

WALTER H. DYETT GLOBAL LEADERSHIP AND GREEN TECHNOLOGY HIGH SCHOOL

Submitted by the Coalition to Revitalize Walter H. Dyett School



CPS Dyett High School Site
REQUEST FOR PROPOSAL

April 6, 2015

Walter H. Dyett Global Leadership and Green Technology High School

Executive Summary

Name of the proposed school

Walter H. Dyett Global Leadership and Green Technology High School (“Dyett HS”)

Proposed school type: District or Contract

District

Mission, vision, and school’s purpose and culture

Mission: Our mission is to have a student-centered community school with a culture of high expectations that, through its partnership among teachers, administrators, parents, and community residents, provides every student an exceptional education with an emphasis on leadership development and green technology.

Vision: Dyett Global Leadership and Green Technology Community High School will develop our students into “community centered scholars,” with the confidence, competence and compassion to positively develop themselves, their school, their community, and society overall.

The Dyett HS design team envisions a high school that will be grounded in the history of Bronzeville and thoroughly integrated with the local community. The new, revitalized Dyett HS will prepare *all* its students for post-secondary education or meaningful career opportunities, in ways that will educate young people to be leaders of their community, city, and nation. In particular, Dyett HS will have:

- a strong focus on school culture, curriculum, and staffing;
- appropriate, wrap-around supports for every student; and
- genuine collaboration with the Bronzeville community.

Description of the educational philosophy

Our philosophy of education is to prepare young people to deeply study and understand their social and physical reality so that they can enter the global stage of history as actors in transforming their world. In the process, they learn the academic and artistic disciplines necessary for their own development and future life plans and for making a contribution to better our planet, which sorely needs both environmental sustainability and leadership for peace and justice—the two foci of our school. Education should value and build on the young people of Bronzeville, their culture, language, experiences, history, wisdom, and elders to enable them to know who they are, where they come from, where they are going, and to love their community and themselves.

Model of the proposed high-quality school

Our model is of a sustainable school rooted in the community. This proposal comes from the people of Bronzeville who speak from the heart about a school that lives in a village of tightly interconnected feeder schools, community institutions and organizations, local school councils of dedicated and loving adults, relationships, and the meaning of place.

Our model is based on the village concept. The model is a school that cares for children and youth as whole people, wraps around them both supports and challenges that they need in order to develop. As in a village, it treats them with respect and dignity, and demands excellence and commitment to a greater good than even their own individual success. This is a model that nurtures leadership; it teaches perseverance, expects the best, and supports solidarity. It is a model based on a broad notion of success for the students, their families, neighborhood, city, country, and world.

Overview of targeted communit(ies) and intended student recruitment boundaries,

This school is primarily for Bronzeville residents who have almost no open enrollment schools, but space permitting, and even by design, we propose to always accept some students from beyond the neighborhood borders.

How the school will meet the needs of the students and surrounding community, and overview of parent and community engagement and support

The need, strongly expressed by community residents in dozens of community meetings is for academically-challenging, culturally relevant education grounded in their community and culture, richly funded academic and non-academic programming, wrap-around supports, respectful relationships between adults and children, and meaningful ways for parents and community members to be full members of the school community. They articulate the need for an open-enrollment neighborhood school with the unambiguous goal of developing young people to play active roles in shaping their world. The deep well of community support for this school is manifested in the tens of thousands of volunteer hours put in by many hundreds of residents and their close partners, dedicated adults who are determined to create a high quality, open-enrollment district high school in Bronzeville.

Description of the design team's strengths and relevant qualifications

The design team is composed of community residents, parents, and teachers; experts in specific subject areas; education professors and researchers; current and former CPS principals; and several community partners with expertise in areas of the proposed school's specialization. Thus the design team brings a wealth of academic, educational, pedagogical, and community knowledge. Members of the design team include people with experience on previous design teams and/or teaching in a new innovative CPS school, teachers and university professors who are recognized experts in specific curricular areas, long-time Bronzeville residents and parents of CPS students with deep knowledge of and roots in the community, local school council members in the Bronzeville community, community members with extensive experience working with youth. As a whole they brought multiple knowledge bases to collaboratively shape a holistic school design.

Governance and oversight model

As a District school, Dyett will report to the Board of Education and have a Local School Council. Because Dyett will be a new District school, the LSC will be advisory for the first two years or until our student enrollment reaches 300 (50% of the total projected enrollment), whichever occurs last. Although the LSC will be advisory for the first two years, it will be fully participatory in the entire school community's ongoing evaluative processes of self-study and reflective practice. In addition, other parents, students, teachers, and staff will play important roles in school governance, e.g., a parent leadership team and student council. The LSC and parent and student committees will receive professional development and will participate in curriculum planning, propose/evaluate school policies, plan student activities, participate in designing restorative justice and peer jury programs, and help evaluate the school.

Section 2: Education Plan

Note: We have organized Section 2.1a and 2.1b by subject area.

