

From: [Diaz, Teresa](#)
To: [Jamie Fitzgerald](#)
Subject: Re: 6/30/25 expiration docs needed
Date: Thursday, May 15, 2025 2:03:42 PM
Attachments: [2022-2023 Renewal Application \(Part 2\) Asian Human Services.pdf](#)
[2022-2023 Renewal Application \(Part 1\) Asian Human Services.pdf](#)
[2022-2023 Renewal Application \(Part 2\) North Lawndale.pdf](#)
[2022-2023 Renewal Application \(Part 1\) North Lawndale.pdf](#)
[2022-2023 Renewal Application \(Part 1\) IHSCA.pdf](#)
[2022-2023 Renewal Application \(Part 2\).docx](#)
[Charter Agreement 2025-06-30 IHSCA Certificate of Compliance.pdf](#)

Sure thing; here you go. Thanks.



Teresa Diaz
School Compliance Analyst
Innovation & Incubation
42 W. Madison St., Chicago, IL 60602
T (773) 553-1539 E tdiaz@cps.edu

On Thu, May 15, 2025 at 1:41 PM Jamie Fitzgerald <JFITZGER@isbe.net> wrote:

Hi Teresa,

While looking at Horizon Southwest today, I figured I should request what else is missing for schools with terms expiring 6/30/25. If you have any of the following items, could you please send over? Thanks!

Asian Human Services/Passages term 7/1/23 to 6/30/25

- Certificate of Compliance - will reach out to Legal for this
- Renewal application

Instituto Health Sciences term 7/1/23 to 6/30/25

- Certificate of Compliance
- Renewal application

North Lawndale term 7/1/23 to 6/30/25

- Renewal application

Thanks!

Jamie Fitzgerald, M.A.

Principal Consultant, Charter Schools

Illinois State Board of Education

100 North First Street

Springfield, IL 62777

217-782-0365

**CERTIFICATION OF COMPLIANCE WITH
THE CHARTER SCHOOLS LAW**

The undersigned do hereby certify that the Board of Education of the City of Chicago and Institute for Latino Progress, Inc., have complied with all of the procedural requirements and application components set forth in the Charter Schools Law (105 ILCS 5/27A-1 et seq.) in relation to the Application for the renewals of the charter license and the Charter School Agreement.

<p><small>DocuSigned by:</small> [Redacted]</p> <hr/> <p>Miguel del Valle, President Board of Education of the City of Chicago</p>	<p><small>DocuSigned by:</small> [Redacted]</p> <hr/> <p>Reina Goodman, Board Chairperson Institute for Latino Progress, Inc.</p>
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June 3, 2023 | 6:18:30 AM CDT

Date

5/26/2023

Date

DocuSigned by:
[Redacted]

Susan J. Narrajos, Secretary
Board of Education of the City of Chicago

DocuSigned by:
[Redacted]

Pedro Martinez, Chief Executive Officer
Board of Education of the City of Chicago

Charter School Name: Instituto Health Sciences Career Academy Charter High School
Board Report Number: 23-0125-EX10

Approved as to Legal Form: DS
PM DS
JDE DS
ES

DocuSigned by:
[Redacted]

Ruchi Verma, General Counsel
Board of Education of the City of Chicago



2022-2023 Single Site Renewal Application

Due July 29, 2022

**Office of Innovation and Incubation
Chicago Public Schools
42 W. Madison, 3rd Floor
Chicago, IL 60602
(773) 553-1530
(773) 553-1559 (fax)**

2022-2023 Single Site Renewal Application

The Office of Innovation and Incubation (I&I) at Chicago Public Schools (CPS) is committed to authorizing high quality educational options to serve the diverse needs of Chicago's public school students. As an important accountability, charter and contract schools authorized by Chicago Public Schools are reviewed annually and at the end of their contract terms to determine if they are meeting the academic, financial and operational performance goals outlined in their school agreements with the Chicago Board of Education (the Board) and the Illinois Charter Schools Law. A school seeking renewal of its school agreement with the Board must undergo a comprehensive renewal process to determine if the school has met the District's standards to remain in operation.

The Renewal Application is a key component of the renewal process. In your narrative responses to the 2022-2023 Renewal Application, please reflect on your progress toward meeting legal and contractual expectations. Each section of the Renewal Application pertains to a different accountability domain and lists the documents that will be reviewed by I&I as part of its review for that domain. The school should consider and incorporate these documents when responding to each application question.

Introduction to the School

Please state the mission of your school and identify key characteristics that enable your school to fulfill that mission. Include a discussion of your organizational structure (Operational Performance Document No. III.F.1) in your response. *1 page maximum*

IHSCA Mission and Vision

Mission

IHSCA fosters a safe and open culture of high expectations and collaboration in all classrooms. We ignite excitement in our students about learning and we focus on exposing them to the various opportunities in the Health Sciences field while awakening their social engagement and civic duty. IHSCA students learn to overcome obstacles and achieve success. They graduate and attend college at higher rates, but more importantly, they can think critically, collaborate with others, and set high expectations to confidently conquer the challenges that await them.

Vision

Our vision is to develop well rounded, confident, and responsible individuals who aspire to achieve their full potential. We do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

Describe how your school has engaged and impacted community connections and how it has fit in as a neighborhood school and as an integral part of the community. Summarize any programmatic accomplishments, community supports, and resources that you provide to your community. *1 page maximum*

Holistic Community Education and Partnerships: *It is IHSCA's goal to achieve growth at the student level, academic level, and the broader community level. This is achieved through extracurricular activities, community engagement, and programs/internships.*

IHSCA will collaborate effectively with other educational institutions and social service organizations, resulting in a high-quality continuum of learning and seamless transitions to post-secondary education and career pathways.

Supportive Learning Environments: *IHSCA will create learning environments that support the unique strengths and needs of each individual student and will provide a system of support to meet the evolving needs of all students. IHSCA will also continue to provide individualized instruction and language acquisition support.*

Transformational Teaching and Learning: *IHSCA will create consistently right and engaging learning opportunities that set high expectations for all students and foster collaboration, problem solving, reflection, critical thinking and independent learning.*

Transformational Leadership: *IHSCA will hold all educators and leaders to high expectations in responsibilities, policies, and professional development and will create opportunities that affirm and support effective teaching, learning, and leadership.*

Domain I. Academic Performance

Documents Reviewed				
Document Reference No.	Document Title	Currently On File	Submission Required	Updated Document Submitted with Application
I.A.1	The school's School Quality Rating Reports from the following school years, if available: 2017, 2018, and 2019	X		N/A
I.A.2	The school's contractual performance letters pertaining to the following SQRP reports, if available: 2017, 2018, and 2019	X		N/A
(For Selected Campuses): I.B.1	Renewal Academic Site Visit (RSV) report(s) (if applicable)	X		N/A

The school received the following academic performance ratings over the term of the contract:

Table I.A. Academic Performance Indicators							
3 Year SQRP Avg.	2 Year SQRP Avg.	2019 SQRP Rating	2019 SQRP Score	2018 SQRP Rating	2018 SQRP Score	2017 SQRP Rating	2017 SQRP Score
3.1	2.9	Level 2	2.6	Level 2+	3.1	Level 1	3.5

Criterion 1.A.1 Please explain the factors associated with the school receiving a Level 2 or Level 3 SQRP rating during the contract term, and how the school has addressed these factors. 5 page maximum

Instituto Health Sciences Career Academy finds itself at a Level 2 primarily because of challenges related to academics and growth in PSAT and SAT. This is an item that is critical to the school not only providing the academic support it needs but also putting the school in good standing. For the leadership team and, in truth, all stakeholders, we see that the data indicates that students are struggling in the areas of reading, writing, and mathematics. Critical to turning those outcomes around is having a strategic plan to address those needs.

From the onset and as we have coped with COVID, remote, hybrid, and in person learning, it is important that outside of engagement the school examines data and what SQRP has been indicating. Two of the factors are paired as they are dependent on each other in the way the disciplines work. Those are the areas of reading and writing. In examining our data, the school found that although students were passing their classes, PSAT and SAT data did not indicate growth. The school's strategic plan brought together stakeholders to examine barriers to student growth. Those examinations clarified for the school that there was a disconnect from student

foundational baselines and connecting appropriate and genuine instruction for students. This was even more apparent for diverse learners and English language learners. The schools plan was to take that data and to shift not only instructional programs and resources, but pedagogies. This will be implemented through scheduled professional development focused on MTSS, accommodations, differentiation, and data-driven instruction.

The first part of the plan includes solid implementation of MTSS (Multiple Tiers for Student Support). MTSS, for the school, involves the use of the monitoring of data on a timely basis so that genuine intervention can be provided. Classroom data is to be monitored and examined on a regular schedule (every three weeks), with classroom teachers connecting with support resources and providing direct intervention. The school is adopting the full implementation of MTSS, with direct support from attendance, RSPs, EL Literacy Center, advisors, outreach staff, and Tier two and Tier three support as needed. MTSS also includes a strong coordination with parents and community so that services do not stop at the end of the school day, but as needed. Regarding MTSS, teachers will be the first line of defense, so to speak, in that they are in the best position to connect with student needs. IHSCA, however, will also monitor data regularly to ensure that all pieces are in place and being put in motion on a timely basis.

One of the factors that SQRP data did not indicate, but that campus data provided, was that many of our students identified as diverse learners and English language learners are struggling. That disconnect in data was included in SQRP overall reporting, but again, did not connect that factor. The school, as part of its plan to intervene and/or remediate, will focus on an evaluation and a continuing evaluation of students identified as such. Critical to providing students with genuine support is ensuring that the diagnosis is correct regarding the challenges our students face. DL support will ensure student IEPs and Section 504 plans reflect genuine understanding of disabilities and the support needed. The school's plan includes the continuation of practices aligned with Federal, state, and district guidelines ensuring compliance. The school will continue to schedule and monitor for timely IEP, FIE, and Section 504 meetings. Regarding those meetings, the campus will provide solid case management that monitors not only student progress, but coordination amongst all stakeholders. The campus will ensure that, indicated by individual plans, that students have all required services from RSPs, LBS1s, and general education teachers. Support for students will be outlined in IEP/504 goals, objectives, and daily lesson planning.

Data, again, is critical to the overall outcomes related to student success. Initial data and placement data indicated that as many of our students in the diverse learner program really did not struggle with more than specific learning disabilities. Further examination indicated that perhaps the SLD diagnosis was not so much a learning disability, but perhaps one tied to language (as many of our DL students are also EL). With that in mind, IHSCA is proceeding with a continued examination of student data. The plan includes looking at student data holistically. The plan involves the inclusion of all stakeholders in determining the appropriate placement and support for all students. The school will be coordinating regular collaboration between both programs and monitored by the schools DL case manager(s) and the school's English Language Program Teacher.

As data has indicated that many of our students are struggling with language challenges in at least two domains. With changing demographics, the school has seen an increase in students who primarily are dominant in one language, with several students having limited experience in formal schooling. I support the needs of those students. IHSCA has a strong plan to address students needing support regarding language. These efforts, again, begin with correct identification and placement. The school has established not only Newcomers English

Language Development (**NELD**) and ESL classes, but additional support through its EL Literacy Center which provides push and pull out services. Regarding NELD, students will be placed based on language levels and educational background. Students in this setting will be provided not only language support, but cultural/social support. For our English as a Second Language, again students will be placed based on language levels. These students along with EL students in general education courses, will be provided support from push in-pull out services available through the school's literacy center. The center will support students through the use of both instructional resources, as well as human resources. Students will have access to tutors, language acquisition resources, as well as dedicated instructional support. Many of these are supplemental resources which have been leveraged through the use of Title three and State Bilingual funds.

The school, in meeting the needs of students regarding reading, writing, and math, have adopted an updated curriculum that will ensure that these disciplines are practiced on a daily basis. One of the critical gaps identified, clearly reflected in PSAT/SAT scores, is that students do not have the stamina to obtain good outcomes. The school, by adopting daily practices that engage students in this area, hope to change this dynamic. The school also recognizes that academic success is also critical to other factors regarding SQRP. Attendance and college/career readiness are also impacted.

Regarding attendance, IHSCA will continue to work with students and families to address any challenges related to attendance. A key part of this plan is the communication of information so that students and families know where they are. Our attendance and outreach team will utilize all resources including social workers, advisors/counselors, and external services that support the families. Our hope is that if students have timely and relevant information regarding their status that they are more likely to remain engaged. A strong attendance rate for students should connect with better outcomes (this is reflected in current data as we move from COVID challenges). The school recognizes that good attendance will also be reflected with students staying on track for graduation and transition.

Regarding college and career readiness, the school recognizes that to indicate success students must do more to enroll in college, there must be persistence. With the school's work in addressing overall academics and establishing a strong foundation, students will be more likely to achieve that persistence and stay in post-secondary programs. The school has also tied much of its academic work in making sure that students from the onset establish clear paths to post-secondary based on their personal career paths. Again, the school recognizes that making education a real-world application that students will have greater success. The school along with academic support has also introduced more opportunities for internships and work experiences courses (again tying education to career).

Criterion 1.A.2. Please explain the school's approach to delivering instruction throughout the COVID-19 school closure period, and any modifications made will impact future hybrid instruction. *2 page maximum*

Regarding Instituto Health Sciences Career Academy's support regarding COVID, the school has coordinated and focused support for our students and staff. The critical piece is vested in always being current with the direction that is provided by the CDC, IDPH, CPS, and other policymakers. The school is working with stakeholders and has communicated information and has included them in any decision-making process.

The safety and health of our stakeholders are of the utmost importance. IHSCA is bound to solid adherence to state and federal safety guidelines.

FALL 2022 COVID-19 MANAGEMENT AND GUIDANCE PLAN

IHSCA is scheduled to continue in-person classes at full capacity for the fall semester. Considering the continued infection rates in the nation and recent Centers for Disease Control and Prevention guidelines, the school is asking families and staff to do their part by taking important steps to keep **IHSCA** healthy and safe. While IHSCA does **not** require students/staff to be vaccinated, it is **strongly encouraged**. IHSCA requires wearing a mask in public/indoor school settings and asking stakeholders to wash their hands frequently.

We will continue to monitor the situation in all of the communities surrounding our campus and the state as a whole. As conditions may warrant changes to these guidelines the school updates notice on the *school website*.

Note three requirements for everyone as we return to campus in the fall:

1. Students must confirm they've read and agree to adhere to the school's COVID guidelines by logging on through the IHSCA Portal.
2. Students, faculty, and staff must participate in the mandatory COVID-19 testing program at intervals designated by CPS/CDC.
3. Students, faculty, and staff who test positive or have been identified as close contact are required to quarantine/isolate consistent with CDC guidance.

Faculty and staff who do not comply with mandatory COVID-19 reporting, testing, and/or quarantine/isolation requirements will receive a written reprimand, at a minimum, and also will be subject to other, more severe, disciplinary action as appropriate.

Mandatory COVID-19 Testing and Mandatory Self-Reporting

All students, staff, and faculty are **required** to participate in mandatory COVID-19 testing if they have a fever, have COVID-like symptoms, and/or were exposed to the virus. Everyone, regardless of vaccination status, will be required to submit to a COVID diagnostic test, if presenting COVID-like symptoms. All members of the **IHSCA**

community - students, faculty, and staff - are **required to report** a COVID-19 diagnosis, regardless of where tested, or if they have had close contact with someone who tests positive.

Classes

IHSCA families have been advised that extensive remote learning opportunities that were available last year will not be available as the semester starts. Remote Learning will be available, however, for those students who require such support due to medical reasons. Families/Students must register for these classes on the **IHSCA** website.

In the event, the school encounters any COVID outbreak the school will shift to working in pods and even full remote utilizing the virtual classroom. All students have been and/or are issued a Chromebook and hotspots as needed to support these efforts. In preparation for such events, the teaching staff has been provided professional development regarding any and all instructional resources available. Students would maintain their regular schedule(s) as would teachers with just classes shifting to the virtual setting.

Regarding DL/EL students, the school will follow ISBE/CPS guidelines to ensure support. Students will also be provided with tutoring resources during school and after to ensure academic success. Students will also receive wrap-around services to address any social/emotional needs. The school's leadership team will monitor student progress and provide intervention where needed.

I will condense items from the re-opening plan that was submitted to CPS

Domain II. Financial Performance

Documents Reviewed				
Document Reference No.	Document Title	Currently On File	Submission Required	Updated Document Submitted with Application
II.A.1	The school's Financial and Compliance Performance Reports from the following fiscal years, if available: FY19, FY20, FY21, and FY22 <i>* Financial Condition and Financial Controls Categories</i>	X		N/A
II.A.2	The school's audits from the following fiscal years, if available: FY19, FY20, FY21, and FY22 <i>* Financial Condition and Financial Controls Categories</i>	X		N/A

Your school received the following Financial Performance Indicator ratings over the term of the contract:

Table II.A. Financial Performance Indicators			
Fiscal Year	Key Financial Indicators		

	Change in Net Assets	Current Ratio	Net Asset Ratio	Cash on Hand Ratio	Loan Delinquency	Annual Audit
FY22	TBD	TBD	TBD	TBD	TBD	TBD
FY21	Meets Standards	Meets Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Does Not Meet Standards
FY20	Meets Standards	Does Not Meet Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Does Not Meet Standards
FY19	Meets Standards	Does Not Meet Standards	Exceeds Standards	Does Not Meet Standards	Exceeds Standards	Does Not Meet Standards

*FY22 unaudited financial statements may be used to generate preliminary FY22 performance indicator ratings.

Criterion II.A. Please explain any factors associated with the school receiving a rating of “Does Not Meet Standards” for any Financial Performance Indicator during the contract term, and how the school has addressed these factors. *1 page maximum*

Change in Net Assets indicator: In FY18, IHSCA did not meet the threshold for Change in Net Assets. Thereafter, the school ensured the actual budget was closely observed.

Liquidity/Current Ratio indicator: In FY19 & FY20, IHSCA did not meet the threshold for Current Ratio. At the beginning of FY21, IHSCA outsourced the accounting department to Quattro Business Support Services. With this change, Quattro ensured timely reimbursable vouchers, which led to more timely cash flow. Additionally, Quattro has provided a budget to actuals in the general ledger program to analyze revenue and expenses to increase total net assets.

Net Asset Ratio indicator: In FY18, IHSCA did not meet the threshold for Net Asset Ratio. From this fiscal year, positive net assets were achieved, which promoted a positive net asset ratio.

Cash on Hand Ratio indicator: In FY18 & FY19, IHSCA did not meet the threshold for Cash on Hand indicator. At the beginning of FY21, IHSCA outsourced the accounting department to Quattro Business Support Services. With this change, Quattro ensured timely reimbursable vouchers, which led to more timely cash flow. Also, encouraging the schools to stick with budgeted expenses, this reduced the average monthly expenses.

Loan Delinquency indicator: N/A

Annual Audit: For three years, IHSCA did not meet the annual audit standards for FY19 – FY21. The audit finding is related to the timely submission of the quarterly CPS Statement of Activities and Financial Position. In May 2022, Quattro has changed its staff and brought in higher level accountants to ensure timely submission on behalf of the school.

Domain III. Operational Performance

Documents Reviewed				
Document Reference No.	Document Title	Currently On File	Submission Required	Updated Document Submitted with Application
III.A.1	The school's Financial and Compliance Performance Reports from the following fiscal years, if available: FY19, FY20, FY21, and FY22 <i>* Legal Compliance and Reporting Categories</i>	X		N/A
III.A.2	The school's audits from the following fiscal years, if available: FY19, FY20, FY21, and FY22 <i>* Legal Compliance Categories</i>	X		N/A
III.A.3	Current agreement(s) with CPS	X		N/A
III.A.4	Contractual condition evaluation forms with a separate agreement (if applicable)	X		
III.B.1	List of governing board members from agreement term	X		
III.B.2	Board member Conflict-of-Interest Questionnaire	X		
III.B.3	Board meeting dates and times from agreement term (FY20 to present)	X		
III.B.4	Board bylaws	X		
III.B.5	Open Meetings Act (OMA) Board Member Certificates	X		
III.B.6	OMA complaints with the Attorney General's Office (FY20 to present)	X		N/A
III.B.7	501(c)(3) Certification	X		
III.B.8	Freedom of Information Act (FOIA) Designee training certificate (FY20 to present)	X		
III.B.9	FOIA complaints with the Attorney General's Office (FY20 to present)	X		N/A
III.B.10	Board Conflict of Interest Policy	X		
III.B.11	Board meeting minutes and attachments (FY20 to present)	X		
III.B.12	Service agreement(s) with any Education Management Organization(s) (EMO[s]) or Charter Management Organization(s) (CMO[s]) (if applicable)	X		
III.B.13	Performance reviews of the EMO(s) or CMO(s) completed during the current agreement term (if applicable)	X		
III.C.1	Monthly Individualized Education Plan (IEP)/504 plan compliance notifications from Office of Diverse	X		N/A

	Learner Supports and Services (FY20 to present)			
III.C.2	Related Service Provider (RSP) minute documentation (FY20 to present)	X		N/A
III.C.3	Illinois State Board of Education (ISBE) Special Education Application Renewal Rubric (Form 34-50B)		X	
III.C.4	Office of Language and Cultural Education (OLCE) Site Visit Report (if applicable) (FY20 to present)			N/A
III.C.5	ISBE Charter School Renewal Application for English Language Learning Services (Form 92-15B)		X	
III.C.6	Students in Temporary Living Situations (STLS) Policy		X	
III.C.7	STLS School Attestation	X		
III.D.1	Parent Issue Review (FY20 to present)	X		N/A
III.E.1	2022-2023 Lottery application and enrollment forms	X		
III.E.2	2022-2023 Lottery and enrollment brochures and advertisements		X	
III.E.3	2022-2023 Lottery and enrollment policies	X		
III.F.1	Employee Roster and Organizational Chart	X		
III.G1	Transportation Policy	X		
III.H.1	Student Code of Conduct	X		
III.H.2	In-school-suspension and out-of-school suspension data (FY20 to present)	X		N/A
III.H.3	Expulsion data from agreement term, including number and percent of students expelled (FY20 to present)	X		N/A
III.I.1	School Emergency Management Plans	X		
III.I.2	Fire and Safety Drill Documentation	X		
III.J.1	Facilities Questionnaire		X	
III.J.2	Facilities and Americans with Disabilities Act of 1990 (ADA) Review for each independent facility (if applicable) * Documents J.2.1 thru J.2.12, those documents are collectively known as the "The Facilities Addendum"		X	
J.2.1	Current lease		X	
J.2.2	Original inspecting architect's report		X	
J.2.3	Contractual condition evaluation forms (if applicable)		X	

J.2.4	Previous facility assessments		X	
J.2.5	Most recent capital needs assessment & corresponding plan		X	
J.2.6	Current ADA Plan		X	
J.2.7	Building, fire, and health inspection reports		X	
J.2.8	Occupancy Permit		X	
J.2.9	Current floor plans, including square footage		X	
J.2.10	Building, fire, and health code violations		X	
J.2.11	Date and description of most recent renovation		X	
J.2.12	Asbestos survey and compliance documents		X	
K.1.1	Other compliance communications	X		
K.1.2	Root Cause Analysis Worksheet (if applicable)		X	
L.1.1	ISBE Charter School Renewal Financial Schedule and Narrative		X	
L.1.2	ISBE Charter School Curricula Renewal Application (Form 88-02(2-20))		X	

III.A - Legal Compliance and Reporting Timeliness

Your school received the following Legal Compliance and Reporting Timeliness Indicator ratings over the term of the contract:

Table III.A – Legal Compliance and Reporting Timeliness		
Fiscal Year	Legal Compliance	Document Timeliness
FY22	TBD	TBD
FY21	Exceeds Standards	Does Not Meet Standards
FY20	Does Not Meet Standards	Does Not Meet Standards
FY19	Exceeds Standards	Meets Standards

Criterion III.A. Please explain any factors associated with the school receiving a rating of “Does Not Meet Standards” for any Legal Compliance or Reporting Timeliness Indicator during the contract term and how the school has addressed these factors. *½ page maximum*

Legal Compliance indicator: In FY’20 there was transition with positions that handled compliance for the schools. Our Director of Operations has taken on the additional responsibility in order to ensure our schools are compliant at all times. There has been a learning curve in some areas that required more attention. We are confident that she can assist with ensuring our reporting and submissions are accurate and submitted in a timely manner. Our Director of Operations also works closely with Quattro in order to ensure document submission takes place in a timely manner.

