 22, 1999.

You should note that you should inform your Key District Director in case you significantly change your activities.

Sincerely,

Gerald V. Sack
Chief, Exempt Organizations
Technical Branch 4

Enclosures:
Determination Letter
Pub. 1771

Internal Revenue Service

Department of the Treasury

Washington, DC 20224

Contact Person: Mr. Megosh

Chicago Charter School Foundation
330 South Wells, Suite 910
Chicago, IL 60606

Telephone Number

In Reference to:

Date: MAR 22 1999

Employer Identification Number: [REDACTED]
Accounting Period Ending: June 30th
Foundation Status Classification: [REDACTED]
Form 990 Required: Yes

Dear Applicant:

Based on the information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in the section(s) indicated above.

If your sources of support, or your purposes, character, or method of operation change, please let the Ohio EP/EO key district know so that office can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send a copy of the amended document or bylaws to the Ohio EP/EO key district. Also, you should inform the Ohio EP/EO key district office of all changes in your name or address.

You are not subject to the publishing requirements of Rev. Proc. 75-50, 1975-2 C.B. 587, so long as you operate a charter school. If your method of operation changes to the extent that your charter is terminated, cancelled or not renewed, you should notify your Key District Office. If you continue to operate a school, you will be required to comply with the publishing requirements of Rev. Proc. 75-50.

You are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act.

Chicago Charter School Foundation

Because you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. In this letter we are not determining whether any of your present or proposed arrangements would be considered an excess benefit transaction resulting in tax under section 4958. Additionally, you are not automatically exempt from other federal excise taxes.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Donors (including private foundations) may rely on this ruling unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your 509(a) status as indicated above, donors (other than private foundations) may not rely on the classification indicated above if they were in part responsible for, or were aware of, the act that resulted in your loss of such status, or they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification. Private foundations may rely on the classification as long as you were not directly or indirectly controlled by them or by disqualified persons with respect to them. However, private foundations may not rely on the classification indicated above if they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fund-raising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fund-raising events such as benefit dinners, shows, membership drives, etc., where something of value is received in return for payments, you are required to provide a written disclosure statement informing the donor of the fair market value of the specific items or services being provided. To do this you should, in advance of the event, determine the fair market value of the benefit received and state it in your fund-raising materials such as solicitations, tickets, and receipts in such a way that the donor can determine how much is deductible and how much is not. Your disclosure statement should be made, at the latest, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to

Chicago Charter School Foundation

any fund-raising circumstance where each complete payment, including the contribution portion, exceeds \$75. In addition, donors must have written substantiation from the charity for any charitable contribution of \$250 or more. For further details regarding these substantiation and disclosure requirements, see the enclosed copy of Publication 1771. For additional guidance in this area, see Publication 1391, Deductibility of Payments Made to Organizations Conducting Fund-Raising Events, which is available at many IRS offices or by calling 1-800-TAX-FORM (1-800-829-3676).

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt from Income Tax. If "Yes" is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. If your gross receipts each year are not normally more than \$25,000, we ask that you establish that you are not required to file Form 990 by completing Part I of that Form for your first year. Thereafter, you will not be required to file a return until your gross receipts exceed the \$25,000 minimum. For guidance in determining if your gross receipts are "normally" not more than the \$25,000 limit, see the instructions for the Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. The maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it. Form 990 should be filed with the Ogden Service Center, Ogden, UT 84201-0027.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of \$20 per day for each day there is a failure to comply (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax,

Chicago Charter School Foundation

you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Please use the employer identification number indicated in the heading of this letter on all returns you file and in all correspondence with the Internal Revenue Service.

We are informing the Ohio EP/EO key district office of this ruling. Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions about reporting requirements or about excise, employment, or other federal taxes, please contact the Ohio EP/EO Customer Service office at 877-829-5500 (a toll free number) or send correspondence to the following address: Internal Revenue Service, EP/EO Customer Service, P.O. Box 2508, Cincinnati, OH 45201. If you have any immediate questions about this ruling, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely,

Gerald V. Sack
Chief, Exempt Organizations
Technical Branch 4

Enclosure:
Pub. 1771

CHICAGO INTERNATIONAL CHARTER SCHOOL

School Name	Grades Served	Address	Census Tract	Authorizer	Charter Holder
CICS - Avalon	K-8	1501 83rd Pl, Chicago, IL, 60619	17031834300	Chicago Public Schools	CICS
CICS - Basil	K-8	1816 W Garfield, Chicago, IL, 60609	17031611700	Chicago Public Schools	CICS
CICS - Lloyd Bond	K-6	13300 S Langley, Chicago, IL, 60827	17031540101	Chicago Public Schools	CICS
CICS - Ralph Ellison	9-12	1817 N 80th Street, Chicago, IL, 60620	17031710500	Chicago Public Schools	CICS
CICS - Washington Park	K-8	110 E 61st, Chicago, IL, 60637	17031400800	Chicago Public Schools	CICS
CICS - Loomis	K-2	9535 S Loomis St, Chicago, IL, 60643	17031730400	Chicago Public Schools	CICS
CICS - Wrightwood	K-8	8130 S California, Chicago, IL, 60652	17031700501	Chicago Public Schools	CICS
CICS - Bucktown	K-8	2235 N Hamilton, Chicago, IL, 60647	17031832200	Chicago Public Schools	CICS
CICS - ChicagoQuest	9-12	1443 N Ogden, Chicago, IL, 60610	17031842200	Chicago Public Schools	CICS
CICS - Irving park	K-8	3820 N Spaulding Avenue, Chicago, Illinois, 60618	17031160800	Chicago Public Schools	CICS
CICS - Longwood	3-12	1309 W 95th St, Chicago, IL, 60643	17031730400	Chicago Public Schools	CICS
CICS - Northtown	9-12	3900 W Peterson, Chicago, IL, 60659	17031130100	Chicago Public Schools	CICS
CICS - Prairie	K-8	11530 S Praire, Chicago, IL, 60628	17031530100	Chicago Public Schools	CICS
CICS - West Belden	K-8	2245 N Mcvicker, Chicago, IL, 60639	17031191301	Chicago Public Schools	CICS

CHICAGO INTERNATIONAL CHARTER SCHOOL DEMOGRAPHICS SY 18-19

School Name	Total	ELL	SPED	FRL	White	Black	Hispanic
CICS - Avalon/South Shore	449	1.1%	11.4%	86.9%	0.0%	98.0%	1.3%
CICS - Basil	603	8.5%	12.8%	88.6%	0.0%	81.3%	16.3%
CICS - Bucktown	687	19.9%	11.5%	73.1%	3.8%	13.2%	80.1%
CICS - ChicagoQuest North	143	0.7%	23.8%	93.7%	1.4%	90.9%	6.3%
CICS - Irving Park	537	27.4%	14.3%	61.8%	14.7%	3.4%	73.0%
CICS - Lloyd Bond	351	0.3%	9.4%	96.6%	0.3%	98.0%	0.3%
CICS - Longwood	1297	0.9%	18.7%	88.9%	0.1%	99.2%	0.4%
CICS - Loomis Primary	523	0.6%	7.5%	86.4%	0.0%	98.3%	0.8%
CICS - Northtown	903	17.7%	24.3%	79.3%	18.5%	5.6%	57.6%
CICS - Prairie	423	24.1%	13.7%	92.9%	0.7%	54.6%	43.5%
CICS - Ralph Ellison	244	0.4%	25.4%	85.7%	0.0%	98.0%	0.0%
CICS - Washington Park	465		9.7%	92.9%	0.2%	98.9%	0.9%
CICS - West Belden	538	42.4%	11.2%	82.5%	0.6%	6.3%	92.2%
CICS - Wrightwood	705	1.0%	10.2%	83.4%	0.4%	93.9%	3.7%
CICS - Network	7868	10.9%	14.6%	84.1%	4%	63%	29%
Chicago Public Schools	355,156	18.8%	14.6%	76.4%	10.8%	35.9%	46.6%
ILLINOIS 2019*	1984519	18.40%	12.10%	48.80%	47.60%	16.70%	26.40%
*This is from SY 2018-19 but the information above is from SY2019-20							

CICS SQRP SCORES Past 3 Years

Campus	SY2014 - 2015 SQRP Rating	SY2015 - 2016 SQRP Rating	SY2016 - 2017 SQRP Rating	SY2017 - 2018 SQRP Rating	SY2018 - 2019 SQRP Rating
LLOYD BOND	Level 1+ 4	Level 1 3.6	Level 2 2.4	Level 2 2.9	Level 2+ 3
LOOMIS - LONGWOOD COMBO	Level 2+ 3	Level 2 2.9	Level 2+ 3.1	Level 2 2.6	Level 2 2.1
CHICAGO QUEST	Level 2 2.7	Level 2+ 3.4	Level 2+ 3.4	Level 2+ 3	Level 2 2.6
ELLISON	Level 2+ 3.3	Level 2+ 3.2	Level 2 2.8	Level 2 2.6	Level 2 2.4
NORTHTOWN	Level 1+ 4.1	Level 1+ 4.4	Level 1+ 4.3	Level 1+ 4	Level 1 3.8
WRIGHTWOOD	Level 1 3.6	Level 2+ 3.2	Level 2 2.2	Level 2+ 3.4	Level 2+ 3
BUCKTOWN	Level 2+ 2.9	Level 2+ 3.4	Level 1 3.6	Level 1 3.5	Level 1+ 4.1
IRVING PARK	Level 1+ 3.4	Level 1 3.7	Level 1 3.7	Level 2+ 3.3	Level 1+ 4.4
PRAIRIE	Level 2 2.7	Level 2+ 3.1	Level 2+ 3.3	Level 2 2.7	Level 2 2.8
WEST BELDEN	Level 1 3.7	Level 1+ 4.1	Level 1 3.9	Level 1 3.2	Level 1+ 4.1
AVALON	Level 1 3.8	Level 1+ 4.2	Level 2+ 2.6	Level 1 3.8	Level 2+ 3.2
BASIL	Level 2+ 3	Level 2 2.9	Level 2+ 2.7	Level 2+ 3	Level 2+ 3.3
WASHINGTON PARK	Level 2 2.8	Level 2 2.5	Level 2 2.9	Level 1 3.9	Level 2+ 3
CICS NETWORK	3.3	3.4	3.2	3.2	3.2

CHICAGO INTERNATIONAL CHARTER SCHOOL

	CICS-Network	CPS	CPS w/ similar FRL	State
PARCC	23%	25%	21%	35%
PARCC- ELA	24%	27%	24%	38%
PARCC- MATH	23%	24%	18%	32%
NWEA - GROWTH	56%	58%	59%	n/a
NWEA - ELA GROWTH	58%	60%	60%	n/a
NWEA - MATH GROWTH	54%	56%	58%	n/a
NWEA - ATTAINMENT	56%	59%	58%	n/a
NWEA - ELA ATTAINMENT	59%	62%	59%	n/a
NWEA- MATH ATTAINMENT	54%	57%	56%	n/a
SAT	9%	27%		36%
SAT- ELA	8%	26%		37%
SAT - MATH	10%	27%		35%
ATTENDANCE	93%	93%		94%
GRADUATION RATE - 4 YR	92%	76%		86%
GRADUATION RATE - 5 YR	97%	78%		88%
COLLEGE ENROLLMENT *	60%	71%		69%

* Most recent State data is from previous year, so all data used for col

CHICAGO INTERNATIONAL CHARTER SCHOOL

Subgroup Assessment Data (PARCC/IAR) 2019

	Subject	Subgroup	% Proficiency
CICS Network	ELA	African American	22.20%
CPS	ELA	African American	17.80%
State	ELA	African American	18.30%
CICS Network	Mathematics	African American	15.80%
CPS	Mathematics	African American	12.80%
State	Mathematics	African American	11.90%
CICS Network	ELA	Hispanic	25.30%
CPS	ELA	Hispanic	25.40%
State	ELA	Hispanic	26.30%
CICS Network	Mathematics	Hispanic	18.60%
CPS	Mathematics	Hispanic	21.50%
State	Mathematics	Hispanic	20.40%
CICS Network	ELA	ELL	11.90%
CPS	ELA	ELL	10.40%
State	ELA	ELL	10.40%
CICS Network	Mathematics	ELL	11.20%
CPS	Mathematics	ELL	11.30%
State	Mathematics	ELL	11.70%
CICS Network	ELA	Low Income	23.00%
CPS	ELA	Low Income	21.50%
State	ELA	Low Income	23.20%
CICS Network	Mathematics	Low Income	16.50%
CPS	Mathematics	Low Income	18.00%
State	Mathematics	Low Income	17.40%
CICS Network	ELA	IEP	3.30%
CPS	ELA	IEP	3.90%
State	ELA	IEP	8.60%
CICS Network	Mathematics	IEP	4.30%
CPS	Mathematics	IEP	4.10%
State	Mathematics	IEP	8.80%

CHICAGO INTERNATIONAL CHARTER SCHOOL

GRADUATION AND COLLEGE ENROLLMENT RATES

College Enrollment	Class of 2015	Class of 2016	Class of 2017
STATE	68	70	75
CITY	59	61	69
CICS - NETWORK	71	61	71
CICS - ELLISON HS	64	51	69
CICS - LONGWOOD	65	45	60
CICS - NORTHTOWN HS	77	75	80
CICS - CHICAGOQUEST HS	*	*	62
4-Year Adjusted Cohort Graduation Rate	2016	2017	2018
STATE	86	87	85
CITY	77	79	80
CICS - NETWORK	75	78	82
CICS - ELLISON HS	69	64	74
CICS - LONGWOOD	74	81	83
CICS - NORTHTOWN HS	79	83	89
CICS - CHICAGOQUEST HS		75	74
5-Year Adjusted Cohort Graduation Rate	2016	2017	2018
STATE	88	88	88
CITY	88	81	83
CICS - NETWORK	82	80	82
CICS - ELLISON HS	79	78	69
CICS - LONGWOOD	83	73	84
CICS - NORTHTOWN HS	83	84	88
CICS - CHICAGOQUEST HS	*	*	79

CHICAGO INTERNATIONAL CHARTER SCHOOL HOMELESS RATES SY 18-19

School Name	% Homeless	4 Year Graduation	5 Year Graduation
CICS - Quest North Campus	22.1		100
CICS - Northtown Campus	0.4		
CICS - Ralph Ellison Campus	20.5	84.2	100
CICS - Bucktown Campus	2.8		
CICS - Longwood Campus	4.1	81.8	100
CICS - Prairie Campus	1.4		
CICS - Washington Pk Campus	7.2		
CICS - West Belden Campus	0		
CICS - Avalon/South Shore	3.8		
CICS - Irving Park Campus	0.7		
CICS - Loomis Primary Campus	1.6		
CICS - Basil Campus	12		
CICS - Wrightwood	0.7		
CICS - Bond Campus	2.5		
CICS Network	5.7		
Statewide	2	66.4	71.5
City of Chicago	3.5	61.2	68.7

CHICAGO INTERNATIONAL CHARTER SCHOOL

ATTENDANCE

School ID	School Name	Group	Grade	2017	2018	2019	2020			SY 17-18	SY 18-19
400023	CICS - AVALON/SOUTH SHORE	All (Excludes Pre-K)		95.6	95.1	94.6	95.49		CICS - AVALON/SOUTH SHORE	95%	95%
400023	CICS - AVALON/SOUTH SHORE	Grade	K	94.2	93.1	93.9	95.53		CICS - BASIL	94%	93%
400023	CICS - AVALON/SOUTH SHORE	Grade	1	93.8	94.8	94.8	95.52		CICS - BOND	93%	93%
400023	CICS - AVALON/SOUTH SHORE	Grade	2	96.3	94.9	94	96.61		CICS - BUCKTOWN	94%	95%
400023	CICS - AVALON/SOUTH SHORE	Grade	3	96	95.6	95.4	95.15		CICS - CHICAGOQUEST HS	85%	83%
400023	CICS - AVALON/SOUTH SHORE	Grade	4	97.4	95	93.3	95.24		CICS - ELLISON HS	89%	88%
400023	CICS - AVALON/SOUTH SHORE	Grade	5	95.7	95.3	94.2	94.21		CICS - IRVING PARK	95%	95%
400023	CICS - AVALON/SOUTH SHORE	Grade	6	97.4	94.7	95.2	95.71		CICS - LONGWOOD	92%	91%
400023	CICS - AVALON/SOUTH SHORE	Grade	7	95.3	95.7	94.6	96.17		CICS - LOOMIS	91%	92%
400023	CICS - AVALON/SOUTH SHORE	Grade	8	94.1	95.8	95.3	96.34		CICS - NORTH TOWN HS	94%	94%
400024	CICS - BASIL	All (Excludes Pre-K)		93.2	93.6	93.4	94.15		CICS - PRAIRIE	95%	94%
400024	CICS - BASIL	Grade	K	91.9	90.8	92.2	92.72%		CICS - WASHINGTON PARK	94%	93%
400024	CICS - BASIL	Grade	1	93.1	93.8	93.5	95.00%		CICS - WEST BELDEN	96%	96%
400024	CICS - BASIL	Grade	2	93.5	93.4	93.2	95.81%		CICS - WRIGHTWOOD	95%	94%
400024	CICS - BASIL	Grade	3	93.5	94.7	94	93.53%		CICS Network Average	93%	93%
400024	CICS - BASIL	Grade	4	93.8	93.3	93.6	95.46%				
400024	CICS - BASIL	Grade	5	93.6	93.7	94.5	93.55%				
400024	CICS - BASIL	Grade	6	92.7	94.4	93.5	94.20%				
400024	CICS - BASIL	Grade	7	93.1	94.2	92	94.15%				
400024	CICS - BASIL	Grade	8	93.3	94.2	93.6	92.64%				
400025	CICS - BUCKTOWN	All (Excludes Pre-K)		94.5	93.9	94.6	95.44				
400025	CICS - BUCKTOWN	Grade	K	93.4	92.5	94.2	93.40%				
400025	CICS - BUCKTOWN	Grade	1	94.1	93.6	93.8	95.62%				
400025	CICS - BUCKTOWN	Grade	2	93.4	94.1	94	94.83%				
400025	CICS - BUCKTOWN	Grade	3	94.2	93.1	95	95.05%				
400025	CICS - BUCKTOWN	Grade	4	94.6	94.2	94.3	95.13%				
400025	CICS - BUCKTOWN	Grade	5	94.3	94.3	95.4	95.33%				
400025	CICS - BUCKTOWN	Grade	6	95.7	94.6	94.7	96.30%				
400025	CICS - BUCKTOWN	Grade	7	94.8	94.2	95.4	96.52%				
400025	CICS - BUCKTOWN	Grade	8	95.9	94.7	94.8	96.65%				
400026	CICS - LOOMIS	All (Excludes Pre-K)		91.8	90.9	92	93.38%				
400026	CICS - LOOMIS	Grade	K	92	90.4	91.6	93.09%				
400026	CICS - LOOMIS	Grade	1	91.6	91.2	91.7	93.38%				
400026	CICS - LOOMIS	Grade	2	91.9	90.9	92.8	93.64%				
400027	CICS - IRVING PARK	All (Excludes Pre-K)		93.9	95	95.2	94.37%				

400027	CICS - IRVING PARK	Grade	K	92.3	94.4	93.9	91.85%				
400027	CICS - IRVING PARK	Grade	1	93.5	95	95	93.04%				
400027	CICS - IRVING PARK	Grade	2	94.5	95	95.8	95.74%				
400027	CICS - IRVING PARK	Grade	3	94.4	95.3	96.2	93.77%				
400027	CICS - IRVING PARK	Grade	4	93.8	95.5	95.5	95.22%				
400027	CICS - IRVING PARK	Grade	5	94.9	94.4	96	94.98%				
400027	CICS - IRVING PARK	Grade	6	95.1	94.5	94.7	95.04%				
400027	CICS - IRVING PARK	Grade	7	94.6	95.9	94.6	94.38%				
400027	CICS - IRVING PARK	Grade	8	92	95	95.4	95.12%				
400028	CICS - PRAIRIE	All (Excludes Pre-K)		94.8	94.8	94	94.45%				
400028	CICS - PRAIRIE	Grade	K	93.1	93.9	95	93.87%				
400028	CICS - PRAIRIE	Grade	1	94.7	93.5	93.4	94.30%				
400028	CICS - PRAIRIE	Grade	2	93.7	95.3	92.5	94.02%				
400028	CICS - PRAIRIE	Grade	3	96.1	95.8	93.8	93.79%				
400028	CICS - PRAIRIE	Grade	4	95.1	95.8	94.1	95.52%				
400028	CICS - PRAIRIE	Grade	5	94.9	95.2	95	95.83%				
400028	CICS - PRAIRIE	Grade	6	96.9	94.6	94.8	92.54%				
400028	CICS - PRAIRIE	Grade	7	94.4	95.1	94.2	95.68%				
400028	CICS - PRAIRIE	Grade	8	95.2	93.3	94.5	93.97%				
400029	CICS - WASHINGTON PARK	All (Excludes Pre-K)		93	93.6	93.3	93.55%				
400029	CICS - WASHINGTON PARK	Grade	K	92.7	91.1	93.9	93.43%				
400029	CICS - WASHINGTON PARK	Grade	1	92.4	94.1	93	93.22%				
400029	CICS - WASHINGTON PARK	Grade	2	93	93.8	93.9	94.03%				
400029	CICS - WASHINGTON PARK	Grade	3	93.8	95.3	92.7	94.48%				
400029	CICS - WASHINGTON PARK	Grade	4	93.3	93.6	93.7	95.04%				
400029	CICS - WASHINGTON PARK	Grade	5	92.7	93.3	92.8	93.86%				
400029	CICS - WASHINGTON PARK	Grade	6	94.1	92.8	91.4	92.84%				
400029	CICS - WASHINGTON PARK	Grade	7	92.2	95.3	92.9	92.50%				
400029	CICS - WASHINGTON PARK	Grade	8	93.3	92.7	94.5	91.68%				
400029	CICS - WASHINGTON PARK	Grade	9	76.9							
400030	CICS - WEST BELDEN	All (Excludes Pre-K)		96	95.5	95.7	95.53%				
400030	CICS - WEST BELDEN	Grade	K	95.4	93.8	94.7	93.64%				
400030	CICS - WEST BELDEN	Grade	1	95.4	95.5	94.9	94.56%				
400030	CICS - WEST BELDEN	Grade	2	95.5	95.6	95.6	95.54%				
400030	CICS - WEST BELDEN	Grade	3	96.2	95.1	95.9	95.40%				
400030	CICS - WEST BELDEN	Grade	4	96.8	95.2	96.1	96.25%				
400030	CICS - WEST BELDEN	Grade	5	96.3	96.3	95.2	95.89%				
400030	CICS - WEST BELDEN	Grade	6	96.3	96.2	96.3	95.52%				

400030	CICS - WEST BELDEN	Grade	7	96.1	95.9	96.5	97.29%			
400030	CICS - WEST BELDEN	Grade	8	96	95.9	96.4	95.70%			
400031	CICS - WRIGHTWOOD	All (Excludes Pre-K)		94.4	94.8	94.4	96.02%			
400031	CICS - WRIGHTWOOD	Grade	K	94.2	94.6	93.7	94.58%			
400031	CICS - WRIGHTWOOD	Grade	1	94.7	93.9	93.5	96.39%			
400031	CICS - WRIGHTWOOD	Grade	2	94.7	94.5	94.5	95.62%			
400031	CICS - WRIGHTWOOD	Grade	3	93.1	94.6	94.2	95.74%			
400031	CICS - WRIGHTWOOD	Grade	4	94.7	94.2	94.9	96.43%			
400031	CICS - WRIGHTWOOD	Grade	5	93.4	95.5	93.8	96.51%			
400031	CICS - WRIGHTWOOD	Grade	6	94.4	93.9	95.2	96.08%			
400031	CICS - WRIGHTWOOD	Grade	7	95.4	94.8	94.4	95.96%			
400031	CICS - WRIGHTWOOD	Grade	8	95.2	97	95.4	97.01%			
400032	CICS - ELLISON HS	All (Excludes Pre-K)		88.7	89	88.3	85.73			
400032	CICS - ELLISON HS	Grade	8	100						
400032	CICS - ELLISON HS	Grade	9	85.8	88.2	88.2	81.21%			
400032	CICS - ELLISON HS	Grade	10	89.1	87.3	88.1	87.66%			
400032	CICS - ELLISON HS	Grade	11	89.4	90.4	86	87.29%			
400032	CICS - ELLISON HS	Grade	12	91.7	90.1	90.4	85.96%			
400033	CICS - LONGWOOD	All (Excludes Pre-K)		90.7	91.7	91.3	91.97			
400033	CICS - LONGWOOD	Grade	3	91	94.6	92.6	94.25%			
400033	CICS - LONGWOOD	Grade	4	92.1	92.2	93.7	92.98%			
400033	CICS - LONGWOOD	Grade	5	92	93.5	92.9	94.79%			
400033	CICS - LONGWOOD	Grade	6	93.1	92.5	92.1	92.74%			
400033	CICS - LONGWOOD	Grade	7	92.7	92.8	93.5	92.17%			
400033	CICS - LONGWOOD	Grade	8	92.8	93.1	93.4	93.99%			
400033	CICS - LONGWOOD	Grade	9	88.4	88.1	88.1	89.19%			
400033	CICS - LONGWOOD	Grade	10	86.8	89.4	87.5	88.49%			
400033	CICS - LONGWOOD	Grade	11	87.2	86.5	86.3	87.36%			
400033	CICS - LONGWOOD	Grade	12	89.4	91.9	88.9	89.49%			
400034	CICS - NORTH TOWN HS	All (Excludes Pre-K)		93.4	94	94	94.4			
400034	CICS - NORTH TOWN HS	Grade	9	94.2	94.8	94.4	96.00%			
400034	CICS - NORTH TOWN HS	Grade	10	93.7	94	93.4	93.68%			
400034	CICS - NORTH TOWN HS	Grade	11	92.6	94.4	93.5	93.63%			
400034	CICS - NORTH TOWN HS	Grade	12	92.5	92.7	94.6	94.35%			
400092	CICS - BOND	All (Excludes Pre-K)		92.3	92.6	93.1	95.91			
400092	CICS - BOND	Grade	K	89.6	90.1	91.2	93.93%			
400092	CICS - BOND	Grade	1	92.7	90.9	93.9	95.82%			
400092	CICS - BOND	Grade	2	90.4	92.7	91.8	95.68%			

400092	CICS - BOND	Grade	3	91.6	94.2	93.2	94.98%				
400092	CICS - BOND	Grade	4	94.4	92.4	94.3	97.24%				
400092	CICS - BOND	Grade	5	93	93.4	94.2	97.01%				
400092	CICS - BOND	Grade	6	93.6	93.9	92.5	96.49%				
400113	CICS - CHICAGOQUEST HS	All (Excludes Pre-K)		81.9	84.8	83.2	79.55				
400113	CICS - CHICAGOQUEST HS	Grade	9	80.6	86.8	84.3	88.20%				
400113	CICS - CHICAGOQUEST HS	Grade	10	83.7	82.9	83.8	79.83%				
400113	CICS - CHICAGOQUEST HS	Grade	11	76.3	86.2	81.8	72.57%				
400113	CICS - CHICAGOQUEST HS	Grade	12	87.5	84.4	83.5	79.62%				

CHICAGO INTERNATIONAL CHARTER SCHOOL

SY 20 Retention

School	SMO	Beginning Grade	Numerator	Denominator	Rate
Avalon	Regeneration	0	26	33	78.79%
Avalon	Regeneration	1	25	32	78.13%
Avalon	Regeneration	2	47	59	79.66%
Avalon	Regeneration	3	60	73	82.19%
Avalon	Regeneration	4	57	64	89.06%
Avalon	Regeneration	5	52	66	78.79%
Avalon	Regeneration	6	43	54	79.63%
Avalon	Regeneration	7	37	50	74.00%
Basil	Regeneration	0	53	80	66.25%
Basil	Regeneration	1	53	81	65.43%
Basil	Regeneration	2	61	101	60.40%
Basil	Regeneration	3	69	103	66.99%
Basil	Regeneration	4	59	92	64.13%
Basil	Regeneration	5	63	89	70.79%
Basil	Regeneration	6	76	96	79.17%
Basil	Regeneration	7	62	74	83.78%
Bucktown	Distinctive	0	53	67	79.10%
Bucktown	Distinctive	1	64	77	83.12%
Bucktown	Distinctive	2	70	81	86.42%
Bucktown	Distinctive	3	74	86	86.05%
Bucktown	Distinctive	4	66	70	94.29%
Bucktown	Distinctive	5	70	75	93.33%
Bucktown	Distinctive	6	71	85	83.53%
Bucktown	Distinctive	7	63	70	90.00%
ChicagoQuest	Civitas	9	29	62	46.77%
ChicagoQuest	Civitas	10	32	57	56.14%
ChicagoQuest	Civitas	11	55	83	66.27%
Irving Park	Distinctive	0	50	64	78.13%
Irving Park	Distinctive	1	56	66	84.85%
Irving Park	Distinctive	2	56	58	96.55%
Irving Park	Distinctive	3	54	62	87.10%
Irving Park	Distinctive	4	55	64	85.94%
Irving Park	Distinctive	5	55	62	88.71%
Irving Park	Distinctive	6	45	58	77.59%
Irving Park	Distinctive	7	51	57	89.47%

Network	Rate
Average Individual	79.06%
School	Overall Rate
Avalon	80.51%
Basil	69.27%
Bucktown	86.91%
ChicagoQuest	57.43%
Irving Park	85.95%
Lloyd Bond	78.95%
Longwood	66.47%
Loomis	79.26%
Northtown	89.03%
Prairie	88.16%
Ralph Ellison	72.29%
Washington Park	81.10%
West Belden	93.50%
Wrightwood	81.10%

SMO	Overall Rate
Civitas	80.46%
CSUSA	70.82%
Distinctive	88.55%
ReGeneration	76.35%
Grade	Overall Rate
0	78.32%
1	79.93%
2	83.05%
3	80.00%
4	82.10%
5	79.34%
6	78.26%
7	86.28%
8	27.45%
9	74.86%
10	79.10%
11	78.88%

West Belden	Distinctive	0	60	65	92.31%					
West Belden	Distinctive	1	57	62	91.94%					
West Belden	Distinctive	2	58	64	90.63%					
West Belden	Distinctive	3	59	61	96.72%					
West Belden	Distinctive	4	57	60	95.00%					
West Belden	Distinctive	5	54	62	87.10%					
West Belden	Distinctive	6	56	59	94.92%					
West Belden	Distinctive	7	59	59	100.00%					
Wrightwood	Civitas	0	61	81	75.31%					
Wrightwood	Civitas	1	74	91	81.32%					
Wrightwood	Civitas	2	78	90	86.67%					
Wrightwood	Civitas	3	72	95	75.79%					
Wrightwood	Civitas	4	76	85	89.41%					
Wrightwood	Civitas	5	62	87	71.26%					
Wrightwood	Civitas	6	72	91	79.12%					
Wrightwood	Civitas	7	63	68	92.65%					

