

From: [Diaz, Teresa](#)
To: [Jamie Fitzgerald](#)
Subject: Re: Horizon Southwest for the term 7/1/23 to 6/30/25
Date: Thursday, May 15, 2025 12:14:01 PM
Attachments: [2022-2023 Renewal Application \(Part 3\).xlsx](#)
[2022-2023 Renewal Application \(Part 4\).xlsx](#)
[2022-2023 Renewal Application \(Part 5\).xlsx](#)
[2022-2023 Renewal Application \(Part 2\) HSA SW.pdf](#)
[2022-2023 Renewal Application \(Part 1\) HSA SW.pdf](#)

Hi Jamie, Attached is the renewal application, along with the other parts. I will reach out to Legal for the certificate of compliance. Do you know why they need it ASAP? 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 12:03 PM Jamie Fitzgerald <JFITZGER@isbe.net> wrote:

Hi Teresa,

I commented on the spreadsheet, but adding here too. Thanks!

We need the certificate of compliance and the renewal application. I spoke to Principal Palmerin on the phone and we will try to complete this certification asap. Our goal was to complete by 6/30, but we will put a rush on it. Thanks!

Jamie Fitzgerald, M.A.

Principal Consultant, Charter Schools

Illinois State Board of Education

100 North First Street

Springfield, IL 62777

217-782-0365



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*

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*

Horizon Science Academy Southwest Chicago (HSASW) was founded in 2014 with the following mission statement: We foster an environment of inquiry and a love of learning so students are prepared to thrive in a STEM-focused high school, college, and the world.

HSASW strives to support the school's mission by creating an effective learning community that is organized around academics, school culture, and support services. The administrative team at HSASW is designed to support all aspects of our school programming and organization. Currently, the school principal leads a team of three Assistant Principals of Academics (K-5, middle school, high school) and two Assistant Principals of School Culture (K-5 and 6-12). Support services include a Case Manager, ESL/Bilingual Coordinator, a full-time nurse, and a full-time social worker. Additionally, HSASW contracts with a school psychologist, a speech therapist, and an occupational therapist.

Assistant Principals of Academics (APAs) oversee all areas of academics, including teacher selection, coaching, evaluation, Multi-Tiered System of Support (MTSS), and standardized testing. In addition to these areas, APAs interface daily with the Bilingual Coordinator and the Case Manager to ensure that all students are receiving appropriate services. APAs also manage our Positive Behaviors Interventions and Support (PBIS) program by supporting teachers and students to create an environment that supports the learning of every student.

HSASW supports an environment of inquiry and a love of learning by providing students with a variety of required and elective classes as well as a variety of opportunities to participate in after-school activities and programs. Toward the development of a well-rounded individual, students participate in art, music, technology, and physical education programs in addition to their core academic subjects. Students in grades K-10 receive a double period of ELA/reading and math every day. High school students take eight courses each academic year.

Student choice is key to supporting inquiry and the love of learning. After-school activities include a variety of clubs such as art, yoga, gardening, culinary, chess, leadership, and African dance. Additionally, HSASW students participate in a variety of competitive events within our network, Concept Schools, as well as in national events. Network events include, but are not limited to, Art & Language Festival, Concept Art Show, English and Spanish Spelling Bees, and Spoken Word. Students can also participate in nationwide events such as the Concept Science & Engineering Fair (CONSEF), MathCON, and RoboCON. Clubs and activities are open to all students and may be grade-level dependent. Additionally, in support of academic choice,

students in grades 6-12 are offered a variety of electives, including: art, ceramics, music theory, band, choir, coding, programming, animation and graphic design, Spanish, and Turkish.

HSASW fosters the learning of our teachers by providing eight days of professional development (PD) each academic year. PD includes topics surrounding classroom management, teaching to the Common Core Standards, meeting the social/emotional needs of ELL students, and culturally relevant pedagogy. Additionally, the school offers a teacher mentoring program to new teachers. The school also offers partial tuition reimbursement for teachers who are taking coursework for endorsements in areas of need. This focus on teacher growth benefits HSASW students who are supported by teachers who are continuously improving their practice.

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
2.9	2.9	Level 2	2.9	Level 2	2.8	Level 2+	3.1

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

Horizon Science Academy Southwest received a level 2 rating on SQRP for the 2018-2019 and 2019-2020 school years. The areas of identified growth are as follows: NWEA Reading Growth (25), NWEA Math Growth (42), EL Reading Growth (6), SAT 11 attainment (11), College Readiness (20), and 5 Essential Survey Designation of "Not Yet Organized."

In an effort to improve our SQRP rating, HSASW assembled a school improvement team that focused on two goals: increased academic performance on NWEA Map and PSAT/SAT, and improving climate and culture for students, staff, and families. The team recognized that the social-emotional needs of students and staff directly impact the academic outcomes, which is why we focused on both.

One way we worked to improve academic achievement on NWEA Map and PSAT/SAT, we focused on improving instructional practices and building teacher capacity. In June 2018, the Principal, Assistant Principals of Academics, EL/Bilingual Coordinator, DL coordinator, and five master teachers attended a 3 day training to become instructional coaches. The training was through RELAY/Graduate School of Education using a program called, "Get Better Faster!." The focus for coaching was observation and feedback and facilitating and weekly data meetings. Each instructional coach had a caseload of 5-8 teachers. Coaches observed each teacher once per week and provided feedback focused on best-practice instructional strategies aligned to Charlotte Danielson's Framework for Teaching. In addition to frequent classroom observations

with actionable feedback and follow up, coaches had a weekly data meeting with teachers mid week. The purpose of the weekly data meeting was to analyze formative assessment data from all classes on that week's learning objectives. Collaboratively, the coaches and teachers looked at the data and identified student gaps in understanding and planned the "reteach" for the week. This practice ensured that all students mastered learning standards and no students fell through the cracks each week. Teams also kept track of student standard mastery in a tracking spreadsheet. The effectiveness of the coaching program was evaluated quarterly by the school improvement team by analyzing student growth on NWEA MAP and teacher evaluation scores.