Reporting Timeliness indicator: In FY20, there was great turnover in the accounting department. When Quattro began in FY21, there was a learning curve for the team to take on responsibilities and CPS deadlines. In June 2022, additional accounting staff was added to ensure timely deadlines are met.

III.B – Governance

Criterion III.B.

Question 1. Describe how the board performed each of the following oversight functions during the contract term. Provide at least one example of approved board minutes for each that demonstrate how the board fulfilled that function. *1 page maximum*

- a. Monitored the academic performance of the school.
- b. Held the school and school leadership accountable for academic performance and compliance requirements.
- c. Used systems to monitor the academic, financial, and operational performance of the school.
- d. Intervened when the school did not meet its academic goals or compliance requirements.

a) **Monitored the academic performance of the school.** Instituto’s Board of Directors plays a critical role in monitoring the academic, financial, leadership, compliance and operational progress of Instituto Health Sciences Career Academy as well as Instituto Justice Leadership Academy. Furthermore, the Board holds each of the schools accountable in terms of academic,

financial, operational performance and compliance by requiring a board report that addresses each of these areas. At the March 28, 2022 Board meeting, Dr. Alonzo reviewed IHSA 5Essentials, EL/ESL program, DL and College & Career Readiness. In relevant part, March 28th Board Meeting Minutes state:

“IHSCA Instituto health has an enrollment of 596 with 90%+ _ attendance. GoCPS has IHSCA with a possible 143 incoming 9 th graders. IHSCA has become a hub for migrating students who are non-English speakers. The first round of SAT has been completed by the 11th graders. The second round of SAT’s will test the 9th and 10th graders. SAT prep has been occurring in the past months to positively impact the score. On March 18th, the charter school renewal began. The renewal process looks at 3 major areas: Compliance, vision/mission, stewardship, and financials. Renewal letters will be sent out to board members, partners, and then the day of testimonial will be impactful. The 5essential surveys consist of: Effective leaders, collaborative teachers, involved families, supportive environments, ambitious instructions. IHSCA values the support of parents by having over 200 families. Survey results participation on the survey is above 80%, IHSCA participation is at 22%. The goal is to receive a 50% threshold for the students. EL/ESL has 267 ELL students for which IHSCA implemented the following: NELD programs, 1st College tour, 28 bookbags and coats have been distributed (236 available for students). PBIS rewards are a way of rewarding students for their academic commitment. The IHSCA van is helping 15 students who are consistently picking up and increasing daily attendance. The van is being used for athletics, field trips and other smaller scale transportation. 1st Saturday of the month students can participate in reclaim sessions, this is in lieu of an in-day suspension. IHSCA is being proactive by implementing class workshops to assist all juniors in relation to college prep and application. IHSCA is working with teens on wings, medical organizations and doctors without borders. There are currently 7 IHSCA students in Morelos, Mexico. The cost has been covered by American airlines and grants. Past, current, and future celebrations include black history month celebration and women’s history month celebration. Student support will increase through increasing and providing more student clubs and activities.”

Additionally, as it relates to IJLA, “IJLA is a community essential for those students who face greater challenges. Enrollment is at 51 (up from 23). Attendance is at 74% (up from 34%) CPS audit underway. The diverse learner compliance at 39%. On March 18th, the charter school renewal began. SAT testing took place on March 23rd with 35 11th graders. IJLA does have EL learners, additional support and resources are currently being created to support these students. The current grantors have been contacted. Federal title grants have been approved and will be continued to voucher. ASN YES is supporting programming for CHM & Digital Art. The 5essential surveys consist of: Effective leaders, collaborative teachers, involved families, supportive environments, ambitious instructions. IJLA has an 11% return from teachers, there are only 5 teachers at the building. As far as students there are 18% Of students in survey responses. IJLA has 0 students in IEPs and have 4 students who are 18 years old transitioned to 504s in preparation for work or college

programming.”

b) Held the school and school leadership accountable for academic performance and compliance requirements. Instituto’s Board of Directors meets bi-monthly to go over the academic and operational performance and compliance requirements. At each board meeting, each school principal provides a board report on school performance for that two-month time period. Within the board report, our school principals share academic data, event highlights, student success, and academic performance updates with each of the board members. Board

members frequently ask questions, offer support and also challenge each principal and provide recommendations to course correct and or support positive growth and progress toward meeting academic performance and compliance requirements.

In relevant part the September 27, 2021 Board Meeting Minutes state:

“IHSCA Report – Mr. Alonzo walked through the topline overview of current status. Current enrollment 580 students with a 90% attendance during the first two weeks. There is a large push for students and staff members to obtain their COVID vaccine. IHSCA is providing a shuttle service to ensure transportation is not a barrier for the students. Campus now had a full-time nurse, clinician and social worker to support students. · IJLA Report – Ms. Ventimiglia walked through the summer programming, preparation for school year, first week of school, enrollment and funding. Were able to earn over \$75,000 in wages during the summer programming for the students. Preparation consisted of a three-day retreat, summer safety committee and a back to school BBQ with staff and students. The first week of school had a great start; students were able to get vaccinated, tested and obtain resources. Enrollment is at 123 students and IJLA has been renewed for all ASN, WIOA, IYIP, 21st CCLC and final stages of receiving a partnership with apple.”

In relevant part, the November 29, 2021 Board Meeting Minutes state:

“IHSCA Report-There are currently 583 students enrolled. IHSCA will be hosting a shadow day for 8 th graders to experience the facility. The School has 100% Compliance regarding Diverse Learners Evaluations and Meetings. ALAS will hosting an event “Brindando Homenaje a Nuestra Semillas Nativas: Ofreciendo Flor y Danza” on November 12th. All seniors have participated in 6 college awareness workshops led by academic advisors. A total of 64 college applications have been submitted by seniors in the last 2 months. Successful 1st blood drive of the school year, IHSCA is hopeful to receive a \$5,000 scholarship. Over 40 students participated in the Facing forward Project. Students had their portraits taken by a world-famous photographer. Students also met with Chicago’s first lady. IHSCA scholars traveled to El Salvador as part of the Teens with Wings Program. · IJLA Report- The current enrollment is 115 students. IJLA also received \$45,000 worth of Apple products and \$35,000 in funds are still on the way. Some of the family, alumni and community involvement were the Back to school BBQ, Q1 family graduation dinner, Halloween community event, Alumni Involved in work-based learning programs, and student/parent/teacher conferences. There were 16 Q1 Graduates. Some guest speakers included parents and alumni entrepreneurs. Chicago History Museum trips with some IJLA interns. There was a buffer week between Q1 and Q2, 4 days of field trips (Brookfield Zoo, CHICAT, Forest Preserve, etc.). Seven students-initiated clubs: Latinx History Now, Music and Design, Eng/Spa Club, Entre Mujeres, etc. IJLA hosted a Q1 student symposium consisting of the following topics: Financial literacy plans, Intersectionality and identity art, environmental impact presentations, and supporting small businesses websites.”

c) Used systems to monitor the academic, financial, and operational performance of the school. Instituto’s Board of Directors monitored the aforementioned. Our board is comprised of well-established c-suite professionals from different industries such as finance, entrepreneurship, non-profit and educational settings. Within Instituto’s list of 14 board members, one of the board members serves on the board as a parent representative. The Finance Committee also closely reviews the school budget, financial reports, revenue and spending as well as being vigilant on enrollment numbers.

In relevant part the January 24th Board Meeting Minutes state: “IHSCA: At the beginning of the year students were in remote learning (January 10th -19th). Covid testing was conducted on January 18th. Enrollment is at 592, 360 of these students have 90% attendance rate. Two students were admitted into the male mentorship/scholarship program and one was admitted to the IIT dual credit program. Project Evolve continues into February. This spring IHSCA will be partnering with IDPL college of nursing and introduce pre-BNA courses for IHSCA students. Planned monthly trips with teens with wings to various Latin American Countries.” Moreover, it the minutes state, “IJLA Hosted thanksgiving feast on November 19th. Hosted a holiday event on December 18th, where toys, winter gear, and gift cards were distributed. \$500 checks were distributed to over 40 STL and families. Students were exposed to new experiences by viewing the LuvCity Media “Cap and Gown” film. Over 20 students are employed through work-based learning. Students surveyed and conducted forums on in-person vs. virtual learning models. Some of the new courses offered during semester 2 are: community health, Spanish for heritage speakers, and Latin American Studies. s. IJLA currently has 125 students. Students will have the opportunity to do virtual, hybrid, and in-person options.”

d) Intervened when the school did not meet its academic goals or compliance requirements. To supplement the bi-monthly board meetings, our leadership team has also created ad hoc committees to further assist our school principals and Instituto’s leadership team. As an example, Instituto’s High School Advisory committee is composed of a smaller set of board members that provide extra guidance and accountability to our principals. This committee also hears expulsion hearings for uncommon situations in which a student from IHSCA or IJLA is considered for expulsion, and or specific compliance or other concerns. The Board not only intervenes but is deeply engaged in the academic goals, compliance and financials that it is able to offer real time advice and counsel.

As it relates to finances and Board intervention please find the following as reflected on the January 24, 2022 Board Meeting Minutes. “YTD Revenue was approximately \$7.26M which is around \$200K lower than planned budget. Funding sources are diverse including grants from Chicago Public Schools (for IHSCA; some of which are on hold from Title I and ESSER funds), foundation and private grants and individual contributions (which were lower than expected). Expenses as of date of these records included equipment, software and other items within budget. Questions arose about comparison of our school versus others in the region. Mr. Alonzo shared that a competitive advantage of our school is the newcomer programs. Most students are facing language challenges and/or lack of technology proficiency or awareness. However, they are sound academically and highly engaged. Personalized attention is also provided to ensure their success.”

Question 2. Describe any substantive changes to the school’s board structure or bylaws that have been made during the contract term. *½ page maximum* **There have been no recent changes to the school board structure or bylaws.**

III.C – Special Student Populations: Diverse Learners, English Learners, and Students in Temporary Living Situations

The table below lists the enrollment percentages of special student populations at your school for the last three (3) school years.

Table III.C - Special Student Populations Data				
School Year	Diverse Learners	English Learners	STLS	20th Day Enrollment
2021-2022	20.52%	42.59%	3.00%	580
2020-2021	20.70%	36.39%	2.5%	599
2019-2020	20.15%	32.92%	1.8%	650

Criterion III.C.

Question 1. Reflecting on the above enrollment data, please address the following: *2 page maximum*

- a. How the school fulfilled its contractual obligation for equal access in the enrollment process for each of the student populations listed above.
- b. Any fluctuations or trends in the enrollment data.
- c. Any additional efforts the school undertook to enroll a diverse student population.

IHSCA is committed to providing equal access to enrollment for all populations of students which include diverse learners, English Learners, and STLS students. The school clearly communicates its ability to provide the necessary accommodations as needed in a student's Individualized Education Plan. IHSCA establishes an open door of communication between parents, students, elementary schools, high schools, to ensure that our special population students are confident that we will be able to meet their needs and provide them with the necessary support to be successful at our school.

IHSCA understands the importance of eliminating barriers to education, especially for English Learner students. Grand efforts are made in providing communication to families that is in both English and Spanish. IHSCA's online webpage has built in tools to translate its page to multiple languages so that prospective families can follow our enrollment process. Promotional materials such as flyers, booklets, trifold, are also available in both English and Spanish in order to serve Chicago's high population of Spanish native language speakers. IHSCA also provides a list of identified bilingual staff that are readily available to provide translation to prospective families.

IHSCA follows the GoCPS process with the inclusion of our Charter open enrollment guidelines which provides equal opportunity for enrollment for all students residing within the Chicago area.

In terms of the total 20th day enrollment numbers, IHSCA was impacted by the challenges brought forth from the Covid-19 pandemic as well as economic factors, causing a big downward trend in enrollment from 2019 to 2021. A common trend from families that have made the decision to transfer out of our school has been because of the high cost of living within the Chicago area. Many of our transfer families have made the decision to move out of state to areas such as Indiana or moved to suburban areas.

Although the challenges from Covid-19 are still prominent, our school has responded with a strong effort to provide community support to lessen the impact of Covid-19. In doing so, there was only a small change in our 20th day enrollment from 2020 to 2022 and we expect to regain our enrollment goal of 650 within the 2022 - 2023 school year.

IHSCA serves an above average population of Diverse Learners and English Learners. Our Diverse Learner population has remained consistent between 2019 and 2022. As we continue to work on establishing more support for Diverse Learners we are ready and welcome an increase to the percentage of Diverse Learners IHSCA serves. Our school has become a staple for families and students who do not have English as their native language. Our school is proud to see an upward trend in our English Learner population having increased from 32.92% to 42.59% between 2019 to 2022. Families have been positively receptive to the support that is offered to our English Learner population and we have had students come from different Latin American countries such as Mexico, Ecuador, Guatemala, Honduras, and El Salvador.

IHSCA will continue to communicate with our community, families, and the Chicago Area to establish a commitment and confidence towards our Diverse Learner program so that prospective families can trust that we will properly serve our special population students.

Question 2. Identify efforts the school has made to support full access to the academic program for Diverse Learners and English Learners. Refer to the school's responses in the ISBE Special Education Application Renewal Rubric (Form 34-50) and the ISBE Charter School Renewal Application for English Language Learning Services (Form 92-15B) as appropriate.

At IHSCA we have high expectations for all learners regardless of language and/or cultural background and therefore one of the most important and significant items we have executed is to ensure wording on the grading/promotion policy is present that will ensure equal opportunity for our ELs. The policy states that no EL should fail due to language proficiency. Furthermore, the school has ensured to use student ACCESS data to make informed decisions for student placement. In conjunction with this, the school has developed two support programs to provide additional services to our EL students. The first program is the Literacy Center, which aims to provide support to all ELs throughout the school year by supplying the students with tutoring sessions in their needed academic areas. Additionally, the school has opened up ESL classes. The school has ensured that an ESL certified teacher is able to provide instruction to EL students, where placement is based on ACCESS scores, teacher recommendation, and student's previous grades. Based on our need, it has been determined that additional certified teachers will be needed and this has led the school to partner up with Lewis University to provide ESL/Bilingual certification classes to a cohort of teachers. These teachers will provide students with a bridge to equitable access to education. Finally, IHSCA strives to ensure all students feel included and celebrated. Throughout the years, IHSCA has promoted the use of student's culture in the curriculum and throughout extracurricular activities.

As part of the efforts to support full access to the academic program for Diverse Learners ISHCA adheres to Individuals with Disabilities Education Act (IDEA). Section 1412(a)(5) dictates the requirements for educating students with disabilities in the least restrictive environment (LRE). Individualized Educational Programs (IEPs) at IHSCA are developed to address the individualized needs of the student and facilitate placing the students in the appropriate setting. The extent to which the student will participate with students without disabilities in IHSCA's general education classroom, nonacademic, and extracurricular activities is outlined in the IEP. Examples of nonacademic and extracurricular activities at ISHCA include, but not limited to, athletics, transportation, health services, and special interest groups or clubs. ISHCA also provides supplementary aids, services, and program modifications pursuant to (20 U.S.C. 1414(d)(1)(A)(i)(aa)(II)(aa)(IV)(bb)(cc)(V)(VI) if the student's disability affects their involvement in the general curriculum. The determined supplementary aids and services the IEP team deemed necessary for the student to participate in the identified nonacademic activities during the IEP meeting.

Question 3. Please identify services provided for students in temporary living situations (STLS) in compliance with all federal laws and regulations. Include the following in your answer: $\frac{1}{2}$ page maximum

- a. The school's identification of appropriately-skilled staff persons (the STLS Liaison and/or STLS Clerk) who receive training from CPS's Support for Students in Temporary Living Situations to carry out duties related to the STLS program at the school; Stephanie Palomo-Vazquez is the identified and trained staff member at IHSCA as the STLS Liaison. The Liaison completes annual mandated training every year.
- b. How the school notifies the entire student population of McKinney-Vento student rights and identify McKinney-Vento eligible students; IHSCA informs the entire student population of McKinney-Vento rights by posting STLS posters on every floor of the building, making parents and students aware of their rights during registration, Summer Bridge and Back to School events held at IHSCA.
- c. How the school ensures compliance with and documents fee waivers for all McKinney-Vento eligible students; The STLS identified students are entered into PowerSchool. Any student identified signs a Fee Waiver, which includes, but limited to, field trips, uniforms, field trips, athletics and clubs.
- d. The training staff receives regarding the needs and rights of students in temporary living situations; Every year the IHSCA STLS Liaison, Stephanie Palomo-Vazquez, provides staff with an in-service STLS training. Guidance is provided throughout the school year along with resources.
- e. How the school includes students in temporary living situations in all proposed school programs and activities; Our STLS students receive the necessary support to make sure there are no barriers when participating in extracurricular activities. We make sure that they receive financial support and waive any fees that may accompany participation in a sport or activity. Our school also make sure to provide basic necessities so that our STLS students feel properly prepared to enroll in such activities.
- f. Additional services offered by the school and outside providers to support students in temporary living situations and ensure access to the academic program. Chicago Public Schools (CPS) routinely disseminates informational resources to STLS Liaisons for them to utilize them with students and families that may be experiencing hardship or in situations where the STLS program would be beneficial.

III.D – Parent Issue Review

Criterion III.D. Please explain the process for addressing parent or community member concerns. Based on I&I's Parent Issue Review, the school may be asked to additionally address factors associated with one or more specific parent or community member issues. $\frac{1}{2}$ page maximum

IHSCA is committed to providing an open door for communication for all stakeholders. Our growth and improvement plans reflect upon addressing community and parent concerns so that we are able to adapt to ever changing needs. IHSCA has established a process to address parent/guardian/community concerns so that we are responsive with an intentful manner.

Below is our Process For Addressing Concerns.

In the event that a problem arises in school involving your child, there is an established protocol to follow -- starting with the classroom teacher. Unless it is an emergency, please make an appointment to speak with the teacher or principal about a concern before visiting the school.

Teacher Concerns - If you have concerns about your child's performance in a certain class or with a specific teacher, you should discuss the matter with the teacher first.

Advisor or Assistant Principal - If you have concerns about your child's performance in a certain class or with a specific teacher, and you have discussed the matter with the teacher, you should then discuss the concerns with the Advisor or Assistant Principal.

Principal - Problems with a teacher, school or the child's overall performance that cannot be resolved by the teacher, Advisor, or the Assistant Principal, should then be discussed with the Principal.

Executive Director - Instituto Del Progreso Latino's Executive Director should address any concerns unresolved at the school level. Concerns unresolved by the IDPL's Executive Director will be referred to the Board of Directors through the executive assistant.

III.E – Lottery and enrollment

Criterion III.E. How do you keep parents informed of their child's status in the application and enrollment process? Please refer to both general lottery and waitlist management. *½ page maximum*

The Recruitment and Retention Coordinator contacts the families via email and phone to update the family of where they are in the enrollment process.

III.F – Employee Roster and Organizational Data

Criterion III.F.

Question 1. (For Charter Schools Only) If applicable, explain how the school utilized teacher licensure flexibilities in the Charter Schools Law to assist in meeting the school's stated goals. *½ page maximum*

Regarding the licensure flexibility provided to charter schools, IHSCA is allowed to operate with a 25% allowance. The school has utilized this flexibility to provide students with support in areas of need and where there exist teacher shortages. Aside from utilizing the flexibility that is allowed, the school has also worked with staff and supported teachers in getting certified. Teachers seeking certification are placed on a Professional Education Learning Plan with set goals and outcomes. The school, also working with students' needs, has also partnered with a local university to coordinate an endorsement program for English Language Learners.

Question 2. (All school governance types) Explain how the school ensures that teachers are appropriately credentialed in subject areas experiencing licensed teacher shortages. *½ page maximum*

In order to ensure teachers hold appropriate credentials in subject areas experiencing licensed teacher shortages, IHSCA utilizes teachers' EIN numbers to revise their credentials using the

states' ISBE credentials search engine. Additionally, IHSCA utilizes Assurehire, an accredited Consumer Reporting Agency accredited by the National Association of Professional Background Screeners, to ensure teachers hold appropriate credentials in subject areas experiencing teacher shortages. This is done with consistency, at the beginning, middle, and end of the school year

III.G – Transportation Policy

Criterion III.G.