CICS Campuses Compared to Neighborhood Schools			
CICS Campus	2018-2019 Rating	Neighborhood School	2018-2019 Rating
CICS - AVALON/SOUTH SHORE	Level 2+	AVALON PARK	Level 2+
CICS - BASIL	Level 2+	HENDERSON	Level 2
CICS - BUCKTOWN	Level 1+	GOETHE	Level 1+
CICS - LOOMIS	Inability to Rate	n/a	n/a
CICS - IRVING PARK	Level 1+	CLEVELAND	Level 1
CICS - PRAIRIE	Level 2	CURTIS	Level 2
CICS - WASHINGTON PARK	Level 2+	DULLES	Level 2
CICS - WEST BELDEN	Level 1+	PRIETO	Level 2+
CICS - WRIGHTWOOD	Level 2+	CARROLL	Level 1
CICS - BOND	Level 2+	CARVER G	Level 2
CICS - LONGWOOD	Level 2	FOUNDATIONS	Level 2

CHICAGO INTERNATIONAL CHARTER SCHOOL - Elementary School Performance 2019

SQRP SY2020 Individual Indicator Scores (Based on 2018-2019 Data)				NWEA MAP Growth Indicators - All Students			NWEA MAP Growth Indicators - Priority Groups								NWEA MAP Attainment Indicators				ACCESS	Other Indicators				
School ID	School Name	SQRP Total Points Earned	SY 2019-2020 SQRP Rating	SY 2019-2020 Accountability Status	National School Growth Percentile - Reading	National School Growth Percentile - Math	Percent of Students Meeting/Exceeding National Average Growth Norms	African-American Growth Percentile - Reading	Hispanic Growth Percentile - Reading	English Learner Growth Percentile - Reading	Diverse Learner Growth Percentile - Reading	African-American Growth Percentile - Math	Hispanic Growth Percentile - Math	English Learner Growth Percentile - Math	Diverse Learner Growth Percentile - Math	National School Attainment % (Grades 3-8) - Reading	National School Attainment % (Grades 3-8) - Math	National School Attainment % (Grade 2) - Reading	National School Attainment % (Grade 2) - Math	Pct of Students Making Sufficient Annual Progress	Average Daily Attendance Rate (Grades K-8)	My Voice, My School 5 Essentials Survey	Data Quality Index Score	
400023	CICS - AVALON/S	3.2	Level 2+	Not Applicable	66	39	55.7	66				78	39			3	79	61	76	89		95.1	Moderately Organized	99.6
400024	CICS - BASIL	3.3	Level 2+	Not Applicable	78	77	62.4	70	98			46	72	97		27	56	56	77	56	42.5	93.9	Partially Organized	99.5
400025	CICS - BUCKTOW	4.1	Level 1+	Not Applicable	78	85	63.2	66	75			6	82	83		55	84	81	94	93	21.1	95.2	Well Organized	100
400026	CICS - LOOMIS		Inability to Rate	Not Applicable															10	12		92.4	Partially Organized	99.8
400027	CICS - IRVING PA	4.4	Level 1+	Not Applicable	93	83	70		91					77		76	83	75	79	69	35.8	95.6	Well Organized	100
400028	CICS - PRAIRIE	2.8	Level 2	Not Applicable	60	25	49.1	42	82			17	10	60		1	34	39	37	58	29.2	94.5	Organized	100
400029	CICS - WASHINGTON	3	Level 2+	Not Applicable	68	52	57.8	68				86	52		53	68	52	66	55			93.8	Moderately Organized	99.3
400030	CICS - WEST BELL	4.1	Level 1+	Not Applicable	87	50	58.6		90	99				53	96		86	78	99	99	37.4	96.1	Well Organized	100
400031	CICS - WRIGHTW	3	Level 2+	Not Applicable	56	39	53.7	54				1	37			45	49	31	34	33		94.8	Well Organized	100
400092	CICS - BOND	3	Level 2+	Not Applicable	21	72	51.8	21					72				28	40	34	27		93.5	Well Organized	99.7

CHICAGO INTERNATIONAL CHARTER SCHOOL - High School Performance 2019

CHICAGO INTERNATIONAL CHARTER SCHOOL - High School Performance 2019											High School Graduation Indicators			College and Career Readiness Indicators			Other Indicators		
PSAT09 Cohort Growth Percentile	PSAT10 EBRW Annual Growth Percentile	PSAT10 MATH Annual Growth Percentile	SAT11 EBRW Annual Growth Percentile	SAT11 MATH Annual Growth Percentile	SAT11 Cohort Growth Percentile	SAT11 African-American Cohort Growth Percentile	SAT11 Hispanic Cohort Growth Percentile	SAT11 English Learner Cohort Growth Percentile	SAT11 Diverse Learner Cohort Growth Percentile	Percent Meeting College Readiness Benchmarks	Freshmen On-Track Rate	4-Year Cohort Graduation Rate	1-Year Dropout Rate	College Enrollment Rate	College Persistence Rate	% Earning Early College and Career Credentials	Average Daily Attendance Rate	My Voice, My School 5 Essentials Survey Score	Data Quality Index Score
Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score
6	68	16	35	75	5	5				6	77.2	75.2	3.3	65.3	67.4	3	89.7	Not Yet Organize	100
84	32	29	19	63	42		44		35	34.1	98.7	88.9	1.2	81.5	76.3	25.2	94.6	Well Organized	100
34	19	33	21	26	2	2				8.7	83.7	86.1	3.7	62.5	65.8	8.5	84.5	Organized	100

CHICAGO INTERNATIONAL CHARTER SCHOOL

STATE ASSESSMENT DATA

PARCC % Met or Exceeded	2016	2017	2018
State	33.4%	34.1%	34.0%
ELA	36.2%	37.0%	36.8%
Math	30.5%	31.2%	31.3%
CPS	26.5%	26.1%	25.1%
ELA	28.4%	28.5%	28.0%
Math	24.6%	23.7%	22.2%
CICS	23.0%	21.1%	20.1%
ELA	25.3%	24.4%	23.9%
Math	20.8%	17.8%	16.3%
CICS - AVALON/SOUTH SHORE			
ELA	48.0%	36.9%	47.7%
Math	45.7%	32.7%	39.4%
CICS - BASIL			
ELA	26.2%	30.5%	36.1%
Math	34.7%	27.2%	26.2%
CICS - BOND			
ELA	9.5%	11.0%	11.4%
Math	6.3%	7.0%	7.8%
CICS - BUCKTOWN			
ELA	18.0%	21.2%	20.7%
Math	8.9%	12.2%	11.9%
CICS - IRVING PARK			
ELA	45.2%	39.4%	37.1%
Math	34.4%	28.9%	23.8%
CICS - LONGWOOD			9.9%
ELA	14.6%	17.5%	13.6%
Math	8.4%	11.2%	6.1%
CICS - PRAIRIE			

SAT % Met or Exceeded	2016	2017	2018
State		38.1%	35.9%
ELA		39.8%	37.1%
MATH		36.4%	34.6%
CPS		26.1%	25.0%
ELA		27.7%	25.0%
MATH		24.4%	25.0%
CICS		11.4	15.5%
ELA		19.8%	12.9%
MATH		11.2%	9.8%
CICS - CHICAGOQUEST HS			
ELA		7.8%	8.8%
MATH		3.9%	7.0%
CICS - ELLISON HS			
ELA		14.5%	4.6%
MATH		1.2%	0.9%
CICS - LONGWOOD			
ELA		6.6%	2.8%
MATH		2.5%	0.9%
CICS - NORTH TOWN HS			
ELA		33.9%	23.7%
MATH		23.3%	19.8%

ELA	15.9%	18.5%	14.5%
Math	10.9%	16.1%	17.8%
CICS - WASHINGTON PARK			
ELA	28.1%	28.9%	32.6%
Math	21.5%	14.5%	21.7%
CICS - WEST BELDEN			
ELA	32.3%	29.9%	25.6%
Math	23.3%	24.7%	15.6%
CICS - WRIGHTWOOD			
ELA	29.7%	17.1%	11.1%
Math	30.2%	11.1%	9.8%

CHICAGO INTERNATIONAL CHARTER SCHOOL

NWEA DATA

ATTAINMENT - % At/Above National Average Performance (Grades 2-8)	2016	2017	2018
	CPS	57.3%	59.3%
READING	59.6%	62.1%	62.0%
MATH	55.1%	56.6%	57.2%
CICS	59.7%	57.1%	57.0%
READING	62.1%	59.8%	59.4%
MATH	57.2%	54.4%	54.6%
CICS - AVALON/SOUT H SHORE			
READING	81.1%	64.3%	70.9%
MATH	79.4%	67.5%	68.7%
CICS - BASIL			
READING	60.1%	56.7%	59.4%
MATH	62.1%	57.2%	57.3%
CICS - BOND			
READING	56.4%	45.0%	47.9%
MATH	56.5%	45.6%	41.7%
CICS - BUCKTOWN			
READING	62.6%	68.4%	74.1%
MATH	54.8%	63.0%	64.3%
CICS - IRVING PARK			
READING	70.0%	72.4%	67.4%
MATH	65.3%	70.6%	62.9%
CICS - LONGWOOD			45.6%
READING	52.7%	56.8%	51.2%
MATH	41.8%	45.5%	40.0%
CICS - LOOMIS			
READING	82.1%	37.6%	36.2%

GROWTH - % Students Making National Average Growth (Grades 3-8)	2016	2017	2018
	CPS	59.1%	58.6%
READING	61.8%	60.5%	58.1%
MATH	56.4%	56.7%	56.8%
CICS	55.9%	51.6%	51.5%
READING	59.0%	55.3%	55.1%
MATH	52.7%	47.9%	47.9%
CICS - AVALON/SOUT H SHORE			
READING	72.0%	46.7%	64.8%
MATH	59.9%	46.3%	55.6%
CICS - BASIL			
READING	51.8%	61.3%	59.7%
MATH	56.3%	51.5%	56.4%
CICS - BOND			
READING	62.5%	49.5%	55.0%
MATH	56.4%	32.6%	48.7%
CICS - BUCKTOWN			
READING	58.4%	58.3%	61.0%
MATH	44.5%	58.1%	50.4%
CICS - IRVING PARK			
READING	63.8%	63.0%	52.6%
MATH	56.1%	55.1%	47.7%
CICS - LONGWOOD			43.2%
READING	58.7%	55.6%	49.2%
MATH	54.0%	50.3%	37.2%
CICS - PRAIRIE			
READING	51.4%	48.9%	44.9%

MATH	95.6%	40.4%	52.3%
CICS - PRAIRIE			
READING	48.9%	51.1%	44.6%
MATH	38.0%	48.5%	52.7%
CICS - WASHINGTON PARK			
READING	51.4%	55.5%	60.8%
MATH	47.0%	35.1%	55.3%
CICS - WEST BELDEN			
READING	79.2%	78.5%	71.3%
MATH	70.6%	70.1%	68.8%
CICS - WRIGHTWOOD			
READING	64.0%	55.7%	55.7%
MATH	64.8%	50.0%	46.8%

MATH	49.5%	48.9%	42.5%
CICS - WASHINGTON PARK			
READING	53.6%	59.2%	61.4%
MATH	37.9%	36.6%	70.6%
CICS - WEST BELDEN			
READING	63.5%	57.4%	50.9%
MATH	53.6%	54.2%	45.1%
CICS - WRIGHTWOOD			
READING	58.2%	48.0%	55.3%
MATH	55.8%	36.1%	43.1%

CHICAGO INTERNATIONAL CHARTER SCHOOL

SAT- STATE ASSESSMENT DATA - ALL AND SUBGROUP- 2018

Domain	Subject	Year	Grade Name	SubgroupName	% Proficiency
CICS - LONGWOOD CAMPUS	ELA	2018	Grade 11	All	2.80%
CICS - LONGWOOD CAMPUS	ELA	2018	Grade 11	Black	2.90%
CICS - LONGWOOD CAMPUS	ELA	2018	Grade 11	Low Income	3.20%
CICS - LONGWOOD CAMPUS	ELA	2018	Grade 11	With Disabilities	0%
CICS - LONGWOOD CAMPUS	Mathematics	2018	Grade 11	All	0.90%
CICS - LONGWOOD CAMPUS	Mathematics	2018	Grade 11	Black	1%
CICS - LONGWOOD CAMPUS	Mathematics	2018	Grade 11	Low Income	1.10%
CICS - LONGWOOD CAMPUS	Mathematics	2018	Grade 11	With Disabilities	0
CICS- Network	ELA	2018	Grade 11	All	12.90%
CICS- Network	Mathematics	2018	Grade 11	All	9.80%
CICS- Network	Mathematics	2018	Grade 11	Black	4.60%
CICS- Network	Mathematics	2018	Grade 11	Low Income	9.80%
CICS- Network	Mathematics	2018	Grade 11	With Disabilities	1.25%
CICS- Network	ELA	2018	Grade 11	Black	9.15%
CICS- Network	ELA	2018	Grade 11	Low Income	13%
CICS- Network	ELA	2018	Grade 11	With Disabilities	2.50%
District	ELA	2018	Grade 11	All	25%
District	ELA	2018	Grade 11	Black	14%
District	ELA	2018	Grade 11	Low Income	18.70%
District	ELA	2018	Grade 11	With Disabilities	4.70%
District	Mathematics	2018	Grade 11	All	25%

District	Mathematics	2018	Grade 11	Black	12.10%
District	Mathematics	2018	Grade 11	Low Income	19.50%
District	Mathematics	2018	Grade 11	With Disabilities	4%
State	ELA	2018	Grade 11	All	36.90%
State	ELA	2018	Grade 11	Black	13.80%
State	ELA	2018	Grade 11	Low Income	18.70%
State	ELA	2018	Grade 11	With Disabilities	7.60%
State	Mathematics	2018	Grade 11	All	34.30%
State	Mathematics	2018	Grade 11	Black	11.10%
State	Mathematics	2018	Grade 11	Low Income	17%
State	Mathematics	2018	Grade 11	With Disabilities	5.70%

CHICAGO INTERNATIONAL CHARTER SCHOOL

PARCC - STATE ASSESSMENT DATA - ALL AND SUBGROUP - 2018

Entity	Subject	Year	Grade Name	SubgroupName	% Proficiency
District	ELA	2018	Summary	All	27.90%
CICS - LONGWOOD CAMPUS	ELA	2018	Summary	African American	13.70%
CICS -Network	ELA	2018	Summary	African American	21.76%
District	ELA	2018	Summary	With Disabilities	3%
State	ELA	2018	Summary	All	36.90%
District	ELA	2018	Summary	African American	18%
State	ELA	2018	Summary	African American	17.90%
State	ELA	2018	Summary	With Disabilities	8%
District	Mathematics	2018	Summary	All	22.10%
CICS - LONGWOOD CAMPUS	Mathematics	2018	Summary	African American	6.10%
CICS - Network	Mathematics	2018	Summary	African American	11.93%
District	Mathematics	2018	Summary	With Disabilities	3.40%
State	Mathematics	2018	Summary	All	31.30%
District	Mathematics	2018	Summary	African American	11.80%
State	Mathematics	2018	Summary	African American	11%
State	Mathematics	2018	Summary	With Disabilities	8.00%
CICS - LONGWOOD CAMPUS	Mathematics	2018	Summary	All	6%
CICS - LONGWOOD CAMPUS	ELA	2018	Summary	Low Income	13%
CICS -Network	ELA	2018	Summary	Low Income	21.16%
CICS - LONGWOOD CAMPUS	ELA	2018	Summary	With Disabilities	0.80%

CICS - LONGWOOD CAMPUS	ELA	2018	Summary	All	14%
District	ELA	2018	Summary	Low Income	22.50%
State	ELA	2018	Summary	Low Income	22.50%
CICS - Network	ELA	2018	Summary	With Disabilities	0%
CICS - Network	ELA	2018	Summary	All	23.90%
CICS - Network	Mathematics	2018	Summary	All	16.30%
CICS - LONGWOOD CAMPUS	Mathematics	2018	Summary	Low Income	6.10%
CICS - Network	Mathematics	2018	Summary	Low Income	14.67%
CICS - LONGWOOD CAMPUS	Mathematics	2018	Summary	With Disabilities	0.80%
CICS - Network	ELA	2018	Summary	Hispanic	23.75%
CICS - Network	ELA	2018	Summary	ELL	14%
District	Mathematics	2018	Summary	Low Income	17.10%
State	Mathematics	2018	Summary	Low Income	17%
CICS - Network	Mathematics	2018	Summary	With Disabilities	13.18%
CICS - Network	Mathematics	2018	Summary	Hispanic	16.84%
CICS - Network	Mathematics	2018	Summary	ELL	8.50%

CHICAGO INTERNATIONAL CHARTER SCHOOL

Promotion and Retention Rates

School Name	Promoted to Same School	Retained to Same Grade and Same School	Grand Total	Promotion Rate
Grade Level				
Avalon	80	8	88	90.91%
K	19	5	24	79.17%
1	22	2	24	91.67%
2	39	1	40	97.50%
Basil	122	19	141	86.52%
K	45	4	49	91.84%
1	36	10	46	78.26%
2	41	5	46	89.13%
Bucktown	183		183	100.00%
K	52		52	100.00%
1	63		63	100.00%
2	68		68	100.00%
CICS Lloyd Bond	109	22	131	83.21%
K	37	22	59	62.71%
1	29		29	100.00%
2	43		43	100.00%
CICS Loomis Primary	275	111	386	71.24%
K	132	89	221	59.73%
1	142	9	151	94.04%
2	1	13	14	7.14%
CICS Wrightwood Campus	207		207	100.00%
K	59		59	100.00%
1	72		72	100.00%
2	76		76	100.00%
Irving Park	162		162	100.00%
K	51		51	100.00%
1	56		56	100.00%
2	55		55	100.00%
Prairie	128	1	129	99.22%
K	28		28	100.00%
1	51		51	100.00%
2	49		50	98.00%
Washington Park	122	7	129	94.57%

K	47	3	50	94.00%
1	37	2	39	94.87%
2	38	2	40	95.00%
West Belden	172		172	100.00%
K	58		58	100.00%
1	56		56	100.00%
2	58		58	100.00%
Grand Total	1560	168	1728	90.28%

April 1, 2020 - March 20, 2025	Apr 2020 - Mar 2021	Apr 2021 - Mar 2022	Apr 2022 - Mar 2023	Apr 2023 - Mar 2024	Apr 2024 - Mar 2025	TOTAL	Notes
Seats to LAUNCH	0	160	220	240	160	780	
Seats to Recruit & Renovate	160	220		160			
Personnel							
Pre-K Expansion Director	125,000	125,000	125,000	125,000	62,500	562,500	1 until all sites launched (half year in final year)
Pre-K Recruitment Specialists	100,000	100,000	100,000	100,000	50,000	450,000	2 until all sites launch (half year in final year)
Instructional Coach	90,000	90,000	90,000	90,000	45,000	405,000	1 until all sites launched (half year in final year)
SUBTOTAL	315,000	315,000	315,000	315,000	157,500	1,417,500	
Fringe Benefits							
18% of salaries	56,700	56,700	56,700	56,700	28,350	255,150	
SUBTOTAL	56,700	56,700	56,700	56,700	28,350	255,150	
Travel							
Project Directors Meeting	2,200	2,200	2,200	2,200	2,200	11,000	2 day annual mtg for 2 people (p. 37 of PPT)
SUBTOTAL	2,200	2,200	2,200	2,200	2,200	11,000	
Equipment							
Instructional Materials	0	83,971	115,460	125,956	83,971	409,357	
Computers for Staff	3,000	24,000	33,000	36,000	24,000	120,000	\$1000/computer/staff (3 staff/20 students)
Classroom Technology	0	6,400	8,800	9,600	6,400	31,200	projector (\$800/20 students)
SUBTOTAL	3,000	114,371	157,260	171,556	114,371	560,557	
Supplies							
Classroom Supplies	0	4,000	5,500	6,000	4,000	19,500	\$500/20 new students
PD Supplies	1,000	2,000	2,000	2,000	2,000	9,000	
SUBTOTAL	1,000	6,000	7,500	8,000	6,000	28,500	
Contractual							
Recruiting Staff	30,000	30,000	30,000	30,000	15,000	135,000	
External Evaluator	62,590	83,527	91,066	80,146	30,842	348,171	
SUBTOTAL	92,590	113,527	121,066	110,146	45,842	483,171	
Construction							
SUBTOTAL	0	0	0	0	0	0	
Other							
Recruitment Materials	40,000	55,000	60,000	40,000	0	195,000	palm cards, door hangers, banners, fliers, posters (\$3000/20 students recruited)**add more given increased expense of launching "new"
Recruitment Events	8,000	11,000	12,000	8,000	0	39,000	space rentals & associated event costs (\$1000/20 students recruited)
Renovations (non-construction)	200,000	275,000	300,000	200,000	0	975,000	flooring, painting, electrical work, & ceiling repair (\$25000/20 students added)
SUBTOTAL	248,000	341,000	372,000	248,000	0	1,209,000	
DIRECT TOTAL	718,490	948,798	1,031,726	911,602	354,263	3,964,878	
INDIRECT COSTS	0	0	0	0	0	0	
Training Stipends	0	0	0	0	0	0	
TOTAL	718,490	948,798	1,031,726	911,602	354,263	3,964,878	

LOGIC MODEL				
Inputs	Activities			Becca's advice
<p>A demonstrated need for high-quality and free preschool options for low-income four-year olds in the city</p> <p>Development and deployment of recruitment strategy for pre-K programming</p> <p>Classroom space at CICS' 10 elementary schools</p> <p>Preschool program director</p> <p>Highly qualified preschool teachers per state and CICS standards</p> <p>Highly qualified support staff per CICS standards</p> <p>High quality, developmentally appropriate, and rigorous preschool curriculum</p> <p>Well-aligned and developmentally appropriate academic assessment program</p> <p>Engaging learning manipulatives and classroom supplies</p>	<p>Development of rich and engaging preschool learning environments as specified by the Early Childhood Environment Rating Scale for ages 3 to 5 classrooms (ECERS-3) for classroom practices instrument</p> <p>Professional development for teachers and supports to implement Creative Curriculum and Teaching Strategies Gold assessment system</p> <p>Implementation of research-based high quality instructional practices as specified by the Classroom Assessment Scoring System (CLASS) instrument</p> <p>Emphasis on warm and supportive engagement between adults and students as specified by the Classroom Assessment Scoring System (CLASS) instrument</p> <p>Leadership of consistent program implementation across schools using data from instruments and monitoring progress supported by an external evaluator</p>			<p>1) student recruitment costs; 2) curriculum purchases (see Excel doc of costs from MELA app); 3) PD for pre-K teachers and maybe even teacher recruitment \$\$; 4) external evaluator \$\$ (probably 10% of budget to be consistent with what Bellwether first proposed); 5) parent engagement \$\$ (trainings or Parent Center); and potentially the salary of a CICS central office "Pre-K director" during the planning year (that would need to be paid for another way after the "capacity building" period is over). Anything else I am missing? We do not get into facilities in the narrative, but probably could get away with including facilities renovations as needed</p>

INSTRUCTIONAL MATERIALS		DS Budget on Pre-K							
SECTIONS LAUNCHING									
		Apr 2020 - Mar 2021	Apr 2021 - Mar 2022	Apr 2022 - Mar 2023	Apr 2023 - Mar 2024	Apr 2024 - Mar 2025	TOTAL		
CICS Avalon	PLANNING		2	1			60		
CICS Basil		2	2	1			100		
CICS Lloyd Bond			2	2	1		100		
CICS Washington Park				1	2		60		
CICS Loomis				4	4		160		
CICS Wrightwood			2	2			80		
CICS Bucktown		2	1				60		
CICS Irving Park		2	1				60		
CICS Prairie				1	1		40		
CICS West Belden		2	1				60		
Total	0	8	11	12	8	780			
		Apr 2021 - Mar 2022					Apr 2022 - Mar 2023	Apr 2023 - Mar 2024	Apr 2024 - Mar 2025
	Cost	Per	8	11	12	8			
Creative Curriculum	2298.95	1 section	18391.6	25288.45	27587.4	18391.6			
Large Group Area	1317.95	2 sections	5271.8	7248.725	7907.7	5271.8			
Library & Cozy	3422.88	2 sections	13691.52	18825.84	20537.28	13691.52			
Blocks	2696.21	2 sections	10784.84	14829.155	16177.26	10784.84			
Discovery/Science	895.61	2 sections	3582.44	4925.855	5373.66	3582.44			
Dramatic Play	1686.43	2 sections	6745.72	9275.365	10118.58	6745.72			
Art	2578.18	2 sections	10312.72	14179.99	15469.08	10312.72			
Writing	1263.53	2 sections	5054.12	6949.415	7581.18	5054.12			
Math & Manipulatives	1135	2 sections	4540	6242.5	6810	4540			
Outdoor	1399	2 sections	5596	7694.5	8394	5596			
TOTAL			83970.76	115459.795	125956.14	83970.76			

Facility Improvements																		
SEATS LAUNCHING																		
Apr 2020 - Mar 2020							2021 - Mar 2020	2022 - Mar 2020	2023 - Mar 2020	2024 - Mar 2020	TOTAL	Pre-K Location	Facility Needs	What can be funded?				
CICS Avalon			40	20		60							Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction)					
CICS Basil		40	40	20		100												
CICS Lloyd Bond			40	40	20	100												
CICS Washington Park				20	40	60												
CICS Loomis	PLANNING			80	80	160												
CICS Wrightwood			40	40		80												
CICS Bucktown		40	20			60												
CICS Irving Park		40	20			60												
CICS Prairie				20	20	40												
CICS West Belden		40	20			60												
Total	0	160	220	240	160	780												
painting, electrical work, floor & ceiling repair (\$10000/20 students added)																		

Appendix G

This appendix of “Additional Information” includes the following documents:

- CICS Management Structure and Organizational Chart
- Illinois Early Learning and Development Standards (IELDS)
- CICS Sample Pre-K Schedule
- Article Make-Believe Play
- Lottery Policy
- Additional Data-driven Studies and Research and News Articles
- Evaluation Framework and Associated Performance Measures Figures
- Pre-K Logic Model
- Bellwether Education Partners Biographies
- Transportation Policy
- CICS Renewal Document
- CPS Charter School Quality Policy
- CICS Compliance Documents
- Project Bibliography

Assessing and Scaffolding Make-Believe Play

Deborah J. Leong and Elena Bodrova

It is the third week that Ms. Sotto's preschool classroom has been turned into an airport. The literacy center is a ticket counter, with a travel agency complete with child-made passports, tickets, and travel brochures. In the block area the children have constructed a walk-through X-ray scanner from cardboard boxes. A smaller box with openings on both ends functions as the screening device for carry-on luggage. There is an airplane cockpit made out of a big piece of cardboard with child-drawn instruments, an upside-down egg carton for a keyboard, and a paper plate that functions as the steering wheel.

Sophia tells her friend Vince that she is going on a trip and that she is going to forget to take out her water bottle. Then she won't be able to get through security. Vince says he is going to go to Puerto Rico where his grandmother lives. Sophia puts on her backpack and stands in line behind Vince. Finally it's her turn.

"Where are you going?" asks Tanya, the child behind the counter. "I'm going to Puerto Rico too." "OK. Here's your passport and your ticket to Puerto Rico. Your flight leaves at 7 o'clock." Tanya hands two pieces of torn construction paper to Sophia. Sophia goes to another center and takes off her shoes. She puts them in a basket with her backpack, then pushes the basket through the scanner. Amir, who is the security guard, waits until Sophia walks through the X-ray frame, then waves a paper towel roll wand over her head. "OK," he says, "you can go now." Another security guard, Milda, is standing with Sophia's backpack, holding the bottle of water that Sophia "forgot" to take out of her backpack. "This is more than three ounces!" "Oh, I forgot. I'll put it in my cubby," says Sophia as she takes the bottle and runs to her cubby. Her next stop is the passenger lounge.

What is happening in Ms. Sotto's classroom is an example of what most early childhood educators mean when they talk about make-believe play—a fantasy world created by children where their imagination soars, their language expands, and their social skills develop. Unfortunately, play observed in many early childhood classrooms

rarely reaches this level; often children act out a series of simple and stereotypical scripts with little or no interaction with their peers. Research provides more and more evidence of the positive effects that well-developed play has on various areas of child development, such as children's social skills, emerging mathematical ability, mastery of early literacy concepts, and self-regulation (see Singer, Golinkoff, & Hirsh-Pasek 2006). It is also becoming increasingly clear that without adult support, the play of many children is destined to never reach this fully developed status. Teaching children to play has to be as intentional and

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systematic as teaching literacy or math and at the same time must take a form very different from adult-initiated practices often used to teach these content-related skills.

A Vygotskian approach to scaffolding play

True to the saying that everything new is the “well-forgotten old,” the answer to today’s challenges comes from the past—from theories of play developed in the last century by Lev Vygotsky and his student Daniel Elkonin. These theories, along with the work done by students of Vygotsky and Elkonin, are the foundation of the approach to scaffolding play we (the authors) currently use in our work with teachers in early childhood classrooms.

In Vygotsky (1977) and Elkonin’s (2005) view, make-believe play reaches its highest level of development in the preschool and kindergarten years. However, this fully developed or “mature” form of play does not emerge overnight. In fact, its earliest prerequisites develop in infancy, as babies learn to imitate other people’s actions and begin to communicate by using gestures and vocalizations. Mastering language and forming emotional bonds with their caregivers both prepare infants to learn from adults who are their first “play mentors.” It is important to make sure that infants have ample opportunities to engage in playful interactions with adults during which they can practice their first pretend actions. In this sense a simple peek-a-boo game with an adult carries more educational value than any “smart toy” one gives to a child to play with alone.

Toddlers take more steps toward developing mature make-believe play as they move from mastering simple acts of putting on their clothes or brushing their hair to applying these acts to their dolls and stuffed animals; sometimes they even attempt to turn their pets into play partners. This is the time when adult play mentoring and—even better—toddler’s participation in play with older children can change play

from being “toy oriented” to “people oriented.” As Daniel Elkonin (1978, 187) put it, “A child starts with feeding herself with a spoon; then she uses the spoon to feed everyone; then she uses the spoon to feed her doll; and finally feeds the doll pretending to be the ‘mommy’ who feeds her ‘daughter’” (trans. by Bodrova). At this later stage, the play is no longer about the spoon and not even about a specific doll—it is about the relationship between mother and daughter.

Reaching preschool age does not guarantee, however, that a child’s play stops being toy oriented. In fact, too many preschoolers continue to engage in play that would be appropriate for a 2-year-old but is something that 4-year-olds should have long outgrown. To help teachers support higher levels of play in these children, we have developed an approach to assessing and scaffolding play—PRoPELS—that focuses on its most critical elements (Bodrova & Leong 2007).