HSASW also aligned professional development to improve instructional practices and build teacher capacity. HSASW focused on two professional learning goals: teacher understanding of Common Core State Standards and practices of differentiated instruction in the classroom. Concept Schools Academic Directors for English/Reading, Mathematics, Social Studies, and Science provided multiple professional learning opportunities for staff around unpacking the Common Core State Standards. This ensured that teachers themselves could identify content and skills required for student mastery of each standard by grade level and content area. Additionally, Dr. Jessica Hockett provided staff with intense training around differentiated instruction. Teachers participated in a 2 day training that provided foundational information, practice, and a differentiation toolbox. Dr. Hockett also returned to HSASW three times to observe teachers in classrooms and provide coaching and feedback around differentiation. These sessions are in addition to our typical eight days of back to school teacher training, biweekly PLC meetings, and monthly staff professional development days.

Another strategy HSASW utilized to improve academic achievement on NWEA Map and PSAT/SAT was to improve our academic MTSS/RTI program. Many students are performing below grade level in reading and mathematics, so we targeted these students and worked to improve our tier two and tier three interventions. During SY19, HSASW assigned one Assistant Principal of Academics to oversee MTSS/RTI. The program was restructured and reorganized. Classroom teachers received training and resources on how to implement tier two interventions during centers/small group time and after-school tutoring. Classroom teachers utilized EasyCBM for progress monitoring and had monthly meetings with the MTSS/RTI coordinator to discuss student progress. For tier three support, HSASW hired four reading specialists and three math interventionists. Tier three students were pulled from specials classes in small groups two to three times per week for 45 minutes in order to receive intensive targeted interventions. Research-based intervention curriculum was purchased for both tier three reading and math. Reading specialists utilized Fontas and Pinnell's Leveled Literacy Intervention and math interventionists utilized McGraw Hill's Number Worlds. Tier three students were closely monitored through biweekly progress monitoring. The intervention team met monthly to discuss tier three students. Throughout the school year, students were moved across tiers based on progress and needs. Partnering with families is an important aspect of the RTI process. RTI parent meetings were scheduled every other month for students receiving tier two and three supports. This allowed for families to be prepared on how to support their students academically at home.

HSASW utilized the features of the MAP Suite to improve student NWEA Map scores. HSASW purchased MAP Skills. This program is a progress monitoring tool that allows teachers to focus on 'instructional strands' for individual students. Using this tool weekly, allowed for teachers to group students based on levels and needs. MAP Skills "Mastery Check" data also provides students with individual skill practice games and resources to build skills at their level of need based on the data. HSASW added a forty-five minute "MAP Skills" course one day per week to student schedules. This allowed students time to use the games/resources to practice skill gaps independently in an engaging way.

HSASW also added a forty minute "Power Period" to all student schedules at the end of the day. Monthly, every PLC team focused on studying individual MAP data using the Learning Continuum feature. Students were grouped based on domain level scores for both reading and math. These groups were then assigned to all teachers (general education, interventionists, special education teachers, and ESL teachers) for Power Periods and the learning continuum was used to prepare instruction for groups of students based on present level of performance and areas of need. Every student received intervention time for what reading and math skills they needed. The addition of a Power Period during the school day allowed for us to reach all students. Often, students are unable to attend after school tutoring supports due to lack of transportation. This strategy allowed for all students to receive personalized academic instruction daily, regardless of academic level.

HSASW implemented some creative scheduling strategies in order to maximize instructional time. Grades Kindergarten through Eight have ninety minute blocks for reading and mathematics. Before 2018, high school students had forty-five minutes of English/Reading and Math. Instructional minutes for English/Reading and Math courses were increased for high school to ninety minutes. Students in grades nine, ten, and twelve were enrolled in English and Reading/Writing Workshop plus a math course and a math lab. The purpose of Math Lab is differentiated and small group instruction to focus on previous and prerequisite standards not yet mastered. Eleventh grade students participated in an English and Math course plus a College Readiness English and College Readiness Math Course which explicitly prepared students for the SAT. In order to meet the needs of our high fliers, students in grades three through eight had the opportunity to participate in enrichment level math and reading courses, while high school students had the opportunity of an honors track.

The school improvement team also evaluated the system of supports available for our English Language Learners and Diverse Learners. Each department is managed by a coordinator with expert-level knowledge. The English Learner department has three teachers that support the language needs of our students through both push in and pull out services. English Language Learners at the high school level were offered a stand alone ESL course in addition to their supports in core content classes. The Diverse Learner department was comprised of seven special education teachers, five paraprofessionals, a full time nurse, full time social worker, and part time psychologist, occupational therapist, and speech and language pathologist. HSASW offers a continuum of placement including LRE one, two, three, and self-contained classes at the elementary, middle, and high school levels. Student services are determined by the student's individualized education plan, but include specialized instruction through the use of

cotaught classes, pull out minutes, and self-contained courses with significantly modified curriculum. The diverse learner department meets monthly to evaluate and improve practices, while coteaching teams meet weekly to appropriately plan and support diverse learners. Both English Language Learners and Diverse Learners participate in the MTSS/RTI program as necessary with their general education peers.

PLC teams conducted curriculum studies per content-area to ensure that our curriculums are culturally relevant and capable of meeting the needs of our students in order to improve academic achievement and ensure that our curriculum is best-practice and supported by data. Grades Kindergarten through two adopted Heggerty for phonics instruction. Middle School Math implemented Reveal Math by McGraw Hill. K-12 science department adopted Stemsopes for NGSS alignment. Grades six through eight English piloted Springboard by Collegeboard. Intervention team adopted Leveled Literacy Intervention by Fontas and Pinnell and Number Worlds by McGraw Hill. Self-contained special education collaborated with classroom teachers to adopt modified curriculum and supplemental materials.