Question 1. How does your transportation policy ensure that transportation will not create a barrier to full participation in the educational program for the following groups of students: $\frac{1}{2}$ page maximum

- a. Economically Disadvantaged Students
- b. At-Risk Students
- c. Students with Individualized Education Plans
- d. Students in Temporary Living Situations

IHSCA supports our students in taking advantage of student ventra cards to receive the CTA student discount card for affordable access to public transportation. The diverse learner department follows through with specific transportation needs that are identified in the students IEP, our school will set up transportation needs and work with the family so that a plan is established for the school year. Students that are in the STLS program and students at-risk receive all the necessary support to ensure that transportation is not a barrier. IHSCA provides its own transportation service to students that have been identified in which transportation is a barrier. IHSCA owns a XL Transit Van that has provided transportation to and from school up to 20 students. IHSCA is aware that accessibility to transportation is important and we have plans to increase our Van fleet up to 3 transit Vans by the year 2025 to provide further accessibility to transportation for students in difficult situations.

Question 2. Please explain the process the school followed to adopt its transportation policy, and how school personnel are trained to implement the policy. $\frac{1}{2}$ page maximum

Instituto Health Sciences Career Academy does not have a transportation policy as our students are not provided transportation directly by the school. The school assists students in utilizing public transportation and/or transportation from family.

III.H - Student Discipline

Your school has the following annual suspension and expulsion data recorded for the last three (3) school years:

Table III.H - Student Discipline Data								
School Year	20th Day Enrollment	In School Suspensions (ISS)			Out of School Suspensions (OSS)			Number of Expulsions
		% Unique Students	9-12 Comparison	Percentile	% Unique Students	9-12 Comparison	Percentile	
2020-2021	599	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	0
2019-2020	650	2.9%	8.1%	48.0%	6.6%	9.1%	74.0%	0
2018-2019	743	10.4%	16.9%	58.0%	14.1%	9.8%	79.0%	2

**Note: District and charter school data are derived from different student information reporting systems. The District comparison rate is inclusive of all non-selective district-run schools.*

Criterion III.H. Using the table above, please explain any factors associated with the numbers of suspensions and expulsions in the past three (3) years. Include in your response any changes you made to your student code of conduct (if applicable), and school-based practices to ensure compliance with US ED guidance on improving school climate and discipline practices and/or the requirements of [Public Act 99-0456](#) (also known as Senate Bill 100). In addition, please outline your school/network's strategy to minimize exclusionary discipline. *1 page minimum*

The following are the interventions provided to students during this SY22/23

- Daily check in with students who were identified with contra-band, physical and verbal altercation.
- Restorative talking, peace circles with staff, students as needed.
- SEL video during reclaim session.
- Brain Focus forms for students to reintegrate back to classes.
- Safety plans within the school. Monitoring students from class to class.
- Safety plans outside the school. Involved parents drop off and pick up.
- Attendance check-in with support staff, advisors or attendance department.
- Provide School shuttle service for truancy students.
- Offering school incentives and student engagement beyond academics as an outlet.
- Semester 1 -Attendance (all inclusive). Semester 2 -Academic (all inclusive) PBIS support.
- AM reclaim sessions for attendance every Monday. (Tardy to school, class) 7:15am-7:45am.
- PM reclaim sessions every Wednesday. (Gross disrespect, failure to correct behavior) 1:45pm-2:15pm.
- Reclaim Saturday session 1st Saturday of the month. 8am-12pm.
- Provided home visits as needed by the advisor, outreach, dean team.

The following are the support offered to parents throughout the school year.

- Quarterly Parent meeting to keep parents aware of the ongoing events, concerns, goals.
- SEL support provided from a community partner. (Blue Door Org).
- Parent, educator, student talking sessions. (Reintegration steps)
- Provide parents with opportunities to get involved with school events.
- Parent shadow days to incoming and current students to support academic attendance status.
- Academic grade level workshops with parents.
- Weekly K swift communication to inform parents of student reclaim sessions.

The following is support provided to staff throughout the school year.

- Provide staff with SEL videos to show students and a month to the entire school population.
- Provide promoting SEL support to every classroom.
- Provide SEL videos as needed.
- Provide school wide material to support expectation.
- Provide an MTSS workshop throughout the school year.
- Weekly PD led by administration to support post pandemic concerns, interventions.
- Hosted 1 on 1 meetings with educators to offer options to address classroom behaviors.
- Restorative peace circles with student-educator, student-support staff.
- ELSA on-going training and modification to support overall operational safety to staff.
- Academic grade level meetings with students.
- Quarterly PD for staff to get feedback and offer support to diminish infractions.

As we enter SY22-23 we will continue to provide practically restorative practice interventions as we address incidents. We will offer selective AM reclaim sessions to focus on attendance (Tardy to school, tardy to class). This will occur every Monday from 7:15am-7:45am. We will also offer Thursday PM reclaim sessions to focus on Tier 1, 2 infractions (gross disrespect, failure to correct behavior (uniforms, cells). This will occur every Thursday from 1:45pm-2:15pm. We will also have Saturday reclaim sessions to focus on Tier 1,2,3,4, infractions (verbal, physical altercations, contraband, bullying). This will occur the 1st Saturday of every month from 8am-12pm. Our goal is to minimize the students not being in school, classes and offer alternative restorative practices to help educate the students, staff, parents to diminish any infractions that may lead to ISS (In School support) or SUS (Out of school suspensions).

III.I – Student Safety

Criterion III.I. Please explain your approach to student safety including compliance with required safety drills and Title IX procedures for reporting and managing cases of misconduct. *1 page maximum*

Our school has an identified point of contact from this team, who serves as a one-stop-shop to schools and is accountable for assisting in areas such as safety strategy development, security staff support, and incident investigation and response. Key responsibilities include.

School customized school safety plans on an individual(s) basis.

- Training security staff on various topics, ranging from technical safety skills to implicit racial bias to LGBTQ policies, using a trauma-informed approach in supporting students.
- CPR and First Aid training for security officer, staff and students.
- Partnering with CPD/CFD and community stakeholders to support school safety plans inside and outside of schools.
- Partnering with school teams and CPD to conduct threat assessments.
- Conducting positive interventions for at-risk students due to factors including, but not limited to, social media events, environmental concerns, gang concerns, and any other issues that might jeopardize student safety.

Safety Initiatives and Background Check

Responsible for key strategic areas including implementing the CPS district-wide background check process for employees, vendor employees, volunteers, and charter school partners

Safety Operations Team

Responsible for ensuring all schools and staff have met district safety standards for school safety integrity, including conducting safety audits and emergency preparedness. The team oversees school preparedness for emergencies that include fire, tornado, and active shooter, by training and supporting schools to conduct emergency drills. Safety Operations also provides real-time support in the event of a true emergency.

Security officers are trained to support school communities using best practices that are designed to work in school communities in such a way that is supportive and proactive to students and staff. Security officers are trained to recognize and intervene in situations prior to them becoming serious incidents by using de-escalation strategies. Security officers must complete the following modules:

ELSA training and completed prior to start of SY22/23

Facilities overview of all 3 buildings

CPR/First Aid ongoing training

CPI training during the SY22/23

Domain IV: Forward Planning

Documents Reviewed				
Document Reference No.	Document Title	Currently On File	Submission Required	Updated Document Submitted with Application
IV.A.1	5-year strategic plan (if not submitted within the text)		X	N/A
IV.A.2	5-year budget template- to be completed by the school		X	N/A
IV.A.3	The school's loan amortization schedule		X	N/A

Criterion IV.A.

Question 1. Please provide the school's 5-year strategic plan and indicate (1) who participated in the creation of this plan (e.g., campus leaders, teachers, parents, and board members); and (2) whether the board formally approved the plan and on what date. This plan may be submitted as text in the narrative, a separate text-based document or PowerPoint presentation, or in any other format. The plan should align with and be supported by the proposed 5-year budget. *2 page maximum*

The plan should include:

A. Academics

- a. Specific, measurable, actionable, relevant and time-bound academic goals for the next 5 years.
- b. Metrics aligned to academic performance (related to the School Quality Rating Policy [SQRP], as well as mission fulfillment).

Regarding academics, Instituto Health Sciences Career Academy is bound to support student growth in critical areas related to specific student needs. School leadership, by working with all stakeholders, has identified that student academic growth has been stagnant, not only because of the challenges brought on by COVID 19 but because the school needed to adopt a more data-driven instructional program. Utilizing not only available SQRP data and course grades, but leadership also worked on identifying barriers that have not allowed students to progress and have not allowed teachers to be successful. For that reason, the school has adopted a strategic five-year plan to ensure academic goals and student success.

In year one, IHSCA will utilize student data along with qualitative data to identify and place students 100% on the proper pathway that is aligned with their college/career goals and provides a transition that allows for persistence post-secondary. Leadership, working with stakeholders will provide prescriptive programming that especially supports those students identified as diverse learners and/or English Language Learners. The school will work with advisors and staff to assess and place students aligned with their goals and needs. The school will continue to implement a daily reading and writing program that will help to build stamina and capacity for students. Student samples and progressive monitoring will ensure that practices stay on track. Regarding math and sciences, again the school will implement assessment and adherence to timelines as defined by discipline standards.

Aside from instructional/academic program changes the school will provide a comprehensive program that provides tiered support for student engagement. The school will provide outreach for students that have disengaged during the pandemic and will provide tutoring, credit recovery, flexible scheduling, and technology support. The school's goal to provide a full-functioning EL/DL literacy center will also be in place to provide push-in and pull-out services for students. The school is a partnership with Lewis University and by year two will have a cohort of fully licensed ESL teachers in various disciplines. The school will also provide students with wrap-around services that include mentoring, social work, and health support. Regarding finance and operations, the set goals regarding engagement and programming will provide the stability for the school to operate in good standing and support its goals. The school's leadership team, working with stakeholders, will ensure that oversight and monitoring are critical to overall compliance.

Regarding years two and three school goals to ensure that students' success reflects a level, one SQRP rating will also focus on those practices that provide the school's namesake mission. As a health science school, aside from ensuring that students are academically sound to pursue a career in the health sciences pathway, will continue to provide work experiences, internships, and post-secondary programming. The school will enroll cohorts of students on a semester basis in a BNA program coordinated with Instituto Del Progreso Latino's Nursing School and EMT program coordinated through a partnership with Superior Ambulance. Students will also be allowed to participate in a phlebotomy certification program through a partnership with Versiti. IHSCA students will also have access to dual credit programming aligned with Chicago City Colleges and North-Eastern Illinois University. As a major part of supporting the community's need for health workers who can service the Latino community, students will also take Dual credit Spanish classes dedicated to health science. Regarding finance and operations, again the school has set goals to maximize its resources and to make use of partnerships and systems of support to support all efforts. The school will also continue to use grant funding such as 21st Century and National Science Foundation grants to provide for many extracurricular opportunities.

By years three and four, the school should have achieved an SQRP rating that reflects growth in the areas of academics, especially PSAT/SAT as well as post-secondary persistence. One of the critical goals for IHSCA is that students also become bi-literate and bi-cultural, so the school will continue to promote biliteracy seal results over 50%. Again, this is in keeping with the school's mission and vision to serve the community. The school will continue to shift to being a medical center school that provides support to the community through both service projects, and by also serving as an educational hub. The school has already conducted a variety of events including vaccination, screening, and blood-drive events. The school has participated in the Medical Wings program since year one, by years four and five, this will now be a very active and regular plan that allows students to serve as ambassadors in the Health Sciences and other areas for our community. This programming has allowed our students to visit over 15 countries and has allowed them to work with Doctors without Borders and other relief agencies to serve.

During years three and four the school also hopes to provide grade expansion as asked by families and stakeholders to provide a middle school program aligned to IHSCA's mission and vision. The school will begin this process by working with the district and stakeholders to introduce a middle school program. The school working with the organization will introduce grade levels yearly commencing with an 8th grade and then a 7th and 6th grade. This grade expansion, aside from supporting family requests to provide a program for siblings, also allows for an initial introduction to a health sciences pathway at an earlier time. Research shows that

students engaged in CTE programs at an earlier age flourish. And once again the need exists in the community.

Year five for IHSCA is earmarked for its continuation not only as a school that provides a sound high school education but one that realizes that the school represents scholarship and service leadership. In year five the school will continue to foster partnerships that provide students with more real-world experiences, but activities grounded in contributing not only to the Pilsen and Little Village communities but to Chicago as a whole. The goal for IHSCA, by year five, is one that realizes solid student academic success as noted in assessment scores, but one that finds our students over 90% enrolled in post-secondary college and career pathways.

B. Finance

- a. Specific, measurable, actionable, relevant and time-bound financial goals for the next 5 years. **The accounting team will meet with the operations director by the 5th of each month to review the prior month expenses and ensure accuracy of the general ledger coding.**

The accounting team will meet with the CEO, principal and operations director by the 25th of each month to review the budget to actual expenses.

- b. Metrics aligned to financial performance (related to the contractual performance policy and annual audit, as well as any funding goals related to implementation of the academic program). **A finance calendar will be created by July 1st of each fiscal year to account for Epicenter deadlines.**

Increase fiscal awareness among all stakeholders through training, and communication.

C. Operations

- a. Specific, measurable, actionable, relevant and time-bound operational goals for the next 5 years.
- b. Metrics aligned to operational performance (related to the contractual performance policy and annual audit).

From an operational standpoint, we have a series of goals that we would like to accomplish within these next five years. The operational goals include:

- Updating our computers across our campus, specifically within our library/resource centers
- Obtaining additional vans for student transportation
- Enhancing our security cameras across our campus

Computers

As an institution that strives to provide a premium academic experience for its students, we are constantly looking at ways to make sure our technology

In conjunction with Instituto, our parent organization, we will look for funding opportunities to be able to enhance our computers across our campus. Though our IT department has been doing

a splendid job of upkeeping our desktop computers, many of these computers located within our library, computer labs and resource centers have not been updated in ten years. We will look to replace these older models on a yearly basis, room by room, within a five-year window. Our intention will be to fundraise through private grant submissions as well as identify private donations.

Student vans

IHSCA purchased a van in 2021 to be able to provide transportation to school for students who do not live particularly close to the campus. The van has also served as a transportation vehicle for athletic functions as well as field trips. Our goal is to continue to provide transportation to students who desire to come to our school, regardless of their location across the city. From a five-year perspective, we would like to purchase two more vehicles to add to our fleet. These vehicles will help us in providing additional routes for morning pick-ups and afternoon drop-offs, rather than having our one driver make multiple trips to pick up students within a given time period. Our intention will be to fundraise through private grant submissions as well as identify private donations.

Security cameras

The safety of our students and staff will always be important to us. Instituto currently operates a system of 92 cameras across our campus network, including 69 cameras at IHSCA and 16 cameras at IJLA. Though we have updated a few of our cameras that are located in important high-traffic areas of our campus, we would like to enhance all of our cameras across the board within five years so that they remain technologically up to date with high video quality capacity as well as have PTZ capability so that each camera can move extensively at any given a moment. Our intention will be to fundraise through private grant submissions as well as identify private donations.

D. Organizational Changes (if applicable)

- a. Specific, measurable, actionable, relevant and time-bound goals related to organizational changes for the next 5 years.
- b. Metrics aligned to organizational changes (related to grade expansions, increases in enrollment, etc.).

Question 2. If the school is planning to independently undertake facility renovations at any campus or relocate any campus during the next term, describe: *1 page maximum*

- a. Planned work.
- b. General timelines for start and completion of the project.
- c. Estimated cost.
- d. Source of funds.
- e. The qualifications of the person(s) managing the renovation or relocation.
- f. All relevant budget assumptions. The proposed renovations should align with and be supported by the school's proposed 5-year budget and strategic plan.
- g. How the proposed plans address existing facility needs and meet the needs of students.

IHSCA will not be undertaking any facility renovations during the next term.

RENEWAL APPLICATION COVER SHEET

Instituto Health Sciences

Name of School or Network

Carina Ayala-Bermejo

Name of the Board Chair/President

Elias Alonzo

Name of Primary Contact Person

Carlos Jaramillo

Name of Alternate Contact Person

773-890-8020

Telephone Number of Primary Contact Person

773-890-0055

Telephone Number of Alternate Contact Person

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E-mail of Primary Contact Person

c.jaramillo@idpl.org

E-mail of Alternate Contact Person



Signature of School Director/Leader

7-27-22

Date



Signature of Board Chair/President

7-27-22

Date

RENEWAL APPLICATION COVER SHEET

North Lawndale College Preparatory
Charter High School

Name of School or Network

Erin Simunovic

Name of Primary Contact Person

309-4445-2847

Telephone Number of Primary Contact
Person

esimunovic@nlcphs.org

E-mail of Primary Contact Person

Bruce Miller

Name of the Board Chair/President

Jemia Cunningham-Elder

Name of Alternate Contact Person

312-497-1015

Telephone Number of Alternate Contact
Person

jcunninghamelder@nlcphs.org

E-mail of Alternate Contact Person



Signature of School Director/Leader



Signature of Board Chair/President

7/7/2022

Date

7/7/2022

Date



2022-2023 Multi-Site Renewal Application

Due July 29, 2022

**Office of Innovation and Incubation
Chicago Public Schools
42 W. Madison, 3rd Floor
Chicago, IL 60602
(773) 553-1530
(773) 553-1559 (fax)**

2022-2023 Multi-Site Renewal Application

The Office of Innovation and Incubation (I&I) at Chicago Public Schools (CPS) is committed to authorizing high quality educational options to serve the diverse needs of Chicago's public school students. As an important accountability, charter and contract schools authorized by Chicago Public Schools are reviewed annually and at the end of their contract terms to determine if they are meeting the academic, financial and operational performance goals outlined in their school agreements with the Chicago Board of Education (the Board) and the Illinois Charter Schools Law. A school seeking renewal of its school agreement with the Board must undergo a comprehensive renewal process to determine if the school has met the District's standards to remain in operation.

The Renewal Application is a key component of the renewal process. In your narrative responses to the 2022-2023 Renewal Application, please reflect on your progress toward meeting legal and contractual expectations. Each section of the Renewal Application pertains to a different accountability domain and lists the documents that will be reviewed by I&I as part of its review for that domain. The school should consider and incorporate these documents when responding to each application question.

Introduction to the School

Please state the mission of your network of schools and identify key characteristics that enable your schools to fulfill that mission. Include a discussion of your organizational structure (Operational Performance Document No. III.F.1) in your response. *1 page maximum*

The mission of North Lawndale College Prep (NLCP) High School is to prepare young people from under-resourced communities for graduation from high school with the academic skills and personal resilience necessary for successful completion of college. NLCP exists to develop transformational leaders who positively impact their communities.

NLCP fulfills this mission by focusing on four key strategic anchors:

- Producing student-centered experiences that translate to meaningful results.
- Recruiting and retaining mission-driven professionals who embrace accountability for behaviors and results.
- Growing PACT eligibility to drive strong(er) college persistence and graduation rates.
- Leveraging counseling and supplemental support services to secure the B.A.G. (Excellent Behavior, Attendance, & Grades).

This mission and our anchors guide our organization's work. Our organization is composed of several high-functioning teams that exist to collaborate and make our vision a reality for our students each day. Each of these teams is trained in effective teamwork practices to maximize their efforts.

Our organizational structure consists of the following teams:

1. Network Leadership Team: CEO, President, Chiefs, Directors
2. Campus Leadership Teams: Principals, Assistant Principals, Dean of Culture, Office Manager, Social Worker, Case Manager
3. Student Success Teams/CARE Teams: Deans, Counselors, Advisors, Social Worker, Interventionists
4. Grade Level Teams: Instructors, Paraprofessionals, Grade-level Counselor
5. Course Teams: Instructors

We are clearing the path to college by providing a web of support for both our students and staff. We support our students by providing one counselor per 125 students, grade level and student support teams, social worker, advisory, restorative justice and peace work, and mentoring groups. For SY 22-23, we have added additional layers to this support by hiring a group therapy leader and behavioral interventionists. This web of support ensures we have a robust multi-tiered student support system. Each student has a counselor and advisor. These two partners develop students' deep investment in their personal academic success and as well as support their social-emotional health. Academically, we have redesigned our scope and sequence to increase rigor and alignment, including adding additional AP courses and two PLTW courses. Post pandemic, we are also expanding our dual credit and dual enrollment opportunities. We have increased the number of college visits, expanded our Phoenix Rising program, and added a College Seminar course to further support students on the path to college. We are expanding our literacy initiatives, as well as expanding an independent reading program. We further support our students

through our Learning to Rise program that offers mentoring and uses restorative practices to help all students contribute positively to the NLCP learning community.

We invest in our professionals by offering numerous professional development opportunities. We engage in professional development for two weeks before students return and hold weekly staff meetings as well as weekly professional development opportunities. We further extend this with lesson planning support and optional paid PDs after school. We continue to develop our real-time teacher coaching and have strengthened our instructional leadership by adding additional support to ensure all teachers receive weekly observations and coaching. For SY 22-23, we had added a Chief of Schools role. This person will add additional support for our principals and their leadership teams through coaching, modeling, and day-to-day operational support.

NLCP also continues to build strong partnerships with community members and key stakeholders. We have increased enrollment over this renewal period and continue to market our unique program to further fundraise to provide increased levels of support for our students.

Describe how your network has engaged and impacted community connections and how it has fit in as a neighborhood school and as an integral part of the community. Summarize any programmatic accomplishments, community supports, and resources that you provide to your community. *1 page maximum*

We believe that our steady rise in enrollment reflects our impact on our community. In the last five years, NLCP's enrollment has grown by over 14 percent. More importantly, over 60% of our students currently hail directly from the North Lawndale neighborhood, which means we continue to strengthen our direct ties and contributions to our surrounding community.

One of our most long-standing programs that has impacted the community is the Peace Warriors. The Peace Warriors have been working throughout North Lawndale for over 10 years. This program works with community organizers to end gun violence and spread the 6 principles of Kingian Non-violence to our community. The Peace Warriors do this throughout the summer by attending community events and going to train various organizations. Each year, we train 8-10 community organizations over the summer. Throughout the school year, our Peace Warriors continue to participate in community events, collaborate with the 10th district police leaders, and connect with community organizations for training opportunities. The students also train NLCP staff and students in the 6 principles of Kingian Non-violence throughout the school year and serve as peace leaders within the school. This program serves as a critical component of our restorative approach to discipline, while also building the leadership of our students and contributing positively to our broader community.