Minding one’s p’s and r’s when playing

PRoPELS is an acronym that stands for the most critical elements of children’s play that can be assessed and scaffolded by the adults.

Plan—children’s ability to think about play in advance of playing

Roles children play—including the actions, language, and emotional expressions that are associated with a specific role

Props—the objects (real, symbolic, and imaginary) children use in play

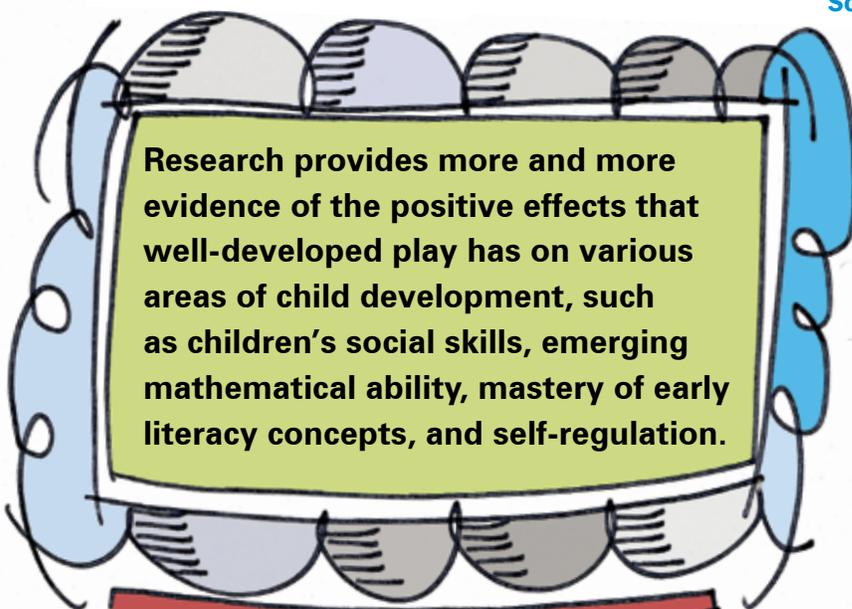
Extended time frame—play that lasts for long stretches of time: within one play session for an hour or longer or extending over several play sessions and over several days

Language—what children say to develop a scenario or coordinate the actions of different players as well as speech associated with a particular role

Scenario—what children act out, including the sequence of scripts and interactions between roles

Using PRoPELS to assess play gives teachers an idea of how mature play is in their classrooms. On the continuum from most immature to most mature, children’s make-believe play goes through five stages, with all of its elements (outlined above in the acronym PRoPELS) developing and expanding:

- The earliest stage—first scripts—is best described in terms of object-oriented pretend actions, such as a child playing with toy cars while making “vroom-vroom” sounds.
- An example of the next stage—roles in action—would be a child walking back and forth in high heels and, when asked, labeling her actions as playing “mommy.”



Research provides more and more evidence of the positive effects that well-developed play has on various areas of child development, such as children’s social skills, emerging mathematical ability, mastery of early literacy concepts, and self-regulation.

- More mature play appears by stage 3—roles with rules and beginning scenarios. Children begin to coordinate their pretend actions with their play partners, making sure that these pretend actions go with the roles chosen by each of the players. When children are at this stage, it is common to hear them correcting each other’s behaviors when the behaviors are not in line with the roles the children are playing. For example, a child might comment if the patient starts playing with the doctor’s stethoscope or the sales associate walks off wearing shoes she was about to sell to a customer.

- An example of stage 4 play is found in the opening vignette describing the airport play in Ms. Sotto’s room. Children engage in multiple pretend actions, all being consistent with the roles they are playing while acting out complex scenarios.

- Finally, at stage 5, planning and negotiating pretend actions starts to take more time than actually carrying them out. It is at this stage that children sometimes play multiple roles without actually having physical partners as they both “direct” and “act out” these roles with stuffed animals or even imaginary partners.

The table below summarizes the changes in the PRoPELS elements across different stages of play.

What “PRoPELS” play to new heights?

The idea that we need to teach young children how to play is not a new one; until recently, however, it has been primarily discussed in terms of enhancing or facilitating play that has already reached a certain level of develop-

Five Stages in a Child’s Make-Believe Play

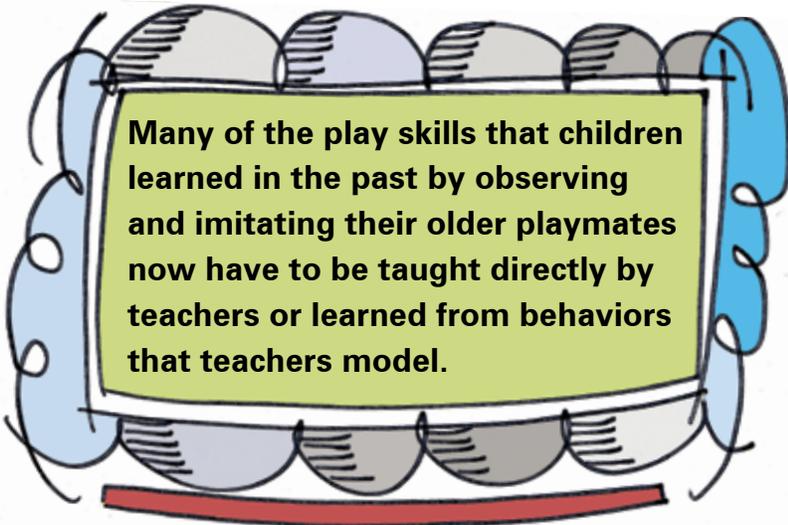
	1. First Scripts	2. Roles in Action	3. Roles with Rules and Beginning Scenarios	4. Mature Roles, Planned Scenarios, and Symbolic Props	5. Dramatization, Multiple Themes, Multiple Roles, and Director’s Play
Plan	Does not plan during play.	Does not plan during play.	Plans roles; actions are named prior to play.	Plans each scenario in advance.	Plans elaborate themes, scenarios, and complex roles. Spends more time planning than acting out the scenario.
Roles	Does not have roles.	Acts first and then decides on roles. No rules are revealed.	Has roles with rules that can be violated.	Has complex, multiple roles.	Can play more than one role at a time. Roles have social relationships.
Props	Plays with objects as objects.	Plays with objects as props. Actions with a prop result in a role.	Needs a prop for the role.	Chooses symbolic and pretend props.	Can pretend rather than actually have a prop. Does not need a prop to stay in the role. Objects can have roles.
Extended time frame	Explores objects, but not play scenarios.	Creates scenarios that last a few minutes.	Creates scenarios that last 10–15 minutes.	Creates scenarios that last 60 minutes or longer. With support, can create scenarios that last over several days.	Creates scenarios that last all day and over several days. Play can be interrupted and restarted.
Language	Uses little language.	Uses language to describe actions.	Uses language to describe roles and actions.	Uses language to describe roles and actions. Uses role speech.	Uses language to delineate the scenario, roles, and action. Book language is incorporated into role speech.
Scenario	Does not create a scenario. Can copy what the teacher does and says or will follow the teacher’s directions if script is simple and repetitive.	Creates a scenario that is stereotypical, with limited behaviors. Can incorporate modeled roles and actions into play, with support.	Plays familiar scripts fully. Accepts new script ideas.	Plays a series of coordinated scenarios that change in response to previous ones or the desires of players. Describes unfolding scenario, roles, and actions.	Plays a series of coordinated scenarios that change in response to previous ones or the desires of players. Uses themes from stories and literature.

ment. Explicit play instruction is often limited to the context of special education. While children with language delays or emotional disorders are thought to benefit from play interventions, children without such delays or disorders are usually expected to develop play skills on their own. This approach, while valid in the past, can no longer be adopted if we want all young children to develop mature play. Massive changes in the culture of childhood—such as the disappearance of multiage play groups, the increase in time children spend in adult-directed activities after school, and so on—mean that, for many young children, early childhood settings are the only place where they have the opportunity to learn how to play.

It is important to note, however, that learning how to play in the classroom will not look the same as learning to play within the informal neighborhood peer groups of yesterday. In the past, most play occurred in multiage groups in which younger children could learn from older “play experts,” practice their play skills with peers of the same age, and then pass their knowledge on to other “play novices.” Under those conditions, even preschoolers could act out elaborate and imaginative scenarios like castles or space travel, because the play skills of older children would buoy their own skills. In today’s early childhood settings, children are almost always segregated by age and have to interact with play partners who are as inexperienced as they are. As a result, many of the play skills that children learned in the past by observing and imitating their older playmates now have to be taught directly by teachers or learned from behaviors that teachers model.

In addition, unlike the unstructured play of the past that often lasted for hours or days, playtime in today’s early childhood classroom is limited and rarely exceeds one or

two hours. This means that to achieve rapid progress in the quality of play, play scaffolding in the classroom needs to be designed to strategically target its most critical components: children’s play **Planning**, their ability to take on and maintain **Roles**, use of **Props**, **Extended** time frame, children’s use of **Language**, and the quality of play **Scenarios**. In mature play, all of these discrete components are intertwined. However, we have found that at different levels of play, children will have more difficulty with one aspect or another. Using PROPELS is best when you first observe children’s play without intervening. After assessing the level of children’s independent play, you can then decide what kind of scaffolding is the most appropriate. By highlighting the different areas in which you as the teacher can scaffold, you can be more efficient in providing scaffolds that support a given child or group of children.



Many of the play skills that children learned in the past by observing and imitating their older playmates now have to be taught directly by teachers or learned from behaviors that teachers model.

Scaffolding children's play Planning. Elkonin (1978) identified planning as one of the features of mature play, describing play of older children as consisting mostly of lengthy discussions of who is going to do what and how, followed by brief periods of acting out. As with other components of play, role and scenario planning can benefit from adult scaffolding. The teacher can start by asking children what they want to play or what they want to be, encouraging them to discuss the choice of the roles with their peers. Later, the teacher can ask children about more specific details of their future play scenarios, including what props they might need or whether they need to assume a different role.

By making planning a necessary step in play, the teacher directs children's attention to the specifics of their roles and to the existence of rules associated with them. Many arguments that happen during play are over the fact that two children have chosen the same role or because the prop associated with that role is being used by another child. Planning prior to children going to the center can help prevent potential conflicts. Children can talk about the

possible conflict instead of fighting over the prop. Planning allows children to discuss what might happen if there are two people who want to be truck drivers and only one truck. Having children agree to take turns before going to the center teaches social problem-solving strategies and starts the play off with positive interactions.

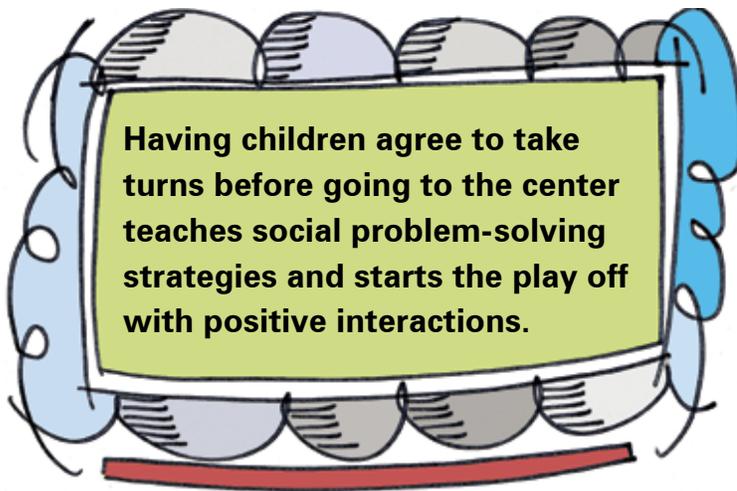
The planning process can take place orally, but if children represent their plans in drawing or pretend writing, this process produces even greater benefits. First, as children engage in drawing, they are able to focus on their future play for a longer period of time, thus thinking over more details of their pretend scenarios. Second, having a tangible reminder helps children to regulate their own and their partners' behaviors; if a child has a picture of a veterinarian with her name on it, it becomes harder for another child to usurp this role. It also makes it easier for the teacher to troubleshoot possible conflicts and to engage children in brainstorming solutions. If two children want to be veterinarians, the teacher can introduce different kinds of veterinarians, such as the ones who take care of pets and those who treat large animals.

Planning also occurs during play when children change the scenario, the props, and the roles. Mature players discuss what is going to happen prior to it happening. For example, children might discuss what will happen at the fire station now that the fire is out. What other problems might happen? Children at the higher levels of play are able to plan on the fly, discuss possible directions for the scenarios, incorporate the ideas of the different players involved, and create props to match the changes in the play.

Scaffolding development and maintaining play Roles and rules. As Elkonin (1978) points out, the focus of mature

play is the social roles and relationship between people—something that children cannot learn by simply observing adult behaviors. Therefore, to promote mature play, teachers need to explain the purpose of these behaviors, their sequence, the cause-and-effect relationships between different behaviors, and so on. For example, a teacher may explain that a customer in a restaurant cannot simply go to the kitchen and get a pizza—first he needs to give his order to a waiter. The waiter will take the order to a chef, and only

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then will the customer be served the pizza. It also helps to discuss with the children what happens if the normal sequence of events gets disrupted; a chef who has not waited for the waiter to bring him a specific order may cook something different from what the customer wants to eat.

The rules that hold make-believe play together are not arbitrary but are based on the logic of real-life situations. Therefore, not knowing how these life scripts unfold will keep children from practicing self-regulated behaviors by following these rules. Helping children learn about scripts, and the rules that these scripts follow, calls for greater involvement by early childhood teachers in children's play than most teachers are used to. However, for most children this involvement needs to last for a relatively short time: soon they are able to use models provided by the teachers to build their own roles and rules, requiring only occasional adult support.

Scaffolding the use of Props in a symbolic way. Many young children today grow up using mostly realistic toys and having limited or no experience with using open-ended materials (for example, a rock, stick, or paper plate) in play. This makes it difficult for them to develop a broad range of symbolic substitutions associated with higher levels of make-believe play. For these children, teachers need to model how to use props in a symbolic way, gradually expanding the repertoire of different uses for the same object. Over the period of several months, teachers can introduce more unstructured and multifunctional props while at the same time removing some overly realistic ones, such as plastic fried eggs. Older preschoolers and kindergartners can start making their own props, while teachers can show younger preschoolers how to make minimal changes in the existing props to change their purpose. For example, a teacher can say, "Look at this big toy dog. We used it as the Big Bad Wolf when we played fairy tales. Do you think we can use it as the dalmatian in the fire station

we are building now? What can we do to make this dog look like a dalmatian?"

Scaffolding the use of Language in play. An important part of adult scaffolding is monitoring children's language to make sure it is used in the service of play. For example, an adult's language should change to match the new ways props are used: the same paper plate that is a steering wheel in a fire truck today was a pretend pizza in the play restaurant last week. Since the appearance of the prop has not changed, the new name given to the paper plate is the only way the players will know that now it is being used in a new way. Assigning new names to the play props as these are used in new functions helps children master the symbolic nature of words, leading to children's eventual realization of the unique relationship that exists between words and the objects they signify. This emergence of metalinguistic awareness is associated with children's mastery of written language.

Language also touches some of the other elements of play described in PRoPELS. Adult scaffolding is needed to help children engage in "role speech," that is, using vocabulary, sentence structure, and intonation that fit a specific role. Teachers first introduce children to the ways people doing different jobs talk to each other during book reading or on a field trip. For example, children would learn that a 911 operator tries to reassure the person calling that the fire truck will arrive soon by saying, "Help is on the way." As the play unfolds, children may also need to be reminded of new vocabulary words they can use when playing a particular role. One way to do this is for a teacher to temporarily assume a secondary role, such as a customer or a patient, and make requests that prompt the children playing the leading roles of chefs, doctors, or vets to use these new words. For example, if the play in the pretend restaurant gets a little stale, a teacher can freshen it up by pretending to place a call to make a reservation. This would be a perfect opportunity to inquire about today's specials, the hours when the restaurant is open, whether kids' meals are available, and so on.

Scaffolding development of play Scenarios that can unfold over Extended periods of time. A play scenario is what many people call the theme of play. It is the story line that the children are acting out. Children explore the social interactions of their roles through the play scenario. What happens when you go to the doctor's office? Your baby might be sick or you might have a broken leg. What will you say to the doctor? What will he or she do to help you? Mature players have scenarios that evolve and change as they play, hence the importance of extended periods of time.

Scaffolding play scenarios has several components. First, children often lack background knowledge to build their scenarios. Even to play "family dinner" or "grocery store,"

Conclusion

Mature make-believe play is an important and unique context, providing opportunities to learn not afforded by other classroom activities. It should not be considered something extra that can be cut to accommodate more time for academic skills, nor should it be used as a means of adding “entertainment value” for inherently boring and decontextualized drills. Instead, play should be preserved and nurtured as one of the “uniquely ‘preschool’” (in the words of Vygotsky’s colleague and student Alexander Zaporozhets) activities that provide the most beneficial context for children’s development:

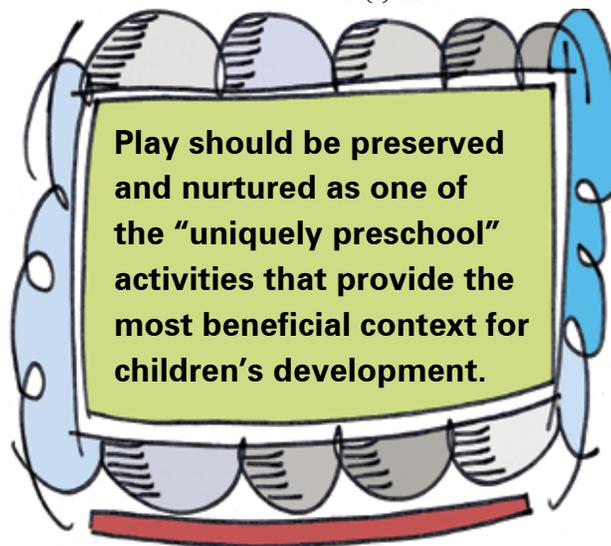
Optimal educational opportunities for a young child to reach his or her potential and to develop in a harmonious fashion are not created by accelerated ultra-early instruction aimed at shortening

the childhood period—that would prematurely turn a toddler into a preschooler and a preschooler into a first-grader. What is needed is just the opposite—expansion and enrichment of the content in the activities that are uniquely “preschool”: from play to painting to interactions with peers and adults. (Zaporozhets 1986, 88)

which all children are expected to be familiar with, requires knowledge of the setting, roles, and actions associated with these scenarios. To build background knowledge about less familiar topics, teachers use field trips, guest speakers, and books and videos. To promote mature play, the choice of places to take children on a field trip and the choice of books and videos need to be guided by how well these activities and tools will help children to learn about people and their activities.

When field trips or books center on objects or animals, such as a trip to the zoo or a book on dinosaurs, very little of their content gets reenacted in mature make-believe play. However, if a teacher supplements a book on dinosaurs with additional videos and books portraying the work of paleontologists, children are more likely to start playing pretend scenarios, such as museum or dinosaur dig, and incorporate new concepts in their conversations.

Sometimes even a very successful field trip may not provide enough information for children to transfer what they saw on this trip to their play in the classroom. In these cases teachers have to support play by modeling pretend actions and role speech more explicitly, for example, role-playing and practicing some of the pretend actions with children. For most children such intensive “play practice” is needed for only a limited time. Other children, such as children with special needs, can benefit from more extensive play practice with their peers.



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Bellwether Education Partners Biographies

Key Staff Who CICS Consulted in Developing the Evaluation Plan

Beth-Ann Tek, Ph.D. is an Associate Partner with Bellwether Education Partners. Her current work focuses on issues related to evaluation and planning, research design, survey research, and quantitative data analysis. Beth provides technical assistance and capacity building support related to performance management and program evaluation and serves as one of the primary analysts on Bellwether's quasi-experimental studies. Currently, Beth leads the evaluations of RePublic Schools' and Crescent City Schools' CSP grants and she previously led the evaluation of InspireNOLA's CSP grant. She is also engaged in longitudinal quasi-experimental evaluations analyzing the impact of charter school expansion on student outcomes for the state of Mississippi. Recently, Beth completed a review of the existing research on preschool program efficacy and long term effects in order to inform a multi-billion dollar foundation's preschool funding strategy. Beth has over 15 years of experience evaluating various educational programs at the school, local, state and regional levels including programs funded by the federal comprehensive school reform (CSR) program, Race to the Top (RTT) program, Charter School Program expansion (CSP) and other locally and/or privately funded evaluations of education interventions to support low-income, educationally-disadvantaged youth. Beth earned her Ph.D. in education research from the University of Rhode Island and B.S. in Business from Bryant University. Beth served as a member of the Mendon Upton Regional School District's (MURSD) strategic planning committee and currently serves as board chair for Girls on the Run of Worcester County, Massachusetts.

Cara Jackson, Ph.D., Associate Partner, will serve as Project Manager. Cara has led the external evaluation of one CSP grantee and supported several others, and has extensive experience conducting other types of education research and evaluation. As a Strategic Data Project Fellow for Urban Teachers, she developed and refined a multiple-measure evaluation model for teacher candidates and early career teachers. During her graduate work, Cara was part of a team that conducted a longitudinal, mixed-method study of the Teacher Incentive Fund; she conducted observations of trainings and professional development and led interviews in addition to analyzing data on teacher performance rewards. While at Montgomery County Public Schools, she conducted quantitative analyses of afterschool and summer school programs and provided

evaluative support on the Teacher Induction and Retention Act grant work. Cara earned her Ph.D. in education policy from the University of Maryland, a master's degree in education from Harvard's Graduate School of Education, and a bachelor's degree in psychology and sociology from Rutgers University.

The Bellwether Education Partners' evaluation practice is led by **Allison Crean Davis, Ph.D.** Prior to Bellwether, Allison was the Coordinator for Evaluation at the federally funded Center on Innovation in Learning at Temple University and has provided evaluation and planning support for several summer learning initiatives, including those funded by The Wallace Foundation and The John T. Gorman Foundation. Allison developed the design and led Bellwether's early evaluation work for Collegiate Academies, InspireNOLA, and RePublic Charter Schools federal CSP grants. She is a Founder and Chair of the Board of Directors at Baxter Academy for Technology and Science, Maine's first charter high school. In addition to providing evaluation services, Allison has done extensive work building the capacity of organizations to evaluate their own efforts for continuous improvement, including state education agencies, districts, schools, and foundation grantees. Prior to her work as a consultant, Allison was the Program Director for Research at the North Central Regional Educational Laboratory's (now part of American Institutes for Research) Center for Data Systems and Development. She earned her Ph.D. in Clinical Psychology from the Illinois Institute of Technology and a B.A. in both Psychology and Spanish from Lafayette College.

CICS Compliance

- Open Meetings Act (5 ILCS 120/1 et seq.)
- Fingerprint-based Criminal Background Investigations and checks of the Statewide Sex Offender Database & Statewide Murderer and Violent Offender Against Youth Database (105 ILCS 5/10-21.9 & 105 ILCS 5/34-18.5)
- Illinois School Student Records Act (105 ILCS 10/1 et seq.)
- Administering Medication (105 ILCS 5/10-22.21b)
- Hazardous Materials Training (105 ILCS 5/10-20.17a)
- School Safety Drill Act (105 ILCS 128/1 et seq.)
- Abused and Neglected Child Reporting Act (325 ILCS 5/1 et seq.)
- Eye Protection in School Act (105 ILCS 115/0.01 et seq.)
- Toxic Art Supplies in Schools Act (105 ILCS 135/1 et seq.)
- Infectious Disease Policies and Rules (105 ILCS 5/10-21.11)
- Physical Fitness Facility Medical Emergency Preparedness Act (210 ILCS 74/1 et seq.)
- Open Enrollment Process and Lottery (105 ILCS 5/27A-4(d), (h))
- Attendance: Accurate attendance record keeping
- Governance and Operation: The school's governance structure
- Maintenance of Corporate Status and Good Standing
- Facility: The school's facility and ADA compliance
- Pension Payments: Compliance with applicable sections of the Illinois Pension Code
- Management and Financial Controls
- Insurance: Maintenance of required insurance coverage
- Single Audit Act Amendments of 1996 (31 U.S.C. 7501-07); Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; and OMB Compliance Supplements. This report should be issued as an attestation report in accordance with the Statement on Standards for Attestation Engagements No. 18.

Transportation Policy

Introduction:

Chicago International Charter School (CICS) is a network of campuses located across the city of Chicago. We are considered one “school” by the state with multiple “campuses”. CICS prides itself on the inclusion of all students and makes every effort possible to ensure all students and families that apply and are accepted through our lottery are welcome at our schools.

Policy:

- STLS and Diverse Learners: CICS will ensure that Students in Temporary Living Situations and students with relevant IEPs are provided transportation. Once a CICS campus is made aware of a student in temporary living, the homeless liaison reaches out to the family and schedules time with the social worker for the student, transportation and clean uniforms, if necessary. The homeless liaison stays in close contact with the family to make sure the educational environment is not disrupted. Students with an IEP that require transportation, the campus case manager works with the transportation department at CPS to establish transportation for the student.
- General Population: CICS does not typically provide transportation for general student population. However, CICS will make every attempt to ensure families and students are taken care of by all reasonable means when it comes to transportation and we will evaluate on a case by case basis.
- Low Income Students: CICS does not typically provide transportation for low income students. However, CICS will make every attempt to ensure families and students are taken care of by all reasonable means when it comes to transportation and we will evaluate on a case by case basis.
- At Risk Students: CICS does not typically provide transportation for at risk students. However, CICS will make every attempt to ensure families and students are taken care of by all reasonable means when it comes to transportation and we will evaluate on a case by case basis.
- Transfers: Some families may request a transfer to another CICS campus that is closer to where they are currently staying and CICS makes all attempts to transfer the student provided space is available. In these cases, CICS will provide transportation only to students that homeless and that require it base on their IEP, however, will make every reasonable effort to accommodate students where possible.

CICS will make every attempt to ensure families and students are taken care of by all reasonable means when it comes to transportation. Any other issues that arise from transportation issues that are not addressed in this policy can be directed to the enrollment office at (312) 651-5000 and the Chief of Staff at CICS for further discussion.

Chicago Public Schools Policy Manual

Title: CHARTER SCHOOL QUALITY POLICY

Section: 302.10

Board Report: 15-1028-PO1

Date Adopted: October 28, 2015

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board adopt a Charter School Quality Policy.

PURPOSE: This policy sets out the charter school academic performance standards which shall be considered when the Board evaluates a charter school's request to expand or replicate. The standards shall also be considered when determining which charter schools are subject to contract revocation or non-renewal for failure to meet or make reasonable progress towards student academic achievement in accordance with Section 27A-9(c)(2) of the Illinois School Code. The academic performance standards set out in this policy utilize the key indicators of performance and the rating designations set out in the Board's School Quality Rating Policy ("SQRP") applicable to all Chicago Public Schools, including charters per the terms of their agreement.

This policy also ensures that (1) there is transparency regarding the expectations and standards for charter school academic performance; and (2) the portfolio of charter schools available to Chicago families and students contains high quality schools.

POLICY TEXT:

I. SCOPE OF POLICY: The charter school performance standards outlined in this policy shall inform the decisions throughout the District's annual charter school evaluation cycle as well as the Board's determinations regarding a charter school's expansion or replication, non-renewal and/or revocation.

II. DEFINITIONS:

Academic Warning List: Refers to the list maintained by the Chief Executive Officer ("CEO") or designee that identifies charter schools or campuses failing to meet or make reasonable progress towards student academic achievement. A charter school or campus shall be placed on the Academic Warning List, if the charter school or campus:

- Has a SQRP rating of Level 3; or
- Has a two-year SQRP point value average of 2.5 or lower; or
- Has a SQRP rating of Level 2 in three consecutive years.

Provided however, the first SQRP rating received by a newly established charter school or campus will not be considered by the CEO or designee to place a school or campus on the Academic Warning List.

If the charter school or campus on the Academic Warning List achieves an SQRP rating of Level 2+ or higher, the school or campus shall be removed from the Academic Warning List, regardless of its two-year SQRP point value average or the number of consecutive years it achieved a Level 2 rating.

Charter school expansion: Refers to adding one or more new grade level outside of the original grade levels approved, or increasing by more than 10% of the total of the authorized student enrollment at any charter school or campus.

Charter school replication: Refers to either (a) increasing the number of authorized school campuses, if the charter is permitted under section 27A-5(b) of the Illinois School Code to operate more than one campus, or (b) increasing the number of single-site charters granted to the same operator.

III. STANDARDS FOR CHARTER SCHOOL EXPANSION: If a charter school seeks to expand, the CEO will make recommendations to the Board for approval of school expansion based on the following standards:

(A) Charter school operators who operate a single-site charter school will have their applications for expansion recommended to the Board for approval if the school has a current two-year SQRP point value average of 3.2.

(B) Charter school operators who operate two or more charter schools or campuses will have their applications for expansion recommended to the Board for approval if (i) all of the operator's schools or campuses combined have a current two-year SQRP point value average of 3.2 and (ii) the school or campus the operator is seeking to expand is not on the Academic Warning List.

IV. STANDARDS FOR CHARTER SCHOOL REPLICATION: If a charter school seeks to replicate, the CEO will make recommendations to the Board on school replication based on the following standards:

(A) Charter school operators who operate a single-site charter school will have their applications for replication recommended to the Board for approval if the school has a current two-year SQRP point value average of 3.5.

(B) Charter school operators who operate two or more charter schools or campuses will have their applications for replication recommended to the Board for approval if all of the operator's schools or campuses combined have a current two-year SQRP point value average of 3.2.

V. STANDARDS FOR NON-RENEWAL: If a charter school seeks to renew its charter school contract, the CEO will make recommendations to the Board on school renewal based on the following standards:

(A) Charter school operators who operate a single-site charter school will be recommended for non-renewal to the Board if the school (i) is on the Academic Warning List during the final year of the charter contract and has a current two-year SQRP point value average rating of 2.5 or below or (ii) was previously on the Academic Warning List for two consecutive or non-consecutive years during its contract, unless the charter school has at least a Level 2+ or higher SQRP rating in the final year of its charter agreement.

(B) Charter school operators who operate two or more charter schools or campuses will have each school or campus evaluated individually for renewal or non-renewal. A school or campus will be recommended for non-renewal to the Board if that charter school or campus is on the Academic Warning List during the final year of the charter contract and has a current two-year SQRP point value average rating of 2.5 or below or (ii) was previously on the Academic Warning list for two consecutive or non-consecutive years during its charter agreement, unless the charter school or campus has at least a Level 2+ or higher SQRP rating in the final year of operation under its charter contract.