As mentioned previously, HSASW utilizes a whole-child approach to education, in order to achieve academic gains, we must also serve and support the social emotional needs of our students and staff. This need was also supported by the results of the 5 essential survey. The administration team analyzed the results of this survey during the month of July 2018 to guide the school improvement plan. The school improvement team focused on improving school climate and culture. We began the school year with a team-building challenge outing for all staff. New teachers were assigned mentor teachers. Meals and game night outings were organized quarterly to encourage relationship building amongst staff. For students, HSASW has two administrators dedicated to social-emotional learning, the Assistant Principals of School Culture. These administrators utilized the PANORAMA survey tool to assess the social-emotional well-being of our students. The data was then analyzed and used to inform our practices and instruction. This team designed and implemented a Positive Behavior Intervention and Support program. Appropriate behaviors are taught and modeled through the classroom, assemblies, and restorative discipline practices such as peace circles and check in and check out systems. In Grades Kindergarten through five, classroom teachers implemented social emotional learning lessons into instruction three days per week. At the middle school level, students were enrolled in a social emotional learning course for forty five minutes a day, once a week. The SEL teacher utilized a social emotional learning curriculum, JHasHeart, which aligns to CASEL and the Illinois Social Emotional Learning Standards. Additionally, our full time social worker visits classrooms to support the social emotional instruction and facilitates group sessions for both general education students and diverse learners.

HSASW recognizes the importance of building connections with students. Students should have a sense of belonging to their school community in order to be successful academically and social-emotionally. The school improvement team focused on creating opportunities for all students to make connections to HSASW. We accomplished this by improving our athletic department and offering boys and girls soccer, volleyball, and basketball. Middle and high school boys are also offered wrestling. Furthermore, HSASW utilized the funds from the Twenty First Century Grant to offer a robust collection of clubs based on student interest. The SAIL

program was implemented in 2018. These clubs took place everyday afterschool from 3:15pm to 6:00pm. The first hour focused on tutoring and homework help, then the students joined one to three clubs of interest. HSASW offered robotics, yearbook, dance, technology, karate, and much more. HSASW had more than 50% of the student population participate in the SAIL club program.

Parent and family connections are also critical to student success. HSASW offers a new student orientation day, an open house/curriculum night, and three official parent-teacher conferences per year. Families are an integral part of school decision making and are involved in all aspects of school planning through the use of parent representatives and google surveys. The Bilingual Advisory Committee is comprised of our Bilingual Coordinator, teachers, and parents. The BAC meets monthly at the school. Teachers are encouraged to create weekly classroom newsletters and directly contact a minimum of five parents per week. HSASW has an open door policy that welcomes families in our building at any time for meetings, observations, or just a quick check in.

Due to the pandemic, the results of our efforts and initiatives to improve academic achievement have yet to be truly assessed. We look forward to the 2022-2023 school year and are certain that our improvements to climate and culture, social-emotional learning, MTSS/RTI program, special education and english learner supports, teacher training and supports, and curriculum selections will improve outcomes on standardized assessments.

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

At the beginning of the school closure period in March 2020, our first priority was providing access to virtual instruction to our students. We purchased additional chromebooks and set up for 1:1 devices. Families came into school on an appointment basis to pick up their devices. Devices were hand-delivered to the homes of families who were unable to come to school. Families who required internet access were connected with Chicago Public Schools to establish internet services.

HSASW began the 2020-2021 school year 100% remote. Synchronous instruction was held through the use of Google Meets. Each grade-band utilized a creative schedule to meet the needs of all learners between the hours of 9am to 2pm, Mondays through Thursdays. Grades K-2 used SeeSaw in combination with Google Meets. Grades 3-12 used Google Classroom in conjunction with Google Meets. Grades K-8 students had 90 minutes of reading and math and 30 minutes of science and social studies. Students participated in specials courses 60 minutes per day through a rotation of Art, Music, Physical Education, and Social Emotional Learning. Instruction in these courses were delivered asynchronously. Each student in grades K-8 had one pre recorded lesson to view per class, per week. Each class had one assignment per week scheduled to be completed and submitted via Seesaw or Google Classroom. High school

students had live instruction via Google Meets one hour and five minutes per class period. Mondays and Wednesdays had periods 1, 3, 5, and 6, while Tuesdays and Thursdays had periods 2, 4, 7, and 9. All students were provided 5 minute breaks between classes and a 30 minute lunch. The time between 2pm and 3pm and all day Friday were designated for small group instruction. Small group assignments and schedules varied every two weeks. Decisions on placement and content were made in PLC teams every Monday. Students and families were notified via Google Calendar invite and personal phone call.

Student services for special education, ESL/Bilingual, and MTSS/RTI were delivered virtually through Google Meets as outlined in student IEPs, 504s, or service plans. Students were pulled out of classes as needed and small group and individual meeting links were created and shared with families and students. Case managers and teachers creating visual schedules for these students with links embedded in each time slot to support execute functioning skills. Coteachers pushed into classrooms virtually as needed and pulled students into small groups via break out rooms if needed. Collaborative teaching took place in the Google Meets.

Faculty, coplanning, and PLC meetings were reserved for everyday from 8am-9am and 3pm-4pm. Administration developed schedules and various meetings occurred virtually throughout the week. For professional development, Concept Schools Director of Technology provided several professional learning opportunities about best practice virtual teaching strategies and also held weekly office hours. Some of the training included use of break out rooms, jamboard, interactive google slides. HSASW provided teachers with document cameras and additional screens as necessary.

The school leadership team closely monitored student attendance and engagement through reports and virtual classroom observations. The data and conversations with families illustrated that some students were not successful in engaging in virtual instruction for a variety of reasons such as lack of supervision at home, lack of resources at home, lack of motivation, or other social emotional areas of needs. HSASW implemented a "Sheltered Remote Learning Plan" where students could come to school and engage in virtual learning from school. We utilized cafeterias, the gym, and classrooms to provide a space for students to complete remote learning from school under adult supervision.