Another important partnership is the Phoenix PACT. The PACT is a separate 501c3 that focuses solely on serving the North Lawndale community. When NLCP students achieve a 3.0 GPA, they gain access to financial support at over 30 PACT colleges. This unique partnership allows many of our students to attend and graduate from college debt free. In a community where only 12% of residents have a Bachelor's



Degree or higher, supporting an increase in college graduates can meaningfully help transform North Lawndale.

Lawndale Christian Health Center was a great support throughout COVID, and we referred many students, alumni, and parents there for testing and vaccines. While COVID put a pause on our volunteer network, we are now restarting our volunteer opportunities at NLCP. This past semester we restarted our senior mentorship program, where volunteers give students advice on their senior capstone papers. As this becomes our new normal, we hope to continue to revitalize our volunteer network.

Phoenix Hall is another cornerstone of our long-standing partnership with a respected community institution: Old Saint Pats Church. Many of NLCP’s volunteers come from Old Saint Pats. Old Saint Pats also has a kinship initiative throughout Lawndale, and one of their initiatives was funding Phoenix Hall as a place for homeless students to be able to go. Now, Phoenix Hall is run by the Night Ministry, and any homeless NLCP students have the option to stay at Phoenix Hall. This is a prime example of a meaningful community partnership and a key lever of support for ensuring all NLCP students are supported and cared for.

We partner with our alumni to provide them with a summer internship program where we grow their professional development. Currently, we have 8 summer interns who attend professional development weekly, along with their regular internship duties. This includes a financial literacy course by Wintrust Bank. Wintrust bank, as well as BMO Harris, are always willing to give financial literacy talks to our students, alumni, and parents. We also piloted the 5th/3rd Bank career platform, Next Job, with our interns and plan to spread it throughout our community.

This past year, we had 2 new community partnerships, a UCAN partnership with our social workers for therapy program resources and a partnership with THRIVE to pilot the first cohort of social-emotional learning resources for our students and secondary trauma resources for our staff. We have several new community partnerships that will start this year as well. These include a partnership with Community In Schools, a partnership with Students Who Can, a partnership with One Goal.

In order to keep in touch with our community, we have regular town halls with principals, as well as quarterly town halls with leadership. This allows the community to engage with both school and network leaders. We also conduct parent and community surveys twice per year. These responses are observed at all levels and we use this survey data to create action plans involving the community.

Domain I. Academic Performance

Documents Reviewed				
Document Reference No.	Document Title	Currently On File	Submission Required	Updated Document Submitted with Application

I.A.1	The network's School Quality Rating Reports for each campus from the following school years, if available: 2017, 2018, and 2019	X		N/A
I.A.2	The network's contractual performance letters for each campus pertaining to the following SQRP reports, if available: 2017, 2018, and 2019	X		N/A
(For Selected Campuses): I.B.1	Renewal Academic Site Visit (RSV) report(s) (if applicable)	X		N/A

The campuses in your network received the following academic performance ratings over the term of the contract:

Table I.A. Academic Performance Indicators

Campus Name	3 Year SQRP Avg.	2 Year SQRP Avg.	2019 SQRP Rating	2019 SQRP Score	2018 SQRP Rating	2018 SQRP Score	2017 SQRP Rating	2017 SQRP Score
Christiana	2.9	3.0	Level 2	2.7	Level 2+	3.2	Level 2	2.9
Collins	3.0	3.0	Level 2+	3	Level 2+	3	Level 2	2.9

Criterion 1.A.1 Please explain the factors associated with any campus receiving a Level 2 or Level 3 SQRP rating during the contract term, and how the network has addressed these factors.
5 page maximum

During SY 16-17, both campuses achieved a Level 2 SQRP score. Each campus was .1 away from achieving a Level 2+. Both campuses saw a decrease in performance with the move from the ACT to the SAT. NLCP was not entirely prepared for the switch but saw an increase in performance overall the following year. Additionally, the Collins campus's 5Es results decreased in SY 16-17, but changes in leadership were made to address these issues. At the Christiana campus, the freshmen on track performance fell but changes were made to better support our 9th graders the following year including: increased grade level meeting time, increased parent communication, creating a freshmen orientation program, changing grading practices and structures, and increasing data reporting and reflection to better identify and support struggling students.

During SY 17-18, both campuses saw an increase in academic gains. There were several initiatives that led to these increases. A new CEO/President and Director of Academics led an academic improvement plan at NLCP. This plan focused on increasing alignment and rigor and shortening the data cycle. We created an interim assessment cycle, pacing plans, and a coaching system. We shortened the data cycle by holding weekly lesson plan meetings and biweekly department data review meetings. We invested heavily in curriculum and professional development. These shifts have been maintained over the past five years. NLCP continues to provide curriculum for all courses as well as formative common assessments across our two campuses. Teachers help design and revise these assessments over the

summer. The formative assessments are used to shorten the data cycle and provide feedback to students on mastery of content and skill, as well as provide additional reflection points for teachers.

During SY 17-18, we also strengthened our 9th grade experience and focused heavily on college readiness with our seniors. During SY 18-19, we saw an increase in both our PSAT growth as well as our Freshmen on Track. We knew establishing a strong culture in the 9th grade would be critical for future years, and we revisited and reinvested in our efforts to better support 9th graders. We also focused heavily on preparing our seniors for college and increased the number of students earning early college credentials through strong partnerships with Malcolm X, including offering dual credit courses. With the return to in-person learning, we plan to reestablish this relationship during SY 22-23, as well as create a partnership with Chicago State.

With this focus on 9th and 12th grade, we saw a dip in academic achievement at the 10th and 11th grade in SY 18-19. We attribute this to three key factors. First, in SY18-19, NLCP had several late summer resignations in critical shortage areas. We struggled to fill these positions with highly qualified instructors. This led to vacancies in a few key areas which had an impact on our academic results. After reflecting upon this, under the direction of our new Director of Human Resources, we began the hiring process much earlier for the next year, expanded our teacher recruitment efforts, created a hiring bonus, and increased our marketing efforts to reach a wider candidate pool. We are now more proactive with identifying anticipated vacancies in order to fill our open positions with highly qualified instructors.

Another staffing related factor that changed from SY 17-18 to 18-19 was the decrease in instructional staff. Although our enrollment increased, due to financial remediation, we had to decrease the number of instructional staff. This meant our teachers went from having 120 minutes of prep time to 60 minutes. Moving forward, we have worked to provide teachers with curriculum and lesson plans to support them in this shift. We have also created a new PD schedule that allows for teachers to have additional planning time every day. Finally, we also offered paid planning opportunities to all staff over the summer.

Another challenge contributing to the dip in SY 18-19 academic achievement was a midyear change to leadership structure at our Christiana campus. This disruption led to inconsistencies in performance management and teacher support. Moving forward, we have invested significantly in principal coaching and development. We have also created a network leadership team and campus level leadership teams, both of which meet weekly to monitor data tied to each SQR metric. We have built systems to monitor and reflect on these data points and then act accordingly to best support student and staff growth. These leadership teams are supported through quarterly offsites as well as coaching from CT3. We have also restructured the principal role post-pandemic to offer more support and coaching to our principal with a new Chief of Schools position.

Starting in SY 19-20, the principals and assistant principals partnered with network leaders to improve NLCP's academic strategy. All network leaders have led turnaround work previously. A new coaching and support model has been created to ensure high quality instruction is happening in 100% of classrooms. While this work shifted during the pandemic to address the needs to remote and hybrid learning, NLCP is starting SY 22-23 with a new Chief of Schools and a President who will partner to lead the academic strategy at NLCP.

We have also developed a plan to increase the effectiveness of our departments and grade level teams. The grade level teams will collaborate to provide multi-tiered systems of support for our students. We

have invested in curriculum, professional development, and scaffolded math plans to better support students and differentiate our instruction.

The third factor that led to a decrease in our SQRP score is our college persistence. Due to budget cuts, we had to eliminate one of our alumni counselors and one of our college counselors. Both of these positions have now been restored. These new counselors have worked with leaders in the field to develop systems for supporting our alumni. Our strategy has been refined, and we now have systems to collect qualitative and quantitative data that will guide our support for alums.

Additionally, we will continue to maintain a sharp focus on being a college prep school. On day one, our freshmen attend class on a college campus. We employ two full-time college counselors, who not only walk the senior class through the college admissions process but also the transition to campus. We have an alumni counselor who will visit our alumni on campuses, communicating regularly and supporting them well after they have received their diplomas. Nearly all of our graduates are first-generation college students, and that college transition can be challenging, no matter how well-prepared they are. Families have to deal with financial uncertainty, separation anxiety, and general fear of the unknown. In the last three years, we have taken a much closer look at finding the right college match for each senior, and we have become even more intentional about sending our students to schools with high graduation rates for students matching their respective profiles. One of our largest initiatives aimed at raising our college enrollment and persistence rate is the Phoenix PACT, which guarantees a full scholarship for any NLCP graduate with a 3.0 GPA who is accepted into one of our 30 partner “success” colleges – schools that consistently graduate high numbers of minority and low-income students. We invested a significant amount of time during the summer of 2022 reflecting on our college enrollment, persistence and graduation data. We have a comprehensive plan to better support our alumni through events at their campuses and at NLCP during breaks. Additionally, we will strengthen our college and career advising at NLCP through our advisory curriculum, career days and exploration, and financial planning and management sessions for students and families. We are also planning for more events that connect our current students to our alumni throughout the year.

Another effort to increase our college persistence is to increase the rigor of our courses. NLCP has had a robust AP program for years and has always operated under the philosophy that getting more students into AP classes increases their exposure to the rigor of college-level curriculum. We continue to hold this belief and hope to see significant improvements as our core academic program becomes better defined and aligned with rigorous standards. Along with this we will plan to review pass rate data from the College Board and determine any needs for adjustment in our scope and sequence. As we increase capacity in college performance and partnerships on the network support team, we plan to increase opportunities to earn early college credit through dual enrollment and dual credit classes. We believe the combination of more dual credit and dual enrollment opportunities, coupled with open AP classes, will move this indicator and provide important experiences for our future college students.

Overall, we understand that NLCP operates in a significantly under-resourced community and that we must design a program to provide our students with an exceptional experience. This includes rigorous, aligned, relevant, and engaging courses. It also includes social-emotional support. Our model is now fully equipped to do this: we have a strong curriculum, effective coaching and support tools, and one counselor and five advisors per grade level to offer additional support. We designed our model this way because the North Lawndale community struggles with high rates of poverty and trauma that impact schooling. Many of our students deal with trauma, homelessness and violence, and many arrive significantly below grade level academically. Still, the table below reflects NLCP’s superior performance when compared to neighboring high schools

<i>School</i>	<i>2016 Rating</i>	<i>2017 Rating</i>	<i>2018 Rating</i>	<i>2019 Rating</i>
NLCPHS - Collins	Level 2: 2.7	Level 2: 2.9	Level 2+: 3.0	Level 2+
NLCPHS-Christiana	Level 1: 3.5	Level 2: 2.9	Level 2+: 3.2	Level 2
<i>Collins Academy</i>	<i>Level 3: 1.8</i>	<i>Level 2: 2.5</i>	<i>Level 2: 2.7</i>	<i>Level 2</i>
<i>Manley HS</i>	<i>Level 2: 2.0</i>	<i>Level 2: 1.9</i>	<i>Level 2: 2.1</i>	<i>Level 2</i>
<i>Marshall HS</i>	<i>Level 2: 2.8</i>	<i>Level 2: 2.1</i>	<i>Level 2: 2.3</i>	<i>Level 2</i>

NLCP consistently performs as well as or better than our closest neighbors.

Below is a high-level summary of how we will continue to improve our academic performance and increase supports for all students:

1. Continued focus on rigor and alignment with revision of course standards to reflect alignment to Common Core State Standards and SAT's Domains and Dimensions
2. Shortening data cycles to focus on student mastery of clearly defined grade level course standards, coupled with multiple opportunities for mastery in all classes
3. Increased AP offerings
4. Increased professional learning time
5. Infusing writing across the curriculum
6. Revised advisory curriculum for all grade levels based on needs of students post-pandemic
7. Infusing social-emotional learning in all courses through collaboration with Building Assets, Reducing Risks and based on student voice collected through classroom and school-wide surveys

Criterion 1.A.2. Please explain the school's approach to delivering instruction throughout the COVID-19 school closure period, and any modifications made will impact future hybrid instruction. *2 page maximum*

During the COVID-19 school closure period, NLCP operated remote learning and hybrid learning models. When schools closed in March of 2020, NLCP along with schools across the nation worked tirelessly to support our students, families, and staff through this transition. We immediately started researching best practices for remote instruction as well as best practices for communicating with our families to maintain strong lines of communication.

During the summer of 2020, NLCP developed a plan to offer in-person instruction to all families who opted into in-person learning. We researched best practices throughout the world and partnered with other schools to develop COVID safety protocols for safe in-person learning. In August of 2020, NLCP was the

only public school in Chicago to open its doors to students for in-person learning. We served over 50 percent of our students in-person through our hybrid learning model. Hybrid students had access to two full days of in-person learning each week. They attended all classes on those two days. We successfully ran this hybrid program all school year with zero incidents of school based COVID transmission. Through the hard work and dedication of our staff, students, and families, NLCP proved to the city that it was safe to offer an in-person learning option.

Our entire staff was trained on COVID safety protocols for lunch, entry/dismissal, and transitions. We also learned and used best practices for scheduling hybrid and remote learning. We were able to shift successfully from hybrid to fully remote when positivity rates increased. Through these shifts, we increased our communication with families and learned the most effective way to communicate changes and build and maintain lines of communication.

We simultaneously offered hybrid and remote instruction. We were able to effectively create staff and student schedules that maximized instructional time while also maintaining the two different modes of instruction. This innovative scheduling is something that we will be able to adapt in the future. Part of this model included providing online tutoring through online partners. NLCP will continue to offer after school tutoring and social-emotional support through online platforms even in a post-pandemic environment.

NLCP made several shifts during the pandemic that we plan to continue as we move forward. First, our outreach increased at all levels. We increased communication through principal newsletters and town halls. We also increased communication to parents through automated systems. Our advisors became responsible for contacting all parents weekly. Advisors escalated any contact issues to counselors if needed based on attendance and SEL data. Counselors partnered with the school culture and CARE team to complete weekly home visits. Every Friday, the entire culture and counseling team spent the day completing home visits. This strategy has continued post-pandemic. This year, we are adding an Americorps position to support attendance outreach. Each campus also has a behavioral interventionist that will support specific students and families and help create attendance success plans.

We also increased parent contact through the use of online platforms. Our parent teacher conferences and parent town halls now have remote and in-person options. This flexibility has allowed for increased parent communication and involvement.

Our instructional staff increased communication with the students through the use of Google Classroom and Remind. All staff will continue to use Google Classroom and make all classroom materials available through this portal. We also invested in professional development to improve the quality of our remote instruction. All teachers completed training on how to engage all students via Google Hangouts or Zoom. Additionally, they learned skills on how to check for understanding via remote instruction.

We have increased access to technology and are now equipped to provide all students with the technology needed to pivot to remote learning at any time.

Domain II. Financial Performance

Documents Reviewed				
Document Reference No.	Document Title	Currentl y On File	Submission Required	Updated Document Submitted with Application
II.A.1	The network's Financial and Compliance Performance Reports from the following fiscal years, if available: FY19, FY20, FY21, and FY22 <i>* Financial Condition and Financial Controls Categories</i>	X		N/A
II.A.2	The network's audits from the following fiscal years, if available: FY19, FY20, FY21, and FY22 <i>* Financial Condition and Financial Controls Categories</i>	X		N/A

Your network received the following Financial Performance Indicator ratings over the term of the contract:

Table II.A. Financial Performance Indicators						
Fiscal Year	Key Financial Indicators				Loan Delinquenc y	Annual Audit
	Change in Net Assets	Current Ratio	Net Asset Ratio	Cash on Hand Ratio		
FY22	TBD	TBD	TBD	TBD	TBD	TBD
FY21	<i>Does Not Meet Standards *updated data on PF sheet</i>	Meets Standards	<i>Does Not Meet Standards *updated data on PF sheet</i>	Meets Standards	Exceeds Standards	Does Not Meet Standards
FY20	Does Not Meet Standards	Meets Standards	Meets Standards	Meets Standards	Exceeds Standards	Exceeds Standards
FY19	Exceeds Standards	Does Not Meet Standards	Meets Standards	Does Not Meet	Exceeds Standards	Exceeds Standards

*FY22 unaudited financial statements may be used to generate preliminary FY22 performance indicator ratings.

Criterion II.A. Please explain any factors associated with the network receiving a rating of “Does Not Meet Standards” for any Financial Performance Indicator during the contract term, and how the network has addressed these factors. *1 page maximum*

Change in Net Assets indicator: In FY20, NLCP did not meet this metric. This standard was met in 2019. In 2020, NLCP did not meet the 2% change in net assets vs. revenue. However, the schools still operated at a positive change in net assets of \$236,000 in FY 20 and continued to meet this standard in FY21.

Liquidity/Current Ratio indicator: This standard was not met in FY19; however, by FY20, NLCP’s current ratio was 2.8 which included current assets of 2.2 million dollars vs. current liabilities of 789,000. This ratio was resolved in 2020 and beyond.

Net Asset Ratio indicator: N/A

Cash on Hand Ratio indicator: In FY19, NLCP operated at a loss due to unexpected expenses related to employment, maintenance, and the need for increasing student support. Through stronger management and budgeting, this standard was met in the following years of our charter term.

Loan Delinquency indicator: N/A

Annual Audit: In FY21, NLCP had a material weakness on our annual audit. In FY21, shifts due to the pandemic and our current firm’s remote work requirements impacted the working relationship. Because of this, NLCP transitioned to a new firm. NLCP relied on the new firm’s accounting expertise to keep the books in accordance with GAAP. The accounting firm under contract failed to do so. NLCP now partners with a new accounting firm with a history of working with CPS schools. Additionally, NLCP has hired a business manager who will assist with some financial tasks. Our board finance committee has also partnered with our audit firm to offer increased support and advice on financial best practices.

Domain III. Operational Performance

Documents Reviewed				
Document Reference No.	Document Title	Currentl y On File	Submission Required	Updated Document Submitted with Application
III.A.1	The network’s Financial and Compliance Performance Reports from the following fiscal years, if available: FY19, FY20, FY21, and FY22. <i>* Legal Compliance and Reporting Categories</i>	X		N/A
III.A.2	The network’s audits from the following fiscal years, if available: FY19, FY20, FY21, and FY22. <i>* Legal Compliance Categories</i>	X		N/A
III.A.3	Current agreement(s) with CPS	X		N/A
III.A.4	Contractual condition evaluation forms for each campus with a separate agreement (if applicable)	X		

III.B.1	List of governing board members from agreement term	X		
III.B.2	Board member Conflict-of-Interest Questionnaire	X		
III.B.3	Board meeting dates and times from agreement term (FY20 to present)	X		
III.B.4	Board bylaws	X		
III.B.5	Open Meetings Act (OMA) Board Member Certificates	X		
III.B.6	OMA complaints with the Attorney General's Office (FY20 to present)	X		N/A
III.B.7	501(c)(3) Certification	X		
III.B.8	Freedom of Information Act (FOIA) Designee training certificate (FY20 to present)	X		
III.B.9	FOIA complaints with the Attorney General's Office (FY20 to present)	X		N/A
III.B.10	Board Conflict of Interest Policy	X		
III.B.11	Board meeting minutes and attachments (FY18 to present)	X		
III.B.12	Service agreement(s) with any Education Management Organization(s) (EMO[s]) or Charter Management Organization(s) (CMO[s]) (if applicable)	X		
III.B.13	Performance reviews of the EMO(s) or CMO(s) completed during the current agreement term (if applicable)	X		
III.C.1	Monthly Individualized Education Plan (IEP)/504 plan compliance notifications from Office of Diverse Learner Supports and Services (FY20 to present)	X		N/A
III.C.2	Related Service Provider (RSP) minute documentation (FY20 to present)	X		N/A
III.C.3	Illinois State Board of Education (ISBE) Special Education Application Renewal Rubric (Form 34-50B)		X Deadline extended	
III.C.4	Office of Language and Cultural Education (OLCE) Site Visit Report for each campus (if applicable) (FY20 to present)	X		N/A
III.C.5	ISBE Charter School Renewal Application for English Language Learning Services (Form 92-15B)		X Deadline extended	
III.C.6	Students in Temporary Living Situations (STLS) Policy		X	
III.C.7	STLS School Attestation	X		
III.D.1	Parent Issue Review (FY20 to present)	X		N/A
III.E.1	2022-2023 Lottery application and enrollment forms for each campus, if differentiated	X		

III.E.2	2022-2023 Lottery and enrollment brochures and advertisements for each campus, if differentiated		X	
III.E.3	2022-2023 Lottery and enrollment policies for each campus, if differentiated	X		
III.F.1	Employee Roster and Organizational Chart	X		
III.G1	Transportation Policy	X		
III.H.1	Student Code of Conduct	X		
III.H.2	In-school-suspension and out-of-school suspension data (FY20 to present)	X		N/A
III.H.3	Expulsion data from agreement term, including number and percent of students expelled (FY20 to present)	X		N/A
III.I.1	School Emergency Management Plans	X		
III.I.2	Fire and Safety Drill Documentation	X		
III.J.1	Facilities Questionnaire			N/A
III.J.2	Facilities and Americans with Disabilities Act of 1990 (ADA) Review for each independent facility (if applicable) * Documents J.2.1 thru J.2.12, those documents are collectively known as the "The Facilities Addendum"			N/A
J.2.1	Current lease			N/A
J.2.2	Original inspecting architect's report			N/A
J.2.3	Contractual condition evaluation forms (if applicable)			N/A
J.2.4	Previous facility assessments			N/A
J.2.5	Most recent capital needs assessment & corresponding plan			N/A
J.2.6	Current ADA Plan			N/A
J.2.7	Building, fire, and health inspection reports			N/A
J.2.8	Occupancy Permit			N/A
J.2.9	Current floor plans, including square footage			N/A
J.2.10	Building, fire, and health code violations			N/A
J.2.11	Date and description of most recent renovation			N/A
J.2.12	Asbestos survey and compliance documents			N/A

K.1.1	Other compliance communications	X		
K.1.2	Root Cause Analysis Worksheet (if applicable)		X	
L.1.1	ISBE Charter School Renewal Financial Schedule and Narrative		X Deadline extended	
L.1.2	ISBE Charter School Curricula Renewal Application (Form 88-02(2-20))		X No longer required	

III.A - Legal Compliance and Reporting Timeliness

Your network received the following Legal Compliance and Reporting Timeliness Indicator ratings over the term of the contract:

Table III.A – Legal Compliance and Reporting Timeliness		
Fiscal Year	Legal Compliance	Document Timeliness
FY22	TBD	TBD
FY21	Exceeds Standards	Meets Standards
FY20	Does Not Meet Standards	Meets Standards
FY19	Does Not Meet Standards	Meets Standards

Criterion III.A. Please explain any factors associated with the network receiving a rating of “Does Not Meet Standards” for any Legal Compliance or Reporting Timeliness Indicator during the contract term and how the network has addressed these factors. *½ page maximum*

Legal Compliance indicator: In FY19, NLCP had one finding for Employee Acknowledgement of Abused and Neglected Child Reporting Act and was missing a Fingerprint Based Criminal Background Checks of Employees. In SY20, NLCP had all required signatures for the Employee Acknowledgement of Abused and Neglected Child Reporting Act but one or more signatures were completed a few days after the person’s hire date. To correct this issue, NLCP has hired a business manager who monitors this process. NLCP also invested in an online platform that provides all paperwork to new hires before they are on-boarded and begin work at NLCP. Additionally, we have partnered with Americorps and will now have a dedicated position for all HR clerical work to ensure no dates are missed.