VI. STANDARDS AND PROCESS FOR REVOCATION: When a charter school or campus is placed on the Academic Warning List, the CEO or designee will send notice that the school or campus is in revocation status and subject to closure. Upon receipt of such notice, the charter school or campus shall submit a written remediation plan to the CEO or designee to rectify the problems that resulted in the charter school or campus being placed on the Academic Warning List. The written remediation plan shall include a timeline for implementation and the CEO or designee shall monitor the implementation and adherence to the remediation plan requirements.

The CEO will recommend the revocation of a charter school or campus to the Board if either: (1) the CEO determines that the charter school or campus failed to implement the remediation plan and adhere to the timeline; or (2) the charter school or campus remains on the Academic Warning List for two consecutive years.

VII. OTHER CONSIDERATIONS: Nothing in this policy prohibits the CEO from making individual recommendations regarding charter school expansion or replication, non-renewal or revocation based on the totality of factors the CEO deems relevant, including but not limited to the quality of the charter school's surrounding schools. Nothing in this policy prohibits the Board from revoking or not renewing a charter for failure to meet generally accepted standards of fiscal management, for failure to comply with applicable law or for committing a material violation of any of the conditions, standards or procedures set forth in their charter school agreement. Nothing in this policy prohibits the Board from making individual determinations regarding charter school expansion or replication, non-renewal or revocation based on the totality of factors the Board deems relevant. In the event the Board adopts a modified SQRP or new school accountability policy, this policy shall apply the modified or new current performance rating level designations found in the modified SQRP or new school accountability policy. In such instances, the CEO or designee shall issue a document that equates the SQRP rating levels in place at the time this policy is adopted with any new rating level designations found in modified SQRP or new school accountability policy.

Amends/Rescinds:

Cross References:

Legal References: 105 ILCS 5/27A-9(c); 105 ILCS 5/27A-5(b)

Inputs <i>Resources which enable effectiveness</i>	Processes <i>Activities, Tools, & Actions</i>	Output <i>Scope of Expansion</i>	Outcomes <i>Changes expected in 1-2 years that sustain through and beyond grant period</i>	Results <i>Results expected in 3 - 5 years</i>	Impact <i>Systemic impact at 5+ years</i>
Demonstrated need: A demonstrated need for high-quality and free pre-Kindergarten options for low-income four-year olds in the city	Academics: - Implementation of Creative curriculum - Implementation of Teaching Strategies GOLD assessment system - Implementation of research-based high quality instructional practices as specified by the Classroom Assessment Scoring System (CLASS)		High-quality implementation - A high-quality pre-K program for students who will subsequently enroll in CICS Kindergarten across CICS elementary schools		
Recruitment: Development and deployment of recruitment strategy for pre-K students			- 90% pre-K attendance rate across schools	CICS-wide At least 80% of pre-K students are educationally disadvantaged (greater than or comparable to district averages)	
Staff: - CICS governing board and advisories expand to include individual(s) with early childhood expertise - Pre-K program director - Highly qualified, early childhood credentialed staff at the network level to enhance leadership and professional development across schools - Highly qualified pre-K teachers per state and CICS standards - Highly qualified support staff per CICS standards	Environment/ Climate: - Development of rich and engaging pre-K learning environments as specified by the Early Childhood Environment Rating Scale for ages 3 to 5 classrooms (ECERS-3) for classroom practices - Emphasis on warm and supportive engagement between adults and students as specified by the Classroom Assessment Scoring System (CLASS)	780 seats in a high quality pre-Kindergarten program in the city of Chicago between SY's 2019-20 and 2024-25. A well-implemented pre-K program model that expands with fidelity to all CICS elementary schools Highly qualified pre-K teachers and supports delivering a high quality, developmentally appropriate, and rigorous curriculum, using research-based effective instructional strategies in a rich and engaging pre-K environment	- 90% of teachers report they feel confident/very confident implementing the CICS pre-K curriculum and implementing the Teach Strategies GOLD assessment system - 90% of teachers report they feel confident/very confident using CICS instructional strategies and interacting with students - 90% score of 6 or higher on each CLASS dimension across classrooms - 90% score of 5 or higher in each ECERS-3 subscale across classrooms	Program level CICS pre-K achieves achieves National Association for the Education of Young Children (NAEYC) by 2024-25. Student level - 70% of pre-K students have achieved Kindergarten ready-levels in their development based on Teaching Strategies GOLD assessment by 2024-25.	- CICS will become independent from one-time funding sources beyond those that typically support early childhood programming (federal, state, local, Head Start, etc) . - All CICS students meet or exceed expectations on the Illinois Assessment of Readiness (IAR) beginning in grade three - Students enter CICS middle school years (grades 5-8) reading on grade level
Facilities and supplies: - Classroom space at CICS' 10 elementary schools - Engaging learning manipulatives and classroom supplies		Warm and supportive interactions between adults and pre-K students	Program satisfaction and parent engagement	- 70% CICS pre-K students adequately prepared for kindergarten according to results of the Kindergarten Individual Development Survey (KIDS) by 2024-25 (Note average is 26%)	- CICS middle schoolers complete Algebra 1
Curriculum and assessments: - High quality, developmentally appropriate, and rigorous pre-K curriculum - Well-aligned and developmentally appropriate academic assessment program	Fidelity of implementation: - Network oversight - Professional development for teachers and supports to implement Creative Curriculum and Teaching Strategies Gold assessment system - Use of data to monitor progress, supported by an external evaluator	Integration of social emotional wellness and academics	- 90% of parents and families will be engaged in their child's early childhood experience and learning and feel a direct connection between home and school - 90% of parents and families indicate the would recommend a friend send their child to CICS pre-K - Waiting list for entry into CCIS pre-K	- An increase 15% of students scoring on grade level or above on NWEA Measures of Academic Progress (MAP) in English language arts (ELA) and mathematics in grades one and two by SY 2024-2025 - An increase in grade-level promotion rates in grades K, one, and two by 5% each year from SY2022-23 to SY2024-25	- CICS students continue on to CCIS high school, receive preparation for post-secondary, graduate, and enter post-secondary institutions without need for remediation
Community Partnerships: Membership in the Chicago Based Collaborative (CBC), by 2021. The CBC brings together local organizations and schools with early childhood programs serving at-risk youth, to share data and iterate based on lessons learned.					
CICS Preschool Program Underlying Beliefs, Context, and Supports	- State of IL and Chicago, in particular, place a significant importance on early intervention/pre-K as a successful beginning to the development of productive and successful citizens who can give back to the city and state - CICS strives to be a hub of excellence, equity, and innovation in Chicago education, where every student flourishes, every school meets the unique needs of its community, and every success will improve our city and our world. - CICS operates 14 schools in Chicago, IL. Ten of which include early elementary grades (K, 1, 2, etc.). - CICS is aware of the research base that indicates participation in a high quality pre-K program helps children start school better prepared to succeed in kindergarten and beyond, especially for children from low-income families (Shonkoff, 2014; Yeung, Linver, & Brooks-Gunn, 2002*)				

*Shonkoff. J. P. (2014). Changing the Narrative for Early Childhood Investment. JAMA Pediatrics, 168(2), 105-106.

Yeung, W. J., Linver, M. R., & Brooks-Gunn, J. (2002). How money matters for young children's development: Parental investment and family processes. Child Development, 73, 1861– 1879.

<https://www.isbe.net/Pages/Early-Learning-Standards.aspx>

August 22, 2017

New study: KIPP pre-K has big — and possibly lasting — impact on early student achievement

By Carolyn Phenicie

Read the full article at [The74Million.org](https://www.the74million.org) >

Researchers with Mathematica Policy Research, an independent group, found positive effects both for the combination of KIPP pre-K and KIPP early elementary grades and for KIPP pre-K programs alone.

“We believe it’s never too early to begin a KIPP education, and these findings show that starting KIPP at a young age can put our students on the path towards long-term success in college and life,” Susan Schaeffler, executive director of KIPP DC, said via email.

Researchers studied KIPP pre-K programs at two elementary schools in Houston and one in Washington, D.C., between 2011 and 2016.

Researchers also found that some of those benefits persist through second grade, even as other research has found that the advantages of preschool either fade out or turn into negative effects by early elementary school.

“The fact that it shows both that KIPP pre-K on its own and then the combination of KIPP pre-K and KIPP early elementary have positive effects on children’s learning outcomes is a big deal, particularly given some of the past research on pre-K and fade-out,” said Ashley LiBetti Mitchel, a senior analyst focused on early education at Bellwether Education Partners.

The combination of KIPP pre-K and early elementary school had “positive and statistically significant impacts on reading and math achievement” by second grade, researchers found.

They compared test outcomes for second-graders who entered and won lotteries for spots for 3-year-old pre-K programs at the two Houston KIPP schools and the one in D.C. versus those second-graders who entered the pre-K lottery but didn’t win spots.

In three of four measures of math and reading skills, researchers found “educationally meaningful” impacts.

The largest benefit, letter-word identification, is the equivalent of moving from the 66th to the 80th percentile when tested on that skill, researchers found. Math benefits, as judged by applied problems and calculation, were slightly smaller. The smallest benefit,

Researchers also compared the test scores of second-graders who entered and won lotteries to attend KIPP schools in kindergarten with those who applied but didn't get a spot. They then compared the benefit of attending KIPP starting in kindergarten to the benefit of attending KIPP starting in 3-year-old pre-K, two years before kindergarten.

They found bigger, though not statistically significant, benefits in reading for students who had attended pre-K as compared with those who started KIPP in kindergarten, and no difference in math scores.

"It looks pretty promising that KIPP pre-K programs are providing an additional benefit," Virginia Knechtel, one of the Mathematica researchers, said.

To test whether the benefit of KIPP pre-K fades out over time, researchers compared the difference in lottery winners' and losers' scores in reading in kindergarten and again in second grade. Some reading benefit lasted through second grade; the researchers didn't test math fade-out.

In general, the research pool was small — about 1,100 students in both the pre-K and kindergarten groups. The sample size on the fade-out benefits was even smaller, at 199, so "we have to sort of take caution in interpreting these findings," Knechtel said.

KIPP is a high-performing charter school network founded in 1994. It serves 88,000 students in 209 elementary, middle, and high schools across the country. Twenty-seven of KIPP's 80 elementary schools offer pre-K.

The pre-K research follows earlier studies of KIPP by Mathematica. In 2013, researchers found positive effects in reading, math, science, and social studies for KIPP middle schools. In 2015, a five-year study found positive effects on student achievement associated with KIPP schools across all grade levels.

The Laura and John Arnold Foundation sponsored the new pre-K research. The Texan philanthropists previously helped reopen Head Start preschool programs shuttered during the 2013 federal government shutdown.

The KIPP special sauce

Sharon Foley, managing director of academics at KIPP Houston, previously taught first grade at a KIPP elementary school in Washington, D.C., where students also attended KIPP pre-K.

“The students get a bit of a boost, because we’re not spending time on these things that are very foundational year over year over year; we’re really able to build very quickly from start to finish,” she said.

The Mathematica researchers pointed out six key features of KIPP preschools, including a focus on academics, establishment of a behavioral foundation for later success, and an emphasis on building relationships with students and families.

Among the characteristics researchers saw as key to KIPP’s success, Foley said the emphasis on teacher observations and coaching stuck out to her.

The network has a standard procedure for evaluation of its teachers, including classroom observations by a coach, a hypothesis on how the teacher can improve, and rigorous work on improving specific skills.

“That four- to five-step approach is really consistent whether you teach high school biology ... or whether you teach pre-K-3,” she said.

Mitchel, the Bellwether analyst, said it’s noteworthy that the KIPP schools align their preschool and early elementary curricula, particularly given that most elementary and preschool programs exist in silos.

She also said she’d like more detailed research on what is making the KIPP programs work.

“There’s some information about what the programs look like, but not very much, and if we want to take this research and move it from just three programs to something that other programs can learn from, we need to be much more nuanced,” Mitchel said.



FY20 Lottery Policy

General:

CICS is a network with multiple campuses. In accordance with Illinois Charter Law enrollment is open to all students, regardless of their race, ethnicity, gender, socioeconomic status, or disability status residing in the City of Chicago. To enroll in a CICS campus, the parent/guardian must complete a CICS elementary school or high school 10th-12th application for their child/student. To apply for 9th grade, CICS follows the GoCPS application process through CPS.

To apply to CICS, the applicant must reside in the city of Chicago. If applying for kindergarten, the student must be 5 years old by September 15th. Parents/Guardians must complete the application and rank the campuses in order of preference.

Procedures:

- **Application:** Parent/guardian must complete one application per child/student interested in applying to CICS for grades K-8 and high school 10-12. You must provide basic student and parent information, applying grade, sibling information (if applicable) and campus selection(s). New student application can be mailed to the CICS Network Office (11 East Adams, Suite 600, Chicago, IL 60603), faxed (312-651-5001) or completed online (www.chicagointl.org) by 5pm on the deadline date indicated on the application.
- **Timing:** The high school 10th-12th application deadline is 5pm on January 25, 2019. The lottery will be held on February 6, 2019 at 5pm at CICS ChicagoQuest located at 1443 N Ogden. The elementary school application deadline is 5pm on March 22, 2019. The lottery will be held on April 3, 2019 at 5pm at CICS ChicagoQuest located at 1443 N Ogden. In order for an application to be included in either lottery, it must be received in the CICS office by 5 PM on the deadline date indicated on the application. Applications received after 5pm from the deadline date will be added directly to the waiting list in the order that the application is received.
- **Lottery:** CICS conducts a computerized lottery developed by outside programmers using a mathematical algorithm to randomly and blindly assign students to schools or on the waitlist. The high school and elementary lottery is open to the public and is recorded live at the scheduled date and time as indicated in the application. CICS invites an authorizer or designee from CPS to be present or view the lottery in real time. Families are welcomed to attend the



lottery, but it is not mandatory. The application and lottery process are verified by CICS' auditors for randomness and accuracy.

- Preference: All CICS Campuses adhere to the same application and admission policies. CICS gives preference to the following students in this order:
 1. Transfers (students transferring from one CICS campus to another)
 2. Siblings of currently enrolled students.
 - a. The term sibling applies only to natural siblings, step-siblings, foster siblings and adopted siblings
 3. Students that reside within the geographic boundary of the following campuses: CICS ChicagoQuest, CICS Northtown Academy, CICS Ralph Ellison and CICS Wrightwood.
 4. Any student who has completed an expulsion term must be considered a returning student and re-enrolled at the school if the student wishes to attend following completion of his or her expulsion term.
 5. All other applicants applying

If a current CICS student wishes to transfer to another CICS campus, the parent must submit a CICS transfer application. Students must have attended a CICS Campus for one full year before requesting a transfer to another campus. Provided there is a seat available in the requested CICS campus, the student will be transferred the next academic year.

Sibling preference is not a guarantee of acceptance into the campus. If there are more siblings applying than seats available at a particular CICS campus, the siblings are placed in a random lottery and accepted in the order indicated by the computerized lottery program. In accordance with Illinois Charter Law, sibling preference is only granted during the lottery process. Applications must be submitted by the deadline date.

- Waitlist: If there are more applicants than seats available in any given grade, all students not accepted in the lottery will be placed on the waiting list as assigned by the lottery program. Applications received after 5pm by the deadline date will also be added to the waitlist in the order that it is received. Families may contact the CICS Network office a week after the lottery to inquire about the waitlist number. Families will be given a range of the waitlist and may continue to follow through on their child(ren)'s status throughout the enrollment period. The CICS waiting list does not carry over from year to year. If the student is not selected, the parent will need to apply for the next school year. New student applications are available every year in October.



- Lottery Results/Registration: Results of the lottery will be mailed and will take 1-2 weeks to receive. Parents may also contact the CICS Network office a week after the lottery for results. Families that receive an offer will be provided with mandatory registration dates and documents to bring at registration. Families will be contacted by the CICS campus to ensure attendance at registration. Families that miss registration or does not respond to the outreach by CICS Network office or CICS campus will have the seat forfeited. Families that decline or whose seat is forfeited will allow CICS to pull from the waitlist.

Compliance:

CICS submits a lottery letter to CPS within ten business days of the lottery date. This letter includes the following:

- Lottery date, time and location.
- Number of applications received per grade, number of open seats and the number of students on the waiting list.
- Results of the lottery- student full name, address, zip code, grade applying for, campus name (accepted or waitlisted) and the waitlist rank order.

The submission also includes a video recording of the lottery. In addition, a quarterly update of the waiting list is submitted to CPS via EpiCenter.

liminary Evaluation Framework

Objective	Evaluation Questions	Data (Sources)	Analyses
Implement a pre-K program at each of CICS' existing elementary schools (n=10)	1.1. Is implementation unfolding as planned? 1.2. Is CICS pre-K serving high-need students?	<ul style="list-style-type: none"> ● Opening of programs (CICS and SMO annual performance reports) ● Demographic data (CICS + SMO + districts/ IL DOE) 	<ul style="list-style-type: none"> ● Descriptive statistics on the number of new pre-K seats, number of pre-K students, ● Demographics of pre-K students in each school and the network overall compared to district averages
Build and support a strong and sustainable pre-K program	2.1. Is CICS' network management providing quality support to schools as the pre-K program rolls out?	<ul style="list-style-type: none"> ● Hiring report (CICS and SMOs) ● Staff survey (CICS) ● Staff interviews (evaluator) ● Budget documentation (CICS, SMOs) ● NAEYC score (CICS) 	<ul style="list-style-type: none"> ● Qualitative description of CICS central management support to pre-K program implementation and expansion ● Descriptive statistics of pre-K leader and staff hirings meeting state and CICS standards ● Descriptive summaries of staff assessments of network and school leaders' ability to support teachers in delivering CICS model ● Demonstrated ability to be financially independent from one-time funding sources (i.e., CSP) by grant end ● Descriptive summary of NAEYC scoring system and CICS pre-K score
Deploy a highly qualified team of teachers and leaders equipped to deliver the pre-K model.	3.1. As the pre-K program expands, are all schools sufficiently staffed and implementing the core instructional elements of the model?	<ul style="list-style-type: none"> ● Human resources data (CICS, SMOs) ● CLASS scores (CICS, SMOs) ● ECERS-3 scores (CICS, SMOs) ● Illinois 5Essentials Survey (CICS) ● Staff surveys (CICS) ● Family surveys (CICS) ● Staff interviews (evaluator) ● Family interviews (evaluator) 	<ul style="list-style-type: none"> ● Descriptive summaries of vacancy rates and staff retention, and of leadership hires by school and across schools ● Descriptive summary of the extent to which teachers are implementing the pre-K program with fidelity and of high quality according to CLASS and ECERS-3 scores ● Descriptive summary of the extent to which staff report feeling confident implementing the model, curriculum, assessments, and instructional strategies ● Descriptive summary of the extent to which families are engaged and satisfied with the CICS pre-K program

<p>Drive consistently high academic performance for all students.</p>	<p>4.1. Are CICS pre-K students achieving Kindergarten readiness?</p> <p>4.2 Are CICS pre-K students performing on grade level in grades K, 1 and 2?</p> <p>4.3. Are achievement gaps narrowing?</p> <p>4.4. Do CICS pre-K students outperform CICS students who did not attend CICS pre-K?</p>	<ul style="list-style-type: none"> ● Kindergarten Individual Development Survey results (KIDS) (CICS, SMOs) ● Teaching Strategies GOLD results (K) (CICS) ● NWEA MAP results (grades 1-2) (CICS) 	<ul style="list-style-type: none"> ● Descriptive statistics for the % of students in each school and across CICS achieving kindergarten readiness per KIDS and Teaching Strategies GOLD. ● Descriptive statistics regarding students' NWEA MAP conditional growth percentiles and mean percentile ranks in grades one and two in ELA and math ● Descriptive statistics regarding achievement gaps by sex, ethnicity, socio-economic status, English language proficiency and special education status ● Descriptive statistics regarding grade-level promotion rates in grades K, one and two. ● Statistical comparison of the results of CICS pre-K participants to comparison group CICS students on KIDS and NWEA MAP assessments using a regression model, adjusting for covariates as needed.
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AMEND BOARD REPORT 16-1207-EX6
**AUTHORIZE RENEWAL OF THE CHICAGO INTERNATIONAL CHARTER SCHOOL AGREEMENT
 WITH CONDITIONS**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

Authorize renewal of the Chicago International Charter School Agreement (the "Charter School Agreement") with conditions for an additional ~~five~~^{seven}-year period. A new Charter School Agreement applicable to this renewal term will be negotiated. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this Board Report. The agreement authorized herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this renewal is stated below.

This August 2017 amendment is necessary to authorize an extension of the term of the Charter School Agreement from its current end date of June 30, 2022 to June 30, 2024. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report.

SCHOOL OPERATOR: Chicago Charter School Foundation, an IL not-for-profit corporation
 11 E. Adams Street, Suite 600
 Chicago, Illinois 60603
 Phone: 312-651-5000
 Contact Persons: Laura Thonn, Board President
 Elizabeth Shaw, CEO

CHARTER SCHOOL: Chicago International Charter School
 11 E. Adams Street, Suite 600
 Chicago, Illinois 60603
 Phone: 312-651-5000
 Contact Person: Elizabeth Shaw, CEO

OVERSIGHT: Office of Innovation and Incubation
 42 W. Madison Street, 3rd Floor
 Chicago, IL 60602
 Phone: 773-553-1530
 Contact Person: Mary K. Bradley, Executive Director

ORIGINAL AGREEMENT: The original Charter School Agreement (authorized by Board Report 97-0122-EX4 as amended by Board Report 00-0223-EX3) was for a term commencing July 1, 1997 and ending June 30, 2002 and authorized the operation of a charter school serving no more than 5,000 students in grades K through 12. The charter and Charter School Agreement were subsequently renewed for a term commencing July 1, 2002 and ending June 30, 2007 (authorized by Board Report 01-1219-EX2). The charter and Charter School Agreement were further renewed for a term commencing July 1, 2007 and ending June 30, 2012, serving no more than 7,647 students (authorized by Board Report 07-0523-EX5). The charter and Charter School Agreement were then renewed for a term commencing July 1, 2012 and ending June 30, 2017, serving no more than 10,111 students (authorized by Board Report 12-0328-EX11). The charter and Charter School Agreement were subsequently amended as follows:

- Board Report 14-1022-EX4: Ratified the authorization to change the educational management organization at Chicago International Charter School – Irving Park Campus from Victory Educational Partners to Distinctive Schools effective July 1, 2013. Also corrected the at capacity enrollment at Chicago International Charter School – Ralph Ellison Campus from 630 to 570 students which decreased the overall at capacity enrollment of the charter school from 10,111 to 10,051 students. Also approved an increase in the at capacity enrollment at Chicago International

Charter School – Northtown Campus by 50 students to 900 students which increased the overall at capacity enrollment of the charter school to 10,101 students in spring of 2015.

- Board Report 15-0527-EX22: Ratified the authorization to change the education management organization for the following campuses of the Chicago International Charter School from Edison Schools Inc. to Charter Schools USA, effective July 1, 2012: Larry Hawkins Campus, Lloyd Bond Campus, Longwood Campus and Loomis Primary Campus. Also corrected the at capacity enrollment for Chicago International Charter School – Ralph Ellison Campus from 570 to 630 students thus increasing the overall at capacity enrollment of the charter school from 10,101 to 10,161 students.
- Board Report 15-1216-EX2: Revoked the Chicago International Charter School – Larry Hawkins Campus at the end of 2015-2016 school year, thus decreasing the overall at capacity enrollment of the charter school to 9,261 students by the fall of 2016. Also authorized an amendment to the Charter School Agreement and a campus wind down agreement with respect to the revocation of the Larry Hawkins Campus.
- Board Report 16-0427-EX10: Ratified the authorization to change the education management organization for the following campuses of Chicago International Charter School from Victory to ReGeneration Schools, effective January 1, 2016: Avalon/South Shore Campus, Basil Campus and Washington Park Campus. Also changed the student enrollment capacity for Chicago International Charter School from the individual campus-level to the network-level beginning in the fall of 2016. The overall network-level at capacity enrollment of the charter school will remain unchanged at 9,261 students.

CHARTER RENEWAL PROPOSAL: Chicago Charter School Foundation submitted a renewal proposal on September 14, 2016 to continue the operation of Chicago International Charter School under a unified mission using, Civitas, Chicago Quest, Distinctive Schools, Charter Schools USA and ReGeneration Schools for comprehensive school management services. The charter school shall continue to serve grades K through 12 with a maximum enrollment of 9,261 students. The student enrollment capacity for the charter school shall continue to be at the network-level. The charter school can change student enrollment between campuses based on parameters set forth in the agreement so long as the overall network-level at capacity enrollment of the charter school does not change.

Also, in December 2015, the governing board of Chicago Charter School Foundation voted to no longer serve grades 6 through 8 at the Chicago International Charter School - ChicagoQuest North Campus beginning in the 2016-2017 school year. In December 2015, Chicago International Charter School held parent meetings to support families with placement at other Chicago International Charter School campuses. All 8th grade students were supported in matriculating to the 9th grade at ChicagoQuest North. Beginning in the 2016-2017 school year, no 6th-8th grade students were enrolled at ChicagoQuest North.

In October 2016, Chicago Charter School Foundation submitted a material modification to the Office of Innovation and Incubation to only serve grades 9 through 12 at the Chicago International Charter School - ChicagoQuest North Campus.

The Office of Innovation and Incubation recommends ratifying the authorization for Chicago Charter School Foundation to only serve grades 9 through 12 at the Chicago International Charter School - ChicagoQuest North Campus, effective July 1, 2016.

School Management Co.	Year Opened	Campus Name	Address	At Capacity Grades	2016-2017 Enrollment	Estimated At Capacity Enrollment*
Civitas	2002	Northtown	3900 W. Peterson	9-12	908	900
	2006	Ralph Ellison	1817 W. 80th	9-12	441	630

			Street			
	2005	Wrightwood	8130 S. California	K-8	784	785
Chicago Quest	2011	ChicagoQuest North	1409 & 1443 N. Ogden	9-12	288	801
Distinctive Schools	1997	Bucktown	2235 N. Hamilton	K-8	704	670
	2007	Irving Park	3820 N. Spaulding	K-8	556	536
	1997	Prairie	11530 S. Prairie Avenue	K-8	420	405
	2002	West Belden	2245 N. McVicker	K-8	531	500
Charter Schools USA	2009	Lloyd Bond	13300 S. Langley	K-6	341	350
	1997	Longwood	1309 W. 95th Street	3-12	1,361	1,475
	2008	Loomis Primary	9535 S. Loomis	K-2	550	590
ReGeneration Schools	2005	Avalon/South Shore	1501 E. 83rd Place	K-8	501	426
	2002	Basil	1816 W. Garfield Blvd	K-8	749	733
	2001	Washington Park	6105 S. Michigan	K-8	482	460

*At cap enrollment at individual campuses may fluctuate but overall network-level at cap enrollment will remain unchanged.

The agreement will incorporate an accountability plan in which the charter school is evaluated by the Board each year based on numerous factors related to its academic, financial and operational performance.

In February 2017, Chicago Charter School Foundation submitted an application for amendment to extend its Charter School Agreement beyond a five-year term. The term of the Charter School Agreement is being extended from its current end date of June 30, 2022 to June 30, 2024. A public hearing on the proposed extension was held on Monday, August 21, 2017. The hearing was recorded and a summary report is available for review.

CHARTER EVALUATION: After receiving the charter renewal proposal, the Office of Innovation and Incubation conducted a comprehensive evaluation of Chicago International Charter School's academic performance, financial viability, and legal and contract compliance. This evaluation included a review of the proposal, academic results, financial performance, governance documents, parental issues, facilities surveys, and special education documentation. A public hearing was held on November 21, 2016 for all contract and charter schools going through renewals to receive public comments, including Chicago International Charter School. The Office of Innovation and Incubation recommends that, based on the school's performance on these and other accountability criteria, as well as the school's demonstration of intent to satisfy the "Additional Terms and Conditions" referred to herein below, Chicago International Charter School be authorized to continue operating as a charter school.

RENEWAL TERM: The term of Chicago International Charter School's charter and agreement is being extended for a five (5) seven (7) year term commencing July 1, 2017 and ending June 30, 20224.