In April 2021, we implemented a hybrid learning plan. We surveyed families to determine which students would come to in person classes and which students would remain home for virtual instruction. All students in Grades K-12 had virtual instruction at home on Mondays following a period schedule 1-9 with 30 minute class periods. This allowed for the entire class to be together regardless of in person or remote choices. Tuesday-Friday is where HSASW implemented the rotating schedules for in person and remote instruction. For Grades K-2, the day was split into AM and PM sessions. The AM was the in-person instruction where students received three hours of instruction: morning meeting, one hour of reading, one hour of math, and one hour of small group time. In the afternoon, this group of students went home to engage in asynchronous learning experiences. The PM group was the remote virtual instruction group. These students would engage in asynchronous learning experiences in the morning, and have three hours of live instruction in the afternoon via Google Meets : one hour of reading, one hour

of math, and one hour of small group time. For Grades in person 3-8, students were staggered by grade level. Grades 3, 5, and 7 came to school Tuesdays and Thursdays, while Grades 4,6 and 8 came to school Monday and Wednesday from 8:00-1:30pm. On the opposite days, remote students would have live instruction via Google Meets. Both programs included one hour and fifteen minutes of ELA and Math and forty five minutes of social studies or science. The morning or afternoon break times were allocated for students to engage in asynchronous learning experiences for specials classes: Art, Music, Physical Education, and Social Emotional Learning. Because most of the high school students opted to stay remote, we were able to keep the original remote schedule for Tuesday-Friday. Students engaged in simultaneous instruction meaning that Google Meet was displayed on the board and virtual students were in a Google Meet with in-person students physically in the classroom. Student service schedules remained the same and were delivered either in-person or via Google Meets based on the previous remote schedule.

Should HSASW have to return to a remote or hybrid schedule, we would not make many changes to the remote/hybrid learning plans. For the most part, our model was successful in supporting students, especially through the use of the 'Sheltered Remote Learning Program.' One modification that would be made, however, would be the elimination of asynchronous special classes. Art, Music, Physical Education, and Social Emotional Learning classes will be offered live via Google Meets similar to core content classes.

Domain II. Financial Performance

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

Liquidity/Current Ratio indicator: **N/A- Indicator meets or exceeds standards.**

Net Asset Ratio indicator: **N/A- Indicator meets or exceeds standards.**

Cash on Hand Ratio indicator: **N/A- Indicator meets or exceeds standards.**

Loan Delinquency indicator: **N/A- Indicator meets or exceeds standards.**

Annual Audit: **N/A- Indicator meets or exceeds standards.**

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 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	DUE DATE TBD I&I Email from 7/13
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	DUE DATE TBD I&I Email from 7/13
III.C.6	Students in Temporary Living Situations (STLS) Policy		X	Submitted via Epicenter
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 with application
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	Submitted via EpiCenter
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	Submitted via EpiCenter
J.2.1	Current lease		X	N/A
J.2.2	Original inspecting architect's report		X	Submitted via EpiCenter
J.2.3	Contractual condition evaluation forms (if applicable)		X	N/A
J.2.4	Previous facility assessments		X	Submitted via EpiCenter

J.2.5	Most recent capital needs assessment & corresponding plan		X	Submitted via EpiCenter
J.2.6	Current ADA Plan		X	Submitted via EpiCenter
J.2.7	Building, fire, and health inspection reports		X	Submitted via EpiCenter
J.2.8	Occupancy Permit		X	Submitted via EpiCenter
J.2.9	Current floor plans, including square footage		X	Submitted via EpiCenter
J.2.10	Building, fire, and health code violations		X	Submitted via EpiCenter
J.2.11	Date and description of most recent renovation		X	Submitted via EpiCenter
J.2.12	Asbestos survey and compliance documents		X	Submitted via EpiCenter
K.1.1	Other compliance communications	X		
K.1.2	Root Cause Analysis Worksheet (if applicable)		X	Will be submitted with application
L.1.1	ISBE Charter School Renewal Financial Schedule and Narrative		X	DUE DATE Early 2023 I&I Email from 7/13
L.1.2	ISBE Charter School Curricula Renewal Application (Form 88-02(2-20))		X	Not Required I&I Email from 7/13

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	Exceeds Standards
FY20	Exceeds Standards	Meets 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: **N/A- Indicator meets or exceeds standards.**

Reporting Timeliness indicator: **N/A- Indicator meets or exceeds standards.**

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.

The board has six board meetings throughout the year. In addition to the Board of Directors, the Treasurer, Principal, and Superintendent attends all meetings as well. At these meetings, the school principal and treasurer present the academic and financial picture of the school to the board

members. During the principal's report, they cover the following items with the necessary data and answer any questions from the Board.

- Annual Academic goals
- Test results (NWEA/STAR, IAR, P/SAT, etc.)
- State and district report cards
- Academic activities (clubs, advanced studies, robotics, saturday school, SAT prep courses, summer school, tutoring, competitions, etc.)
- Academic calendar
- Staff evaluations
- Discipline related data
- Professional development

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

The board of directors holds the leadership team accountable by checking various compliance reports such as: IAR, SAT, NWEA/STAR, EL Audit, Diverse Learners Audit, financial audit reports, and Epicenter submission report.

c. Used systems to monitor the academic, financial, and operational performance of the school.

The board of directors monitors the academic, financial, and operational performance of the school through report cards and audit reports in addition to the Principal's and treasurer's presentations.

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

To date, the board has not had to actively intervene for the school not meeting its academic or compliance goals. When it comes to compliance, the school meets and exceeds standards in almost all areas, resulting in no concern for the board. When it comes to academic performance, the board is briefed and updated every meeting about various metrics of academic performance. Concerns are outlined by the board and the leadership will answer the questions from the board. This included the boards inquiring about detailed short- and long-term plans and/or remedies that are put in place to address the academic concerns.

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 were not substantive changes made to board bylaws, but there was a substantive change to the board structure during this contract term. During our last renewal, a meeting was held between CPS and Concept Schools to discuss the potential conflict of interest issue raised in the July 2018 OIG Charter School Report for Concept Schools NFP dba Horizon Science Academy Southwest Chicago Charter School. Consequently, Concept Schools proposed a reconstitution of its dba HSA-SWC Governing Committee into a separate and distinct School Board. The restructuring included that:

- *The current Governing Committee for HSA will be reconstituted as a School Board with 5 members, none of whom will be members of the Concept Schools NFP Board;*
- *The School Board will be a separate and distinct board and its members shall be nominated by the Concept Schools NFP Board and approved by CPS;*
- *There will be no membership overlap between the School Board and Concept Schools NFP Board.*

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	11.14%	29.53%	1.00%	718
2020-2021	9.92%	26.98%	0.7%	756
2019-2020	11.71%	27.73%	0.9%	743

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.