Reporting Timeliness indicator: NLCP meets standards in document timeliness. NLCP has also hired a Director of Operations who will maintain oversight of all Epicenter deliverables.

III.B – Governance

Criterion III.B.

Question 1. Describe how the board performed each of the following oversight functions during the contract term. Provide at least one example of approved board minutes for each that demonstrate how the board fulfilled that function. *1 page maximum*

- A. Monitored the academic performance of each campus in your network.

The Academic Committee reviews our interim assessment data each quarter. The Director of Academics presents an overview of the results and trends in the assessment data as well as the implications of the data. The Academic Committee then reviews the measures the schools are taking to ensure the school teams are responding effectively to the data. Additionally, the Director of Academics presents a SQRP projection to the Academic Committee before each Board meeting, which includes attendance, FOT, college enrollment and persistence, and early college and career data. The Academic Committee reviews this data and ensures the NLCP team has a strong action plan in response to the data. During the pandemic, the committee reviewed attendance trends, engagement data, GPA data and college acceptance, enrollment and persistence data.

B. Held the school and network leadership accountable for academic performance and compliance requirements.

NLCP's Board has a Finance, Academics, Development, and Human Resources committee that meets with key members of the NLCP leadership team five times each year. The Board requires the executive leaders to present SQRP projections to the committees before each Board meeting. The projections are reviewed at Board meetings as well. If there are any areas off-track, the Board requests and reviews action plans for those areas. During the pandemic, the Board reviewed attendance trends, engagement data, GPA data and college acceptance, enrollment and persistence data. The leadership team also prepared the following reports for review: executive, academic, enrollment, finance, and human resources. If there is an area that is out of compliance, the Board partners with the CEO to take corrective action. For example, developing a new financial oversight system, and hiring a Director of HR. The Board recently appointed an interim CEO and President. They have communicated clear metrics to the new leaders and have set up a cadence of check-ins.

C. Used systems to monitor the academic, financial, and operational performance of each campus in your network.

The Board of NLCP has long-standing systems in place to monitor the academic, financial, and operational performance of the network. The Board is organized into the following committees, which meet regularly: Academics, Finance, Development, and Human Resources. As the attached Board minutes demonstrate, each area is the subject of dedicated discussion at Board meetings, accompanied by a report from the principals and directors, and a CEO's Report on the overall state of the school. This is all in addition to regular communication between the CEO and Board President. In terms of oversight, as the selected Board minutes make plain, we discuss the particulars of NLCP's academic and financial performance in great detail – including both concerns and plans. The Board has been actively involved in changes to school schedule, staffing and programming both in response to one campus being on remediation, and in response to financial cuts. Moreover, the Board monitors performance across a range of measures – both relating to SQRP, and beyond. At both Board and Academic committee meetings we discuss everything from college enrollment and persistence to the growth we are seeing from interim assessments to junior year performance. We are increasingly looking at GPA as an additional indicator of college readiness, and are encouraged to see the strong growth in students earning a GPA of 3.0 or higher over the past 5 years, while continuing to hold high academic standards.

In addition, as the minutes reflect, the Board reviews financial performance and issues at each Board meeting, with the Finance Committee having reviewed information in even greater detail at the Committee level. In short, over the course of its 20 years, NLCP has consistently had an engaged Board willing and able to set broad direction, to dive into more specific issues as needed, and to make changes when warranted.

D. Intervened when the school did not meet its academic goals or compliance requirements.

In terms of Board intervention, the Board asks for updates tied to our Operational Scorecard at each meeting. Academically, the Board routinely reviews school performance and considers that performance in relation to SQRP objectives, citywide performance, and comparable schools. When the former President retired, the Board did an extensive search to find a President/CEO with proven academic results.

Additionally, when Collins was placed on the Academic Warning List, the Board worked to raise significant funds to invest in approving the academic outcomes. On the financial front, the Board oversaw and approved a shift from internal financial management to use of outside financial services, when deemed sensible in response to increasing complexity and need.

Most recently, the Board led a review process to name an interim CEO and interim President when the current CEO resigned effective 6/30/22. The Board had several meetings and met with the internal candidates to interview and review performance tasks. After leading this process, the Board named an interim CEO and interim President. The Board is working closely with these leaders to ensure a successful transition. This includes onsite meetings, observations, community events, and a formal review process.

Question 2. Describe any substantive changes to the school’s board structure or bylaws that have been made during the contract term. *½ page maximum*

To increase Board activity and oversight in the spring of 2018, the NLCP Board voted to define two roles within the Board of Directors and Trustees.

Directors’ responsibilities are defined as follows:

- Responsible for Governance of North Lawndale College Prep
- Three-year staggered terms
- Will have voting power

Commitments of Directors

- Participation on at least one committee
- Complete required CPS trainings, FOIA
- Provide support by attending special events
- Be a mentor for Senior Project once every 3 years
- Provide overall financial, academic, and regulatory governance
- Open doors on behalf of NLCP to secure the financial, human, and other resources necessary for NLCP

Trustees’ responsibilities are defined as follows:

- Provide support, expertise, and guidance to help NLCP succeed at its mission
- Three-year terms need to stagger, voted in by Directors

III.C – Special Student Populations: Diverse Learners, English Learners, and Students in Temporary Living Situations

The table below lists the enrollment percentages of special student populations at each campus in your network for the last three (3) school years.

Table III.C - Special Student Populations Data				
Christiana				
School Year	Diverse Learners	English Learners	STLS	20th Day Enrollment
2021-2022	20.41%	0.89%	19.00%	338

2020-2021	19.15%	0.61%	13.1%	329
2019-2020	18.32%	0.30%	16.8%	333
Collins				
School Year	Diverse Learners	English Learners	STLS	20th Day Enrollment
2021-2022	16.14%	0.42%	17.00%	477
2020-2021	15.85%	0.22%	4.0%	448
2019-2020	16.83%	0.49%	11.2%	410

Criterion III.C.

Question 1. Reflecting on the above enrollment data, please address the following: *2 page maximum*

- a. How the network fulfilled its contractual obligation for equal access in the enrollment process for each of the student populations listed above.
- b. Any fluctuations or trends in the enrollment data.
- c. Any additional efforts the network undertook to enroll a diverse student population.

The total enrollment at NLCP has increased over the past three years. This increase has happened while the total enrollment in our local neighborhood schools (including other charters) has dropped. This drop is caused by shifts in Chicago population more than any school related issues. Although any decrease in enrollment is cause for concern, because of the population dynamics we feel comforted in the fact that those dynamics have affected other schools more than NLCP.

In terms of our Special Ed Population, we have seen an increase in diverse learners. NLCP has always had an inclusive recruitment policy and we send recruitment brochures not only to 8th grade principals and counselors, but also to Special Ed Coordinators and Case Managers to ensure they are aware of NLCP. All brochures highlight the personal care offered at NLCP to appeal not only to all students, but also to families of diverse learners. When holding open houses for prospective new students, we make sure Special Ed staff members are available to answer parent and student questions.

We have also seen an increase in STLS students. The rise is also due to more families being made aware of their options and more willing to confide in NLCP staff to receive benefits. Our STLS coordinators try to be very open but also discreet in making sure all students know that STLS is not a stigma and there is help available.

NLCP values a diverse population. In addition to efforts of recruitment around Special Ed and STLS students, we continue to build relationships with all 8th grade schools in the North Lawndale community and surrounding areas.

Question 2. Identify efforts the network has made to support full access to the academic program for Diverse Learners and English Learners. Refer to the school's responses in the ISBE Special Education Application Renewal Rubric (Form 34-50) and the ISBE Charter School Renewal Application for English Language Learning Services (Form 92-15B) as appropriate. *1 ½ page maximum*

Presently diverse learners receive various support services, per applicable law. Primarily, NLCP has established a system of support that is delivered within the general education classrooms. We know that research supports this to maintain high expectations and comply with their right to be educated in their Least Restrictive Environment to the maximum extent appropriate, according to federal law. Supports are tailored for each student, consistent with his or her IEP or 504 plan, and are developed and delivered through collaborative teaching models. In addition, collaboration and communication among all members of the multidisciplinary team is strong, and there is ongoing articulation around support needs and interventions that address all domains (academic, social, emotional, functional, etc.). Instructors use push-in or pull-out sessions designed to achieve a lower student-to-teacher ratio flexibly based on needs and planning goals. Examples include positive behavior supports, modified assignments, alternative presentations of content, environmental changes, and technological supports.

These classroom accommodations and targeted interventions are intended to offer students with disabilities access to the general education and content-area curricula to make their college goals achievable. In addition to our inclusive model, NLCP has specific classrooms for students with more severe and profound instructional, behavioral, or functional academic needs. NLCP employs these alternative settings for learning when it is required (IEP). The purpose, nature, scope and timing of these particular supports are established by the student's IEP or 504 plan or are otherwise developed through collaborative consultation between the special education teacher, the student's counselor, his or her teachers, parents/guardians, psychologists, social workers and other members of the IEP team. We will be continuing to leverage our robust counseling support to facilitate strong transitions and become even more proactive about increasing access and enrollment to meaningful post-secondary institutions or programs for students with special needs.

NLCP also hired a Chief of Schools in the summer of 2022 to strengthen our Special Education departments. This individual will focus on maintaining our systems of strong academic support while also partnering with our case managers to strengthen how our RSPs are reporting their services. Additionally, each campus will have its own social worker to provide support above and beyond what is required by students' IEPs. Finally, by hiring additional LBS1 teachers, our case managers are released from all teaching duties to focus their time on compliance and coaching of LBS1 instructors and paraprofessionals.

Over the years, NLCP's population of EL students has been extremely low or even zero. We have and will continue our efforts to increase their enrollment at NLCP through strategic outreach to families of students.

We will continue to produce all recruitment brochures, applications, and communications in Spanish as well as English. Our Director of Student Recruitment and Enrollment works with respective planning committees to ensure school events are inclusive and welcoming to families from various ethnicities and cultural backgrounds. Home Language Surveys are regularly administered as a part of our registration and enrollment process, and instructional supports are made available for this population of students and include but are not limited to: audio/visual supports, dictionaries, push in/pull out supports, translated materials, peer supports, tutoring, etc.

Question 3. After concluding the Root Cause Analysis (RCA) exercise for Diverse Learners, provide a summary on the root cause identified on your RCA worksheet, the contributing factors, the changes that will take place to eliminate the root cause and how the success of these changes will be measured. *1 page maximum*

STEP 1: Root Cause Analysis - The 5 Whys

State the Problem

We did not document our service minutes in a timely manner and did not complete 100% of IEPs on time.

1st Why

RSPs were not held accountable for timely submission.

2nd Why

RSP providers are contracted through an agency and are not a part of NLCP staff.

3rd Why

Case managers struggled to find quality staff who are able to document service minutes

4th Why

Case managers lacked relationships with RSPs, agencies, and were not equipped to hire for the roles.

5th Why - Your Root Cause

The NLCP Special Education department was short staffed and juggling multiple priorities ineffectively.

STEP 2: Using The Frame Concepts to Address Your Root Cause

What is the Frame Concept Problem? (Structural, HR, Political, Symbolic)

Structural

Why is the problem a problem?

Related service providers and case managers are part of a critical shortage area and this shortage was worsened by the pandemic. Communication with providers was also difficult throughout the pandemic.

Why is the problem occurring?

Case managers had a teaching load in addition to case management. There was a shortage of nurses throughout the country. We were not managing our relationships with RSPs. Our case managers and principals needed support hiring and developing relationships with RSPs. We are a small network and do not need to hire full time RSPs based on budget allocations, but we need to do a better job managing the RSPs.

What is the recommendation? (Remember: What is in your locus of control)

Create a monitoring structure with multiple levels of accountability and opportunity for feedback. The case manager at each campus will review RSP service capture weekly and meet with RSPs weekly. Principals will review this data with case managers during their weekly leadership meetings. Principals will review this data biweekly with the Chief of Schools. This will allow for principals and if needed the Chief of Schools to provide feedback to our case managers, RSPs, and special education teachers. This structure will also allow case managers to build stronger relationships with our RSPs and improve employee engagement, resulting in better retention, improved work performance, and less turnover.

Hire our own RSPs whenever possible. NLCP has hired our own part-time nurse. We have hired a dedicated social worker at each campus. We have contracted directly with a school psychologist. We have partnered with a staffing agency for a speech pathologist but are confident in this relationship. We will continue to partner with INCS to explore other staffing agencies so that we have options in the case of staffing change.

Case managers do not have a teaching load to allow more time for case management, coaching of RSPs and compliance management. They will also have dedicated time for hiring.

Create automated reminder emails to support accountability for timely SPED related paperwork.

What are the ramifications of this recommendation?

Increased investment above and beyond our special education allocation for improved case

management and delivery of services
 Protected time for Special Education leaders
 Increased time spent on hiring, marketing of positions, and interviewing
 Increased time on data review, collection and response
 Decrease in turnover due to intentional time spent on employee engagement, feedback and accountability

Question 4. For the network or for each campus (if differentiated), please identify services provided for students in temporary living situations (STLS) in compliance with all federal laws and regulations. Include the following in your answer: *½ page maximum*

- a. The school’s identification of appropriately-skilled staff persons (the STLS Liaison and/or STLS Clerk) who receive training from CPS’s Support for Students in Temporary Living Situations to carry out duties related to the STLS program at the school.
 - i. Collins –Office Manager and counselors
 - ii. Christiana – Office Manager and counselors
- b. How the school notifies the entire student population of McKinney-Vento student rights and identifies McKinney-Vento eligible students;

Office managers communicate McKinney-Vento student rights and support services to the entire student body at beginning of year Town Halls and orientations, in rotations through Advisory, and in 1-1 settings as concerns are expressed by students/parents. Grade level counselors work with grade level teams, families, and students to identify and support McKinney-Vento eligible students. This process is targeted at BOY and on-going as student needs arise.

- c. How the school ensures compliance with and documents fee waivers for all McKinney-Vento eligible students;

Office managers oversee compliance and documentation of fee waivers through documenting and working with families, including: phone calls, parent meetings, and supporting families to complete all relevant paperwork necessary for students to receive support.

- d. The training staff receives regarding the needs and rights of students in temporary living situations;

Twice a year, the staff has an overview for potential signs that students might need additional support. These sessions also include an overview of our STLS services and ways to refer students for additional support. In addition, we remain in compliance with STLS liaison presentations to staff and work with a partner organization – Phoenix Hall — for students/families that need housing stability.

- e. How the school includes students in temporary living situations in all proposed school programs and activities; and students in Temporary Living Situations can attend all school programs and events.

We cover the cost of program fees for students to ensure a robust school experience for all students.

- f. Additional services offered by the school and outside providers to support students in temporary living situations and ensure access to the academic program.

Our STLS students are provided with bus cards, free uniforms, hygiene kits, and book bags with supplies if needed. As mentioned earlier, we also work with The Night Ministry and Phoenix Hall. Phoenix Hall was presented to students and parents as a stable housing resource for students while attending NLCP. These programs provide comprehensive living support for students. In addition, many staff members go above and beyond to support students by communicating over breaks (summer, winter) with students to assess if their needs have changed. Members of our staff even created a food drive before breaks so that students would have additional groceries.

III.D – Parent Issue Review

Criterion III.D. For the network or for each campus (if differentiated), please explain the process for addressing parent or community member concerns. Based on I&I's Parent Issue Review, the school may be asked to additionally address factors associated with one or more specific parent or community member issues. *½ page maximum*

Step 1:

Talk to the Involved Staff Member

If you have a concern about an interaction between your scholar and another scholar at NLCP, please contact the teacher who either witnessed or has the most context related to the specific incident. We expect NLCP families to show honor by avoiding direct confrontation with NLCP students. If you have a concern about a teacher or another staff member at NLCP, please contact that person via email or phone to request a phone call from or an in-person meeting with that staff member. Whenever possible, we encourage parents to speak directly with staff members to resolve concerns. If you do not have an NLCP staff member's contact information, please call our NLCP Collins Campus at (773) 542-6667 or Christiana Campus at (773) 542-1490 to obtain it.

Step 2: Notify School Leadership of the Issue

If you are unable to successfully resolve your concern after speaking with the involved staff member, please request a meeting with a member of our leadership team by contacting the main office. Please be sure to provide a summary of your concern as well as your availability for a phone call or an in-person meeting. Within 24 - 48 hours, our team will return your call or schedule an in-person meeting time (we will do our best to schedule the actual meeting to take place within 48 hours of your original request). Please note that in-person meetings generally cannot be accommodated without advance notice and scheduling.

Step 3: Contact the President

In all schools, parents, guardians, or community members should first attempt to address their concerns with the established leadership within the school. However, in the event you are unable to resolve your concern after following the procedure above, please contact our President, Erin Simunovic at esimunovic@nlcphs.org. While our school is a part of CPS, we have our own network who handles concerns related to our school.

Step 4: Contact the Board of Directors

If your questions or concerns are not adequately resolved by school leadership or the President, please contact our Board of Directors at nlcpboard@nlcphs.org.

Step 5: Contact the Office of Innovation and Incubation

If your questions or concerns are not adequately resolved by the steps above, please contact the CPS Office of Innovation and Incubation at 773-553-1530.

III.E – Lottery and enrollment

Criterion III.E. How do you keep parents informed of their child's status in the application and enrollment process? Please refer to both general lottery and waitlist management. *½ page maximum*

NLCP follows all guidelines set forth by the Go CPS application process. We regularly monitor applicants and communicate with them once the process allows. For all students offered a seat at an NLCP campus, a member of the Student Recruitment team, as well as a member of the campus team, will reach out to parents. NLCP also hosts summer programming for incoming students to prepare them for the transition to high school.

NLCP hosts shadow days to any interested student or family member, so they can learn more about our school. NLCP also hosts school visits. Additionally, NLCP has established strong relationships with 8th grade counselors and regularly communicates with the counselors about upcoming events or opportunities to visit the campuses.

III.F – Employee Roster and Organizational Data

Criterion III.F.

Question 1. (For Charter Schools Only) If applicable, explain how the school utilized teacher licensure flexibilities in the Charter Schools Law to assist in meeting the school's stated goals. *½ page maximum*

North Lawndale maintains high expectations for the instructional staff. Currently, we work with instructional staff making an impact on student learning on a daily basis to ensure the highest quality of education. While we recognize there is a teacher shortage in Illinois, and across the nation, we work to utilize alternative routes to licensure, continued education, universities, and programs such as Teach For America.

Each staff member working at NLCP is selected for their ability to maximize instruction through connections with students, maintaining a rigorous classroom environment, and connecting to the organizational goals. For example, a chemist working in the field has a solid understanding of the content for the course. We then utilize those talents and expertise to ensure the candidate can meet the instructional goals for the classroom, translate their professional experience to the classroom effectively, and make an impact on student outcomes. Our administrative staff continues to monitor and review the teacher performance through ongoing coaching and support and professional development. The flexibility provides an opportunity for practical application of the skills from a teacher that has been in the field. It also allows us to hire alumni with relevant content and professional experience who may not have majored in education. We then partner with those alumni to support them in enrolling in alternative certification programs or MAT programs. NLCP provides tuition reimbursement to these alumni.

Question 2. (All school governance types) Explain how the school ensures that teachers are appropriately credentialed in subject areas experiencing licensed teacher shortages. *½ page maximum*

Recruitment efforts continue to focus on staff that are currently credentialed or finishing their degree. In the event we are looking to hire a new staff member in a shortage area, we will look at alternative routes to licensure, a provisional license (if applicable), and have additional discussions with ISBE regarding what the deficiencies are for the licensure. We have also looked at staffing companies who employ licensed staff on a short-term basis while our staff gets licensed or in the event we have an opening as well as our staff members that have a substitute license so they can serve as a long-term substitute in the classroom.

We also support our alumni through tuition reimbursement for alternative certification programs and MAT programs.

We are partnering with Elevate K-12 this year to provide instruction in Chemistry and Spanish.

We now partner with DePaul and Northeastern to host student teachers. This has created a new pipeline of highly qualified teacher candidates. We are also in the initial stages of relationship building with Chicago State. This relationship would place student teachers at NLCP but also promote the opportunities available at Chicago State for our alumni to enter the teaching profession.

III.G – Transportation Policy

Criterion III.G.

Question 1. How does your transportation policy ensure that transportation will not create a barrier to full participation in the educational program for the following groups of students: *½ page maximum*

- a. Economically Disadvantaged Students
- b. At-Risk Students

- c. Students with Individualized Education Plans
- d. Students in Temporary Living Situations

NLCP is a charter school open to students from around Chicago, but draws more than 60% of its students from the surrounding neighborhoods and within walking distance. Due to the overwhelming commuter nature of our students, we do not offer School Bus service to our general student population. For other populations, the policy is outlined below.