ADDITIONAL TERMS AND CONDITIONS: Additional terms and conditions will be communicated to the charter school by the Chief Executive officer or his designee in a formal Letter of Conditions and will be included as an attachment to the Charter School Agreement with Chicago Charter School Foundation.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Executive Director of the Office of Innovation and Incubation to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification. Authorize the General Counsel to further negotiate and execute any amendments to the Charter School Agreement as required by the Illinois State Board of Education.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

FINANCIAL: The financial implications will be addressed during the development of the 2017-2018 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY1718 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Approved for Consideration:

Approved:

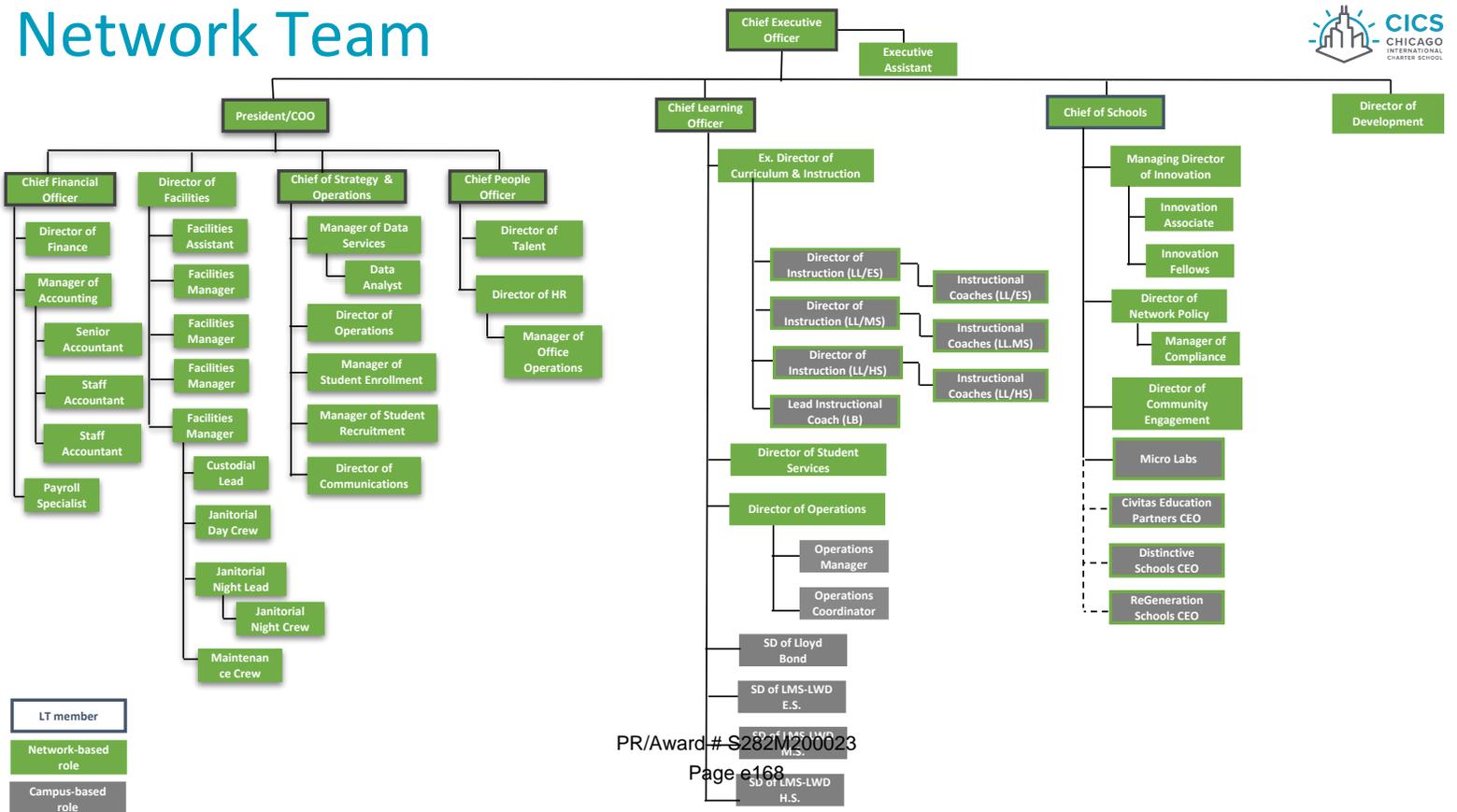
Sample Pre-K Daily Schedule:

15 minutes	Arrival and Breakfast. Quiet Centers.
5 minutes	Clean-up & Transition
20 minutes	Whole Group (Classroom Meeting & Circle Time)
75 minutes	Learning Centers & Interest Areas (Student choice & teacher-led small groups)
5 minutes	Clean-up & Transition
30 minutes	Special (ex.music, art, gym, library)
30 minutes	Gross Motor
5 minutes	Prepare for Lunch & Handwashing
30 minutes	Lunch
60 minutes	Wash hands, Rest & Quiet Centers
5 minutes	Clean up & Transition
15 minutes	Gross Motor
5 minutes	Clean up, Prepare for Snack & Handwashing
15 minutes	Whole Group Read Aloud & Snack & Hand Sanitizer
75 minutes	Learning Centers & Interest Areas (Student choice & teacher-led small groups)
5 minutes	Clean up & Prepare for Dismissal

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Network Team

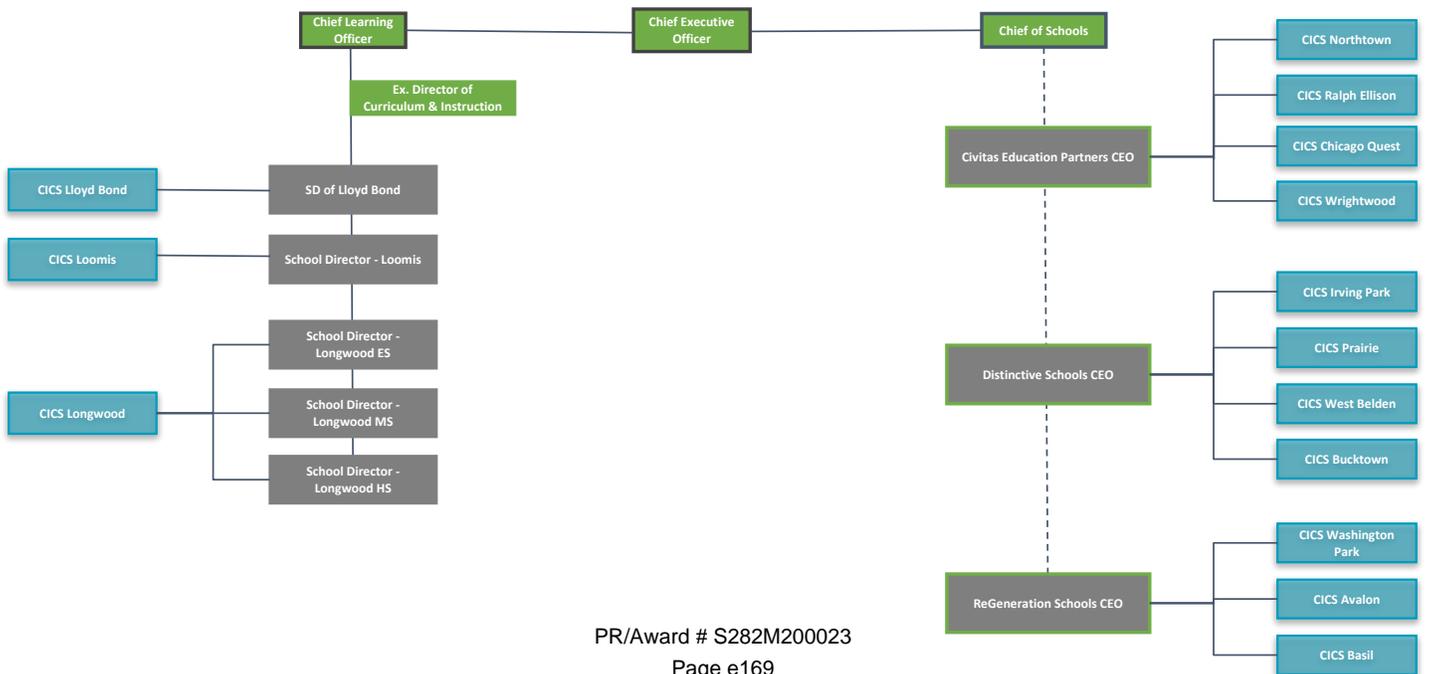




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EDITORIAL: EDITORIALS OPINION

Is your child ready for kindergarten? Probably not

By THE EDITORIAL BOARD

EDITORIALS REFLECT THE OPINION OF THE EDITORIAL BOARD, AS DETERMINED BY THE MEMBERS OF THE BOARD, THE EDITORIAL PAGE EDITOR AND THE PUBLISHER. AUG 13, 2018





Alphabet boards in a kindergarten classroom in Chicago. (Antonio Perez / Chicago Tribune)

Too many kindergartners in Illinois arrive in school unprepared. They don't know their numbers. Their vocabularies are too limited. They don't know how to constructively play with others or how to focus and learn. Those early deficits can snowball year by year, making it harder for children to succeed in school and in later life.

Until last week, Illinois educators couldn't pinpoint how many kids come to kindergarten already lagging in language, math and social and emotional skills. Now they can. The disturbing answer: About 3 in 4 children entering kindergarten in 2017 were unready for the classroom, according to a broad new state measure called KIDS, or Kindergarten Individual Development Survey.

How does this survey work? Kindergarten teachers observe students in their classroom routines over the first 40 days of school. The teachers don't test the students with ink and paper but instead watch how they learn and play. Teachers asked children to add and subtract small quantities, for example, or sort buttons by size and shape. They were tested on their ability to comprehend stories and recognize letters. Teachers also measured a child's persistence in mastering difficult tasks — completing a puzzle with small pieces, for instance — and his ability to cooperate with adults and peers.

Teachers rated 106,000 students, or about 81 percent of children enrolled in kindergarten in 2017. Those readiness ratings showed a stark racial gap even at that young age: 32 percent of Asian kindergartners and 29 percent of white students demonstrated readiness, compared to only 19 percent of black students and 13 percent of Hispanic students.

This is the first year of evaluations, so we don't know yet if things are getting better or worse statewide.

[\[Most read\] After a 12-year-old died by suicide, his family scoured their home for signs. Then they learned he researched it at school. »](#)

We do know that early childhood education is vital because kids don't magically appear in first grade ready to learn and get along.

What to do? We expect many early child education experts will tout programs to spend money the state doesn't have to improve the kids' scores.

But we take this opportunity to ping the people who matter most in preparing kids for kindergarten: Parents. Your child comes to school ready or not largely because of what you do.

Many parents probably weren't even aware their child would be observed last year and then rated for readiness. Parents, now you know.

What can you do to help your child prepare? Plenty. You can read to a child. You can engage her in conversation to expand vocabulary and understanding. You can help her learn numbers, shapes, colors. And you can help her identify, and start to manage her feelings. All of those skills are measured by KIDS.

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Editorial: Pressuring Iran, Trump adds diplomacy to deterrence

JAN 8, 2020

We often write about the power of excellent teachers to inspire students. Teachers who dedicate themselves to helping every child learn are an invaluable resource too often in short supply.

But the other part of this equation is parents. Teachers rely on parents, not just to prepare a child for kindergarten, but to stay involved in their child's education. That starts on day one. Kids gain an advantage with parents who are engaged. How to be that parent? Here's one place to start: The Illinois State Board of Education has a website that provides a "toolkit" for parents to help prepare youngsters for kindergarten. Take a look at

https://www.isbe.net/Pages/KIDS_Parents_Families.aspx.

Your child has one chance. Make it count.

RECENT HEADLINES:

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2020 CSP Budget Narrative

In accordance with conservative accounting and budgeting practices, Chicago International Charter School (CICS) holds a strong financial standing. Our annual budgets are constructed on a break-even or surplus basis. Our consistent budget management has helped CICS earn one of the strongest bond ratings of any charter organization in the country. As CICS has made significant strategic investments in our innovation programming, data collection systems and larger infrastructure in recent years, we are well positioned to achieve our forecast for positive net income over the short and long term. Our size, financial stability and unique structure allows CICS to pursue school innovations at scale.

To achieve the project objectives and performance outcomes we have outlined, CICS respectfully requests \$3,964,878 in Charter School Program grant funding (ED-GRANT-84.282M). Any related, but not included costs, such as compensation for personnel who will contribute to the project, will be covered by other revenue sources, particularly local per pupil revenue and philanthropy. Upon completion of the project, all outcomes from the project will be fully sustainable pending approval from Chicago Public Schools and the Illinois State Board of Education aligned to recent state legislation passed by Illinois Governor J.B. Pritzker on flow-through early childhood funding to state and district entities.

As a part of our strategic plan, CICS is committed to significantly increasing the amount of philanthropic support available in order to implement our vision of excellent schools. Mobilization of private giving for our innovation efforts lies at the heart of this commitment. As we strengthen our culture of philanthropy, CICS is actively engaging a diverse group of corporate, foundation and individual donor prospects with the goal of sustaining our work over the long term. To date, CICS has secured grant funding from the Walton Family Foundation, Crown Family Philanthropies, and PwC in support of our existing innovation work.

PERSONNEL

In addition to the project team who will oversee and support this project across CICS, four personnel will be hired to directly bolster capacity for the project to meet identified goals. These personnel include a Pre-K Expansion Director to oversee all aspects of Pre-K expansion (██████████ per year), a Pre-K Instructional Coach to guide hiring and lead professional development for all staff (██████████ per year) and two Pre-K Recruitment Specialists to develop and implement the recruitment strategy necessary to source 780 new Pre-K students through a variety of parent, family and community engagement strategies (██████████ per year per specialist). All personnel would be required in Year 1 through the first half of Year 5 to complete the launch of all new sections in the expansion project.

Funds requested for personnel are as follows:

Year 1	Year 2	Year 3	Year 4	Year 5

FRINGE BENEFITS

CICS calculates fringe benefits at a rate of 18% of salaries, which includes:

- 6.2% for social security taxes
- 1.45% for medicare taxes
- 3% for state unemployment insurance
- 7.35% for health benefits

Funds requested for fringe benefits are as follows:

Year 1	Year 2	Year 3	Year 4	Year 5

TRAVEL

This request includes costs for two staff people to attend the annual 2-day Project Directors meeting and includes airfare from Chicago to Washington, D.C., lodging, meals and ground transportation.

Funds requested for travel are as follows:

Year 1	Year 2	Year 3	Year 4	Year 5
\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200
Total: \$ 11,000				

EQUIPMENT

Equipment costs are driven by instructional materials required to install a new, high-quality early childhood education program, computers for added staff to accommodate new students and additional classroom technology.

To provide a high-quality curriculum and support exceptional early childhood learning across 39 sections of 20 students each, the instructional material expenditures for which funding is requested include:

- Creative Curriculum: curriculum for each section at \$2,298.95 per section, totalling \$89,659.05
- Large Group Area: establishing a large group area in each section to include items such as a classroom carpet, teaching easel, armchair, floor seats, standing desk, storage bins and book displays, totalling \$25,700.03
- Library & Cozy: establishing a library area in each section to include items such as a starter set of books, Spanish language books, floor cushions, carpet squares, bookcases, book display, bench, armchair and stuffed animals, totalling \$66,746.16
- Blocks & Construction: establishing an interest area in each section to include items such as various sets of blocks and storage cabinets/shelves, roadway set, ramp kit, play figures and cars and related books, totalling \$52,576.10
- Discovery & Science: establishing an interest area in each section to include items such as natural products (rocks, pinecones, shells, seeds), play sand kits, magnifying glasses, plants, water play kit, storage containers, scale and related books, totalling \$17,464.40
- Dramatic Play: establishing an interest area in each section to include items such as play kitchen sets, tables, play food sets, professional uniform costumes, dolls and accessories, instruments, ribbons, storage containers, carpet sections and related books, totalling \$32,885.39
- Art: establishing a play area in each section to include items such as tables, chairs, storage containers, aprons, dry erase panels, various paint sets, stampers, messy mats and related books, totalling \$50,274.51
- Writing: establishing an instructional area in each section to include items such as tables, stools, storage boxes, clipboards, stamp sets, paper rolls, alphabet sets and related books, totalling \$24,638.84
- Math & Manipulatives: establishing an instructional area in each section to include items such as mobile cubby and tray storage center, wooden beads, assorted shells, geoboards, buttons, sorting circles, pattern blocks, linking cubes, number boards, dominoes, magnetic numbers, magnet boards and related books, totalling \$22,132.50
- Outdoor: establishing a play area in each section to include items such as wood stackers, balls, tricycles, sandbox, tarps, trucks and tractors, wood playhouse, instruments, storage bins and assorted small play items, totalling \$27,280.50

To accommodate expanded enrollment of 780 students, additional expenditures for which funding is requested include:

- Computers: 1 per new staff at 3 staff per 20 students and \$1,000 per computer, totalling \$120,000
- Classroom Technology: a projector for each classroom of 20 students at \$800 per projector, totalling \$31,200

Funds requested for equipment are as follows:

Year 1	Year 2	Year 3	Year 4	Year 5
\$ 3,000	\$ 114,371	\$ 157,260	\$ 171,556	\$ 114,371
Total: \$ 560,557				

SUPPLIES

To aid in the installation of the new, high-quality early childhood education program, the following supplies are required: classroom supplies such as pencils, paper, crayons, markers, scissors, and glue (\$19,500); and supplies for all Professional Development sessions throughout the project (\$9,000).

Funds requested for supplies are as follows:

Year 1	Year 2	Year 3	Year 4	Year 5
\$ 1,000	\$ 6,000	\$ 7,500	\$ 8,000	\$ 6,000
Total: \$ 28,500				

CONTRACTUAL

The success of this project requires recruiting and hiring high-quality staff and a deliberate investment in project evaluation. To that end, contractual expenses include staff recruitment support to source and recruit the best talent (\$135,000) and an external evaluator to evaluate and strengthen program efficacy over the life of the project, estimated at 10% of the overall budget (\$348,171).

Funds requested for contractual expenditures are as follows:

Year 1	Year 2	Year 3	Year 4	Year 5
\$ 92,590	\$ 113,527	\$ 121,066	\$ 110,146	\$ 45,842
Total: \$ 483,171				

CONSTRUCTION

This is not applicable.

OTHER

To increase student enrollment with an entirely new audience (Pre-K), extensive recruitment materials and events will be required. These materials include palm cards, door hangers,

banners, fliers, posters and targeted advertisements via radio and public transit advertising, as well as space rentals and associated recruitment event costs (collectively estimated at \$5,000 per 20 students added).

To accommodate new Pre-K students, renovations (non-construction) such as painting, electrical work, floor and ceiling repair and minor bathroom adjustments are estimated at \$25,000 per 20 students added.

Funds requested for other are as follows:

Year 1	Year 2	Year 3	Year 4	Year 5
\$ 248,000	\$ 341,000	\$ 372,000	\$ 248,000	\$ 0
Total: \$ 1,209,000				

TOTAL DIRECT COSTS

The sum of expenditures of the categories above is:

Year 1	Year 2	Year 3	Year 4	Year 5

INDIRECT COSTS

CICS does not have an Approved Indirect Cost Rate Agreement and does not seek Federal funds to cover Indirect Costs for this project.

TRAINING STIPENDS

This is not applicable.

TOTAL COSTS

The total of direct costs and indirect costs is:

Year 1	Year 2	Year 3	Year 4	Year 5

April 1, 2020 - March 20, 2025	Apr 2020 - Mar 2021	Apr 2021 - Mar 2022	Apr 2022 - Mar 2023	Apr 2023 - Mar 2024	Apr 2024 - Mar 2025	TOTAL	Notes
Seats to LAUNCH	0	160	220	240	160	780	
Seats to Recruit & Renovate	160	220	240	160			
Personnel							
Pre-K Expansion Director							until all sites launched (half year in final year)
Pre-K Recruitment Specialists							until all sites launch (half year in final year)
Instructional Coach							until all sites launched (half year in final year)
SUBTOTAL							
Fringe Benefits							
18% of salaries							
SUBTOTAL							
Travel							
Project Directors Meeting	2,200	2,200	2,200	2,200	2,200	11,000	2 day annual mtg for 2 people (p. 37 of PPT)
SUBTOTAL	2,200	2,200	2,200	2,200	2,200	11,000	
Equipment							
Instructional Materials	0	83,971	115,460	125,956	83,971	409,357	
Computers for Staff	3,000	24,000	33,000	36,000	24,000	120,000	\$1000/computer/staff (3 staff/20 students)
Classroom Technology	0	6,400	8,800	9,600	6,400	31,200	projector (\$800/20 students)
SUBTOTAL	3,000	114,371	157,260	171,556	114,371	560,557	
Supplies							
Classroom Supplies	0	4,000	5,500	6,000	4,000	19,500	\$500/20 new students
PD Supplies	1,000	2,000	2,000	2,000	2,000	9,000	
SUBTOTAL	1,000	6,000	7,500	8,000	6,000	28,500	
Contractual							
Recruiting Staff	30,000	30,000	30,000	30,000	15,000	135,000	
External Evaluator	62,590	83,527	91,066	80,146	30,842	348,171	
SUBTOTAL	92,590	113,527	121,066	110,146	45,842	483,171	
Construction							
SUBTOTAL	0	0	0	0	0	0	
Other							
Recruitment Materials	40,000	55,000	60,000	40,000	0	195,000	palm cards, door hangers, banners, fliers, posters (\$3000/20 students recruited)**add more given increased expense of launching "new"
Recruitment Events	8,000	11,000	12,000	8,000	0	39,000	space rentals & associated event costs (\$1000/20 students recruited)
Renovations (non-construction)	200,000	275,000	300,000	200,000	0	975,000	flooring, painting, electrical work, & ceiling repair (\$25000/20 students added)
SUBTOTAL	248,000	341,000	372,000	248,000	0	1,209,000	
DIRECT TOTAL							
INDIRECT COSTS							
Training Stipends							
TOTAL							

LOGIC MODEL				
Inputs	Activities			Becca's advice
<p>A demonstrated need for high-quality and free preschool options for low-income four-year olds in the city</p> <p>Development and deployment of recruitment strategy for pre-K programming</p> <p>Classroom space at CICS' 10 elementary schools</p> <p>Preschool program director</p> <p>Highly qualified preschool teachers per state and CICS standards</p> <p>Highly qualified support staff per CICS standards</p> <p>High quality, developmentally appropriate, and rigorous preschool curriculum</p> <p>Well-aligned and developmentally appropriate academic assessment program</p> <p>Engaging learning manipulatives and classroom supplies</p>	<p>Development of rich and engaging preschool learning environments as specified by the Early Childhood Environment Rating Scale for ages 3 to 5 classrooms (ECERS-3) for classroom practices instrument</p> <p>Professional development for teachers and supports to implement Creative Curriculum and Teaching Strategies Gold assessment system</p> <p>Implementation of research-based high quality instructional practices as specified by the Classroom Assessment Scoring System (CLASS) instrument</p> <p>Emphasis on warm and supportive engagement between adults and students as specified by the Classroom Assessment Scoring System (CLASS) instrument</p> <p>Leadership of consistent program implementation across schools using data from instruments and monitoring progress supported by an external evaluator</p>			<p>1) student recruitment costs; 2) curriculum purchases (see Excel doc of costs from MELA app); 3) PD for pre-K teachers and maybe even teacher recruitment \$\$; 4) external evaluator \$\$ (probably 10% of budget to be consistent with what Bellwether first proposed); 5) parent engagement \$\$ (trainings or Parent Center); and potentially the salary of a CICS central office "Pre-K director" during the planning year (that would need to be paid for another way after the "capacity building" period is over). Anything else I am missing? We do not get into facilities in the narrative, but probably could get away with including facilities renovations as needed</p>

Facility Improvements																		
SEATS LAUNCHING																		
Apr 2020 - Mar 2020							2021 - Mar 2020	2022 - Mar 2020	2023 - Mar 2020	2024 - Mar 2020	TOTAL	Pre-K Location	Facility Needs	What can be funded?				
CICS Avalon			40	20		60							Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction)					
CICS Basil		40	40	20		100												
CICS Lloyd Bond			40	40	20	100												
CICS Washington Park				20	40	60												
CICS Loomis	PLANNING			80	80	160												
CICS Wrightwood			40	40		80												
CICS Bucktown		40	20			60												
CICS Irving Park		40	20			60												
CICS Prairie				20	20	40												
CICS West Belden		40	20			60												
Total	0	160	220	240	160	780												
painting, electrical work, floor & ceiling repair (\$10000/20 students added)																		

Appendix B. Table of Contents

This attachment of "Individual Resumes for Project Directors & Key Personnel" includes the following individuals:

CICS

1. Elizabeth Shaw, CICS Chief Executive Officer
2. Neil Shah, CICS Chief Financial Officer
3. Stephanie Crosier, CICS Chief Learning Officer
4. Stephen McClain, CICS Chief of Schools
5. Emily Holthaus, CICS Executive Director of Curriculum and Instruction
6. Paul Boye, Managing Director of Innovation
7. Yesica Rufino-Perez, Director of Network Policy
8. Morgan Marler, Innovation Manager

SMO

Distinctive Schools

1. Scott Frauenheim, Distinctive Schools Chief Executive Officer
2. Katie O'Connor, Distinctive Schools Chief Schools Officer
3. Stephanie Cardella, Distinctive Schools Executive Director of Curriculum, Assessment and Instruction
4. Erin Lanoue, Distinctive Schools Chief Operating Officer
5. Monique Langston, Distinctive Schools Chief of Staff

ReGeneration Schools

- Stacey Shells, ReGeneration Schools Chief Executive Officer

Civitas Education Partners

- LeeAndra Khan, Civitas Education Partners Chief Executive Officer

School Directors

1. Marquis Washington, Principal, Avalon Elementary School
2. Tyrelle Jeffries, Principal, Washington Park
3. Sarah O'Connell, School Director, Bucktown
4. Lindsey Robinson, School Director, Basil
5. Derrick Orr, Director of Schools, Wrightwood Campus
6. JW Kuebler, School Director Irving Park
7. Tyson Daniel, Principal, Lloyd Bond
8. Lindsey Girard, Principal/Director, Loomis-Longwood Elementary
9. Jennifer Harth, School Director, Prairie
10. Colleen Collins, Program Director, West Belden

Additional Bios

Elizabeth Shaw

Executive Leader in Education

PROFILE

Elizabeth Shaw

2116 N Sawyer
Chicago, Illinois



PROFESSIONAL STATEMENT

Executive leader, passionate about empowering human potential and achieving equity through education.

Equal parts strategist and operator, I get stuff done by designing strategy, empowering teams, then oscillating between vision and details.

With strong foundations in teaching and learning, educator support and development, school system design and governance, I've spent the past decade improving our nation's education systems.

EXPERIENCE

2016–Present **Chicago International Charter School (CICS)**

Chief Executive Officer

- Responsible for crafting and executing CICS network strategy
- Manage fourteen schools serving 8,300 students in Chicago
- Manage year over year student performance goals, surpassing similar Chicago Public School performance measurements with over 96% of high school students attending campuses that perform as well or better than their CPS-zoned campuses
- Oversee the direct operation of three campuses, as well as a portfolio of three school management organizations (SMO) operating eleven schools
- Provide governance and oversight to SMO and direct-managed schools by efficiently sharing services, collecting and sharing actionable data and creating accountability frameworks to accurately measure student success.

2012-2016 **Education First**

Chief Executive Officer

- Lead national education policy and strategy organization, committed to ensuring all students in the United States are prepared for success in college, careers, and life
- Advised national clients, including districts, CMOs, states, and non-profits, on academics, educator effectiveness, talent, organizational strategy, and governance
- Crafted and executed organizational strategy to optimize impact and managed to mission, while improving national reputation and financial health
- Built and maintained strong performance and operations by setting goals, empowering staff and requiring results,
- Maintained healthy, vibrant, and authentic team culture, retaining ninety percent of high-performing staff while increasing diversity, and ensuring team members bring their whole selves to work, have fun, and make a difference
- Achieved full organizational scale in three years, doubling revenue and increasing from 32 to 50 employees, improving results and employee satisfaction

Senior Consultant

- Supported education sector clients implementing high impact programs, policy, and strategy

2009-2011 **Louisiana Department of Education**

Executive Director of Human Capital

- As a member of the cabinet, leading 56 team members and directly serving 650,000 students, designed and launched a new division charged with improving the effectiveness of educators in Louisiana
- Oversaw teacher and leader effectiveness initiatives, including designing a vision of excellence for educator practice, launching new evaluation systems, establishing a statewide pipeline of educators, managing external partners and contractors, and integrating educator effectiveness with academic initiatives
- Led and supervised a large team and annual budget of \$20M
- Obtained \$10M in annual philanthropic funding, increasing budget by 50% to support high-impact initiatives

Special Advisor

- Designed a comprehensive statewide talent strategy to deliver quality services and improve the lives of students in Louisiana
- Advised Superintendent of Education on educator effectiveness

2007 - 2010 **Recovery School District**

Assistant Superintendent of Human Resources

- Led a team of 32 to rebuild the Louisiana Recovery School District's human resources and talent department following Hurricane Katrina
- Increased impact of teachers and leaders and redesigned all human resources functions, including hiring, employee relations, employee communications, customer service, compensation, recordkeeping, payroll, benefits, and employee policies
- Designed comprehensive talent strategy for school and district staff including teacher and principal role design, recruitment, selection, staffing, performance management, evaluation, support and professional development, and tenure management
- Redesigned HR to produce increased employee satisfaction with HR services from 18% to 81% in three years, 95% principal satisfaction with staffing, 99% of vacancies filled before the start of school, and moved from a 50% teacher vacancy rate in 2007 to a 0% vacancy rate
- Coordinated and built consensus for teacher talent initiatives with a variety of partners, including New Schools for New Orleans, United Teachers of New Orleans, CMOs, university partners, non-profit partners, the Louisiana Department of Education and Orleans Parish Schools

2005 – 2007 **Teach For America**

Director of Teacher Development and District Strategy

- Managed district relations, certification, and placement of 260 TFA corps members in Philadelphia
- Designed and oversaw professional development structures for 260 Philadelphia teachers and made data driven decisions to increase effectiveness and impact of teachers
- Developed relationships with key stakeholders, including university partners, district personnel, principals, and regional superintendents

Curriculum Specialist

- Led summer training for pre-service Teach For America teachers in curriculum and instruction

2005 – 2006 **IDEA Public Schools**

Teacher

- Led learning and delivered engaging, differentiated lessons in AP World History and Geography
- Produced significant and measurable gains in student achievement

2003 - 2005 **PSJA Memorial High School**

Teacher, Grade Level Chair, and Teach For America Corps Member

- Led learning and delivered engaging, differentiated lessons in World History and Geography
- Served as grade level chair and led professional development and team meetings for ninth-grade teachers
- Produced significant and measurable gains in student achievement

EDUCATION

1999 – 2003 **Barnard College of Columbia University**

Bachelor of Arts

Major: Political Science, Minor: Spanish

CERTIFICATIONS

Standard Teaching Certification in Secondary Social Studies (Texas)

CIVIC ENGAGEMENT

- Vice Chairwoman of the Board of Directors, KIPP-Colorado Public Schools (Denver, CO)
- Mayor’s Advisory Council on Diversity in Education, Office of the Mayor (Denver, CO)
- Founding Member At-Large of the Board of Directors, Collegiate Academies (New Orleans, LA)

NEIL SHAH

Ready to make another major impact as CFO of a large non-profit organization



Chicago, Illinois

EXPERIENCE

Chief Financial Officer

Chicago Charter School Foundation 2018 - Ongoing Illinois

Chicago International Charter School Network, a network of 14 campuses and 8,400+ students throughout Chicago

- Overseeing \$110MM annual budget and \$40MM fund reserve
- Ensured \$2MM+ net income surpluses each year
- Brought campus finance transactional activities back in-house after originally outsourced to contracted agencies

chicagointl.org

Chief Operating Officer/Chief Financial Officer

Grimm Family Education Foundation 2014 - 2017 California

Family foundation that oversees a network of charter schools and edible schoolyards

- Increased my scope of work to include overseeing all operations of a \$15MM organization
- Raised \$22MM in public bond financing for facilities construction

grimmeducation.org

Founder/President

Charter Impact 2010 - 2014 California

Business management firm for non-profit organizations in Los Angeles

- Grew revenue by 100% in each of the first 3 years
- Went from 0 to 15 clients in 3 years, managing and growing the business while providing excellent service to the clients

charterimpact.com

Vice President, Finance

ExED 2006 - 2010 California

Non-profit business management firm in Los Angeles

- Assisted educators with the growth of their individual school budgets by 40% over 4 years by growing revenue while managing expenses

exed.net

Co-Founder/Chief Technology Officer

Fashional Technologies 2000 - 2006 California

Software company with offices in Los Angeles, New York, and India

- Raised \$1.5MM in start-up capital based on prototype
- Grew and lead a team of 15 programmers in India

EDUCATION

Master of Business Administration

USC Marshall School of Business 2010 - 2012 California

Bachelor of Science, Business Administration

USC Marshall School of Business 1995 - 1999 California

MY LIFE PHILOSOPHY

"Be the change you wish to see in the world."