HSASW's enrollment is open to all students residing in Chicago in accordance with the Charter Agreement and Charter Schools Law. Below is the description of the admission process and the lottery:

- *The parent / guardian is asked to complete an online application form for admission which is available on the school's website. For parents who walk in or have no access to a computer/internet, devices are provided in the front office for completion of the form.*
- *The online application form clearly states that HSASW does not discriminate in admission or access to, or treatment or employment in its programs and activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. We are open to ALL students. We serve students with special needs, limited English proficiency, and those who are homeless or in temporary living situations.*
- *The enrollment lottery is held in mid-February or early-March for the following academic year. In order for an application to be included in the lottery, it must be received by the application deadline which is one week before the lottery date. Parents who wish to be present in the lottery may attend the lottery as spectators. The result of the lottery determines the students who will be immediately admitted to school and who will be placed on the "waiting list." The results are made public immediately after the lottery.*
- *Bilingual registrars are available to assist parents/legal guardians with limited English proficiency.*
- *Students who are attending the School at the time of the lottery need not participate in the lottery. Their seats are guaranteed as long as they complete the re-enrollment form in a timely fashion. The number of available seats in each grade level is determined for the academic year based on the count of re-enrollment forms. Siblings of students who are currently enrolled at the School are given priority over all applicants and need not participate in the lottery provided that the application form is received by the deadline. However, being a sibling of a current student is not a guarantee of enrollment. If there are more siblings interested in attending the school than the number of available seats, the siblings shall be placed in a lottery of their own and accepted in the order indicated by that lottery.*
- *After acceptance, students of homeless families are not required to provide proof of residency; instead, a "Students in Temporary Living Situations*

(STLS) Service Initiation Form” will be provided to complete as mandated in CPS guidelines.

- *After acceptance, DLs’ IEP will be reviewed in order to determine class schedules and support services.*
- *After acceptance, EL students’ data will be reviewed in order to determine class schedules and support services.*
- *Applications that are received after the lottery date are placed on the “waiting list” behind those who were in the lottery on a first-come-first-serve basis.*

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

Enrollment numbers have been fairly consistent, with the exception of the SY22. Due to the still uncertainty regarding how school will look when fully-reopening at the beginning of SY22 and with the district honoring full-funding based on previous year school enrollment, we decided to enroll too many new students mid-year. With the COVID-19 mitigation efforts and protocols still being relatively new to our staff, we opted to move forward with our current students and not enrolling new students for seats that may have become available mid-year.

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

HSASW is proud to have a student body that directly reflects the community in which we serve. We are public charter school that not only serves students within the community but those in nearby areas as well. While in our 9th year of operation, we continue to grow and strengthen both our academic and extracurricular programs. We strive to have programs that spark interest in all types of learners and further establish an educational institution that attracts and meets the needs of a diverse student population. Our current students and families have been our greatest advocates as they share their successes with other families and students. In addition, we make our enrollment process as simple and easily accessible as possible.

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*

Horizon Science Academy Southwest (HSASW) supports full access to the general education academic program for Diverse Learners through a variety of planning, design, actions and reflection. Services and support for diverse learners is designed to comply with IDEA and ISBE 23 ILLINOIS ADMINISTRATIVE CODE 226.10 SUBTITLE A SUBCHAPTER f SUBPART A: GENERAL. In design and implementation, all programming supports a Free Appropriate Public Education in the Least Restrictive

Environment (LRE). In meeting the needs of diverse learners, HSASW has fair and non-discriminatory policies, procedures, and practices in place for: the application process, child find, evaluations, parental involvement, LRE, Individualized Education Programs (IEPs), discipline, and assessments.

HSASW uses a transparent, fair application process and school lottery that is recorded. HSASW does not discriminate based on disability, race, creed, color, gender, national origin, religion, or the need for special education services. Child Find practices are employed within the school to identify students with disabilities. Evaluations are a team effort and involve the family. The team uses a variety of sources of information when eligibility is considered. IEPs are developed to meet the unique needs of the students and consider the related supports and services needed to access the general education curriculum, special education services, and environment. The general education classroom is the first environment considered for all students. Before considering a more restrictive environment, the team reviews data to understand attempted supports and effectiveness. Discipline for diverse learners adheres to substantive and procedural guidelines. Students participate in all assessments with allowable accommodations and modifications.

The need for any service in a separate setting will be determined based on the current needs of the student, on at least an annual basis. Related services are considered for students so that they may be supported in accessing special education services. Related service providers will meet students' needs while providing services both in an inclusive and/or pull-out setting for social skills, behavior, speech, nursing, low vision and, when applicable, DH/H, OT and PT.

At HSASW, we identify emergent bilingual (known as English learner, EL) students through the Home Language Survey (HLS). The HLS is given to every parent whose student is enrolling for the first time at HSASW for the purpose of identifying different language backgrounds other than English spoken at home. Students who received services before and had a service break of 12 months will need to be screened again for English language proficiency. The completed HLS is placed in the student's temporary records as defined in 23 ILL. Adm. Code 375. HSASW uses the same HLS form used by the Chicago Public Schools. The survey includes two questions which are translated into 16 different languages. The HLS is a legal document, answers cannot be changed once ISBE has received an HLS for a student from a prior school.

If the answer to one of the two questions on the HLS is "yes," then the student is given a screener in English to determine their English level proficiency. This tool is used to identify student language learning needs. Results are analyzed by the English as a Second Language (ESL) coordinator, principal, parents, and ESL teachers in order to appropriately place a student into the bilingual education program. HSASW EL students receive bilingual education services through The Transitional Bilingual Program (TBE). HSASW monitors the progress of students who do not receive ESL services due to lack

of consent to ensure academic progress is made regardless of having a signed parent refusal. If a student is struggling, families are encouraged to accept EL services.