STLS – NLCP coordinates with CPS STLS department to secure Student Tickets for Public Transportation for any student using public buses or trains. The STLS coordinator at each campus is responsible for identifying all students who are eligible for STLS status-following the criteria set for STLS eligibility, as well as communicating with students and distributing tickets.

Economically Disadvantaged and At-risk Students – NLCP Counselors coordinate with CPS to secure Student Tickets for Public Transportation for any student using public buses or trains.

Diverse Learners – Social Worker and Case Manager review each student’s IEP for indications of need for special travel arrangements to and from school. A CPS representative will be present at any meeting regarding student transportation needs. If a need is determined, the case manager will coordinate with CPS Transportation service and the student's family. The case manager will coordinate with family in advance of any school days when NLCP’s schedule differs from CPS if the student receives CPS transportation. The case manager will also work with NLCP Scheduler to accommodate any possible conflicts arising issues with transportation schedule and class schedule.

Question 2. Please explain the process the school followed to adopt its transportation policy, and how school personnel are trained to implement the policy. *½ page maximum*

NLCP researched best practices at other schools and sought student, parent, and staff input in creating original transportation policy. Each spring, NLCP counselors review the transportation policy based on conversations with parents and students and recommend any changes to NLCP leadership. Every summer, principals review the policy with their campus leadership teams.

III.H - Student Discipline

Each campus in your network has the following annual suspension and expulsion data recorded for the last three (3) school years:

Table III.H - Student Discipline Data								
Christiana								
School Year	20th Day Enrollment	In School Suspensions (ISS)			Out of School Suspensions (OSS)			Number of Expulsions
		% Unique Students	9-12 Comparison	Percentile	% Unique Students	9-12 Comparison	Percentile	
2020-2021	329	0.0%	0.0%	0.0%	1.5%	1.3%	99.0%	0
2019-2020	333	0.0%	8.1%	0.0%	6.6%	20.7%	98.0%	█
2018-2019	373	0.0%	16.9%	0.0%	9.7%	9.8%	60.0%	█
Collins								
School Year	20th Day Enrollment	In School Suspensions (ISS)			Out of School Suspensions (OSS)			Number of Expulsions
		% Unique Students	9-12 Comparison	Percentile	% Unique Students	9-12 Comparison	Percentile	
2020-2021	448	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	0
2019-2020	410	█	8.1%	20.0%	6.6%	17.6%	96.0%	0
2018-2019	364	0.0%	16.9%	0.0%	10.2%	9.8%	63.0%	█

Criterion III.H. Using the table above, please explain any factors associated with the numbers of suspensions and expulsions in the past three (3) years. Include in your response any changes you made to your student code of conduct (if applicable), and school-based practices to ensure compliance with US ED guidance on improving school climate and discipline practices and/or the requirements of [Public Act 99-0456](#) (also known as Senate Bill 100). In addition, please outline your school/network's strategy to minimize exclusionary discipline. *1 page minimum*

North Lawndale College Prep provides a comprehensive education: college prep academics and Social Emotional Learning (SEL) for all of our students. In an effort to create a school culture and climate that is conducive to learning and provides safety for all, we have intentionally aligned our Student Code of Conduct (SSC) and disciplinary actions with CPS/SB 100. Starting in SY22-23, NLCP will adopt CPS's SCC. We have hired a new Chief of Schools who will support principals with this transition. There was an increase in OSS during SY 19-20. In response to that increase, NLCP has increased support in terms of Restorative Justice Practices: Advisory (SEL programming), Learning to Rise, and Peace Circles. These measures were put in place and used throughout SY20-21 and SY21-22, and NLCP saw a drastic decrease in OSS rates.

****In SY 20-21, the percentile ranking for OSS at Christiana is misleading. While the comparison schools were all fully remote throughout this school year, NLCP was offering in-person instruction for the entire*

year to approximately 50% of our student population at both campuses. In SY20-21, NLCP actually saw a significant decrease in suspensions, and this was not only due to the pandemic as NLCP was offering in-person instruction.

In SY 22-23, all staff members will be trained in Kingian Non Violence, the framework adopted by Peace Warriors, to ensure that there is common practice, language, and action within all aspects of our community. We also increased investment in Multi-tiered Systems of Support: Grade Level/Student Support Teams meet multiple times per week. The teams follow the BARR model, one entire grade level meeting and one Risk Review meeting. In the Risk Review meeting, the counselor, social worker and behavioral interventionist will be present. Additionally, each campus will have a dedicated social worker and behavioral interventionist. We have also established a partnership with UCAN, Thrive, and Communities in Schools, and we will utilize these partnerships to provide increased support for our students in place of exclusionary discipline. We have hired a group therapy leader who will design sessions based on student data and voice.

We will continue to partner with CT3 and support all teachers and staff to center their approach using CT3's anti-racist classroom techniques. We are increasing social emotional learning through the use of BARR and PERTS-Elevate. We are increasing our focus on parent engagement through more parent events and townhalls.

After concluding the Root Cause Analysis (RCA) exercise for Student Discipline, provide a summary on the root cause identified on your RCA worksheet, the contributing factors, the changes that will take place to eliminate the root cause and how the success of these changes will be measured. *1 page maximum*

Discipline Root Cause Analysis Meeting

STEP 1: Root Cause Analysis - The 5 Whys

State the Problem

OSS increased at NLCP from SY19 to SY20. 9% (Christiana) and 10% (Collins) of students received an OSS in SY19 vs 20% (Christiana) and 17% (Collins) of students in SY20.

However, it's important to note this problem has been remedied. During the 2021-2022 school year, NLCP's out-of-school suspension rate decreased.

- Collins OSS suspension rate: 5.45%
- Christiana OSS suspension rate: 8.28%

1st Why

NLCP was over-utilizing suspensions as punishment.

2nd Why

Staff members were using a more traditional approach to discipline that relied on punitive responses.

3rd Why

NLCP had not invested enough in training and support for implementing more restorative practices.

4th Why

NLCP was focused on improving academic and financial performance.

5th Why - Your Root Cause

NLCP did not prioritize improving our discipline systems and processes.

STEP 2: Using The Frame Concepts to Address Your Root Cause

What is the Frame Concept Problem? (Structural, HR, Political, Symbolic)

Structural

Why is the problem a problem?

It was a problem that we were prioritizing academics without also prioritizing social-emotional learning and well-being. Our students experience high levels of trauma outside of school and all efforts we take should consider how to best support the whole child. Punitive discipline practices, especially when directed at children who have experienced trauma, will be largely ineffective in correcting behavior and will inhibit academic growth. We must prioritize restorative practices in order to fully support our students.

Why is the problem occurring?

The problem is no longer occurring at NLCP. A complete overhaul of NLCP's culture and approach to discipline has resulted in a dramatic reduction in our discipline rate.

During the 2021-2022 school year, NLCP's out-of-school suspension rate decreased.

- Collins OSS suspension rate: 5.45%
- Christiana OSS suspension rate: 8.28%

What is the recommendation? (Remember: What is in your locus of control)

We are going to continue doing what we have been doing. When you know better, you do better. As we have learned more about the impacts of punitive discipline on students, we have revamped our school culture and approach to discipline. We have taken the following specific steps and will continue to build on our progress and success:

- We are focused on two areas that have the biggest impact on reducing our suspension rate: prevention and restorative justice.
- NLCP has increased our staffing to prevent altercations before they happen.
 - We have four counselors at each campus who build close relationships with students in their cohort to address issues as they come up. For example, students will send counselors screen shots of social media posts so that the counselors can address issues directly with students before they become physical altercations. This has dramatically reduced the number of fights on our campus.
 - In SY 21-22, we also hired a counselor who runs group therapy sessions every day.
- We partner with social services agency, UCAN, to implement the Learning to Rise program – a restorative justice approach to dealing with offenses that would have previously resulted in a suspension.
- Peace Circles and letter-writing are facilitated by an NLCP alumni who also trains NLCP counselors to implement these interventions.
- Additionally, to further our efforts, we have hired a behavioral interventionist at each campus for SY 22-23.

What are the ramifications of this recommendation?

The ramifications of these recommendations include decreased OSS and ISS rates at both our campuses, improved school culture, and a consistent restorative approach to discipline. Students at NLCP now have more social-emotional support than ever before through advisory, grade level counselors, dedicated social workers, interventionists, and group therapy facilitators.

III.I – Student Safety

Criterion III.I. Please explain your approach to student safety including compliance with required safety drills and Title IX procedures for reporting and managing cases of misconduct. *1 page maximum*

Similar to other practices, we involve all stakeholders in the safety and security of our school environments. As a measure of maintaining safety within the walls of NLCP, our Peace Warriors play an integral role in keeping us informed of threats and potential conflict that may impact day-to-day operations. This affords us the opportunity to be proactive in our efforts to protect our beloved community. Additionally, NLCP networks with CPS Safety and Security, CPD, and community partners (inclusive of parents/students who reside within the community) to mitigate/maintain a safe school environment for all. NLCP also backwards plans using data provided from the 5 Essentials Survey Data to ensure that our approach to student safety is appropriate and encompasses the voice of all stakeholders.

In addition to responding to relevant data, we maintain compliance through internal audits, practice safety drills, and remain in compliance with applicable laws and modifications based on recent incidents. Staff and student training and parent communication keep the whole-school community informed of all policies. Our platforms of communication include staff professional development, weekly huddles, and mailings.

Also, NLCP has opted in to the CPS's SCC and will follow any and all rules, polices and procedures to ensure that we are aligned with OSP mission's that states the following: The mission is to provide an equitable, inclusive, safe, supportive, and secure learning and working environment, in every school and neighborhood, in a District that is free from discrimination, harassment, sexual harassment, sexual misconduct, and retaliation, ensuring that all students, faculty, staff, vendors, and visitors can thrive.

NLCP staff will take all mandatory training that the district offers, provide training to students, parents, and stakeholders, and offer a safe space for those that have experienced trauma. NLCP will continue to provide a safe school environment for all.

Domain IV: Forward Planning

Documents Reviewed				
Document Reference No.	Document Title	Currently On File	Submission Required	Updated Document Submitted with Application
IV.A.1	5-year strategic plan (if not submitted within the text)		X	N/A
IV.A.2	5-year budget template- to be completed by the network		X	N/A
IV.A.3	The school's loan amortization schedule		X	N/A

Criterion IV.A.

Question 1. Please provide the network's 5-year strategic plan and indicate (1) who participated in the creation of this plan (e.g., campus leaders, teachers, parents, and board members); and (2) whether the board formally approved the plan and on what date. This plan may be submitted as text in the narrative, a separate text-based document or PowerPoint presentation, or in any other format. The plan should align with and be supported by the proposed 5-year budget. *2 page maximum*

The plan submitted as an attachment was prepared by our Interim CEO and President in partnership with network leaders. Our current CEO resigned effective 6/30/22. With this announcement of her resignation in early June, the network leadership team responded by preparing the attached plan to present to the board of directors. The board approved this plan on 6/22/22 at the scheduled board meeting.

This plan represents our initial vision for the immediate transition and future. Our plan is to review this plan with campus leaders, teachers, parents, community members and partner organizations. After this review and input phase, we will resubmit to our board of directors for feedback and approval.

The plan should include:

A. Academics

- a. Specific, measurable, actionable, relevant and time-bound academic goals for the next 5 years.
- b. Metrics aligned to academic performance (related to the School Quality Rating Policy [SQRP], as well as mission fulfillment).

B. Finance

- a. Specific, measurable, actionable, relevant and time-bound financial goals for the next 5 years.
- b. Metrics aligned to financial performance (related to the contractual performance policy and annual audit, as well as any funding goals related to implementation of the academic program).

C. Operations

- a. Specific, measurable, actionable, relevant and time-bound operational goals for the next 5 years.
 - b. Metrics aligned to operational performance (related to the contractual performance policy and annual audit).
- D. Organizational Changes (if applicable)
- a. Specific, measurable, actionable, relevant and time-bound goals related to organizational changes for the next 5 years.
 - b. Metrics aligned to organizational changes (related to grade expansions, increases in enrollment, etc.).

Question 2. If the network is planning to independently undertake facility renovations at any campus or relocate any campus during the next term, describe: *1 page maximum*

We are located in two CPS facilities. We plan to work with CPS for all major capital projects but we are researching two renovations at the Christiana campus.

Christiana Campus

At the Christiana campus, an upgrade to central air conditioning is needed. Our Director of Special Projects has been collaborating with CPS personnel to discuss this.

There is a dilapidated playground structure in the parking lot of Christiana. This playground needs to be removed to provide outdoor recreational space for our students. Right now, Christiana students do not have access to any outdoor space. This is a concern as we know the benefits of students spending time outdoors during their advisory and physical education classes. We also want the Christiana campus to serve as a safe community gathering space in the neighborhood. Removing the playground and designing an outdoor space would benefit students, staff and the community.

We are in the initial stages of research and development of a daycare facility for our students and staff.

RENEWAL APPLICATION COVER SHEET

Asian Human Services - Passages Charter School
Name of School or Network

Michelle Cronin
Name of the Board Chair/President

Dr, Nikita Johnson-White , Chief Education Officer
Name of Primary Contact Person


Michael Stewart, Principal
Name of Alternate Contact Person

708-296-1690
Telephone Number of Primary Contact Person

773-433-3530
Telephone Number of Alternate Contact Person

njohnson@ahschicago.org
E-mail of Primary Contact Person

mstewart@ahschicago.org
E-mail of Alternate Contact Person


Signature of School Director/Leader

7/29/22
Date


Signature of Board Chair/President

7/29/22
Date



2022-2023 Single Site Renewal Application

Due July 29, 2022

**Office of Innovation and Incubation
Chicago Public Schools
42 W. Madison, 3rd Floor
Chicago, IL 60602
(773) 553-1530
(773) 553-1559 (fax)**

2022-2023 Single Site Renewal Application

The Office of Innovation and Incubation (I&I) at Chicago Public Schools (CPS) is committed to authorizing high quality educational options to serve the diverse needs of Chicago's public school students. As an important accountability, charter and contract schools authorized by Chicago Public Schools are reviewed annually and at the end of their contract terms to determine if they are meeting the academic, financial and operational performance goals outlined in their school agreements with the Chicago Board of Education (the Board) and the Illinois Charter Schools Law. A school seeking renewal of its school agreement with the Board must undergo a comprehensive renewal process to determine if the school has met the District's standards to remain in operation.

The Renewal Application is a key component of the renewal process. In your narrative responses to the 2022-2023 Renewal Application, please reflect on your progress toward meeting legal and contractual expectations. Each section of the Renewal Application pertains to a different accountability domain and lists the documents that will be reviewed by I&I as part of its review for that domain. The school should consider and incorporate these documents when responding to each application question.

Introduction to the School

Please state the mission of your school of schools and identify key characteristics that enable your schools to fulfill that mission. Include a discussion of your organizational structure (Operational Performance Document No. III.F.1) in your response. 1 page maximum

The Asian Human Services (AHS) Board, Teaching Staff, Administration and Parent Community have shared values for the school to focus on the whole child, global citizenry, language acquisition and high school preparedness. With a teaching and support staff that is multilingual in many languages, including Arabic, Farsi, and Spanish, a bilingual student population, and the desire for parents to have their children taught from a global perspective and in a bi-lingual environment, neighborhood families choose Passages for its diverse, dual language environment, early childhood education and wrap around services for students and their families.

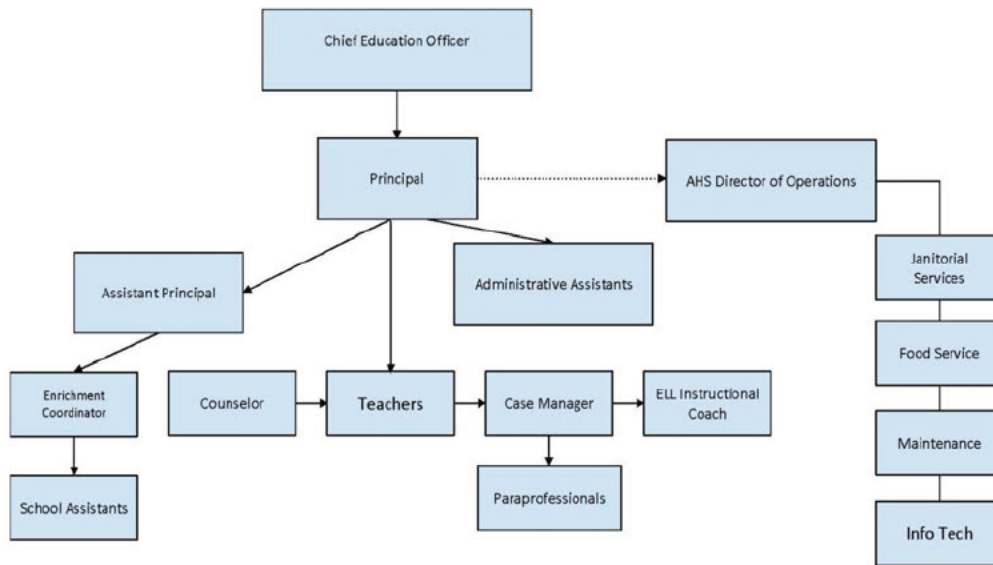
Mission:

The School's mission is to provide immigrant and refugee children and their families educational programming geared toward high achievement standards and the needs of immigrant learners and other underserved children through a full-service school offering comprehensive social support services, a site for professional development opportunities for teachers from diverse backgrounds and an educational environment built upon parental and community involvement and service. Passages provides immigrant and refugee children, their families and other underserved populations in Chicago, educational opportunities geared toward high academic achievement and growth through differentiated instruction and comprehensive social support services. The Passages staff and the Governing Board are committed to ensuring that the mission resonates deep within the walls of the school. Over the course of the past century, political strife and economic crises around the globe have caused many of the refugee populations to relocate to Chicago and this continues today. They come with high hopes for starting new lives; establishing homes, entering the workforce and seeking better educational opportunities for their children. With a continued, sustained focus on immigrant and refugee families, the Passages' mission reflects a deep commitment our founders had of providing a safe haven for those who have experienced traumatic upheaval in their lives and have come to the city with hopes of establishing a new and better life for their families.

Governance Structure:

The Board of Directors is responsible for frequent and ongoing monitoring of programs and operations as part of standard operating evaluation procedures to ensure desired outcomes are being met. There is transparency into the decisions and finances of the school and collaboration and information sharing.

The rationale for the following structure is supported by a body of literature on the importance of distributed (shared) leadership, parent involvement, and community engagement, all of which are shown to have a positive impact on school climate and student achievement.



Describe how your school has engaged and impacted community connections and how it has fit in as a neighborhood school and as an integral part of the community. Summarize any programmatic accomplishments, community supports, and resources that you provide to your community. 1 page maximum

Asian Human Services - AHS Passages Charter School

For over two decades, Passages has been the home to thousands of students and their families. The organization seeks to include the whole community, students, parents, teachers and administrators, in decision making.

Two decades of service

Since 2000, Asian Human Services Passages Charter School has helped people become healthy, educated and employed. With special expertise in the challenges facing refugees, immigrants and other underserved communities, Passages provides the place for families to get connected to the larger Asian Human Services network of support, programs and services, and more importantly a home for their children to excel academically, socially and emotionally. Children have been attending school at Passages now for two decades. The founding focus of the school, which has continued through today, is to ensure equitable access to high quality educational opportunities regardless of nationalities, race or economic status. Recruitment strategies and efforts are targeted on the City's refugee and immigrant populations. Passages has grown over the years expanding its offerings and services to students and families but with a continual focus on the mission and vision. Today, Passages is an extremely diverse community serving students from a variety of nationalities and families from all over the world, representing over 35 different primary languages.

Progress and advancement

*An initial adopter of early childhood education, Passages expanded its school offerings to students as young as three years old, and then to infants to age three through the Early Learning Center. This required newer, larger and more tailored facilities. An achievement we met after major renovations were made to the former St. Gregory School. Former Mayor Rahm Emanuel, former CEO of CPS Janice Jackson and Alderman O'Connor attended the ribbon cutting in 2019 for more than the building itself, but for what it represented: the realization of the goal to educate children formally from birth through adolescence in an environment that promotes deep, meaningful, and community-wide relationships in one, safe, building. The national education organizations talk about what America's schools should be doing to expand education offerings in early childhood, educate the whole child, and provide wrap-around services for children and their families: **Passages Charter School is doing it!***

Community Engagement ...

Passages has always had a strong and active parent network, that together with its teachers, supports all school activities. Constituent voices are a part of the planning for tomorrow's Passages. AHS administration continually interviews individual board members, meets with teachers and parents, and hosts school community forums. The Passages administrative team has structures in place to hear community voices. These include monthly parent meetings and frequent staff meetings. Through this extensive community engagement, AHS discovered broad based support for a more engaged governance board and a new, more relevant and accurate identity to reflect the mission of Passages beyond that of refugees. As a result, two educators were added to the AHS Board and the mission was updated.

Even when selecting new school leadership, we actively engage community engagement in the process. When recruiting new leadership, focus groups begin the process to determine the leadership profile and desired characteristics. Recruitment is done based on the profile and then interview committees are part of the process which include parents, teachers, and administration. The community is actively participating to help define their tomorrow!

Domain I. Academic Performance

Documents Reviewed						
Document Reference No.	Document Title	Currently File	On	Submissi on Required	Updated Submitted Application	Document with
I.A.1	The school's School Quality Rating Reports from the following school years, if available: 2017, 2018, and 2019	X			N/A	
I.A.2	The school's contractual performance letters pertaining to the following SQRP reports, if available: 2017, 2018, and 2019	X			N/A	

(For Selected Campuses): I.B.1	Renewal Academic Site Visit (RSV) report(s) (if applicable)	X		N/A
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The campuses in your school received the following academic performance ratings over the term of the contract:

Table I.A. Academic Performance Indicators								
3 Year SQRP Avg.	2 Year SQRP Avg.	2019 SQRP Rating	2019 SQRP Score	2018 Rating	SQRP	2018 SQRP Score	2017 SQRP Rating	2017 SQRP Score
2.9	3.0	Level 2+	3	Level 2+		2.9	Level 2+	2.9

Criterion 1.A.1 Please explain the factors associated with any campus receiving a Level 2 or Level 3 SQRP rating during the contract term, and how the school has addressed these factors. *5 page maximum*

Not Applicable

Criterion 1.A.2. Please explain the school's approach to delivering instruction throughout the COVID-19 school closure period, and any modifications made will impact future hybrid instruction. *2 page maximum*

Because of the COVID-19 pandemic, Passages closed in March of 2020 as the country was learning about this new virus. By the fall of 2020, had a new hybrid model in place to ensure students experienced continued learning. Passages was already a 1:1 mobile internet device school and thus transitioning to the hybrid model was a natural next step. After students returned, the school followed the CDC and IDPH guidelines for in-person/hybrid or remote instruction given the current case level. The goal was always to have students in the building and we fulfilled our goal when congruent with the CDC guidelines. This also allowed us to recognize that online capabilities can continue where feasible in the event of future snow days as well as increase attendance for meetings with parents.