Mahatma Gandhi

SKILLS

Non-Profit Technical Expertise

Fund Accounting Budgeting/Forecasting

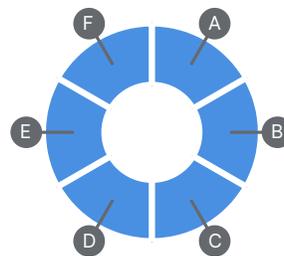
Financial Presentations

Board of Directors Finance Committee

ACHIEVEMENTS

- Saved a School from Closure**
Dug in deep and recommended hard decisions to ensure a K-5 charter school survived the CA budget crisis revenue cuts.
- Taught Financials to Educators**
Honed my ability to explain complex financial metrics to non-financial leaders
- Raised \$22MM in Public Debt**
Completed financing in less than 100 days for refinancing & new school construction

MY TIME



- A High Intensity Workout in the early AM
- B Executive Team Collaboration
- C Coaching & Mentoring Staff
- D Forecasting P&L and Trend Analysis
- E Thinking time away from all devices
- F Family time with wife, son, and dog

Stephanie C. Crosier

1419 N Washtenaw Ave Chicago, IL 60622 * [REDACTED]

EDUCATION

Loyola University Chicago, Chicago, IL

August 2014- Present

Masters of Arts in Cultural & Education Policy Studies
GPA: 4.0

University of Illinois, Urbana-Champaign, IL.

August 2006 – May 2010

Bachelor of Arts in Political Science (Pre-Law) & Spanish
GPA: 3.35 Spanish Major GPA: 3.52

EXPERIENCE

Chicago Rise, Chicago IL

July 1 2018 – Present

Chief Executive Officer

- Lead an organization of open enrollment public charter schools serving 375 students.
- Improve performance of schools and ensure campuses innovate
- Determine organizational direction and strategy
- Oversee a budget of \$4 million annually

CICS, Chicago, IL

January 2018-June 2018

Education Entrepreneur in Residence

- Chosen to incubate and launch a new charter management organization in Chicago on July 1, 2018
- Create and design an innovate progressive school model that will positively impact the greater community
- Facilitate visits to excellent schools in Chicago and around the country to inform decisions around best practices
- Foster an equity based design to provoke and prompt fair and equitable school systems

CT3, San Francisco, CA

June 2017 – July 2018

Associate

- One of thirty certified real-time teacher coaching trainers across the country
- Travel across the United States training real-time teacher coaches primarily in Chicago, Charlotte, and Jacksonville.
- Ensuring that all coaches and teachers have a no-nonsense nurturing mindset, knowledge, and skills to engage 100% of students 100% of the time on the path to high academic achievement.
- Led professional development experiences for teacher skill building specifically around precise directions, positive narration, incentives/consequences, and building life-altering relationships.
- Consulted school and district leadership by assessing and communicating school wide trends, co-developing strategic plans with timelines and built in action plans.
- Tracked schoolwide data for contracts and regularly communicated engagement percentages on a school wide level
- Supported school turnaround work by sitting on strategic culture re-design committee.
- Hosted regular check-ins with all coaches trained by me to thought partner on how to increase engagement in struggling classrooms faster

CICS Chicago Quest High School, Chicago, IL

March 2016 – June 2017

Assistant Principal/Associate Director

- Chosen to be a part of a turnaround leadership team to lead instructional outcomes for students and staff
- Evaluated assigned personnel for the purpose of ensuring that standards are achieved and performance is maximized
- Created and facilitated development, communication, and evaluation of quality learning for the purpose of enhancing excellence, equality and equity for staff and students.
- Directly manages master teachers, case manager, and oversees all instructional outcomes for staff and students
- Prepares a wide variety of materials (i.e. quantity reports, student activities, correspondence, audits, etc) for the purpose of documenting activities, providing written reference and/or conveying information.
- Oversaw school recruitment efforts by building relationships with middle school partners, attending parent nights, high school fairs, ensuring that student enrollment targets are met
- Head testing coordinator, oversaw testing for entire school community, implemented quarterly interims in conjunction with Academic Approach, analyzed data and created action items based off of school wide trends.

Teach For America, Chicago, IL

July 2015- March 2016

Director, Teacher Leadership Development/Real Time Teacher Coach

- Manage, coach and support M, TLDs to reach outcomes for their cohorts of 20-30 teachers in Chicago/Northwest Indiana
- Humanities content lead, created scope & sequence for how Humanities MTLTs would professionally develop their teachers

PR/Award # S282M200023

- Sat on leadership team to weigh in on regional vision, goals, and action items
- Built strong relationships with school leaders, district leaders, and university partners to facilitate effective professional development for teachers.
- Participated in corps member selection and matriculation to cultivate strong classroom teachers.

Teach For America, Chicago, IL /Detroit, MI September 2013 – July 2015

Classroom Culture Coach/Real Time Teacher Coach

- Manage, coach, and support struggling first and second year teachers in real time via a walkie talkie to support them in becoming stronger classroom managers in the Detroit, Chicago, and Northwest Indiana area.
- Work on a strict timeline of having three weeks to completely turn classroom culture around.
- Coach corps members through difficult conversations surrounding diversity and inclusiveness.
- Create and execute professional development sessions that are both corps member and staff facing around classroom best practices as well as coaching best practices.

Teach For America, Chicago, IL February 2013-August 2015

School Director (Summer School Principal) /Real Time Teacher Coach

- Actively monitor and analyze student achievement data, teacher skill development as well as school culture.
- Directly led school wide learning experiences and guided instructional staff to differentiate effectively.
- Customize operational visions and manage school operations managers' execution of school site logistics.
- Build and maintain relationships with principal and train and support school site staff.
- Set expectations and operate consistently with student achievement top of mind
- Create a welcoming environment for staff of all backgrounds to productively engage in topics of diversity, community, and achievement.

*This role is part time February –June, and Full time June-August

Teach For America, Detroit MI. August 2012- September 2013

Manager, Teacher Leadership Development/Real Time Teacher Coach

- Built authentic relationships to connect with corps members' diverse styles, strengths and needs
- Help corps members to stay centered on their classroom visions and operate with the most important mindsets to be great instructional leaders as well as ensure corps members build perspective and situate their daily work in bigger picture
- Help corps members understand the community in which they teach and provide strategies for corps members to build meaningful relationships with multiple stakeholders within the community
- Help corps members diagnose top needs based on student progress and gaps in their learning
- Aid in classroom management through real time teacher coaching

Detroit Public Schools, Detroit, MI. August 2010- June 2012

Secondary Spanish Teacher/TFA Corps Member

- Taught Spanish to approximately 200 students grades 10-12 while simultaneously tracking academic achievement of students to discover potential gaps in learning to ensure mastery of all objectives
- activities, including seminars, discussion groups, workshops, individual and group reflections, readings and 'learning teams' specific to my teaching license area.

COMMUNITY

Depaul USA

February 2018 - Present

Committee Chair, DAX House Capital Campaign Committee

- Raise 100,000 each year to purchase home to house homeless Depaul University students
- Lead monthly Capital Campaign Committee meetings
- Assist in finding potential donors for the purchase of the DAX house

AWARDS

New Schools for Chicago Grant

April 2016- June 2018

- Applied for and received New Schools for Chicago Grant
- Our students received a grant for \$300,000 over three years' time to improve our school
- Two schools were chosen out of hundreds of applicants

PERSONAL

- Linguistic Skills: English (native speaker) Spanish: Advanced (conversational)
- Interests: Latin Dance, specialize in Salsa, Mambo, & Bachata. Also enjoy golf, bowling, and trivia night.

PR/Award # S282M200023

STEPHEN J. McCLAIN

EDUCATION

Doctor of Education, Urban Education Leadership University of Illinois at Chicago, Chicago, IL	1/12 - 5/17
Master of Education, Administration and Supervision National Louis University, Chicago, IL Type 75 Illinois Administrative Certificate	6/09 - 6/10
Master of Education, Teaching and Curriculum (TAC) Harvard Graduate School of Education, Cambridge, MA	6/06 - 5/07
Bachelor of Arts, Elementary Education with Honors Michigan State University, College of Education, East Lansing, MI	8/02 - 5/06

ADDITIONAL CERTIFICATION: CPS Principal Candidate Pool (2013); Illinois Teacher Performance Evaluator Certification (2012); Type 09 Illinois Standard Secondary Teaching Certificate (2007); Massachusetts Preliminary Educator License (2006)

SCHOOL LEADERSHIP AND TEACHING EXPERIENCE

<i>Principal</i> Curtis School of Excellence , Chicago, IL Chicago Public Schools, Academy for Urban School Leadership (AUSL)	7/14 - Present
<ul style="list-style-type: none">Led the adoption and implementation of research-based curriculum and instructional practices to ensure the development of rigorous, common core standards-based knowledge and skills, integrating literacy and technology, and leveraging interim data to improve instructional outcomesDeveloped a detailed Continuous Improvement Work Plan (CIWP) with input from a variety of stakeholder groups; managed a \$4.5 million budget aligned to school CIWP prioritiesDeveloped and evaluated a team of over 60 teachers and staff members to execute daily operations, support academic programming and realize school mission and visionInitiated over ten community partnerships to increase fine arts programming and students' physical, mental and dental health supportsIncreased parent partnerships using an incentive-based parent communication and engagement program, including a 30% increase in parent attendance at Parent-Teacher conferencesIncreased CPS School Quality Rating Policy (SQRP) from Level 2 in SY14 to Level 1 Status in SY16, earning Healthy School, Creative School and Established Supportive School Certifications on CPS School Progress ReportIncreased Student Attendance rate from 92.9% in SY14 to 95% in SY16Increased National Growth Percentile on Reading and Math NWEA MAP from the 57th and 36th percentiles in SY14 to the 98th and 89th percentiles respectively in SY16Increased Reading and Math Attainment Percentile on Reading and Math NWEA MAP from the 6th and 8th percentiles in SY14 to the 40th and 37th percentiles respectively in SY16Increased percentage of students meeting and/or exceeding National Growth Targets on Reading and Math NWEA MAP from 56% in SY14 to 68% in SY16Increased the My Voice, My School 5 Essential School Report rating from Not Yet Organized in SY14 to Organized in SY16	
<i>Assistant Principal</i> Deneen School of Excellence , Chicago, IL Chicago Public Schools, Academy for Urban School Leadership (AUSL)	6/12 - 7/14
<ul style="list-style-type: none">Selected to serve as a Training Site for AUSL's Chicago Teacher Residency Program, training ten residents per year with the support of Mentor teachers and Mentor Resident CoachDeveloped and evaluated a team of over 40 teachers and staff members to execute daily operations, support academic programming and realize school mission and visionIncreased CPS School Quality Rating Policy (SQRP) from a Level 2 in SY12 to a Level 1 Status in SY14Increased Student Attendance rate from 94% in SY12 to 95.4% in SY14Increased National Growth Percentile on Reading and Math NWEA MAP from the 15th and 55th percentiles in SY12 to the 57th and 92nd percentiles respectively in SY14Increased Reading and Math Attainment Percentile on Reading and Math NWEA MAP from the 2nd percentile in SY12 to the 17th and 51st percentiles respectively in SY14Increased percentage of students meeting and/or exceeding National Growth Targets on Reading and Math NWEA MAP from 26% in SY12 to 64.4% in SY14	

Director of Instruction, Upper Academy

6/11 - 6/12

Bronzeville Lighthouse Charter School, Chicago, IL

- Provided a wide variety of instructional coaching focused on data analysis, research-based instructional practices, and targeted differentiated instruction
- Organized and analyzed data to be used by school staff to inform decision making, program modification and planning for targeted differentiated instruction
- Provided professional development, internal and external, to the staff to achieve goals outlined in Individual Professional Development Plans and managed the school's Teacher Leader Fellow program
- Collaborated with the school leadership team to strengthen school culture with staff, parents and students as outlined in the LHA Curriculum and School Culture Guides
- Coordinated all state and school-based assessments and managed all curricular materials, assessment materials and resources
- Increased National Growth Percentile on Reading and Math NWEA MAP from the 39th and 35th percentile in Fall to 49th and 44th percentile in Spring SY12
- Increased students meeting and/or exceeding National Growth Targets on Reading and Math NWEA MAP from 55% in Fall to 58% in Spring SY12

Director of Team and Family Services

6/10- 6/11

KIPP LEAD College Prep, Gary, IN

- Collaborated with school leadership team to establish school policies, develop and implement staff professional development plans and author school handbook
- Provided instructional coaching focused on data analysis, best practices, and targeted and differentiated instruction
- Built and sustained grade level and school culture with students, teachers and families, based on the five KIPP Pillars and school mission and values by teaching culture classes and supervising grade level(s) meetings
- Liaised with community to build partnerships and outreach initiatives to support parent programming, school- wide recruitment plan, student incentives and staff appreciation
- Increased student attendance from 93.5% in SY10 to 94% in SY11

English Language Arts Teacher and Grade Level Chair

6/09- 6/10

- Developed and implemented eighth grade college preparatory curriculum, analyzed students and monitored data
- Supervised grade level by facilitating grade level meetings, observing teachers and providing instructional feedback
- Facilitated department meetings to review student work, create vertical aligned curriculum and share best practices
- Balanced meaningful relationships with students, while managing student behavior with consistent school-wide system

English Language Arts Teacher and Director of Mentoring

6/07- 6/09

KIPP Ascend Charter School, Chicago, IL

- Collaborated with colleagues on grade level team and department team to develop interdisciplinary unit plans
- Developed and implemented developmentally appropriate, Afrocentric curriculum and field trips, using empowerment and critical pedagogy theories to heighten self-esteem, self-efficacy and academic achievement
- Recruited professional Black male mentors and provided supervision during mentor training, mentor sessions and debriefs and analyzed mentor program outcomes with leadership team, parents and mentors
- Developed and implemented eighth grade college preparatory curriculum, led to a 30% increase in student ISAT scores; 92% of students met and exceeded ELA standards and 86% of student met and exceed the standards in 2008 and 2009 respectively

RELEVANT EXPERIENCE

KIPP Foundation, New York, NY

6/09- 6/10

KIPP School Leadership Program participant

- Completed five weeks of intensive coursework in a university setting led by industry experts and KIPP founders and staff
- Engaged in professional development meetings and coursework including Research for Better Teaching (RBT)
- Received bi-weekly individualized leadership coaching and incorporated feedback into weekly work plans
- Developed competency- aligned Individualized Leadership Plan based on three formal evaluations from school leader

PROFESSIONAL AFFILIATIONS

Alpha Phi Alpha Fraternity, Inc.
Association for Supervision and Curriculum Development
Harvard Alumni Association
Michigan State University Alumni Association
National Alliance of Black School Educators
National Association of Elementary School Principals
National Council of Teachers of Mathematics
National Council of Teachers of English

Emily Holthaus

EDUCATION

Knox College, Galesburg, IL

May 2010

- Bachelor of Arts, **Anthropology and Sociology** with **Social Service** and **History** double minor
- Major GPA 3.71/4.0, Cumulative GPA 3.64/4.0

Dominican University, Chicago, IL

May 2012

- Masters of Science, **Early Childhood Education**
- GPA: 3.93/4.0

PROFESSIONAL EXPERIENCE

Executive Director of Curriculum and Instruction and Director of Instruction CICS, Chicago, IL

Current

- Promoted after 1 year in role to lead Directors of Instruction and instructional leadership teams across 4 campuses
- Achieved employee satisfaction ratings ranked as “Well Organized” on the 5essentials assessment through the University of Chicago
- Retained 90% of teachers from SY 18-19 to SY 19-20, above the city-wide charter average
- Managed and coached instructional leadership team in both leadership and coaching strategies in order to lead content-specific departments to 95%+ student engagement school-wide. Achieved 95% student engagement within 1 month of the school year
- Managed the roll out of new instructional systems and curriculum, generating school staff buy in and investment in new initiatives

Associate Director and Master Teacher, Humanities, CICS ChicagoQuest, Chicago, IL

August 2016-August 2018

- Promoted after 1 year in Master Teacher role to lead all instructional operations as the Associate Director of the school
- Collaborated with all administrators and team leads as a leadership team to develop and refine school systems, leading the school to become a Level 1 school in one of the fastest turn-arounds in Chicago’s recent history
- Achieved highest student growth in the charter network for all 3 classes taught, growing an average of 82 points on the SAT
- Coached and led the Humanities team to the highest outcomes in reading data growth in the network at all grade levels through managing and analyzing classroom data, pulling trends, and responding to trends through department meetings, professional development, and one on one instructional coaching.
- Developed and implemented high-quality professional development sessions for the school and network level for both teachers and instructional coaches that were constantly rated “Agree” or “Strongly Agree” on all aggregate outcomes

Manager, Teacher Leadership Development, Teach for America, Chicago, IL

June 2015-August 2016

- Led group of 20 Corp Members from diverse backgrounds and experiences to exceed yearly goals for classroom effectiveness
- Achieved Corp Member satisfaction and conviction ratings that were 25% above regional average, ranked one of the top cohorts for satisfaction and conviction on 100% of surveys given to teachers for the year.
- Obtained a ranking on staff evaluation that indicated performance in the top 1% for this position
- Collaborate with instructional leaders and principals at 17 different schools to create and implement strong teacher development plans
- Led team of 3 MTLDs to redesign and improve the summer training student curriculum
- Given additional leadership as a Lead Teacher Educator over the summer, a competitive role that is entrusted with designing adult learning sessions over the summer for new teachers

Reading Instructor/Advisory Coordinator, Chicago Bulls College Prep, Chicago, IL

July 2012-June 2015

- Achieved an average of 1.7 points of Reading Growth on the EXPLORE assessment, the highest yet for that position, while operating at half the average reading minutes of the rest of the Network
- Led the top-growing advisory in the 9th grade for the 2012-2013 school year, with an average of 3.3 points of growth on the EXPLORE.
- Designed and implemented curriculum for the newly pioneered discussion based model adopted by the school
- As advisory coordinator, managed 12 tenth grade advisors to tie the top PLAN growth in the school’s history

Lead Teacher, One Hope United Bridgeport Child Development Center, Chicago, IL

June 2010- July 2012

- Achieved extraordinary gains with an average of 95% mastery, above 80% in all domains, for Pre-K 4-year old students and 86% mastery, above 80% in all domains, for Pre-K 3-year old students in first year of teaching.
- Increased effectiveness to 104% class average mastery in second year.

- Scored high-quality in 7 out of 7 areas on the CLASS assessment administered by a Chicago Public Schools consultant. First ever in center history.
- Supervised a teaching team comprised of 2 teaching assistants, providing coaching and delegating all classroom responsibilities. Obtained above average scores on yearly evaluation for leadership and management skills.

SKILLS AND INTERESTS

- Experience working with diverse families
- Avid traveler, visited over 20 countries on 5 continents and counting.
- Competitive long-distance obstacle course runner

Paul Boye

3305 S Michigan Ave #3, Chicago, IL 60616 | [REDACTED] [REDACTED]

Elizabeth Shaw
Chief Executive Officer
Chicago International Charter School

Dear Elizabeth,

Since first being offered a teaching position with CICS Longwood nearly ten years ago, my passion and commitment to the success and well-being of Chicago students has grown tremendously. Though I did not ultimately teach within CICS, my experience teaching in CPS and another charter network brought me face-to-face with the deep responsibility we have to educate the children of our city well and the limitless potential they have to change their lives and our broader community when afforded quality education. As I got a sense for during our Chief of Staff discussions, your vision to see all CICS students have the opportunities they deserve and reach their boundless potential is one to which I have committed myself for my entire professional career. It is from this personal conviction that I seek to join the CICS team as Chief of Strategy and Portfolio.

On the course to develop a high-performing network that prepares every student for success in college or career, I anticipate this role will confront profound challenges to develop, plan, and implement core strategies to grow CICS, strengthen organizational culture, and bring the best people in to make it happen. Though that list of challenges is significant, I presume it is also incomplete. To execute through these and other core challenges in the role, I believe CICS needs a leader who has proven his or her acumen to lead with excellence, expertise to develop and execute strategy, and conviction to persevere through challenges. I believe my experience delivering results in nonprofit executive management and in the public school classroom uniquely positions me to bolster the impact of CICS. At buildOn, my strategic leadership in Chicago and nationally produced the highest performing regional and national program teams in the organization's history, expanded our reach by over 26% in two years, and strengthened immersive donor experiences to cultivate more than \$1.5 million in revenue. I also led effective staff acquisition, retention, and development initiatives, standardized our methodology, and developed a plan to achieve an ambitious vision for the next five and 25 years.

I hope we are able to discuss the Chief of Strategy and Portfolio opportunity and my qualifications in more depth. I can be reached at [REDACTED]

Paul Boye

3305 S Michigan Ave #3, Chicago, IL 60616 | [REDACTED] [REDACTED]

NONPROFIT LEADERSHIP

Chief Program Officer, U.S., buildOn

March 2015 – June 2018

Chicago, IL

- Led team of 63 directors, managers, and coordinators to execute service learning program in over 40 underserved high schools across six states and engage more than 18,000 students annually
- Achieved national Key Performance Indicators, including Service Hours (97%) and Education Hours (129%), and increased Service Hours and Students Weekly above previous year by more than 11%
- Expanded mission-aligned program reach by 26% in 2016 and 2017 through inclusive and collaborative process across multiple levels and departments of organization
- Crafted and executed robust strategic plan to achieve core objectives, strengthen programs, and propel impact
- Collaborated to craft organization's 25 year vision, ongoing priorities and initiatives, and overall effectiveness and efficiency alongside CEO and executive leadership team
- Oversaw major donor immersion platforms to generate revenue exceeding \$1.5 million
- Presented before National Board of Directors and regional boards on quarterly basis to review successes, debrief challenges, and preview upcoming initiatives
- Organized and managed departmental budget of over \$4 million and consistently spent well under budget
- Orchestrated annual impact evaluation process to analyze over 20,000 individual records and identify profound correlations between buildOn engagement and school attendance
- Chaired team to design, plan, and execute 2015 ONE buildOn Conference – the organization's first ever to convene team members from around the world to celebrate mission, strengthen methodology, engage in strategic planning, and increase professional learning – and achieved all core objectives
- Oversaw Learning Department to strengthen and expand organizational, functional, and individual learning for team members across all functions, levels, and locations (effective January 2018)

Regional Manager, buildOn

July 2012 – March 2015

Chicago, IL

- Led team of ten managers and coordinators to execute service learning program in 11-17 Chicago high schools
- Managed professional performance of 5-7 team members directly and 3-4 indirectly to accomplish goals
- Exceeded Key Performance Indicator goals for 2012-2013 academic year, including Service Hours (106%), Engagement Hours (114%), and Students Monthly (139%)
- Increased all Key Performance Indicators 5-10% above goals without increased staff in 2013-2014
- Increased Key Performance Indicators in 2014-2015 to lead all regions in Service Hours (109% of target), Engagement Hours (115% of target), and Students Weekly (76% of target)
- Guided region through substantial program changes to tighten alignment to organizational strategy and mission
- Developed regional vision and analyzed data to prioritize target communities and schools
- Restructured staff team to optimize support, collaboration, and impact
- Systematized regional processes for stronger accountability, tighter organization, and sharper efficiency
- Maintained regional budgeting, reporting, tracking, and forecasting of all program finances
- Implemented regional impact evaluation processes including surveys, focus groups, interviews, and data collection
- Collaborated with fund development team to create authentic, empowering, and impactful fundraising strategies, including special events that raised over \$500,000
- Supported marketing initiatives including social media engagement, storytelling workshops, and brand integration
- Represented region internally across organization and externally to investors, partners, and community at-large

Paul Boye

Program Coordinator, buildOn

August 2010 – July 2012

Chicago, IL

- Facilitated service learning activities to consistently engage students from seven public high schools
- Recruited and led students on five service learning immersion trips in developing countries to help build schools
- Coordinated service projects, education components, and logistics for 100-500 students at regional service days
- Researched, analyzed, and co-planned regional program restructuring

5th & 6th Grade Teacher, Teach For America

June 2008 – June 2010

Chicago, IL

- Reflected consistently to make data-driven decisions to ensure student achievement
- Planned engaging daily lessons and long-term units for all core subjects in line with established state standards
- Utilized rigorous assessments to monitor and evaluate instructional impact
- Designed effective classroom management system and procedures
- Collaborated with Program Director, Corps Members, administrators, and teachers to reach ambitious goals
- Achieved goal of 1.6 years average growth in math, moving grade-level equivalency from 5.3 to 7.2 in one year
- Facilitated after-school Math Club to supplement instruction for struggling students
- Coached boys soccer, boys basketball, and coed flag football teams

COMMUNITY LEADERSHIP

Safe Family, Safe Families for Children

July 2012 – Present

Lydia Home Association, Chicago, IL

- Hosted multiple children in home who were experiencing or at high risk of neglect or abuse for two day to four month placements ranging in age from three to ten years old
- Collaborated regularly with Safe Families coach, DCFS case worker, and Lydia Home childcare professionals to actualize best interest of child
- Cultivated connection with placing families through visits, school transportation, and family support as possible
- Galvanized personal network with updates and opportunities to pragmatically support

Community Representative, Local School Council

July 2012 – July 2014

Michele Clark Magnet High School, Chicago, IL

- Approved budget, evaluated principal, and critiqued school initiatives to drive student achievement

EDUCATION

Northwestern University, Evanston, IL

September 2004 – June 2008

Bachelor of Arts in Political Science, June 2008

- Minor in History, concentration in United States

Dominican University, Chicago, IL

June 2008 – September 2009

Coursework toward Master of Arts in Teaching

- Type 22 Initial Alternative Elementary Certification, September 2009

YESICA RUFINO-PEREZ

3224 N. Monticello Ave. Apt. 1 Chicago, IL 60618 | [REDACTED]

PROFESSIONAL EXPERIENCE

The Montessori Network, The Montessori School of Englewood (MSE) | Chicago, IL 2016-Present
Director of Operations 2017-Present

- Supervise financial, operations, facility and tech staff to ensure successful execution of all school based and network operations.
- Oversee management and governance of Head Start and Pre-School for All programs for 60 students.
- Manage CPS compliance deliverables, metrics and relationships to ensure charter compliance.
- Ensure funding compliance for 3.5-million-dollar budget, comprised of state, federal and private funds
- Lead MSE through growth stage, pre-k through 8th grade, in keeping with trauma-sensitive Montessori model.
- Identify new revenue streams and programmatic opportunities in line with the network vision.

Operations Consultant 2016-2017

- Managed charter compliance processes and oversee head start application renewal application.
- Develop and execute Human Resources management processes and procedures.
- Support school growth plans and development of new programs for the Montessori Network.

Chicago Public Schools, Office of Innovation and Incubation | Chicago, IL 2014-2016
Incubation Manager

- Developed and implemented incubation, relocation and closure processes for 27 schools and programs.
- Led family engagement and enrollment processes for closing charter schools and alternative programs.
- Managed facility approval processes for new and existing schools, as well as alternative learning programs.
- Assessed the quality of new school, contract renewal and contract amendment applications.

United Neighborhood Organization | Chicago, IL 2011-2014
Manager, Innovation and Growth

- Executed new school, renewal and incubation processes for the UNO Charter School Network, 15 campuses.
- Developed student and staff recruitment processes and bilingual materials for the network of schools.
- Raised \$1M in start-up and programmatic funds to support new schools.

Early Stages – Office of Special Education, District of Columbia Public Schools | Washington, DC 2009-2011
Founding Program Coordinator, Family Care

- Developed and implemented screening and advocacy processes for the only diagnostics center in DC.
- Served as intake case manager for Spanish speaking families.
- Ensured IDEA compliance and delivery of services directly contributing to a 4% increase in identification rates.

The Illinois Institute of Art- Chicago, EDMC | Chicago, IL 2005-2009
Assistant Director of Readmissions 2008-2009

- Developed and executed successful recruitment campaigns for at risk students.
- Served as liaison to Executive Committee and advised college President and Vice President regarding attrition rates and persistence goals.

Assistant Director of Admissions

2006-2008

- Responsible for recruitment of qualified applications, high school and adult, for admissions into the college.
- Met all quarterly admissions targets and retained 90% of students enrolled.

Admissions Coordinator

2005-2006

- Responsible for assisting prospective students with successful matriculation into the college.
- Counseled Senior Director of Admissions, Vice President and team of Assistant Directors regarding enrollment projections.

EDUCATION

Bachelor of Arts, International Studies

Loyola University Chicago

2005

Chicago, IL

Languages

English and Spanish

INTERESTS AND MEMBERSHIPS

Appointed member, Charter School Representative
Illinois Advisory Council on Bilingual Education (IACBE)

2017 - Present
Chicago, IL

REFERENCES

Claudia Quezada
Executive Director -Innovation Systems Support
Illinois State Board of Education



Clarisse Marie Mendoza
Chief of Schools at Maya Angelou Schools/See Forever Foundation
Maya Angelou Schools
5600 E. Capitol St. NE
Washington, DC 20019



Josephine Gomez
High School Principal
St. Augustine Prep
2607 S. 5th St.
Milwaukee, WI 53207



MORGAN LAFOND MARLER

PROFESSIONAL MISSION

I believe all people should have access to an equitable education that empowers them to reach their highest potential and fully participate in their community and society. I am seeking a position in a dynamic organization that is exploring complex issues and working towards holistic solutions.

SKILLS

- Experienced working with diverse stakeholders in hyper political environment
- Strong written and verbal communicator
- Proficient in Spanish
- Highly organized with exceptional attention to detail
- Strong analytical and quantitative skills. Experienced in Advanced Microsoft Excel, Proficient in SQL and Developing in Tableau and Python

RELEVANT EXPERIENCE

- 12/2016 to Present Authorization Process Coordinator
Chicago Public Schools- Office of Innovation and Incubation– Chicago, IL
- Developed, coordinated, analyzed, and reported on results of annual Request for Proposal, Application for Amendment, and Renewal processes for Chicago Charter and Contract Schools.
 - Organized, conducted, and reported on high-stakes school site visits.
 - Organized internal and external trainings and meetings with school leaders, board members, and stakeholders on annual authorization processes.
 - Researched best practice sharing strategies between traditional district and charter schools.
 - Managed ISBE school certification process for all new and renewal schools.
- 05/2016 to 07/2016 Research Assistant
National P-3 Center at University of Washington – Seattle, WA
- Developed and distributed surveys to stakeholders in 50 school districts in Washington state.
 - Coordinated and conducted interviews and focus groups with preschool and elementary school teachers and leaders.
 - Compiled, analyzed, and summarized data collected in interviews, focus groups, and survey for use in white papers.
- 05/2015 to 08/2015 Research Coordinator
Poverty Education Center at Seattle University – Seattle, WA
- Coordinated and scheduled a research trip for a group of 20 students and faculty from Seattle University and the University of Central America.
 - Assisted and facilitated classes on research methodology and history of migration in Nicaragua.
 - Coordinated and conducted field interviews with over 20 families.
 - Facilitated research debriefs, compiled all interview notes, and completed initial coding of interview notes and research material.
 - Presented findings on effects of immigration on community and family structure in Nicaragua to University staff and students.