Upon placement in an ESL program, services are delivered. ESL certified teachers provide instructional services in a variety of ways based upon the needs of the EL student. EL instructional services are provided by the ESL teacher in the general education classroom through co-teaching approaches, pull out small group individualized instruction, and consultation with general education teachers, using research based, best practice instructional strategies. Teachers assess frequently to monitor student English language progress. EL students participate in all classroom assessments with allowable accommodations and modifications. EL students who meet full-time ESL services are also provided with native language instruction in all their content classes. Monthly meetings are conducted to discuss data and collaborate with parents. HSASW provides ongoing professional learning opportunities to ensure that all teachers are proficient in meeting EL student needs. EL students are assessed using the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) assessment. ACCESS tests are utilized yearly in order to identify those who meet exit criteria of the TBE program in order to no longer receive ESL services, but are frequently monitored through consultation of ESL and classroom teachers.

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;
- b. How the school notifies the entire student population of McKinney-Vento student rights and identify McKinney-Vento eligible students;
- c. How the school ensures compliance with and documents fee waivers for all McKinney-Vento eligible students;
- d. The training staff receives regarding the needs and rights of students in temporary living situations;
- e. How the school includes students in temporary living situations in all proposed school programs and activities; and
- f. Additional services offered by the school and outside providers to support students in temporary living situations and ensure access to the academic program.

Each school year, HSASW identifies a member of the secretarial staff as the STLS Clerk and an assistant principal as the STLS Liaison. To ensure that any of our students who may be in temporary living situations are identified promptly and provided the care and support services for which they are eligible, the STLS Liaison and Clerk provide yearly trainings to all staff that focus on the signs of homelessness, what constitutes homelessness according to the STLS Program, and who staff should refer students to in the case that homelessness is reported or suspected.

The student population is notified twice a year about McKinney-Vento eligibility and student rights. The school identifies McKinney-Vento eligible students through enrollment paperwork at the beginning of the school year. To ensure compliance with document requirements and fee waivers for all eligible students the STLS Liaison and Clerk contact the school's designated STLS Coordinator Onshelle Blackmon when needed. All fee waiver documentation can be accessed through ConceptSIS, HSASW's database.

All students in temporary living situations are included in all school programming: aftercare, tutoring, after school clubs, after school concerts, Saturday School, sports, and literacy night. All fees to attend school programming are waived and students in temporary living situations are eligible to utilize the school's yellow bus transportation or issued city transit cards for safe and efficient transportation to and from school events. Families with students in temporary living situations are offered additional services through a monthly newsletter issued through Chicago Public Schools which is distributed by the STLS Clerk and Liaison.

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*

Parents or community members can communicate their concerns to any school employee via phone call, email, mail, or in-person meeting. Staff members bring the concern to the attention of the appropriate administrator. Parents can always take any issue to the school board by attending the board meetings or emailing the School Board at board@hsaswchicago.org, which is posted on the school website.

When a parent or community member has a concern, the parent or community member will have a meeting with an administrator that directly oversees or relates to their particular concern or problem. The Administrator conducts a thorough investigation regarding the concern. If the administrator is unable to immediately solve the problem or concern, then the administrator will report the issue to the principal. Next, there will be a

meeting with all administrators to discuss how to resolve this concern or problem. An action plan will be devised and implemented, after which follow-up communication will be given to the parent and/or community member to ensure that the concern was appropriately addressed and solved.

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*

Notification of Parents, General Lottery

The results of the enrollment lottery will be posted on the school website within three days and parents will be sent a notification letter within one week of the lottery date.

Enrollment and Registration Policies

HSASW does not conduct any intake activities as a condition of enrollment. Any applicant who is accepted as a result of the enrollment lottery may enroll by completing the necessary paperwork within three weeks of the lottery notification. Should the parent express disinterest or fail to complete the enrollment process within that time frame, the spot will be offered to the next student in the waitlist.

Waitlist Management

Separate waiting lists will be maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission will serve to place students in preferential order on the waiting lists. Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent and/or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list to receive confirmation of whether the student is still interested in enrolling at HSASW before proceeding to the next name on the list.

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*

It will always be a goal of HSASW’s attract and hire teachers who hold a valid Illinois teacher license. Since its inception in 2014, HSASW has had to utilized the teacher licensure flexibilities in the Charter School Law to fully staff our building in efforts to meet our academic goals. While HSASW is grateful for the flexibility that the Charter Schools Law provides when it comes to teacher licensure flexibility, it will always remain a goal to

attract and hire teachers who hold a valid teaching license. Again, while HSASW has had to rely on such flexibility that the Law provides, HSASW generally has been able to have around 90% of its teachers being fully licensed and the remaining in programs to pursue licensure. The teachers that we do hire that do not hold a teaching license either have a substantive amount of content knowledge, likely from their undergraduate degree or prior work experience, or have non-traditional K-12 experience in education.

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*

HSASW has partnerships with two organizations that helps us recruit and hire teachers in hard-to-fill positions. These organizations are Golden Apple and Teach for America. In more recent years, HSASW has found great success in finding amazing teachers from Teach for America. Currently, we have several active Teach for America Corp members teaching in the areas of special education, bilingual/ESL, and science. Additional, HSASW has a tuition reimbursement program that allows all staff members to take coursework in any education-related field. This program reimbursed up to \$4000 per year at 75%. For employee wanting to take courses in subject areas experiencing licensed teacher shortages (e.g. SPED, ESL, math/science), the school can reimburse at 100%. This tuition reimbursement program has been a great tool in having teachers pursue licensure in other hard-to-fill subject areas or have our non-licensed staff get full certified through a teacher preparation program.

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

HSASW contracts bus services to ensure the safe and efficient transportation of pupils to and from school. HSASW's transportation policy offers all students who reside in a 1-3 mile radius eligibility for chartered yellow bus services. Any student characterized as at-risk or economically disadvantaged that lives outside of the school's 1-3 mile radius and cannot be transported to school via parent, a parent volunteer from the school's car pool system will be sought to assist with the pick-up and drop-off of said student.

Specialized chartered transportation services are also issued to students with Individualized Education Plans (IEP) if transportation is specified as a related service on their IEP. Students in temporary living situations are eligible to utilize the chartered yellow bus transportation or free public transit cards and will be eligible to utilize our carpool system.