During the FY21 school year, Passages utilized Jigsaw as a method of providing online instruction to students. During SY22, when students were quarantined teachers used Google Meets to engage students. In SY23, the goal is to have teachers trained in Google Classroom as this can be used during regular instruction and in the event of any hybrid status in the future.

Domain II. Financial Performance

Documents Reviewed				
Document Reference No.	Document Title	Currently On File	Submission Required	Updated Document Submitted with Application
II.A.1	The school's Financial and Compliance Performance Reports	X		N/A

	from the following fiscal years, if available: FY19, FY20, FY21, and FY22 * <i>Financial Condition and Financial Controls Categories</i>			
II.A.2	The school's audits from the following fiscal years, if available: FY19, FY20, FY21, and FY22 * <i>Financial Condition and Financial Controls Categories</i>	X		N/A

Your school received the following Financial Performance Indicator ratings over the term of the contract:

Table II.A. Financial Performance Indicators						
Fiscal Year	Key Financial Indicators				Loan Delinquency	Annual Audit
	Change in Net Assets	Current Ratio	Net Asset Ratio	Cash on Hand Ratio		
FY22	TBD	TBD	TBD	TBD	TBD	TBD
FY21	Meets Standards	Meets Standards	Meets Standards	Does Not Meet Standards	Exceeds Standards	Exceeds Standards
FY20	Meets Standards	Does Not Meet Standards	Meets Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
FY19	Exceeds Standards	Meets Standards	Meets Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards

*FY22 unaudited financial statements may be used to generate preliminary FY22 performance indicator ratings.

Criterion II.A. Please explain any factors associated with the school receiving a rating of “Does Not Meet Standards” for any Financial Performance Indicator during the contract term, and how the school has addressed these factors. *1 page maximum*

Change in Net Assets indicator:

Not Applicable

Liquidity/Current Ratio indicator:

The organization had increased outstanding receivables driving the year-end cash balance down. Subsequent to year-end, the receivables were collected, bringing cash on hand to a level that meets standards.

Net Asset Ratio indicator:

Not Applicable

Cash on Hand Ratio indicator:

The computation of the current ratio in FY20 included a non-current deferred lease liability for the school building. The computation was subsequently adjusted to include current assets and current liabilities and meets/exceeds standards.

Loan Delinquency indicator:

Not Applicable

Annual Audit:

Not Applicable

Domain III. Operational Performance

Documents Reviewed				
Document Reference No.	Document Title	Currentl y On File	Submission Required	Updated Document Submitted with Application
III.A.1	The school's Financial and Compliance Performance Reports from the following fiscal years, if available: FY19, FY20, FY21, and FY22 <i>* Legal Compliance and Reporting Categories</i>	X		N/A
III.A.2	The school's audits from the following fiscal years, if available: FY19, FY20, FY21, and FY22 <i>* Legal Compliance Categories</i>	X		N/A
III.A.3	Current agreement(s) with CPS	X		N/A
III.A.4	Contractual condition evaluation forms with a separate agreement (if applicable)	X		
III.B.1	List of governing board members from agreement term	X		
III.B.2	Board member Conflict-of-Interest Questionnaire	X		
III.B.3	Board meeting dates and times from agreement term (FY20 to present)	X		
III.B.4	Board bylaws	X		
III.B.5	Open Meetings Act (OMA) Board Member Certificates	X		
III.B.6	OMA complaints with the Attorney General's Office (FY20 to present)	X		N/A
III.B.7	501(c)(3) Certification	X		
III.B.8	Freedom of Information Act (FOIA) Designee training certificate (FY20 to present)	X		
III.B.9	FOIA complaints with the Attorney General's Office (FY20 to present)	X		N/A
III.B.10	Board Conflict of Interest Policy	X		
III.B.11	Board meeting minutes and attachments (FY20 to present)	X		
III.B.12	Service agreement(s) with any Education Management Organization(s) (EMO[s]) or Charter Management Organization(s) (CMO[s]) (if applicable)	X		
III.B.13	Performance reviews of the EMO(s) or CMO(s) completed during the current agreement term (if applicable)	X		
III.C.1	Monthly Individualized Education Plan (IEP)/504 plan compliance notifications from Office of Diverse	X		N/A

	Learner Supports and Services (FY20 to present)			
III.C.2	Related Service Provider (RSP) minute documentation (FY20 to present)	X		N/A
III.C.3	Illinois State Board of Education (ISBE) Special Education Application Renewal Rubric (Form 34-50B)			X - submitted via Epicenter 7/19/22
III.C.4	Office of Language and Cultural Education (OLCE) Site Visit Report (if applicable) (FY20 to present)			N/A
III.C.5	ISBE Charter School Renewal Application for English Language Learning Services (Form 92-15B)			X - submitted via Epicenter on 7/19/22
III.C.6	Students in Temporary Living Situations (STLS) Policy			X - Submission updated on Epicenter 7/19/22
III.C.7	STLS School Attestation	X		
III.D.1	Parent Issue Review (FY20 to present)	X		N/A
III.E.1	2022-2023 Lottery application and enrollment forms	X		
III.E.2	2022-2023 Lottery and enrollment brochures and advertisements			X - submitted via Epicenter on 7/19/22
III.E.3	2022-2023 Lottery and enrollment policies	X		X- updated 7/19/22 in Epicenter
III.F.1	Employee Roster and Organizational Chart	X		
III.G1	Transportation Policy	X		
III.H.1	Student Code of Conduct	X		
III.H.2	In-school-suspension and out-of-school suspension data (FY20 to present)	X		N/A
III.H.3	Expulsion data from agreement term, including number and percent of students expelled (FY20 to present)	X		N/A
III.I.1	School Emergency Management Plans	X		
III.I.2	Fire and Safety Drill Documentation	X		
III.J.1	Facilities Questionnaire	X		
III.J.2	Facilities and Americans with Disabilities Act of 1990 (ADA) Review for each independent facility (if applicable) * Documents J.2.1 thru J.2.12, those documents are collectively known as the "The Facilities Addendum"			In Epicenter currently, uploaded 7/10/21
J.2.1	Current lease			X - Submitted via Epicenter on 7/19/22

J.2.2	Original inspecting architect's report	X		
J.2.3	Contractual condition evaluation forms (if applicable)	X		
J.2.4	Previous facility assessments	X		
J.2.5	Most recent capital needs assessment & corresponding plan	X		
J.2.6	Current ADA Plan	X		
J.2.7	Building, fire, and health inspection reports	X		
J.2.8	Occupancy Permit	X		
J.2.9	Current floor plans, including square footage	X		
J.2.10	Building, fire, and health code violations	X		
J.2.11	Date and description of most recent renovation	X		
J.2.12	Asbestos survey and compliance documents	X		
K.1.1	Other compliance communications	X		
K.1.2	Root Cause Analysis Worksheet (if applicable)			N/A
L.1.1	ISBE Charter School Renewal Financial Schedule and Narrative			N/A
L.1.2	ISBE Charter School Curricula Renewal Application (Form 88-02(2-20))			N/A

All needed submissions have been uploaded to epicenter.

III.A - Legal Compliance and Reporting Timeliness

Your school received the following Legal Compliance and Reporting Timeliness Indicator ratings over the term of the contract:

Table III.A – Legal Compliance and Reporting Timeliness		
Fiscal Year	Legal Compliance	Document Timeliness
FY22	TBD	TBD
FY21	Exceeds Standards	Meets Standards
FY20	Meets Standards	Meets Standards
FY19	Meets Standards	Does Not Meet Standards

Criterion III.A. Please explain any factors associated with the school receiving a rating of “Does Not Meet Standards” for any Legal Compliance or Reporting Timeliness Indicator during the contract term and how the school has addressed these factors. *½ page maximum.*

Legal Compliance indicator:

Not Applicable

Reporting Timeliness indicator:

In FY19, the agency experienced turnover in administration at the school level, and as a result, the document timeliness standards were not met. We put new systems in place during FY20 and FY21 to ensure that all staff with submission responsibilities have clear expectations and procedures that will ensure timely report submission. This is reflected in the improvement of this category.

III.B – Governance

Criterion III.B.

Question 1. Describe how the board performed each of the following oversight functions during the contract term. Provide at least one example of approved board minutes for each that demonstrate how the board fulfilled that function. *1 page maximum*

- a. Monitored the academic performance of the school.
- b. Held the school and school leadership accountable for academic performance and compliance requirements.
- c. Used systems to monitor the academic, financial, and operational performance of the school.
- d. Intervened when the school did not meet its academic goals or compliance requirements.

The Board of Directors meets every other month, in addition, the Board Education Committee meets monthly. During these meetings, the Board reviews and discusses the performance of

the school. The administration presents academic, financial and operational performance data for review and discussion. The Board is dedicated to the academic success of all the school's students. The board holds school leadership accountable for academic, fiscal and operational performance and regularly reviews systems and data.

Examples of practices that the AHS Passages Governing Board regularly engage in as reflected in board minutes (board minutes are provided):

- *Examining and discussing NWEA testing data as reported for the winter and spring assessment periods and changes in performance results (growth);*
- *Holding school leadership accountable for academic performance and compliance through monthly reports that reflect school performance and compliance deadlines;*
- *Using systems to monitor school academic, fiscal and operational performance: at every board meeting Passages Financials reports were provided; the school administrator led a discussion of progress against measurable improvement metrics and targets, and staffing changes as supported by performance monitoring and assessment;*
- *Intervened with directives in the schools operation when goals and compliance requirements were not met (example enrollment and plan for recruitment/enrollment).*
- *Created a Chief Education Officer position in FY22 to provide greater oversight of the academic and financial performance of the school.*

Question 2. Describe any substantive changes to the school's board structure or bylaws that have been made during the contract term. $\frac{1}{2}$ page maximum

Beginning with the 2018-2019 school year, AHS consultants conducted 20 individual interviews, including all but one of the AHS Passages governing board, met with teachers and parents, and participated in school events to specifically gauge satisfaction regarding board governance. The administrative team held monthly parent meetings and staff meetings. These constituent groups/meetings included: the Bilingual Advisory Committee, parent advisory meetings, faculty focus groups, staff meetings and AHS Board interviews and meetings. Through this extensive community engagement, AHS discovered broad based support for a change in board governance to include board members with an education background and education expertise.

ASH listened to our constituents' ideas for progress and improvement and appointed two new board members in the Fall of 2021 to the existing AHS board, both life-long educators, one with a focus on early childhood education and one with a focus on policy and finance and former school superintendent.

III.C – Special Student Populations: Diverse Learners, English Learners, and Students in Temporary Living Situations

The table below lists the enrollment percentages of special student populations at your school for the last three (3) school years.

Table III.C - Special Student Populations Data				
School Year	Diverse Learners	English Learners	STLS	20th Day Enrollment
2021-2022	11.15%	42.36%	8.00%	314
2020-2021	10.54%	46.49%	5.1%	370
2019-2020	7.81%	42.19%	6.0%	384

Criterion III.C.

Question 1. Reflecting on the above enrollment data, please address the following: 2 page maximum

- a. How the school fulfilled its contractual obligation for equal access in the enrollment process for each of the student populations listed above.**

Passages Charter School provides equal access to students of all populations, including Diverse Learners and English Learners. Our school and agency mission specifically targets immigrant and refugee students and families, as evidenced by our rich English language learner population. Almost half our student population is ELL learner in comparison to 19.7% in Chicago Public Schools as reported on the ISBE 2020 School Report Card. Passages STLS population (8%) is more than double CPS percentage of 3.4%. Passages is clearly providing enrollment opportunities for special student populations beyond that of the district and state levels. We know this is due to outreach efforts, our deep and trusted relationship in the immigrant and refugee community, and focus on support for the families and their students. Finally, with regard to Diverse Learners, Passages continues to support students in the least restrictive environment and supports more than 11% of its students through the IEP process.

- b. Any fluctuations or trends in the enrollment data.**

Our total enrollment has decreased due to a variety of factors including, loss of student enrollment city-wide throughout the pandemic. Over the last several years, we have noticed a trend of families moving out of the city and out of state. This was validated with current 2021 Census data showing Illinois community populations are decreasing, and 40% of the decrease is attributable to Chicago residents (approximately 45,000 people). Research attributes this to the pandemic.

The immigrant and refugee population that we serve is often transient, as they come to the city and are placed in temporary housing situations that may not be long-term. The Chicago Metropolitan Agency for planning confirms this outmigration to other regions from the City of Chicago. It reports that the Chicago region continues to experience population decline.

The migration policy institute published in 2022 a thorough analysis of immigration policy during the Trump presidency and the effect on the immigrant population. The report titled "Four Years of Profound Change," detailed the many policies that reduced immigration population throughout the City of Chicago, which AHS Passages was not immune to.

Finally, citywide, there was a transportation shortage as schools began to fully reopen following the pandemic. The social distance requirements for students and the bus driver shortage contributed to our student headcount loss. As a result of this, our bus vendor was unable to pick up students over 1.5 miles versus the 4 miles that we serviced pre-pandemic. We provided transportation vouchers to families to help combat this loss.

c. Any additional efforts the school undertook to enroll a diverse student population.

In an effort to increase enrollment, the school administration implemented a recruitment committee. This team works to develop strategies that will help to increase enrollment. We specifically ensure that communication and advertisements are placed in community and neighborhood areas that are diverse. Staff performed home visits, phone calls or a combination of both. In addition, we seek to hire staff from the communities that we serve. We pride ourselves on the fact that our families see themselves as they walk into our building. We continually build relationships with other organizations that serve immigrant and refugee populations like Refugee One, Heartland Alliance, FORA (forging opportunities for refugees in America) that will refer their families to Passages. In addition, we are in the process of hiring a School Registrar that will be directly responsible for all student data, registration and recruitment. Lastly, we expanded our student transportation services to again reach a 4 - mile radius of our building location with an additional bus route, bringing the total to 4 bus routes that allow over half of our population the ability to arrive at school safely and on time.

Question 2. Identify efforts the school has made to support full access to the academic program for Diverse Learners and English Learners. Refer to the school's responses in the ISBE Special Education Application Renewal Rubric (Form 34-50) and the ISBE Charter School Renewal Application for English Language Learning Services (Form 92-15B) as appropriate. 1 ½ page maximum

Passages Charter School practices a model of full inclusion of all students. ELL teachers serve as co-teachers in support of English Language Learners. Through training and technical assistance, the administration will lead teachers toward the understanding and use of flexible learning environments that address the needs of the whole child. We believe the needs of all students should drive a comprehensive design of learning environments. Differentiated supports ensure operations of the school -- staffing, curriculum, instruction, space, and time -- actively support learners in meeting their individual goals. Teachers are trained to create instructional groups based on a variety of criteria dependent on the academic skill or concept being taught. Teachers are shown that differentiation is a natural part of the classroom environment and that they can use student's learning profiles as a point of reference for differentiation. Instructional strategies that support learning profile differentiation include complex instruction that identifies student's intellectual strengths to introduce complex tasks based on these strengths, as well as multiple entry points to offer student choice for exploration of new topics through a learning preference. (Tomlinson 2001)

Passages will continue to strengthen the implementation of the Multi-Tiered System of Supports (MTSS) model at the school in order to support prevention, early and intensive interventions to address the whole child's learning profile. MTSS is an integrated and comprehensive multi-tiered support system that links solid core instruction with differentiated learning and intervention supports. It is student centered with a focus on early identification and intervention using data to inform curriculum decisions and practices. It is an alignment of tiered supports (core instruction, tier 2 intervention and tier 3 intervention) to foster academic and social emotional growth. Passage uses the following framework of MTSS to drive student outcomes.



Question 3. Please identify services provided for students in temporary living situations (STLS) in compliance with all federal laws and regulations. Include the following in your answer: ½ page maximum

While relatively few students attending Passages reside in temporary living situations, staff at Passages recognize the unique challenges that our students face and have implemented a comprehensive set of strategies focused on ensuring that these students and their parents have full access to the academic program and receive appropriate supports that enable students and their parents to be fully engaged in the learning community of Passages. Staff have worked hard to ensure that STLS students and their families are seamlessly included in the school community while at the same time ensuring that they receive needed support and interventions from other AHS departments.

- a. The school's identification of appropriately-skilled staff persons (the STLS Liaison and/or STLS Clerk) who receive training from CPS's Support for Students in Temporary Living Situations to carry out duties related to the STLS program at the school;**

Key staff members (office clerk and school counselor) are trained to identify STLS students and through identification set in process needed protocols to ensure the rights of students. In addition, all staff are trained on rights of students and services and supports available within the school and partnering agencies.

- b. How the school notifies the entire student population of McKinney-Vento student rights and identify McKinney-Vento eligible students;**

Through communication with parents, the school staff and administration notify families of the McKinney-Vento student rights. This is continually communicated as circumstances can sometimes change and families suddenly find themselves in a temporary living situation throughout the school year. In addition, continuous training of staff is provided as classroom teachers are the main point of contact and often learn of students who may be eligible for services first.

- c. How the school ensures compliance with and documents fee waivers for all McKinney-Vento eligible students;**

The school has implemented practices to eliminate costs to families. There are no school fees charged to any student for enrollment or bus transportation. In addition, all students receive free school supplies. Additional support such as uniforms, personal

hygiene products, winter clothing, shoes and socks, tutoring, medical and mental health services, and social and emotional support are available for families who are in need. In addition, we are able to provide direct referrals and work closely with other AHS departments so that we can provide wrap-around services to both the student as well as the entire family unit.

d. The training staff receives regarding the needs and rights of students in temporary living situations;

All staff complete STLS webinar on CPS training site for charter schools.

e. How the school includes students in temporary living situations in all proposed school programs and activities; and

All students are included in school activities. If they are STLS and require a waiver the counselor or office clerk will notify administration. Students are never excluded due to financial status.

f. Additional services offered by the school and outside providers to support students in temporary living situations and ensure access to the academic program.

Through partnerships with other agencies and inter-agency departments of AHS, parents are able to access various resources including:

- *Access to Nourishing Hope (formerly the Lakeview Food Pantry) for monthly grocery pick-up. Families are able to shop utilizing the organization's online market, and then pick up from the school.*
- *Title I funding is used for winter clothes, shoes, uniforms, and educational supplies*
- *Access to free Before and After School care for families during the school year, as well as summer camp programs during the summer months.*
- *Referral for housing support so the family can have a safe residence or shelter (i.e. Section 8) process.*
- *Support applying to government programs for medical services for other public assistance programs.*
- *AHS is a Chicago Connected grant. Eligible Passages families have direct access to support in getting signed up for free internet services.*

III.D – Parent Issue Review

Criterion III.D. Please explain the process for addressing parent or community member concerns. Based on I&I's Parent Issue Review, the school may be asked to additionally address factors associated with one or more specific parent or community member issues. ½ page maximum

Passages has a parent advisory committee (PAC) and a Bilingual Advisory Committee (BAC) that meet monthly to address or clarify issues raised by parents. This is an open forum and any topic can be brought up. The meetings are held both in person and virtual. The

administration is present to answer questions. This forum also provides an opportunity for the administration to advise parents of school related issues, events and activities.

An example of parent voice through the committee having a direct impact on the school programming is how we used after school programming to provide more enrichment activities for our scholars.

Parents shared concerns about increasing enrichment and non-academic activities for our students. They wanted more opportunities for our scholars to participate in sports and crafts, and to learn soft skills and life skills. The parents also recommended that we provide these opportunities in an after-school program, if they are not available within the school day.

We used the parents' feedback and created a team to analyze and improve our afterschool programs offerings. We also added an Enrichment Coordinator who was tasked with managing the program as part of this new initiative. Our after-school program developed from being purely academic (offering primarily tutoring) to something more enriching and club orientated. Students and parents had the opportunity to sign up for different clubs and activities. We surveyed students and families about club/activity interests to determine our program offerings. Activities and clubs that our staff could not run were outsourced. Over the course of the 20/21 school year, we are to provide the following clubs/activities: martial arts, chess, STEM, dance, cross country, creative writing, gaming, girls' empowerment group, yoga, language club, cooking, etc. Some of the student-created products from the program were also showcased in community events. The feedback from improvements in our after-school program has been overwhelmingly positive from parents, students, and the school community.

Through parents' participation and partnership with principals, teachers, and students at the school, together we could foster, support, and empower our thriving school community.

III.E – Lottery and enrollment

Criterion III.E. How do you keep parents informed of their child's status in the application and enrollment process? Please refer to both general lottery and waitlist management. ½ page maximum

Passages is currently recruiting and accepting all students, we have not performed a lottery. However, as our recruitment efforts are top priority, we welcome more homeless and ELL students as presented in Section III C above. It is our core mission to educate and support every student and their families. Our Whole Child approach inclusive of wrap around services through AHS, allows us to further our work. Thanks to a lease with the Archdiocese of Chicago and extensive renovations in 2017-2018, Passages has capacity to continue to grow its student population ages 3 through 8th grade.

Passages Elementary School provides 460 seats for students. Passages currently has availability and is attractive given our ability to serve children and their families through our early childhood education program (ages 3 to Kindergarten with expansion to 2 year-olds) and access to other AHS departments to provide wrap around services to ensure the needs of the whole child and their family, a students' most significant support network, are being met.

The School is in the position to fully adopt the Whole Community. Whole School. Whole Child approach recommended by the Center for Disease Control (CDC), Association for Supervision

and Curriculum Development (ASCD), the IL State Board of Education (ISBE) and the federal Every Student Succeeds Act (ESSA).

III.F – Employee Roster and Organizational Data

Criterion III.F.