VOLUNTEER EXPERIENCE

- 09/2017 to Present Mentor
IMentor– Chicago, IL
- 9/2017 to Present Associate Board Member and Development Chair
Chicago Scholars– Chicago, IL
- 09/2010 to 08/2011 Tutor
King County Juvenile Detention– Seattle, WA

EDUCATION

- 2016 Master of Education: Education Policy- GPA 3.85
University of Washington – Seattle, WA
- 2014 Bachelor of Arts: Humanities for Teach and Political Science- GPA 3.5
Seattle University – Seattle, WA

Scott Frauenheim

5202 WEST EDDY STREET • CHICAGO, IL 60641

Passionate, sincere educator and high integrity individual who believes that all students can succeed in grade school, high school, college and life; holds a devotion for educational opportunities for young people. Proven track record in addressing business inquiries, and overseeing processes and initiatives from conception to implementation. Strategic, visionary leader and facilitator, with expertise in managing processes, improving projects, and innovative thinking. Promoter of positive learning environments for students and educators, and a recognized leader of transformational work in charter schools, pushing innovation as a high priority.

CORE COMPETENCIES:

- Relationship Building
- Budget Forecasting
- Communications
- Community Engagement
- Proposal Writing
- Document Preparation
- Research and Analysis
- Project Management
- Coaching
- Process Improvement
- Development/Coaching
- Educational Leadership
- Complex Negotiations
- Problem Solving
- Innovation
- Cross Functional Collaboration

PROFESSIONAL HIGHLIGHTS:

Chief Executive Officer, Distinctive Schools Chicago, IL (January 2019 - present)

- Articulates the mission for all aspects of the organization, upholds academic, operational, fiscal and ethical standards
- Serves as official spokesperson for the organization with all its constituencies including students, staff, parents, faculty, neighbors, business, community, governmental agencies, and local/state/regional and national educational organizations and accrediting agencies
- Reports directly to CEO and oversees all stakeholders and contributors of the Academic, Strategy, & Operations teams in service of organizational development and growth
- Heavy focus on Philanthropy & Development, Financial oversight, Governance of Chief Operating Officer, Chief Schools Officer and the Chief Strategy Officer, in addition to the Academic and Operational advisory supports
- Responsible for gathering, analyzing & defining business requirements documentation that meets the strategic requirements of the Accounting & Finance departments
- Distinguishes self by serving on a variety of internal and external committees and task forces to represent the organization through participation in conferences, panels, institutes and other educational leadership events nationally
- General authority to act in all matters pertaining to the order, instruction, discipline and curricula of the school; leads high level meetings and presentations that advance mission, vision and values of the organization
- Communicates regularly with the national board of directors, informing members of all matters relating to DS through reports and immediate communication following major school/network events or happenings directed by the CEO
- Makes final decisions on leadership staffing, terminations of employment across the organization
- Directs implementation and technical support of management systems; responsible for both short & long term strategies while overseeing all DS financial budgets and development requests
- Establishes and maintains funder relationships with primary focus on closing funding gaps for schools and network priorities
- Cultivates a diverse, healthy and positive working environment for all staff
- Responsible for ensuring that business is well coordinated and productive by managing procedures and coaching people
- Intentionally ensures that the company runs with legality and conformity to established regulations

Chief Operating Officer/Vice President/President, Distinctive Schools Chicago, IL (2016-2019)

- Strategically developed best practices and bettered complex issues within network and school level operations, providing tailored support to individual school leaders
- Liaised with C-suite superiors to make decisions for operational activities and set strategic goals to meet targets, growth and organizational objectives
- Provided leadership and management to a service organization that mirrors the adopted mission and core values of the organization
- Collaborated with management team to develop plans for the operational infrastructure of systems, processes, and personnel designed to accommodate the rapid growth objectives for organization
- Motivated and led a high performance management team; attracted, recruited and retained required members of the executive team not already in place; provided mentoring as a cornerstone to the management career development program
- Spearheaded the development, communication and implementation of effective growth strategies and processes
- Drove funder relationships and engagement, fostering success oriented accountable environment within the company
- Improved company accounts payable, accounts receivable, cash management & inventory control by demonstrating active problem solving
- Managed all operations efforts by overseeing work led by the Finance, Campus Operations, Talent, Legal, Technology, and Marketing and Communications teams acting as direct supervisor
- Supervised budgeting; monitored revenue, expenses, investments, cash flow maintenance of appropriate records, and assisted school auditors
- Oversaw accurate and timely submissions of all compliance related requests across Distinctive Schools and CICS network

School Principal, Chicago International Charter Schools – West Belden, Distinctive Schools Chicago, IL (2013-2016)

- Transformed school model to support the implementation of Next Generation Learning
- Partnered with all stakeholders to ensure strong teacher/student/family relationships
- Developed and implemented campus schedules, programs and budgets

SF

Scott Frauenheim

5202 WEST EDDY STREET • CHICAGO, IL 60641

- Designed and lead implementation of curriculum and assessment
- Fostered and maintained a cohesive team with a strong focus on positivity and culture; established policies designed to attract, retain, develop and evaluate qualified faculty and staff
- Regularly used qualitative and quantitative data to coach teachers within and instructional teaching framework
- Responsible for submitting mandatory reports to district, state and federal organizations
- Oversaw the implementation of the human resources policies, procedures and practices including the development of job descriptions for all staff
- Established opportunities for emotional, physical and creative growth for students
- Managed all campus staffing, engagement and decision making

Director of Special Education & Student Services, Distinctive Schools Chicago, IL (2012-2013)

- Collaborative member of the Shared Leadership Team supporting 5 Chicago International Charter School campuses
- Supervised and supported network deans and campus operations teams and student services staff
- Implemented and monitored all safety and security issues on campuses by preparing leadership teams with procedures and plans for crisis and emergencies
- Managed campus leaders and case managers to ensure appropriate support for students with disabilities was provided
- Oversaw and ensured compliance mandates for CICS, CPS and ISBE
- Monitored special education instructional planning and delivery, improving student services delivery and protocols

Dean of Students, Chicago International Charter Schools – Bucktown, Distinctive Schools Chicago, IL (2010-2012)

- Assisted the Campus Director with school operations and procedures
- Handled all student discipline incidents by following the student code of conduct
- Promoted positive behavior with incentive based rewards and accomplishments and reduced office referrals and Category Three violations by 60%
- Sourced and implemented /supported social emotional curriculum, Character Counts, through modeling lessons, gathering resources and evaluating classroom implementation
- Proactively prepared and monitored all safety and security issues on campus with procedures and plans for crisis and emergencies
- Communicated with local officials, partners, politicians and community representatives to promote school and student interest
- Provided administration and leadership support to staff and students as needed

Physical Education & Health Teacher/Student Activities Coordinator, Passages Charter School, American Quality Schools Chicago, IL (2008-2010)

- Performed assessments of each student's physical abilities through testing while holding a thorough knowledge of medication, first aid and emergencies; hands on experience of the unique physical and social development needs of students
- Developed and implemented a comprehensive health awareness program for middle school students
- Instructed over 500 students two times per week with a remarkable ability to motivate each student to cultivate physical fitness
- Executed a student activities program including after school opportunities, sports teams and school clubs
- Coordinated daily with academic teachers and clinical staff to determine adaptive physical education needs of each child
- Maintained records pertaining to specific skills, fitness and health related information
- Established standard behavior and discipline that had to be of a sportsmanship
- Conducted training sessions in order to utilize and effectively roll out unorthodox ways of learning regarding the different at home environments
- Taught students exercise techniques, mechanisms on how to stay fit and healthy through exercise, the right diet and sports; provided student motivation

Physical Education Teacher/Athletic Director/Student Activities Coordinator, Christ the King Elementary School Manville, NJ (2006-2008)

- Effectively communicated with parents, coaches and staff to assist in the implementation of core standards of physical fitness; employed strategies and instruction to improve student engagement and lifestyle
- Developed and enacted lessons for grade PK-8 Physical Education
- Conserved school wide athletic programs and student extracurricular activities
- Created, developed and managed all student activities and teach moderators
- Managed all athletic facilities and equipment
- Handled all discipline issues upholding school policies and procedures

EDUCATION: BS, Sports Management, Minor Sales Management, 2007, Johnson & Wales University, Providence, RI Alternative Route Certification for Teaching, 2009, Rutgers University, New Brunswick, NJ Masters of Education – Administration and Supervision, 2014, University of Phoenix, Chicago, IL **COMPUTER SKILLS:** MICROSOFT OFFICE, VARIOUS ACCOUNTING SOFTWARE, GOOGLE SUITE
ADVANCED USE

KATHERINE ADAMS O'CONNOR

892 Ash Street Winnetka, Illinois 60093 · [REDACTED]

PROFESSIONAL EXPERIENCE

DISTINCTIVE SCHOOLS

Chief Schools Officer (August 2018-Present)

- Lead strategic plan based on prioritized data sets and network priorities
- Supervise network Academic Team
- Oversee district program development, implementation and evaluation
- Coach school principals aligned to leadership standards and personalized professional growth goals

Executive Director – Curriculum & Instruction (June 2016-August 2018)

- Develop, plan, coordinate and provide professional development on district curriculum
- Design and train on network-wide instructional strategy and framework
- Conceptualize and articulate network goals to ensure strategy is aligned to mission and vision
- Communicate network strategic goals to administrators and outside network stakeholders

Director – Curriculum & Instruction (June 2011-June 2016)

- Assist campus leadership teams in strategic planning and goal setting aligned to district goals
- Design and articulate district comprehensive literacy model
- Lead district Curriculum Council of teachers and coaches in reiterative curriculum mapping process
- Develop and empower council members as network experts in the Common Core
- Empower teachers through design and utilization of professional growth plans and ongoing collaborative learning cycles
- Design and lead implementation of district curriculum and assessment plan
- Develop and facilitate Professional Learning Communities to foster collaborative opportunities among teachers
- Utilize qualitative and quantitative data to coach teachers within an instructional teaching framework
- Collaborate on and articulate a district initiative for student agency and personalized learning
- Lead teachers to create personalized learner profiles and individualized learning targets for all students
- Promote and foster a dynamic mindset to empower cohesive teamwork with a strong focus on positive school climate and culture
- Ensure the most positive teaching and learning environment through direct communication with teachers and leadership
- Analyze normative and standards-based student performance data to inform professional dialogue and collaborative decisions
- Examine school growth aligned to accountability targets to ensure overall school growth at 130% on NWEA Map
- Strategize with team on implementation of Next Generation Learning Challenge grant award
- Exercise Design Thinking strategy to create innovative, personalized learning environments for next generation learners
- Implement full-scale models of personalized learning in grades Kindergarten-Eighth
- Enhance the work of personalized learning with a focus in four key areas: learner profiles, flexible learning environments, personal learning paths and competency based progression
- Collaborate on a fully integrated Multi-Tiered System of Support for all learners

AMERICAN QUALITY SCHOOLS, Chicago, Illinois

Literacy Director (June 2010-June 2011)

- Articulated network literacy curriculum goals for teachers, administrators, students and families
- Observed and coached Kindergarten-Eighth grade teachers in seven Chicago schools
- Mentored new and experienced teachers regarding best instructional practices in reading and writing
- Encouraged teachers to reflect upon instruction and explore evidence-based methods
- Provided support and training for under-performing teachers through modeling, conferencing and the use of video
- Acknowledged and celebrated teachers strengths as teachers of literacy
- Facilitated professional development in reading and literacy to strengthen teacher capacity
- Fostered opportunities for collaborative dialogue among teachers to raise the level of teaching and learning in charter schools
- Coordinated and supported the implementation of Lucy Calkins *Units of Study for Teaching Writing* across network
- Designed district curricular plans using Collaborative Learning's Curriculum Mapper and Instructional Planner
- Planned and targeted instruction based on normative, formative and standardized assessments

PASSAGES CHARTER SCHOOL, Chicago, Illinois

Team Leader grades Pre-Kindergarten-Sixth grade (June 2009-June 2010)

- Mentored and coached fifteen teachers through modeling instructional planning and assessment preparation

- Built school-wide philosophy of balanced literacy through ongoing research and professional training from Fountas and Pinnell
- Developed and implemented school vision and mission statement including the integration of a student-friendly vision
- Collaborated daily with teachers, team leaders and school Director to maintain a shared educational purpose
- Supported teachers through weekly professional development, gathering resources, grant writing and curricular planning
- Led Bilingual/EL team, including facilitation and implementation of professional development in EL strategies
- Directed and oversaw Chicago Public Schools Community Partnership Pre-Kindergarten classroom
- Developed and implemented a process of administering common formative, summative and standardized student assessments
- Planned, modeled and co-taught various units of study in reading, writing and enrichment classes
- Evaluated teachers formally and informally using an instructional framework and individual teacher goals
- Planned curricular field trips and assemblies
- Mediated conflicts through a culturally responsive and restorative process
- Actively contributed to Curriculum and Instruction committee particularly through planning and implementation digital curriculum
- Positively inspired teachers and staff members through demonstration of professionalism and a commitment to education

CHICAGO INTERNATIONAL CHARTER SCHOOL—BUCKTOWN, Chicago, Illinois

First and Second grade looping teacher (February 2003-June 2009)

- Created a balanced literacy classroom to enable foundational development of literacy for all students
- Annually achieved goal of over ninety-percent of students performing at or above grade level in core subjects on NWEA
- Differentiated instruction to meet the needs of all learners through adaptive grouping and delivery mode of instruction
- Conceptualized, created and supervised unique and specific student-centered learning stations
- Mentored and coached teachers within the primary grades
- Advocated for and awarded over \$8,000 for classroom resources through small grant writing
- Facilitated and led teacher study groups on Lucy Calkins' Units of Study and Debbie Diller's philosophy of Literacy Work Stations
- Collaborated with grade and curricular team members and leaders to create assessments, lessons and units
- Assessed student performance using both formative and summative metrics to guide instruction
- Fostered student growth both academically and social-emotionally through common respect and student-learned independence
- Increased Autism awareness within classroom from frequent professional development and a support coach
- Founded chapter and led *Girls on the Run* promoting self-esteem and self-awareness through fitness and community involvement

LEADERSHIP & LEARNING PROFICIENCY

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- | | |
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| <ul style="list-style-type: none"> • Curriculum Mapping • <i>Understanding by Design</i> by McTighe & Wiggins • <i>Units of Study for Teaching Writing</i> by Lucy Calkins • Collaborative Learning's <i>Curriculum Mapper & Instructional Planner</i> • <i>Google Apps for Education</i> • Running Records • <i>Lessons That Change Writers</i> by Nancie Atwell • <i>The Continuum of Literacy Learning</i> by Fountas and Pinnell • <i>Benchmark Assessment System</i> by Fountas and Pinnell • <i>Guided Reading and Text Gradient</i> by Fountas and Pinnell • <i>Interactive Read-Aloud</i> by Linda Hoyt • Debbie Diller's <i>Literacy Work Stations</i> • <i>Everyday Mathematics</i> | <ul style="list-style-type: none"> • Harvey's Daniels' philosophies of <i>Literature Circles</i> • Michael Heggerty's Phonemic Awareness curriculum • <i>Thinking Maps</i> and <i>Write from the Beginning and Beyond</i> • Rosetta Stone's <i>Lexia Core5</i> • <i>ST Math</i> • <i>Think Through Math</i> • The <i>Paideia</i> method • The <i>SIOP</i> Model for EL • <i>Reading Assistant</i> and <i>Fast ForWord</i> by Scientific Learning • <i>Words Their Way</i> and <i>Vocabulary Their Way</i> • <i>Opening the World of Learning (OWL)</i> for Pre-K • <i>ThinkCERCA</i> • NWEA Map |
|--|--|

CHICAGO FOUNDATION FOR EDUCATION, Chicago, Illinois

Study Group Grant Coach, Primary grade teachers (June 2006-December 2009)

- Coached district teachers through the implementation, management and assessment of data-informed learning centers
- Collaborated with teachers to promote differentiation of instruction through engaging and relative learning centers

EDUCATION

CONCORDIA, Chicago, Illinois (June 2011- June 2013)

Master of Education in Educational Leadership

DEPAUL UNIVERSITY, Chicago, Illinois (March 2003-November 2008)

Master of Education in Literacy -Bilingual/Bicultural Education Master's research in Literacy Acquisition

MIAMI UNIVERSITY, Oxford, Ohio (August 1998-August 2002)

Bachelor of Science in Early Childhood Education

CREDENTIALS

State of Illinois Professional Educator License

EDUCATION

- Master of Education in Educational Leadership, Argosy University, 2010
- Master of Education in Language and Literacy, National Louis University, 2005
- Bachelor of Arts in Elementary Education, DePaul University, 2001

ILLINOIS CERTIFICATION

IL License No. 1809673 - Professional Educator License under Stephanie Cardella

- Endorsements in Administration K-12 (formerly Type 75), Elementary Education K-9 (formerly Type 03), Language Arts 5-8, Social Sciences 5-8, Gifted K-8, English as a Second Language K-8, and Spanish 5-8
- Registered City of Chicago region and formerly in Lake County

PROFESSIONAL HIGHLIGHTS & EXPERIENCE

Designed and presented the following professional development opportunities at a state or national level:

- Using Learner Profiles to Match Culturally & Linguistically Relevant Texts, LEAP InnovatED Summit, 2018
- Kindergarten Individual Development Survey Implementation Panel, Triple I Joint Annual Conference (IASBO, IASA, IASB), 2018
- Scaling & Evolving Next Generation Schools, iNACOL Conference, 2018
- Deep Learning with our Youngest Learners, LEAP InnovatED Summit, 2018
- Designing an Experiential Learning Kindergarten in Dual Language & Monolingual Classrooms, Illinois Birth-to-Third (B3) Grade Continuity Conference, 2017
- Assessments in a Multilingual Paradigm, La Cosecha Dual Language Conference in New Mexico, 2016
- Dual Designs: Linking Curriculum, Instruction and Assessment, Wisconsin DPI, 2016
- A Picture is worth 1,000 Words, EdTech Illinois Winter Summit, 2016
- Dual Language Transformed in a Future Ready District, IL State Bilingual Conference, 2015
- More than 1:1, Leveraging Technology to Shift the Educational Paradigm, Tech & Learning TechForum, 2013
- Google Apps for Administrators at Illinois Computing Educators (ICE) Conference, 2013
- Formative Assessment and Feedback within Google Apps for Education, Summer Institute of Academic Diversity at the University of Virginia-Curry School of Education, 2013
- Close Reading, Text Dependent Questions & Differentiation for 6-12, Summer Institute of Academic Diversity at the University of Virginia-Curry School of Education, 2013
- Close Reading, Text Dependent Questions & Differentiation for K-5, Summer Institute of Academic Diversity at the University of Virginia-Curry School of Education, 2013
- What's next? One district's journey of bringing the SIAD experience and content back home, Summer Institute of Academic Diversity at the University of Virginia-Curry School of Education, 2013

Executive Director of Curriculum, Instruction, and Assessment

Dec. 2018 - Present

Distinctive Schools

Chicago, IL

- Manage Network Academic and Michigan Regional MTSS Teams
- Monitor all curriculum, instruction, assessment, professional development, and network/campus data and create informed responses to guide network and campus improvement in order to increase student growth and achievement
- Design curriculum and grade-level expansion efforts at new school start ups
- Monitor and Lead strategic planning process and strategy efforts for the network
- Oversee English Language Learner programming, compliance, instruction, assessment, and instructional coaching
- Analyze assessment data at network and campus levels to inform and personalize support in collaboration with Academic Team members and campus directors
- Designed, launched, and oversee Multi-Tiered System of Supports efforts, processes, and protocols for Chicago and Michigan regions
- Lead MTSS, Personalized Learning, and Grading & Reporting Expanded Design Teams comprised of teachers and leaders
- Provide ongoing support and partnership to campus leaders to increase student growth and achievement
- Design professional development for campus and network leaders around themes of deep learning, instructional design, diversity, equity, and inclusion, and strategic planning.

PR/Award # S282M200023

- Support campus efforts to reimagine school and create learning experiences that are identity affirming
- Coordinate development and revision of curriculum across Chicago and Michigan regions
- Facilitate cross-campus vertical and horizontal team articulation and professional learning in Chicago and Michigan regions
- Lead pilot and implementation of new programs and resources
- Designed Network and Campus Data Dashboard processes to analyze multiple sources of data and inform continuous improvement efforts at the network and campus
- Expanded Campus Data Dashboard membership to include the campus instructional coaches, deans, and psychologist to incorporate teacher voice and varied perspectives
- Redesigned instructional blocks to include grade-level curriculum and personalized targeted skill instruction that led to increase to three Level 1+ campuses as determined by Chicago Public Schools School Quality Rating Policy
- Designed and managed curriculum design and professional development in new school start ups of Art in Motion Creative Arts Charter School for 7th-9th grades and Plymouth Educational Center K-8

Director of Literacy

Aug. 2017 - Nov. 2018

Distinctive Schools

Chicago, IL

- Managed Literacy Coordinator in Chicago and Regional Curriculum Coordinator in Minnesota
- Monitored literacy and professional development initiatives in network strategic plan
- Designed implementation for new core literacy curriculum program and digital tools that included professional development and guidance documents
- Developed and led a professional learning experience to deep learning and ensure access to grade level materials and instruction for all students
- Redesigned instructional blocks to support grade level access and personalized learning
- Implemented common K-5 assessments in literacy and KIDS assessment in Kindergarten
- Led transition from Response to Intervention to Multi-Tiered System of Supports
- Designed, developed, and supported initial implementation of four-year old preschool model at Minnesota Excellence in Learning Academy (MELA)
- Crafted the MELA Preschool Philosophy & Pedagogical Approach and engaged teachers, leaders, and community members in the process.
- Led literacy curriculum design and professional development for two new school start-ups
- Guided literacy support, consultation, professional development and targeted assistance at MELA
- Oversaw literacy pilot initiatives

Director of School Improvement & Innovation

2014 - 2017

North Shore School District 112

Highland Park, IL

- Oversaw and managed curriculum, instruction, assessment, and professional development for the district
- Managed team of two curriculum coordinators and one teacher on special assignment
- Shifted curriculum and instructional approach from knowledge, skill-based curricula to concept-based curricula in K-8
- Developed comprehensive Curriculum and Planning Frameworks for English Language Arts (ELA) and Social Studies to reinforce concept based curriculum for monolingual and dual language classrooms
- Designed instructional blocks aligned to dual language and monolingual frameworks
- Crafted Beginning and Middle of Year Assessments for English Language Arts and introduced the use of performance tasks and authentic learning opportunities in an effort to create a balanced assessment system
- Monitored ELA shifts through learning walks to identify professional development needs at the building level in partnership with principals and curriculum leaders
- Designed and implemented a system-wide 5E lesson planning structure and 7E lesson design for dual language learners
- Developed and led a five year professional learning series to build understanding around curricular shifts of teaching, learning, and assessing for understanding
- Designed My Path/Mi Camino personalized learning initiative and developed standards-based reporting practices for

multi-age, cohorts for 1st-5th, 6th and 7th grades

- Conceptualized and led transition to 1:1 initiative efforts focused on academic programming, family engagement, and training in 3rd - 8th grades
- Researched, designed, and implemented an experiential learning model, Kindergarten Individual Development Survey (KIDS) assessment, strengths-based observation protocols, classroom layout, and outdoor spaces for kindergarten
- Redesigned gifted & enrichment philosophy, definition, identification and programmatic offerings to increase opportunities and identification for students who are emergent bilinguals and/or dual exceptional
- Created new middle school placement and K-5 gifted identification process that uses quantitative data as the first layer of review and provides opportunities for teacher review and qualitative data.
- Facilitated and implemented the launch of a 21st-century STEM and Communication Media Arts program
- Facilitated, monitored, and communicated progress of the strategic plan, and district and school improvement
- Collaborated with Highland Park High School to align practices, pedagogy and professional development for dual language and monolingual curriculum
- Crafted foundational works with staff and community input: Philosophy of Teaching and Learning; Philosophy of Advanced Learning; Philosophy of Experiential Learning; Differentiation Framework; Philosophy of Personalized Learning and Belief Statements, and Dual Language Philosophy
- Redesigned new teacher onboarding, district orientation programs and activities of new teachers and administrators
- Facilitated community focus groups and engagement events during district reboundary and referendum efforts
- Initiated and led parent leadership groups to inform decisions and improve practice: Personalized Learning Advisory Team, Experiential Kindergarten Parent Advisory Team, and Gifted & Enrichment Focus Groups
- Established Teaching & Learning Department intranet for staff to streamline communication and archive curriculum, professional development and team agendas, minutes and resources

Curriculum Coordinator

2010 - 2013

North Shore School District 112

Highland Park, IL

- Led curriculum, instruction, and assessment efforts for Advanced Learning Opportunities (Gifted/Enrichment), English Language Arts, General & Instrumental Music, Library Arts, Personalized Learning and Visual Arts
- Created transition plan in adoption of English-Language Arts Common Core Standards for grades K-8
- Implemented district wide curricular shifts and program redesign: Handwriting Without Tears as District Tier 1 core program for grades k-2; Read Naturally program as a District wide Tier 2 intervention for grades 1-8; Middle School Language Arts Placement procedures, expectations and assessments; English Language Arts Common Core Standards in grades k-8; Jolly Phonics in Kindergarten; Michael Clay Thompson vocabulary and grammar tools in 4-8
- Communicated the approved curriculum to school staff to ensure understanding and promotion of the educational objectives of the District
- Designed multi-year plan, implementation and professional development focused on differentiation mindset, efforts, and strategies
- Provided support and guidance to teachers in handling of day-to-day problems of instruction and implementation of curriculum
- Facilitated two-way communication to and from the school, concerning all aspects of school and district programs, policies, and other issues impacting student achievement with increased transparency
- Collaborated with principal and teacher committees in organizing and coordinating grade level meetings in order to affect the horizontal and vertical continuity and articulation of the instructional program
- Facilitated and implemented the launch of a 21st-century STEM and Communication Media Arts program
- Facilitated initial strategic planning group comprised of community members and staff
- Led Response to Intervention (RtI) Curriculum Design Team, responsible for writing the RtI component for the District Improvement Plan filed with the state of Illinois

Elementary Teacher

2001 - 2010

North Shore School District 112

Highland Park, IL

Erin Lanoue, M.P.P.

Oak Park, IL | [REDACTED]

Senior Operations Executive

Fiscal Management | Strategy & Operations | Communications

Professional Summary:

- Experienced leader with more than 15 years in school and school-network operations
- Proven ability to stay within the lines while innovating and managing superior solutions in hiring, budgeting and school operations
- Manager with sharp focus on teams and budgets, tracking to budgets and fiscal efficiency
- Confident and proven partner to Executive Officers and Board of Directors
- Calm, focused problem-solver
- Extensive experience managing relationships with various stakeholder groups, serving as the go-to person for solving crises where others have been unsuccessful

Areas of Expertise:

- People management
 - Budgeting and fiscal efficiency
 - State and district compliance
 - Stakeholder management
 - Hiring and developing top-performing school leaders
 - Setting and managing school and leadership goals and expectations
-

Career Experience

Chief Operating Office | June 2018 – Present
Distinctive Schools | Chicago, IL

Manage procurement, finance, technology, marketing, enrollment, human resources and talent acquisition for 8 schools in Illinois and Michigan. Administer annual network operations budget of \$8M-\$10M.

Highlights:

- Support opening of new school in Chicago, expansion of 2 existing schools in metro Detroit and the restart of a school in Detroit
 - Manage relationships with local school boards and charter authorizers
 - Manage school and network level budgets
-

Vice President, Operations | November 2017 – June 2018
Charter Schools USA | Chicago, IL

Manage procurement, transportation, food service, contracts, categorical grants and school business managers for 85 schools in seven states from Illinois to Florida. Responsible for performance management and goal-setting for school leadership, which oversees 85,000 K-12 students. Administer annual network operations budget of \$8M-\$10M.

Highlights:

PR/Award #1200023

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Erin Lanoue, M.P.P

- Supervise operations for the network support center in a system of 85 school in Illinois, Indiana, North Carolina, Louisiana, South Carolina, Georgia and Florida. Manage five direct reports, who help oversee a total team of 175 people.
- Inherited school network \$2.5M in the red; now running surpluses after streamlining positions, implementing spending management and improving management of entitlement funds.
- Designed new regional operations center to maximize operation efficiency; created position of regional business managers to monitor, train, support and audit school-level spending.
- Known as the “operations guru” for devising and managing solutions in a complex organization (innovating in hiring, budgeting and streamlining operations).
- Advocate for principals at the corporate level to ensure budgetary and staffing requirements are met in order for individual schools to be successful in achieving goals.

Regional Director of Education | March 2013 – October 2017 Charter Schools USA | Chicago, IL

Managed and supported school leaders in Illinois, Indiana, Michigan and Georgia to deliver an effective educational model built on data-driven instruction and student achievement. Accountable for problem-solving within schools, identifying gaps and designing solutions.

Highlights:

- Responsible for 20 direct reports (including 9 school principals) working with 7,000 students across 14 K-12 schools each with different legal structures (including charters, turn-around and LEA schools).
- Developed a regional support network that enabled success at the school level.
- Liaised with school boards and parent organizations.
- Set and monitored strategic planning and performance goals annually with each school principal.
- Collaborated with principals to determine staffing and development needs at individual schools.
- Advocated for principals at the corporate level to ensure adequate budget, staffing and resources (including professional development and consulting help) to achieve goals.
- Moved two schools off the CPS warning list (on in just a year and the other after two years) by improving the staff and support to principals.

Chief of Staff | July 2008 – March 2013 Chicago International Charter School | Chicago, IL

Drove thoughtful and effective growth of school sites throughout challenging parts of Chicago. Managed and supported the network office, serving as the primary liaison with school management organizations. Translated Board and CEO objectives into administrative procedures to ensure success. Managed RFP process that resulted in opening x new schools through the CPS Renaissance 2010 Initiative. Collected and analyzed regulatory guidelines, survey data, demographic data and employment trends to accurately forecast enrollment patterns, improving budgeting and strategic planning.

Associate Director | 2002 - 2008 Chicago International Charter School | Chicago, IL

Managed the charter renewal process through Chicago Public Schools. Served as liaison and chief-problem-solver between network office and school management organizations. Oversaw enrollment and lottery process.

Education

Master of Public Policy, Public Policy | University of Chicago

Bachelor of Arts, Political Science | Providence College

Additional Experience

Trustee, Facilities Committee / Strategic Visioning | Alcuin Montessori School | 2010-2011 | *Volunteered expertise and network of professionals to help this community school plan for future growth, identify facilities and work with brokers and architects for creative repurposing of facilities to school use.*



Monique Langston



Business Operations Strategist | Staff Motivator | Focused Leadership | Performance Driven

Career Summary

A results-oriented professional with a strong operational and administrative management background. Monique is hands-on and comes to you with a track record for driving successful relationships between staff, C-level executives, key stakeholders, and motivates staff to optimize productivity, as well as the bottom line. Demonstrated ability to strategically plan, manage, and improve projects, in addition to detailing project information to determine effective operations.