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*

When developing our transportation policy, all current laws and regulations governing transportation related to students with disabilities and students in temporary living situations were carefully reviewed and followed. Best practices regarding the recommended staff training and policy development were followed. Since the transportation of most of our general population is handled by a contracted third party, we make sure that their practices are in alignment with our transportation policy and they are the ones responsible for the training of their staff, as outlined in our contractual agreement. For our diverse learner student population that has transportation written into their IEPs, CPS assists us with setting up transportation if our regularly contracted bus service does not provide the necessary accommodations for those students.

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-12 Comparison	Percentile	% Unique Students	K-12 Comparison	Percentile	
2020-2021	756	0.0%	0.0%	0.0%	0.1%	2.8%	92.0%	1
2019-2020	743	9.3%	2.4%	95.0%	8.6%	2.1%	94.4%	3
2018-2019	735	10.6%	4.9%	91.0%	12.1%	3.3%	95.0%	3

**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*

We did not have any changes to our "Student Code of Conduct" policy manual during this time. Any infractions on all three levels stayed the same with the same consequences. However, we did expand on our social emotional responses to incidents. Administration as well as Senior Student Mentors used Restorative Justice Practices. A selective number of High School Seniors were selected to participate in this program. They were trained, by the Administration, to conduct Restorative Justice as well as round table discussions. This was done with Middle School students. We felt that the Middle School students could learn from someone close to their own age. The seniors consisted of honor roll students, athletes and average students. We felt the variety of students would meet the Middle School Students needs. We also involved our Social Worker and Nurse in trying to get to the root of the issues. We are also using the PBIS program to help our students. We have developed a committee that meets monthly. During those meetings, we discuss current disciplinary trends, how we can help and support the teachers and different rewards activities we can have for the students. The committee will analyze the disciplinary data and decide what activities need to be retaught. However, the most important participant used was the parents/guardians. We feel that keeping the parent involved in their child's education benefits everyone involved. The child knows that both school and home want them to succeed. This is done several times during the year. With regards to the numbers, as our enrollment numbers went up, our suspensions went down. In 2018-19 we had 735, 2019-20 we went up slightly to 743 and in 2020-21 we elevated to 756.

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*

The use of exclusionary practices as means of disciplinary actions exceeds what our school's administration and stakeholders deem acceptable. Our administration has found the root cause of the excessive number to be the fact that our school lacks strong schoolwide systems and programs that would allow us to implement more preventative and restorative practices. According to our suspension rate data, disorderly conduct and insubordination are the most prevalent acts of misconduct that lead to suspensions. By putting such systems and programs in place, we would be able to lower the instances of

disorderly conduct and insubordination. There is also a lack of consistency in the enforcement of schoolwide policies and expectations. This inconsistency results in a difficult school environment for our students to navigate with the varying level of expectations that our staff members have for them. Therefore, we need to invest more into staff training and professional development. This will result in empowering our staff with the implementation of a strong schoolwide program.

There are several things that we plan to change in order to eliminate the root cause. We plan to expand MTSS practices to include behavior concerns. This will allow us to identify our students that are at risk or high risk for having disciplinary issues and provide them with the supports that they need. We will increase schoolwide SEL practices and focus on continuously improving school climate. We will increase restorative practices. Common restorative language will be posted schoolwide. Students will reflect on their actions, learn to take responsibility for their actions, and learn how to build relationships. Teachers will be provided with more trainings and professional development opportunities in the areas of restorative practice and SEL. Assistant Principals will do more observations and provide coaching to teachers as needed.

The success of increasing schoolwide SEL practices will be measured by the use of Panorama Surveys. We will evaluate this data twice a year and make changes as needed. Assistant Principals of School Culture will participate in monthly discipline data meetings by taking a close look at incident reports and create plans and strategies based on the data.

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 approach to student safety begins with our teachers in our Beginning of the Year teacher meeting. Administration informs and discusses DCFS procedures. We discuss how everyone is a mandated reporter and what DCFS procedures we have to follow. This topic is revisited throughout the school year. All teachers are required to complete the mandatory DCFS training online through the Illinois Department of Children and Family Services.

All staff members are required to complete a Safe Schools training yearly that outlines Title IX procedures for reporting and managing cases of student misconduct. One assistant principal has been designated as the Title IX school representative. This assistant principal attended additional training sessions offered by Chicago Public Schools. Allegations of student misconduct are reported through our student information system. The assistant principal reviews these submissions. Allegations of student misconduct are then submitted to Chicago Public Schools Office of Student Protections by the Assistant Principal via website or phone call. HSASW defaults to the guidance provided by Chicago Public Schools, unless it is a case where a student is in danger. In

these cases, connecting with the appropriate support agencies (i.e. DCFS, Chicago Police) is our first priority. Chicago Public Schools will then notify the assistant principal if the case is deemed a “district-based investigation” or a “school based investigation.” In district based investigations, representatives from Chicago Public Schools (highly trained social workers) will conduct a comprehensive investigation of all involved parties, including families, and provide guidance on what supports HSASW must implement and what actions must be taken. In a school-based investigation, the HSASW assistant principal conducts a thorough investigation that involves interviews, parent collaboration, and collection of evidence. Corrective action is then taken according to our school handbook. Restorative practices, when appropriate, and student safety plans are implemented and monitored by the assistant principal. Documentation of founded violations are kept in the student’s file and monitored and followed up on by the assistant principal.

To make sure we are helping all of our students with both physical and mental health, we also contact SASS in cases of a student possibly self-harming in any way.

As a school, we discuss with our staff and students the proper procedures for our various disaster drills, such as: bus evaluation, fire drill, earthquake procedures, tornado drill, soft lockdowns, and hard lockdowns. We also have maps and drill instructions placed in every classroom by the classroom door.

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	Submitted via Text
IV.A.2	5-year budget template- to be completed by the school		X	Prepared by Palmerin/Gulkesen
IV.A.3	The school's loan amortization schedule		X	Prepared by Gulkesen

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:

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

HSA-Southwest has three overarching goals tied to academic performance.