Question 1. (For Charter Schools Only) If applicable, explain how the school utilized teacher licensure flexibilities in the Charter Schools Law to assist in meeting the school's stated goals. $\frac{1}{2}$ page maximum

At Passages, we currently have 90% of teachers who are licensed. In addition, to meet the need of our student population, we were able to utilize the licensure flexibility in Charter Schools Law to hire one additional uncertified Physical Education Teacher to provide more specials for our students, and an uncertified Paraprofessional, to ensure continuity in meeting our diverse learners' needs.

Question 2. (All school governance types) Explain how the school ensures that teachers are appropriately credentialed in subject areas experiencing licensed teacher shortages. $\frac{1}{2}$ page maximum

All of our core subjects, that experience licensed teacher shortages, are staffed with licensed Teachers at Passages. The Human Resources department ensures that all teachers are appropriately credentialed upon hire, through ISBE, and monitors compliance throughout the year, on a per pay period basis. Passages is always abreast of Teacher license status, to ensure we are staffing our school with qualified, and dedicated staff.

III.G – Transportation Policy

Criterion III.G.

Question 1. How does your transportation policy ensure that transportation will not create a barrier to full participation in the educational program for the following groups of students: $\frac{1}{2}$ page maximum

- a. Economically Disadvantaged Students
- b. At-Risk Students
- c. Students with Individualized Education Plans
- d. Students in Temporary Living Situations

(a.) and (b) Passages has bus transportation available for all students who live within four miles of the school building free of charge. We help parents navigate the cta, if appropriate, to the school or a bus stop. (c.) at present, we do not have any IEP students that require special transportation (d.) if a student is homeless, the McKinney Vento Act would apply and we comply.

Question 2. Please explain the process the school followed to adopt its transportation policy, and how school personnel are trained to implement the policy. $\frac{1}{2}$ page maximum

The Principal develops a plan for student transportation services for the district. The plan follows the procedures set by the State Board of Education given information received from his/her staff regarding student records to identify students who may qualify for bus services, including homeless students, students with IEPs, and refugees. Refugee students are eligible for bus transportation within the first three years upon arrival to the United States. Transportation for a student with a disability will be provided if the IEP team determines that such transportation is necessary.

Students are picked up in the front of school and dropped off their assigned locations per the bus route.

III.H - Student Discipline

Your school has the following annual suspension and expulsion data recorded for the last three (3) school years:

Table III.H - Student Discipline Data								
School Year	20th Day Enrollment	In School Suspensions (ISS)			Out of School Suspensions (OSS)			Number of Expulsions
		% Unique Students	K-8 Comparison	Percentile	% Unique Students	K-8 Comparison	Percentile	
2020-2021	370	0.0%	0.0%	0.0%	0.0%	2.4%	0.0%	0
2019-2020	384	█	1.2%	35.0%	0.3%	1.1%	35.0%	0
2018-2019	427	█	2.5%	22.0%	3.3%	2.0%	80.0%	0

**Note: District and charter school data are derived from different student information reporting systems. The District comparison rate is inclusive of all non-selective district-run schools.*

Criterion III.H. Using the table above, please explain any factors associated with the numbers of suspensions and expulsions in the past three (3) years. Include in your response any changes you made to your student code of conduct (if applicable), and school-based practices to ensure compliance with US ED guidance on improving school climate and discipline practices and/or the requirements of [Public Act 99-0456](#) (also known as Senate Bill 100). In addition, please outline your school/network's strategy to minimize exclusionary discipline. **1 page minimum**

Passages makes every effort to keep students in school and in their class. Alternatives to suspension and other restorative justice programs exist to create consequences without denying education. Specific response strategies for reducing student suspensions include:

- Making school-wide expectations clear to all students and parents will occur at the onset of school 2017-18 (Passages adopted the CPS Code of Conduct that addresses district and federal guidelines);
- Training staff in restorative justice practices and applying practices in the classroom (ex. Restorative circles)
- Staff understanding that each student has a different learning style and traditional instruction might not engage every student;

- *Providing hands-on learning options and assignments will give students something different and encourage movement that can help reduce behavioral problems related to boredom, attention disorders or similar situations;*
- *Differentiating assignments is a simple way to gain student attention and keep it focused on the classroom, behavior academic outcomes change when students become motivated to participate and learn;*
- *Institute a positive behavior driven teacher committee to focus on identifying positive incentives for students and celebration of student accomplishments; and*
- *Ensuring that all data collected on student discipline is accurate*
- *Focusing on the achievement of students in the classroom will require a comprehensive strategy of setting high educational standards, challenging students to meet the requirements, encouraging students to ask questions, and making adjustments to meet the needs of every pupil to improve student achievement. Behavioral problems within the classroom can seem distracting at first, but classroom management rewards that are combined with high expectations can make students interested in the material.*

Passages suspend students at a rate far below those in comparison to our school. The anomaly was out of school suspension in 2018-2019. Even with that, Passages in school and out of school suspension continue to decrease year over year. In 2020-2021, there were no suspensions. Yes, some may explain this as covid related, however the school took strides to ensure students were not out of school or class when school could be in session.

III.I – Student Safety

Criterion III.I. Please explain your approach to student safety including compliance with required safety drills and Title IX procedures for reporting and managing cases of misconduct. 1 page maximum

Each school day, our nation's schools are entrusted to provide a safe and healthy learning environment for approximately 55 million elementary and secondary school students. Families and communities expect schools to keep their children and youth safe from threats (human-caused emergencies such as crime and violence) and hazards (natural disasters, disease outbreaks, and accidents). Lessons learned from school emergencies highlight the importance of preparing school officials and first responders to implement emergency operations plans. By having plans in place to keep students and staff safe, schools play a key role in taking preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident.

Passages Charter School has a comprehensive crisis emergency management plan on file with CPS. The format and design of the plan is based on research from federal, state and local authorities. Procedures and protocols are articulated using the following structure:

- ***Prevention:*** *Outlines capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring;*
- ***Protection:*** *Articulates capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard;*
- ***Mitigation:*** *Details capabilities necessary to eliminate or reduce the loss of life and*

property damage by lessening the impact of an event or emergency. In this document, “mitigation” also means reducing the likelihood that threats and hazards will happen;

- **Response:** Step by step actions necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery; and
- **Recovery:** Strategies necessary to assist schools affected by an event or emergency in restoring the learning environment.

While it is absolutely necessary for schools to have comprehensive crisis/emergency management plans, plans that are not enacted and regularly practiced leave the school, its students, and staff vulnerable to potential catastrophic events. We no longer can have the mindset of “Oh that won’t happen here.”

A mandatory safety drill practice schedule has been clearly outlined and includes the following actions:

- Review with all school staff the school’s Crisis Management Plan;
- Regular practice drills commencing in September and recurring monthly for fire drills, bus evacuation; tornado drills and lock down;
- Review of outcomes of drills to improve performance.

School personnel through the CPS platform are trained to notice unwelcome conduct based on an individual’s actual or perceived sex, including harassment based on gender identity or nonconformity with sex stereotypes. Known as gender-based harassment, unwelcome behaviors may include, but do not necessarily involve, conduct of a sexual nature.

The pre-recorded webinars provided by CPS in the safe schools platform, teachers implemented this information with their students in the manner they deemed appropriate. Last year this was completed May 20, 2022 for the most recent school year.

Domain IV: Forward Planning

Documents Reviewed				
Document Reference No.	Document Title	Currently On File	Submission Required	Updated Document Submitted with Application
IV.A.1	5-year strategic plan (if not submitted within the text)			Uploaded 7/29 to Epicenter
IV.A.2	5-year budget template- to be completed by the school			Uploaded 7/29 to Epicenter
IV.A.3	The school’s loan amortization schedule			N/A

Criterion IV.A.

Question 1. Please provide the school's 5-year strategic plan and indicate (1) who participated in the creation of this plan (e.g., campus leaders, teachers, parents, and board members); and (2) whether the board formally approved the plan and on what date. This plan may be submitted as text in the narrative, a separate text-based document or PowerPoint presentation, or in any other format. The plan should align with and be supported by the proposed 5-year budget. 2 page maximum

The plan should include:

A. Academics

- a. Specific, measurable, actionable, relevant and time-bound academic goals for the next 5 years.
- b. Metrics aligned to academic performance (related to the School Quality Rating Policy [SQRP], as well as mission fulfillment).

B. Finance

- a. Specific, measurable, actionable, relevant and time-bound financial goals for the next 5 years.
- b. Metrics aligned to financial performance (related to the contractual performance policy and annual audit, as well as any funding goals related to implementation of the academic program).

C. Operations

- a. Specific, measurable, actionable, relevant and time-bound operational goals for the next 5 years.
- b. Metrics aligned to operational performance (related to the contractual performance policy and annual audit).

D. Organizational Changes (if applicable)

- a. Specific, measurable, actionable, relevant and time-bound goals related to organizational changes for the next 5 years.
- b. Metrics aligned to organizational changes (related to grade expansions, increases in enrollment, etc.).

Question 2. If the school is planning to independently undertake facility renovations at any campus or relocate any campus during the next term, describe: 1 page maximum

Passages underwent extensive renovations in 2018 and again in 2021 to improve the facility. The school operates in the desired location with the desired building structure. As such, the current capital plan for the school includes minor improvements and regular maintenance. There are no plans to independently renovate or relocate the school during the next term.

- a. **Planned work.**
- b. **General timelines for start and completion of the project.**
- c. **Estimated cost.**
- d. **Source of funds.**
- e. **The qualifications of the person(s) managing the renovation or relocation.**
- f. **All relevant budget assumptions. The proposed renovations should align with and be supported by the school's proposed 5-year budget and strategic plan.**
- g. **How the proposed plans address existing facility needs and meet the needs of students.**



ASIAN **HUMAN** SERVICES

passages

elementary school

Learn Locally. **Think Globally.**

Five Year Strategic Plan AHS Passages Charter School 2022-2027

Mission Statement

AHS Passages Charter School is to provide immigrant and refugee children, their families and other underserved populations in Chicago educational opportunities that focus on high academic achievement and growth through differentiated instruction and by offering comprehensive social support services.

Vision Statement

AHS Passages Charter School provides a student-focused, multi-lingual, global citizenry learning environment focused on the needs of the whole child and where every student graduates prepared and ready for high school.

Asian Human Services - Passages Charter School Strategic Plan 2022-2027

A **Strategic Plan** is a document that articulates the organization’s mission and vision as well as the goals and objectives needed to achieve the vision. It provides the framework and guidance for an organization to fulfill its mission with optimal impact and efficiency. It is also an opportunity for an organization to obtain participatory involvement from internal and external stakeholders and from quantitative and qualitative information. A Strategic Plan provides a foundation from which progress can be measured, priorities established, resources allocated and communications improved among all stakeholders. In short, it creates a more relevant and responsive school system by articulating goals to improve performance.

The planning process at Passages was designed to authentically engage stakeholders – including students, parents, teachers, administrators, staff, and community leaders in articulating District success, values, and priorities for the future. By engaging in this process, the administration developed goals, objectives, and benchmarks to move Passages forward to better serve students and parents. The questions used in interviews and focus group meetings were designed to gather input regarding the strengths, growth areas, and future direction of the school district to determine district priorities for the five years. This Strategic Plan presents the findings of the focus groups and individual interviews conducted by third party consultants.

The figure below is a visual representation of the strategic planning process. Each phase identifies the level of engagement involved in the development of various components of the strategic plan

PHASE I: Engage

- Conducted individual interviews with AHS governing Board members.
- Conducted focus groups and interviews with parents 4 sessions.
- Conducted focus groups and interviews with teachers and support staff 4 sessions
- Conducted focus groups and interviews of key management/administration; interviewed all and 3 sessions
- Reviewed mission and vision
- Reviewed archival data

PHASE II: Focus

- Documented mission and vision, guiding principles, and the future direction desired by stakeholders.
- Developed a strategic plan document to serve as a broad outline to guide the future direction of the District. The strategic plan contains:
 - Mission, Vision, and Guiding Principles
 - Engagement Findings
 - Strategic Goals
 - Objectives

PHASE III: Implement

- Facilitate administrator planning meetings to guide implementation.
- Support the development of an implementation matrix, which contains the following:
 - Objectives
 - Strategies/Actions
 - Timelines
 - Responsible Persons
 - Resources
 - Metrics

Asian Human Services - Passages Charter School Strategic Plan 2022-2027

Strategic Planning Process

The strategic planning process engaged stakeholders from the classroom to the community, providing an opportunity to learn what works well in the District and identifying areas of challenge for the future. Eight goals were Board approved in April 2022 and are listed below:

- Goal 1: Mission Clarity
- Goal 2: Community Engagement
- Goal 3: Financial Sustainability
- Goal 4: Revenue Management
- Goal 5: Service Integration
- Goal 6: Recruitment
- Goal 7: Diversified Hiring
- Goal 8: Staff Retention

Key Action Steps

1. Passages Charter School Constituent Engagement

The agency contracted with HYA Consultants to begin conducting interviews and focus groups in August 2018 to understand how different constituent groups define the current reality, future desired position, strengths, weaknesses, opportunities and portrait of a graduate for Passages Charter School. The constituent groups included: AHS Governing Board, Chicago Public Schools Annual Regional Analysis (ARA), Passages Administration, Teachers and Parents.

In addition to interviews and focus groups of the constituent groups, HYA consultants participated in school events and attended a monthly parent meeting and staff meeting. Through this extensive constituent engagement, we discovered broad based support for the following:

- a more engaged governance board;
- a new, more relevant and accurate identity to reflect the mission of Passages beyond that of refugees;
- a commitment to early childhood education – cradle, to high-school readiness, to career.
- a continued focus on serving the whole child by integrating counseling, health, community and other social services.

The constituent groups also understand the importance of growing enrollment, retention and increasing the schools rating.

Asian Human Services - Passages Charter School Strategic Plan 2022-2027

Strengths of the School

- Wrap around services through other departments within AHS to meet the needs of students and their families
- Bilingual/multilingual student body (and staff)
- Dedicated forward thinking teaching staff/administrators
- Early Childhood Program
- Education that begins at age birth; Cradle to Career philosophy
- New Learner ready facilities
- Optional co-curricular programming
- Mutual trust between the community/parents and the school
- Opportunities for parents to be involved
- Positive culture
- Passages is about “Learning Locally, Thinking Globally”
- Safe learning environment
- Size of the school as “everyone knows everyone”
- Student growth
- Students like to come to school
- Supportive, engaged parents

Summary of District Opportunities for Future Focus

- Governance Board that has past education experience
- Academic Improvement
- Communication
- Leadership retention
- Learning Climate and Conditions
- Increased Parent and Community Engagement
- Professional Development
- Programs for dual language learners
- Relationship Building
- Staffing
- Supports for Learning – Finance
- Technology

Summary of Priorities:

- Ensuring a well-rounded experience for all students – continued focus on the Whole Child through use of wrap around services
- Hiring and retaining quality teachers and administrators
- Preparing students to be ready for the next grade and ultimately college and career ready
- Providing a safe environment for students and employees
- Focus on increased enrollment in early child and retention of these students
- Increased academic achievement and growth

Asian Human Services - Passages Charter School Strategic Plan 2022-2027

Focus Areas	Priorities	Metrics	5 Year Goals	Year 1 Goals	Key Action Steps
Focus Area 1 Improved Student Outcomes	Math Growth	NWEA	80% of students will meet individual targets in the area of Math as evidenced by students at or above mean making realistic growth and students below the mean making ambitious growth from Spring to Spring.	60% of students will meet individual targets in the area of Math based on NWEA typical growth goals from Spring to Spring.	<ul style="list-style-type: none"> ST Math for Interventions and Differentiation. MTSS will use student NWEA data to monitor the need for additional support. Bi Monthly Data team cycles. Professional development on research based best practices Math instruction (key shifts in Math).
	Reading Growth	NWEA	80% of students will meet individual targets in the area of Reading as evidenced by students at or above mean making realistic growth and students below the mean making ambitious growth from Spring to Spring.	60% of students will meet individual targets in the area of Reading based on NWEA typical growth goals from Spring to Spring.	<ul style="list-style-type: none"> MTSS will use student NWEA data to monitor the need for additional support. Bi Monthly Data team cycles. Implement a structured and cohesive literacy block. Professional development on differentiation strategies to support all growing readers.
	ELL Growth	ACCESS	75% of students will make sufficient annual progress on Access as measured by Access and the School Quality Rating.	60% of students make sufficient annual progress on Access as measured by Access and the School Quality Rating.	<ul style="list-style-type: none"> Maximize all EL certified teachers to support the development of our English Learners. One EL certified teacher per grade. Additional tutoring for EL students through staffing and Americorp volunteers.
Focus Area 2 Ensure Operational Compliance	School Operating Systems	School Safety Attendance	<ul style="list-style-type: none"> Ensure all mandated school safety training and drills are completed within the first month of school. Average daily attendance of 98%. 	<ul style="list-style-type: none"> Ensure all mandated school safety training and drills are completed within the first month of school. Average daily attendance of 96%. 	<ul style="list-style-type: none"> Develop a schedule for training within the first month of school. All calls everyday for students that are absent. Monitoring of excessive absences with mandatory parent meetings after 10 absences. Positive incentives for students with perfect attendance.
	Student Supports	ELL SPED Student Code of Conduct	<ul style="list-style-type: none"> Ensure 100% of mandated ELL minutes and education models are served. Ensure 100% compliance of Diverse learner services and all applicable state and federal laws. 100% of students will have been supported through 3 restorative practices prior to being recommended for ISS or OSS. 	<ul style="list-style-type: none"> Ensure 95% of mandated ELL minutes and education models are served. Ensure 100% compliance of Diverse learner services and all applicable state and federal laws. Any student that has 3 or more discipline referrals within one week will receive tiered intervention support through MTSS. 	<ul style="list-style-type: none"> Develop a tracking system for EL minutes, Diverse Learner services, and discipline referrals. Monthly meetings with ELPT, Case manager, and Dean to report compliance and status updates with district, state, and federal deadlines.
	State/District Compliance	CPS Compliance Reports-Epicenter Teacher Certification	<ul style="list-style-type: none"> 100% timely and accurate CPS compliance submissions. 100% of teachers meet state licensure requirements. 	<ul style="list-style-type: none"> 95% timely and accurate CPS compliance submissions. 90% of teachers meet state licensure requirements. 	<ul style="list-style-type: none"> Weekly monitoring of CPS compliance submissions. Two monitoring cycles beginning and middle of the year of state licenses, and clear communication with teachers of licensure renewal expectations.
	Support Family Needs	Attendance STLS Referrals Bilingual Advisory Committee	<ul style="list-style-type: none"> 100% of students who maintain an attendance rate below 95% will receive support from the Student Services team. 100% of eligible students are referred and provided STLS support. 	<ul style="list-style-type: none"> 100% of students who maintain an attendance rate below 95% will receive support from the Student Services team. 100% of eligible students are referred and provided STLS support. 	<ul style="list-style-type: none"> Monitor attendance every two weeks. Quarterly surveys/reminders of STLS qualifications.
Focus Area 3 Financial Stability	Increase Student Enrollment	Monthly Tracking	-Maximize total student enrollment at 450 students by 20th day count.	-Total student enrollment at 375 students by 20th day count.	<ul style="list-style-type: none"> Develop marketing materials. Monthly tracking and updates w/administrative assistant.
	Budget monitoring	Budget Reports	-100% of school expenditures are at or under budget.	-100% of school expenditures are at or under budget.	<ul style="list-style-type: none"> Monitoring expenses monthly. Monthly Title/Grant Tracking.

Asian Human Services - Passages Charter School Strategic Plan 2022-2027

Focus Areas	Priorities	Metrics	5 Year SMART Goals	Year 1 SMART Goals	Strategies
Focus Area 4 Effective Teachers	Increase Capacity/ Build Talent	Teacher Evaluation Results Observation Cycle	-100% of teachers will receive 2 formal evaluations and 3 informal observations per year. -100% of teachers will identify the coaching and feedback cycle as effective or highly effective.	-100% of teachers will receive 2 formal evaluations and 3 informal observations per year.	<ul style="list-style-type: none"> • Implement a monthly coaching cycle. • Develop a rigorous hiring process. • Hire mission aligned staff as assessed through hiring process.
	Professional Development	5 Essentials Data	- 90% of teachers will identify professional development as strong as measured by 5 Essentials.	-An average of 70% of teachers will identify professional development as strong or very strong as measured by 5 Essentials.	<ul style="list-style-type: none"> • Implement a monthly coaching cycle. • Developed structured Professional Learning Communities. • Create a sustainable and coherently focused professional development plan which includes all new instructional resources and Danielson Framework.
	Provide Resources	Increase in amount invested in instructional materials and technolog	-Passages will be a 1-1 ratio for student-technology.	-Use available Title and grant dollars yearly to increase technology ratio.	<ul style="list-style-type: none"> • Purchase 2-3 carts average yearly using Title and grant dollars increase technology ratio.
Focus Area 5 Culture & Climate	Student Engagement	5 Essentials Data Discipline Data	-100% of students will have been supported through 3 restorative practices prior to being recommended for ISS or OSS. -Full implementation of restorative practices. -Students will identify our school as having a strong supportive environment on the 5 essentials survey.	-Any student that has 3 or more discipline referrals within one week will receive tiered intervention support through MTSS.	<ul style="list-style-type: none"> • Sustained professional development for staff around student culture and restorative practices. • Administrative weekly tracking of detentions, ISS, OSS, and restorative practices interventions. • Monthly discipline MTSS report.
	Staff Engagement	5 Essentials Data Staff Attendance Data	100% of staff members who respond to the 5 Essentials Survey feel strongly about their commitment to the school.	60% of staff members who respond to the 5 Essentials Survey feel strongly about their commitment to the school.	<ul style="list-style-type: none"> • Staff culture and climate surveys three times a year (End of 1st Quarter, 5 Essentials Jan-March, End of Year) • Implement intentional weekly, monthly, and quarterly staff celebrations, social events, and team building activities.
	Family Engagement	-Max Agency Support to Families -Teacher communication w/Families -Parent Engagement at the Building	-Families of Passages rank teacher communication and collaboration as strong as measured by the 5 Essentials survey. -Parent attendance at report card picks up and family nights will increase yearly by 10%.	-100% of teachers communicate monthly to families of each homeroom.	<ul style="list-style-type: none"> • Quarterly family events and/or curriculum events. • Monthly teacher communication logs reviewed my administration. • Tracking of attendance for all family nights and report card conferences. • AHS department representation at family nights for translations, referrals, and education of resources.