Extensive experience in Microsoft Office Suite, Salesforce, PeopleSoft, Oracle, Hubspot, GoDaddy, Slack, and other various CRM systems, as well as other SaaS and on-premise applications.

Education

Roosevelt University
Master of Science in Journalism
Bachelor of Arts in Public Relations

Experience

Chief of Staff to CEO

Jul 2019 - Present

Distinctive Schools

Reports directly to the Chief Executive Officer and acts as his shared voice, joining the Senior Leadership and C-Suite Teams; providing leadership and operational oversight of the CEO's office. Assuming day-to-day responsibility for projects and tasks. Creating and maintaining cross-departmental relationships to enable leadership success. In addition, working generally behind the scenes to solve problems, mediate disputes and deal with issues before they are brought to the Chief Executive. Acting as a confidante and advisor as well as a sounding board and thought partner for ideas. Setting the Chief Executive's strategic priorities, helping to identify the areas where they must direct their focus and identifying metrics for success. Attending and conducting meetings by bringing together multiple stakeholders to help drive decisions. Gatekeeper between top management and other stakeholders, allowing the CEO to scale, giving him back his most important resource: time.

KEY RESULTS:

- Management, operation and development of local and national board of directors;
- First in command for team-building (culture), strategic oversight including communications, but not limited to public relations; reviewing internal and external communications in the CEO's voice;
- Consult and collaborate on project management initiatives across network and campuses;
- Ensure follow through on critical decisions by working closely with Senior Executive Assistant to CEO;
- Assist with creation of presentation materials for high level meetings as well as board meetings, connecting teams that are working on similar initiatives;
- Researching, benchmarking, analyzing data and making recommendations;
- Maintain full comprehensive knowledge of the overall functions of each department;
- Track all network related compliance efforts to ensure full compliance for all local, state and federal requirements;
- Coordinate and plan school based and network wide events in collaboration with Development Team
- Partner with funders, investors, grant makers and additional partners with fundraising and strategy efforts;



- Attend and participate in city-wide and national conferences;
- Build and develop network wide Diversity, Equity and Inclusion goals, professional learning and network culture priorities related to DEI efforts,
- Lead, deliver and support team development efforts, retreats and various executive strategies in partnership with the full c-suite team for our network.

Chief of Staff to Co-Founder, CEO and Chairman

Nov 2016 - Jul 2019

Distinctive Schools, Acceleration Academies, Education Research and Development Institute

Reported directly to the Chief Executive Officer and Co-Founder of all Suite 315 organizations and acts as his "#2," working closely with the Executive Leadership Team across all entities and accompanying Board of Directors to set strategy and build key relationships for organizational development. Serves as a critical lever in providing strategic research and support and preparatory details by performing diverse and confidential administrative support including: composing CEO's emails, presentations, and documents, coordinating the CEO's daily schedules/calendars and ensuring CEO is prepared and on time for various meetings and activities, communicating on behalf of the CEO to both internal and external partners.

KEY RESULTS:

- Planned and directed all administrative and operational activities for the Co-Founder, CEO and Chairman
- Organized and prioritized critical issues and required information for the Co-Founder, CEO and Chairman to facilitate efficient decision making across all orgs
- Attended meetings and conduct presentations as needed across all orgs, serving as a trusted face representing the Co-Founder, CEO and Chairman;
- Worked with leadership across all orgs to maximize efficiency and productivity, leading day-to-day strategy as an extension of the CEO Co-Founder, CEO and Chairman;
- Researched what other organizations across the country are doing to build shared responsibility for improving public education in order to constantly build efficiency across all organizations;
- Consulted and collaborate on project management initiatives across all orgs as needed;
- Served as a key contact to local and regional staff teams (all orgs), particularly as it relates to fielding questions, coordinating projects, and downloading key information – in addition; acts as a point of contact or gatekeeper between top management and other stakeholders;
- Managed and support initiatives owned by the office of the Co-Founder, CEO and Chairman;
- Acted as a "jack of all trades" to the CEO;
- Acted as an advisor to the CEO;
- Was responsible for the management of executive support staff (as needed);

Business Operations Manager

Oct 2012 –Nov 2016

TeacherMatch, a PeopleAdmin Company, Chicago, IL

Oversaw office operations at Chicago Headquarters by planning and implementing office systems, manage HR functions, layouts/build outs and maintain and replenish inventory and equipment procurement. Also serves as point of contact for facilities including utilities, property manager, office security, parking and other office functions.

DELIVERED RESULTS:

- Supported CFO and Account team with AP/AR tasks
- Assisted Accounting Manager with payroll, including voluntary payroll deductions and bi-weekly 401K disbursements
- Played an instrumental role with accounting needs through QuickBooks, Paycom, Concur and managed daily deposits



- Managed HR functions for a staff of 60 employees including: on/off boarding of all employees, managed benefits plan enrollment and administration, manage COBRA administration and enrollment, set up payroll and manage dual 401k plans
- Maintained HR records by recording all new hires, terminations, promotions, pay increases, and updates to personal information. Maintain personnel forms and file compliance, I-9 compliance, and Federal and State compliance
- Managed vendor and consultants including contractor agreements and detailed term sheets, securing NDAs and W9 forms
- Managed recruitment including job postings, pre-employment assessments with leadership team

OPERATIONAL RESULTS:

- Managed and maintained scheduling of day to day meetings, conferences and other events for Executive Chair
- Booked travel and transportation
- Managed all expense reimbursements
- Assisted with creation of presentation materials for sales meetings and Board of Directors

Manager, External Communications

Jul 2011 - Oct 2012

Chicago Public Schools Office of Communications, Chicago, IL

KEY RESULTS:

- Coordinated all Listening Tours for the Chief Executive Officer and other special CEO public engagement activities
- Managed Speakers Bureau for all CEO, Leadership Team, and Board of Education—research and vet speaking opportunities city-wide
- Managed district wide CPS special events and high level appearances by CEO/Leadership Team
- Maintained lists of parent/teacher advocates and managing those relationships
- Managed relationships with key external partner organizations
- Managed Communications office planning calendar and external facing CPS Newsletter

Director of Partnerships

Nov 2010 - Jul 2011

Chicago Public Schools, Chicago, IL

KEY RESULTS:

- Worked with the Deputy CEO for External Affairs and Partnerships to define the strategies of the Partnerships Office
- Supervised partnership development staff of 4
- Identified and recruit businesses to develop partnerships with schools and become supporters of multiple school and system –wide programs
- Oversaw tracking of contributions made to CPS of time and material resources by businesses and individuals
- Worked with staff, departments, schools and prospects to access and facilitate support for CPS



Scheduler to Chief Executive Officer

Jan 2009 - Nov 2010

Chicago Public Schools, Chicago, IL

KEY RESULTS:

- Maintained appointment scheduling for the Chief Executive Officer of the 440,000 student district
- Directed decision making process on the strategic use of the CEO's time by prioritizing key events, assigning substitutes when conflicts existed and ensuring the schedule was adhered to
- Prepared itinerary for all meetings, speeches, and public events to ensure the CEO was organized to have discussion on a diverse range of topics
- Ensured prompt follow up on CEO related initiatives to strengthen relationships with key partners
- Served as liaison for the CEO on questions that he was unable to answer due to time constraints
- Managed all correspondence and emails
- Greeted senior public officials, corporate executives, and various media personalities for appointments with the CEO

References available upon request.

May 11, 2015
42195

MARQUIS WASHINGTON

1359 N. Leverett Ave Apt. 10: Fayetteville, AR 72704

Phone: (870) 224-6012
[Redacted]

EDUCATION

University of Arkansas, Fayetteville, AR, 2011-2015

- Expected Bachelors of Science Education, May 2015
- Major: Early Childhood Education

EXTRACURRICULAR ACTIVITIES

Phi Beta Sigma Fraternity, Inc. Active Member 2009-Present

- **President of the Lambda Zeta Chapter of PBS (2009-2011)** Oversee and carry out a two-fold responsibility-presiding officer and administrator of the Lambda Zeta Chapter of PBS- University of Arkansas-Monticello. In 2009, structure and formation of executive roles, chapter by-laws, and chapter constitution (not in place prior to previous years).
- **Intake Chairman (2009-2011)** Implement and create recruitment strategies for increasing membership intake in Phi Beta Sigma nationally. The local chapter increased its membership (over two years) from five to thirteen chapter members.
- **Program Director (2009-2011)** Developed programs within the chapter that are in line with the National organizations programmatic thrusts. Bigger and Better Business, Social Action, and Education. Increased social awareness for campus community and the general community.
- **Vice President and Step Master, Kappa Upsilon Chapter (2011-2014)** Prepared to assume the role of President at all times. Responsible for educating new members. Chapter expanded from two members in the fall of 2011 to twenty-one total chapter members by the end of 2014.
 - o Organized and coordinated steps/dances for chapter step team. As of 2011, the chapter has participated in a total of six competitive step shows, for which 3 we won; 1st place, 1st runner up, and 1st place fraternity. Contributing a total of \$2,500 dollars to our local chapter and programs.

Upward Bound, Pre-College Programs (2010-2011)

- **Student mentor and bus driver for low-income UB students.** Responsible for retrieving high school students from their local schools to the University of Arkansas-Monticello, and transporting students to their home communities. Safely attended to 15 students from the WHS district in Warren, AR

S.T.A.N.D. (Student Transfers Advocating New Development) Treasurer 2012-2013

- Advocate for student transfers and primary contact for resources in making a smooth transition into the university
- Collected membership dues and donation. Responsible for creating chapter reports on organizational funding.

OTHER EXPERIENCE WITH CHILDREN

Pre College Programs, University of Arkansas- Mentor Performance (PBS) (2012)

Razorback Technology Challenge- Challenge Judge (2012)

Brown University Debate and Forensics Tournament- Impromptu Speech Judge (2012)

Field experience 80 + hours (ERC, Harbor, Woodland, Farmington, Jones, & Sonora Elementary Schools (2011-2014)

RELEVANT WORK EXPERIENCE

Behavior Technician, Thrive Autism, Rogers, AR (2015-present)

- Deliver one on one Applied Behavior Analysis therapy to children with Autism in home, schools, and clinic.

Supervisor, Planet Fitness, Springdale, AR (2013-2014)

- Supervised 3-4 staff members and provide customer service to interested members. Increase Membership sales.

Sales Associate, Wal-Mart, Fayetteville, AR (2011-2014)

- Provided customer service and assistance in deli, meat, and general merchandise areas. Stocked shelves.

Bus Driver, Upward Bound, Monticello, AR (2010-2011)

- Transported students from high school to college campus then back to their homes.
- Responsible for 10-15 students; mentored students in correlation with homework and other activities.

References Available upon request

Tyrrell M. Jeffries

639 38th Street Box# 1009 · Rock Island, IL 61201 · 630-392-9262

EDUCATION

Bachelor of Arts

Augustana College- Rock Island, IL
Major: Political Science and Sociology
Minor: Africana Studies

May 2013

RELATED EXPERIENCE

Executive Director

Office of Student Activities Leadership Development, Augustana Mar.2 012- Present

- Challenged our staff of ten board members to pick performers best suited for the college
- Trained new executive board members on various programming techniques that the team will use during the next school year in order to have successful programs
- Worked closely with the office adult staff in planning events for the 2011-2013 school years
- Demonstrated leadership skills by supervising the Leadership Development Team
- Created and organized several campus wide events focusing on leadership development, diversity, and networking skills

Student Director

OSA Leadership Academy, Augustana Mar. 2012- Present

- Designed a four tier program designed to help Augustana students develop leadership skills
- Created and wrote a fifteen page over of the Leadership Academy
- Oversaw a six member staff team (Leadership Academy, Exec Members)
- Organized campus wide events for Academy members
- Challenged our staff to market our productions
- Demonstrated leadership by taking charge of activities

Peer Mentor

First Year Student Orientation, Augustana Aug. 2010-Present

- Mentored a group of 15 First Year Students during the first year of college
- Assisted in student class registration and academic and major exploration
- Organized group events throughout the year
- Worked one on one with a faculty member to help with student success and collegiate planning

Chairmen

Greek Judicial and Standards Board Aug. 2012-Present

- Presided over proceeding and ruled on cases
- Organized all Board meetings and chapter communication
- Responded to complaints or accusations relating to the conduct of Greek groups
- Acted as advisory council to administration

ADDITIONAL EXPERIENCE

Bank Teller/Drive up Coordinator
West Suburban Bank Aurora, Illinois

Aug. 2006-Sept. 2012

Lindsey Robinson, Associate Superintendent, ReGeneration

Schools. Upon graduating high school in 2001, Lindsey's college experience took her on a remarkable journey that has shaped her life thus far and helped her to become the person that she is today. In 2001, Lindsey spent her first undergraduate summer and freshman year at Northwestern University in Chicago. For the remaining three years, she ventured through classes and life in Champaign-Urbana, IL, where she also became a member of the prestigious organization Teach For America. She graduated with a Bachelor's in Sociology and accepted the mission of becoming a 2005 Camden, NJ Corps Member for Teach For America. After completing her corps experience, Lindsey went on to work at Providence Englewood Charter School and was featured in the award-winning documentary, "The Providence Effect." She was the first teacher to score 100% of her demonstrated contribution on our teacher evaluation scale, started the SOAL (Summer Opportunity of a Lifetime) program, and served as department chair for three years. During this time, Lindsey acquired two Masters Degrees in Education, one from the University of Illinois at Springfield and one from DePaul University in Chicago. In wanting to serve scholars in a greater capacity, Lindsey applied for and currently is part of the Accelerate Institute's Ryan Fellowship Principal Program. Prior to her work at CICS Basil, Lindsey served as the Principal at CICS Avalon. Every day she steps into the building, she is focused on the critical priorities – observation and feedback, data analysis, student culture, staff culture, content, and professional development - that are going to lead her scholars to success.

DERRICK L. ORR, M.ED

18533 S. Willow Country Club Hills, IL 60478

EDUCATIONAL ADMINISTRATION

Assessment and Evaluation ~ School wide Discipline ~ Communication

Highly motivated, innovative, creative and accomplished instructional leader with over 25 year of service working with children within the urban setting- 17 years of service in the advancement of urban public education with high risk/high needs communities. Excellent communicator with strong interpersonal, verbal, written and technical skills. Able to create strategic plans to help increase student performance, rigorous instruction, culture and climate, student attendance, and academic growth. Makes informed decisions and communicates clearly, concisely, and effectively to provide guidance, resolve problems, and expedite work. Proficient in the coordination of staff and resources- motivating, developing, and directing staff and students in the creation and efficient management of programs. Skilled assessor/evaluator, with focus on establishing relationships to ensure quality performance and effective feedback for continued opportunities for professional growth. Demonstrates solid commitment to the educational profession through continuing education. Models professionalism, integrity and work ethic daily.

PROFESSIONAL EXPERIENCE

Director of Schools, Wrightwood Campus, CICS (Present)

Principal, George Manierre Elementary School (2012-2018)

- Created powerful professional learning systems to facilitate exceptional teaching and learning opportunities for students
- Established a school culture driven by college and career readiness
- Empowered and motivated families and communities to become engaged in student learning
- Had a working knowledge of school administration within the CPS system including but not limited to budgeting and CIWP
- Has demonstrated a working proficiency of Common Core, NWEA, Curriculum Planning, and Assessments
- Created and maintained a school environment which focused on cultivating an nurturing respectful school climate emphasizing high academic expectations
- Increased the performance of a Level Three school slated for closure to a top-rated Level one school within a five year period
- Significantly changed school culture which is currently reflected on “The Five Essentials” rating
- Decreased suspensions from 146 in 2012 to 9 at the end of 2017 school year through restorative practices and increased parental communication
- Successfully fund raised over \$40,000 each year so that low income students could attend Middle School Trip of visiting major universities across the country
- Worked and collaborated with low rated schools to give strategic plans of improving academic growth
- Increased all academic subjects (reading and (math) in attainment and student growth
- Implemented restorative practice (second step, peace circles, checkin check out, restorative conversations, to improve the overall school culture
- Set teacher and student performance goals
- Hired and evaluated teaching and support staff
- Consistently monitored learning environment for rigorous instruction and mentored staff for growth opportunities
- Prepared budgets and timelines
- Seek funding for academic opportunities when appropriate
- Facilitated communication between internal stakeholders
- Skillfully managed conflicts within the educational environment
- Facilitated and maintained positive relationships with parents
- Assisted in the development, revisions, and evaluation of the curriculum to maximize learning

opportunities for students

WORK HISTORY

CHICAGO PUBLIC SCHOOLS, Chicago, Illinois	2001 - 2018
<ul style="list-style-type: none">- Principal 2012-2018- Assistant Principal 2008- 2012- Dean of Students, 2006-2008- Special Education Teacher, 2001-2007- After School Coordinator, 2005-2008- Least Restrictive Environment Facilitator, 2006-2008- Homebound teacher, 2002-2008	
Lydia Home Association, Chicago Illinois <i>Residential Supervisor</i>	1991 - 1999

SCHOOL COMMITTEES/MEMBERSHIPS

- ILT, *Facilitator*
- School Improvement Plan, *Team Member*
- Least Restrictive Environment Team, *Facilitator*
- Special Education Team, *Member*
- Student Council, *Sponsor*
- Leadership Team, *Member*
- School Teams Achieving Results For Students, *Team Member*
- *Discipline Team, Chair*

EDUCATION

Northeastern University, Chicago, Illinois *Master of Education Degree in Reading and Learning Disabilities, Type 10 Certification, 2003*

Northeastern University, Chicago, Illinois, *Bachelor of Science in Special Education Type 10 Certification 2001*

Concordia University, River Forest, Illinois, *Education Leadership Coursework, Type 75 Certification*

CERTIFICATION

CONCORDIA UNIVERSITY, Chicago, Illinois

- Type 75 Certification (Educational Leadership)

ILLINOIS STATE BOARD OF EDUCATION

- Type 10 Certification, 2001
- REACH Certification, 2012

TYSON DANIEL



a 112 Detroit Street, Calumet
City, IL 60409

PROFESSIONAL SUMMARY

Dedicated, resourceful education professional with 18 years experience with proven ability to: create and monitor policies and practices that promote a safe learning environment; ensure a school culture that encourages continuous improvements for teachers and students; develop an environment that encourages open communication with colleagues, students, and the community; and mentor educator in the creation and implementation of class instruction, lesson plans, and student assessment in conjunction with common core standards.

SKILLS

- Daily operations
- Strategic planning
- Budgeting
- Staff management
- Planning and development
- Learning management systems

EDUCATION

Concordia University
River Forest, IL • 2011

M.Ed.: Leadership And Supervision

National Louis University
Chicago, IL • 2008

Master of Arts: Teaching

Alabama A & M University
Normal, AL • 1999

Bachelor of Arts: Psychology

CERTIFICATIONS

Illinois Teacher Certification k-9
Type 3

PROFESSIONAL DEVELOPMENT

No Nonsense-Nurturer , Chicago
2018

Compass Circle Training. Nashville

WORK HISTORY

CICS Lloyd Bond - Director

Chicago, IL • 06/2015 - Current

Plan, oversee, and direct the overall activities for an elementary school of kindergarten-sixth grade, with 360 students and 41 staff members.

Scope of the position includes: staff recruitment, development, and evaluation; student discipline; program initiatives; team-building; shared decision making, and creation of a safe, respectful, and fair environment

- Devised a school schedule that maximized reading/math instruction time.
- Restructured the daily schedule to better utilize extracurricular staff and provide support for students not meeting benchmarks in math and reading.
- Implemented Eureka Math and Expeditionary Learning Curriculum to support instruction
- Developed and maintained positive relationships with employees.
- Directed staff of 41 personnel and managed budget totaling \$3,548,360 annually.
- Coordinated Assessments (NWEA, PARCC, and ANET)

Charter Schools USA - Chief Dean

Chicago, IL • 07/2013 - 06/2015

- Planned for and facilitated professional development for all staff.
- observe and provide feedback to instructional staff.
- Model classroom management strategies and follow up on teacher implementation.
- Coordinate teacher parent conference.
- Create logistic schedules for school wide events.
- Complete formal/informal walkthroughs.
- Implementation and proper executions for interventions relate to Well Managed Classroom Progressive discipline and Restorative Justice
- Worked directly with [administration, students, parents, and Charter Schools USA to achieve a positive climate and culture.
- Facilitate weekly meetings.

PR/Award # S282M200023

2018

SDE National Conference, Las Vegas
2016/2017

Leading Edge Principal/Assistant
Principal Institute, Florida 2016
ASCD Conference, Atlanta 2016
Restorative/Peace circle training,
Chicago 2015

Additional Workshops:

Kagan Structures
Imagine Math

- Coordinate after school activities.

CICS Longwood Campus - Lead Third Grade Teacher

Chicago, IL • 08/2002 - 07/2012

- Assessed student progress by administering tests and evaluating results.
- Built positive relationships with parents to involve them in the educational process.
- Collaborated with administrators on classroom policies, management strategies, and discipline.
- Taught students subject-specific material, learning strategies and social and citizenship skills.
- Kept classroom clean, organized, and safe for students and visitors.
- Stayed abreast of changes to school and district policies as well as new trends in education by attending professional development courses and in-service trainings.
- Chaperoned field trips to maintain safety and encourage learning.
- Implemented improvements to improve behavior of class and individual students.
- Planned lessons according to district standards to cover all requirements and prepare for standardized tests.
- Facilitated group sessions and provided one-on-one support.
- Created new lesson plans based on course objectives.
- Modified the general education curriculum for special-needs students based upon a variety of instructional techniques and technologies.
- Met with parents to resolve conflicting educational priorities and issues.

EDUCATION AND CERTIFICATION

- M.A., Language, Literacy & Specialized Education, DePaul University, June 2009 *Coursework completed, Master's Project: "Effective Reading Instruction for Kindergarten Students"*
- B.A., Elementary Education and Communication Studies, Marquette University, 2002
- Certification: Type 75 Administrative Certificate, Issued January 2012, Type 03 Initial Elementary Teaching Certificate, Issued 2003

LEADERSHIP EXPERIENCE

CICS Loomis-Longwood, Chicago, IL 2019-Current
Executive Director K-5, Chicago International Charter School

CICS Loomis-Longwood, Chicago, IL 2018-2019
Co-Founder, Empowered Community School
Executive Director K-5, Empowered Community School

- Selected accomplishments include:
 - **Leadership**- Served as school leader of a staff of 53 teachers, 100 total staff members and 1,100 students. Coached an instructional team made up of a Dean of Instruction, three Instructional Coaches and six MTSS team members as well as a culture team made up of two Deans of Culture, two Behavior Interventionists and a School Counselor.
 - **Data Driven Instruction**- Supported 46 grade level teachers through data analysis and implementation using the NWEA MAP data three times throughout the year and ANet data four times throughout the year.
 - **Professional Development**- Planned and executed whole school professional development for two weeks of teacher summer institute. Planned and executed whole school and grade level professional development throughout the school year targeting areas of growth and school wide goals.
 - **Observation and Feedback**- Completed formal observations two times throughout the school year on 30 instructional staff members using the Danielson Framework for teaching.
 - **Strategic Planning**- Created a school wide strategic plan to help reach school wide goals including progress monitoring and course correction when needed.

CICS Loomis Primary Academy, Chicago, IL 2012-2018
Principal, Charter Schools USA

- Selected accomplishments include:
 - **Leadership** - Led a team of 29 teachers and 50 total staff members.
 - **Data Driven Instruction** - Implemented BAS, DIBELS and AIMS Web reading assessment and NWEA. Led 3 data professional development days annually and bi-weekly professional development, guiding the data analysis and action planning process aligned to school wide assessments.
 - **Professional Development** - Created and implemented a year-long professional development calendar aligned to school goals.
 - **Observation and Feedback** - Oversaw weekly observation and feedback cycles for all teaching staff. Provided coaching to leadership team members, aligned to tracking and monitoring teacher progress, choosing the right action steps and implementing effective coaching practices.
 - **Strategic Planning** - Created a school wide strategic plan to help reach school wide goals including progress monitoring and course correction when needed.

Founding Assistant Principal, EdisonLearning, Inc 2008-2012

- Co-lead a founding team of 26 teachers and 590 students.
- Coached 22 teachers in reading and math best practices.
- Oversaw implementation of PBIS for all students and managed all student discipline.

Member of Start-Up Team, EdisonLearning, Inc. July 2008

- Established school wide routines, procedures, mission, and vision, and attended weeklong training on school start up as one of the first ten members of the CICS Loomis start up team.

CICS Washington Park Campus, Chicago, IL 2003-2008

Primary Team Leader, American Quality Schools

- Coached 8 teachers in Kindergarten-3rd grade.
- Proactively managed discipline and the implementation of social emotional learning opportunities.
- Lead weekly professional development for all Kindergarten-3rd grade teachers in best practices of reading instruction.
- Implemented DIBELS reading assessment for over 200 students, analyzed data and lead teachers through the process of deeply understanding data.

TEACHING EXPERIENCE

Wilson Elementary School, West Allis, WI 2002-2003

1st Grade Teacher

- Taught all content areas to 24, 1st grade students.

PROFESSIONAL HONORS AND COMMITTEES

Transcend + NewSchools Collaborative 2017-2018

- Selected to participate in 10-month School Design cohort aimed at reimagining school in alignment with our communities highest aspirations. In partnership with students, families and educators, we developed a comprehensive design for our future school and built actionable prototypes to move us closer toward that design

Chicago Principal Fellow, The Chicago Public Education Fund 2016-2017

- Selected to participate in a year-long, rigorous executive leadership program provided by the Kellogg School of Management and the School for Education and Social Policy, both at Northwestern. Met regularly with CPS CEO Dr. Janice Jackson to shape policies that impact all Chicago schools.

Educator Advisory Committee, The Chicago Public Education Fund 2015-2016

- Comprised of school leaders who share a commitment to accelerating student learning in their schools. School leaders from the public and charter community work together around the complex challenges facing schools in Chicago.

Bios of Additional Key Staff and Roles (Resumes Included as Well)

Scott Frauenheim, Distinctive Schools Chief Executive Officer

pre-K Program Lead

As Distinctive Schools CEO, Scott Frauenheim is a member of the organization's founding team and has fostered the development and growth of the network from three to eight schools since its inception in 2011. Throughout his tenure, Scott has prioritized early childhood education programming and has been eager for Distinctive Schools to expand to offer pre-K programming in its Chicago schools. Scott will provide guidance and oversight to the CSP grant lead, aligning expansion goal setting and instructional practices to rigorous State academic standards. Scott's work directly reflects his commitment to professional development and home-grown leadership, beginning his career as a teacher, and subsequently the roles of dean, director, president/COO and his current position as CEO. Scott holds a B.S. from Johnson & Wales University, an M.A. Ed. from the University of Phoenix, and certification for Teaching from Rutgers University.

Katie O'Connor, Distinctive Schools Chief Schools Officer

Early Childhood Support/Human Capital Planning

As Distinctive Schools Chief Schools Officer, Katie O'Connor is a dedicated educational leader, steadfast in her commitment to urban education and the continuing development of educators. Katie will leverage her credential and professional roles in requiring early childhood effective practice to inform CSP pre-K grant planning. Katie will also manage human capital planning and professional development for new pre-K staff as programming scales throughout the network. At Distinctive Schools, Katie has served as an elementary educator, instructional coach, director of literacy and executive director of curriculum, instruction and assessment. Katie holds a B.S. in Early Childhood Education from Miami University, an M.A. Ed. in Literacy from DePaul

University, and an M.A. Ed. in Educational Leadership from Concordia. Katie also has a State of Illinois Professional Educator License.

Stephanie Cardella, Distinctive Schools Executive Director of Curriculum, Assessment and Instruction

Personalized Learning Programming/Assessment and Evaluation

As Distinctive Schools ED of Curriculum, Assessment and Instruction, Stephanie is responsible for managing key education programming across the SMO's portfolio of schools. Stephanie will leverage her expertise in personalized learning to inform early childhood instruction in the CSP-supported pre-K expansion, as well as support the collection and analysis of data (e.g., student assessment results; retention rates) to support the CSP grant implementation. Stephanie led the planning of a play-based pre-K program in Minnesota. She shares her knowledge of personalized learning, differentiation and Dual Language at forums including the Summer Institute on Academic Diversity at University of Virginia, iNACOL Conference, La Cosecha Dual Language Conference and the LEAP InnovatED conference. Stephanie has earned a Bachelor's Degree in Elementary Education and two Master's Degrees in Language and Literacy as well as Educational Leadership.

Stacey Shells, ReGeneration Schools Chief Executive Officer

ReGeneration Expansion Oversight

Stacy Shells, ReGeneration Schools CEO, has restructured the SMO to achieve incredible growth across the network. Under her leadership, ReGeneration's campuses moved from the bottom 17% of Illinois schools in 2012 to the top 39% of all schools statewide in 2015; all three campuses ranked in the top ten of all Illinois schools with similar demographics. Stacey will prioritize this pre-K expansion, providing vision and operational oversight as it rolls out in one ReGeneration

school in Year 2 of the grant. Prior to her current role, Stacey was a principal with Uncommon Schools, where she founded Rochester Prep, which serves 1600 students across five schools in New York. She is an alumna member of Teach For America, and her work in urban education has been featured in books including *Teach Like a Champion*, by Doug Lemov and *Leverage Leadership, Get Better Faster, and Driven by Data* by Paul Bambrick-Santoyo. She holds a B.A. from Hampton University, an M.A. from Johns Hopkins in teaching, and an M.A. in administration from Pace University.

LeeAndra Khan, Civitas Education Partners Chief Executive Officer

Civitas Expansion Oversight

LeeAndra Khan, CEO of Civitas Education Partners, is an innovative leader who focuses on student-centered teaching and learning. LeeAndra will provide the vision and operational oversight to this pre-K expansion as Civitas schools expands their current model in Year 3 of the CSP grant. LeeAndra is a guest author for the Chicago Reporter Magazine and Education Post. She has held workshops at the Illinois State Board of Education Conference on Restorative Justice, acted as keynote speaker for DePaul University and Michigan State University and she delivered a TEDx talk titled “The Power Outage” in 2013. LeeAndra is a faculty member at Association for Supervision and Curriculum Development (ASCD) and helps schools and districts with leadership development, personalized learning, cultural competence, equity and STEAM/STEM. Prior to leading Civitas Education Partners, LeeAndra was a middle school principal in Oak Park, IL and spent ten years working for Chicago Public Schools as a Principal of Bronzeville Scholastic, Assistant Principal at King College Prep High School and a math teacher at Whitney Young Magnet High School. She holds a BS from the University of Illinois at Urbana-Champaign and two M.A.s and a doctorate from Concordia University of Chicago.