Goal I: *By the end of the 2022-2023 academic year, 25% of students will meet or exceed both the English Language Arts/Literacy and Mathematics learning standards expectations as measured by the IAR assessments.*

SY24 Goal: 30% SY25 Goal: 40% SY26 Goal: 50% SY27 Goal: 55%

*Goal II: By the end of 2022-2023 academic year, there will be an average Student Growth Percentile (SGP) of **50** across all grade levels in both reading/literacy and mathematics from the Fall to Spring as measured by the STAR assessments.*

SY24 Goal: SGP of 55 SY25 Goal: SGP of 60 SY26 Goal: SGP of 65 SY27 Goal: SGP of 70

*Goal III: By the end of the 2022-2023 academic year, **40%** of high school students will meet or exceed the College Readiness Composite Benchmarks on the PSAT 8/9, PSAT 10, and SAT.*

SY24 Goal: 45% SY25 Goal: 50% SY26 Goal: 55% SY27 Goal: 60%

These goals will be achieved by continuous implementation of our Multi-Tiered System of Support (MTSS) framework. To accelerate learning and close the achievement gap due to the pandemic, progress monitoring goals will be set to closely monitor student growth and overall performance in the areas of reading/literacy and math. Setting goals is essential for implementing our MTSS framework. Students will receive additional instruction or intervention to further along their learning. While tracking progress within interventions, it will allow for evaluating the effectiveness of multiple interventions or instructional strategies by comparing actual growth to expected growth to determine students' overall reading or math achievement. Interventionists will offer additional support in the areas of reading/literacy and math by following a modified schedule to support the delivery of these interventions in our various learning environments.

All students will be provided access to core curricula through effective Tier I instructional strategies. The development of consistent Tier I instructional strategies within our MTSS framework would take place through the creation of our progress monitoring goals and methods. Embed and support high-impact teaching strategies and best practices for student empowerment and engagement to promote learning. Empowerment and engagement will equate to greater student achievement. Professional learning communities will re-establish consistent re-teaching, and re-assessment opportunities at each grade level to help students meet curricular standards, along with providing enriching experiences. In addition, after-school tutoring will be offered three days a week to all students.

Our positive behavior management system or PBIS management system is a proactive, team-guided approach to help all students be successful. Restorative practices will be utilized to address negative behaviors, while paying close attention to the social, emotional and behavioral needs of all students. We believe in building the social emotional competence of all students, which will allow us to continue focusing on our prevention efforts as a school. We have added a social and emotional learning (SEL) component, which is an integral part of education and overall development. The goal is to explicitly teach social-emotional skills and concepts and then, apply such knowledge in and outside of the classroom. On-going, school-embedded training will be provided to

faculty and staff to support instruction and behavior management at all tiers. Training will emphasize instruction, data-based decision making, problem solving, and the fidelity of implementation.

In an effort to prepare students for post-secondary success, HSA-Southwest partners with the Illinois Student Assistance Commission to provide weekly support and resources to students in the form of school visits, individual appointments, and workshops to facilitate the completion of applications for financial aid and college. HSA-Southwest supports students through the College and Career Composition class where students are supported with writing essays for college applications and completing college applications. Students are supported in the class by the high school teacher of record, the College Counselor, and the ISAC Representative. HSA-Southwest supports the goals by providing parents and students with information and opportunities on a weekly basis through emails. HSA-Southwest supports the goals by providing students access to individual appointments with the College Counselor who supports the students through individual support. Students are supported in using Naviance as a tool to explore post-secondary opportunities including career, college, and scholarships. Students use this tool in their College and Career Composition class but also are supported in using it outside the class. The College Counselor meets with the Director of College Counseling at Concept Schools on a monthly basis to review progress toward meeting goals. HSA-Southwest has also adopted two separate curricula to help our students prepare for the SAT. SpringBoard is a curriculum developed by CollegeBoard and is directly aligned with the standards assessed on the SAT. All of our Junior students take a SAT prep class in both ELA and Math. In those classes, the curriculum by MasteryPrep is used to equip students with the skills necessary to be successful on the SAT.

2. Finance

1. Specific, measurable, actionable, relevant and time-bound financial goals for the next 5 years.
2. 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).

For the previous 3 school years, HSASW has “Exceeded Standard” in every Financial Performance Indicator. The school’s goal is to continue to “Exceed Standard” in every Financial Performance Indicator for the duration of the contract term.

3. Operations

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

For the previous 3 school years, HSASW has either met or “Exceeded Standard” in both Legal Compliance and Reporting Timeliness Indicators. HSASW has “Exceeded Standard” in both Legal Compliance and Reporting Timeliness Indicators in the most recent school year. The school’s goal is to continue to “Exceed Standard” in both the HSASW has either met or “Exceeded Standard” in both Legal Compliance and Reporting Timeliness Indicators for the duration of the contract term. One area of focus is in the areas of HSASW’s efforts to minimize exclusionary discipline practices. Please see Domain III and the corresponding Root Cause Analysis for the outline of those efforts.

4. Organizational Changes (if applicable)
 1. Specific, measurable, actionable, relevant and time-bound goals related to organizational changes for the next 5 years.
 2. Metrics aligned to organizational changes (related to grade expansions, increases in enrollment, etc.).

HSASW does not intend to make any significant organizational changes during the next term.

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*

1. Planned work.
2. General timelines for start and completion of the project.
3. Estimated cost.
4. Source of funds.
5. The qualifications of the person(s) managing the renovation or relocation.
6. All relevant budget assumptions. The proposed renovations should align with and be supported by the school’s proposed 5-year budget and strategic plan.
7. How the proposed plans address existing facility needs and meet the needs of students.

HSASW does not intend to independently undertake any facility renovations or relocate our campus during the next term.

RENEWAL APPLICATION COVER SHEET

Horizon Science Academy Southwest Chicago

Name of School or Network

Hysni Selenica

Name of the Board Chair/President

Dr. Stephen Palmerin

Name of Primary Contact Person

Serdar Kartal

Name of Alternate Contact Person

773.498.3355 Ext 222

Telephone Number of Primary Contact Person

73.498.3355 Ext 152

Telephone Number of Alternate Contact Person

palmerin@hsaswchicago.org

E-mail of Primary Contact Person

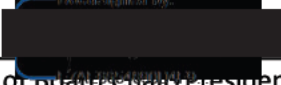
kartal@conceptschoools.org

E-mail of Alternate Contact Person


Signature of School Director/Leader

7.29.2022

Date


Signature of Board Chair/President

7.29.2022

Date