English Curriculum

2.1a. Curriculum Map and Summary

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

We have chosen the *SpringBoard* English Language Arts (ELA) curriculum, published by the College Board, in grades 9-12. SpringBoard is aligned with the Common Core State Standards and the ACT College Readiness Standards. It is a vertically integrated, comprehensive English-Language Arts curriculum from grades 6-12. It is an academically rigorous program, but it also allows for teacher independence and creativity in that it proposes—but does not prescribe—various texts. This would allow for culturally and locally relevant selections, which are important for our school focus and mission. Its assessments are embedded in the curriculum and linked to texts they suggest, and these are related to both sets of standards to which the curriculum is aligned. Furthermore, SpringBoard emphasizes formative, performance-based assessment, which corresponds to our philosophy of teaching and assessing students' development.

The College Board publishes both SpringBoard and the Advanced Placement exams. That suggests that the curriculum supports students' academic success, specifically in preparation for college-level courses. With respect to SpringBoard's pedagogy, the College Board suggests using *Socratic Seminars*, whose purpose is to support students' speaking and listening, as well as their capacity to independently read complex texts—all aspects of the Common Core Standards.

We chose SpringBoard for various reasons, some of which we describe above: a) its alignment to the CCSS and College Readiness standards; ii) the flexibility of the curriculum, which allows teachers to meet the needs of their particular students; iii) its successful track record (see next section); iv) its academic challenge and demand; v) its vertical integration across the years; and vi) its full professional development program.

Furthermore, many aspects of the SpringBoard curriculum are in sync with our planned culture and mission (which also justifies our choice). Beyond the fact that it pushes us to academically prepare students (whether college bound or not), it also teaches students to develop multiple perspectives (a core component of global leadership) via the Socratic seminars, literature circles, debates and discussion groups, and its opportunities for students to conduct research projects. It also emphasizes students learning to read for deep meaning; understand multiple perspectives; and develop, articulate, and defend their own views—all of which support our mission emphasis of the development of global leaders. And the alignment of the curriculum and the Common Core Standards is evidenced through the detailed materials produced by the College Board that document the relationships between the curriculum and the standards (see Appendix 1).

The course scope and sequence for the SpringBoard is included in Appendix 2. Each course will integrate the exploration of multiple genres through both fiction and nonfiction texts. Through genre-based reading and writing, students will understand and interpret better the interrelationship of the local and the global through, appropriately, local and world literature. Students will develop their analytical thinking and problem-solving skills, participating and leading text-based discussions and research tasks. Students will also receive explicit instruction in research-based strategies for literacy skill development to demonstrate

learning through thoughtful, authentic performance tasks within a technology-rich environment, empowering students for our 21st century world.

The SpringBoard classes line up as follows:

9 th Grade	World Literature I
10 th Grade	World Literature II
11 th Grade	American Literature
12 th Grade	English IV

In addition, we plan to offer a Writing Workshop class that would support the development of students' writing skills and mechanics, expository and creative writing, research proficiencies, and "literacy across the curriculum" (see below). We will offer the class to any Dyett student, in any grade, as a permanent, ongoing class to support students' academic writing.

As the school grows, we will begin to explore providing English electives in 11th and 12th grades. Ones we will consider are AP English Language & Composition, College English (CPS Dual Enrollment Program), AP English Literature & Composition, and Humanities (11th or 12th grade; description below).

Humanities Elective (grades 11 or 12)

Prerequisite: US History. This class will help students develop the tools to understand and examine global connections and to find their voices to participate in global political, economic, environmental, and cultural dialogues—that is, to think globally and act locally. Humanities class includes the study of history, literature, philosophy, and arts and music from around the world. The class includes projects and field trips to provide students with multiple experiences and a broad education.

Literacies Across the Curriculum

We believe that literacies (writ large) in reading, writing, and listening and speaking should be embedded in the lives of our students and in relevant contexts. In sync with the CCSS-ELA, a guiding principle of our curriculum is that these literacy processes should be central in all subject areas, and therefore, students will read, write, speak, and listen in all subject areas. A central goal is that all students read, analyze, and deconstruct texts for personal meaning and general understanding. To accomplish this, students will construct knowledge and meaning through disciplined inquiry in authentic, relevant contexts. Instruction will promote multiple aspects of literacy (fluency, comprehension, word knowledge, and writing). Writing experiences will emphasize the production of meaningful real world texts such as persuasive writing for publication in media and other popular forms, creative writing for student publication and/or public presentations, and analytical writing and research to support community education and engagement. Products linked to units of study will require students to demonstrate fluency in multiple discourses and competency using various narrative and expository forms of writing.

We are mindful of the CCSS-ELA recommendation that 70% of students' literacy work in high school—across subject areas—should consist of informational texts. Specific literacy strategies and opportunities that we will use include:

- mini-lessons in content areas on non-fiction reading strategies;
- written reflections/self-evaluation on performance portfolio pieces, service-learning projects, and internship/colloquium experiences;
- use of authentic student writing to teach about grammar, spelling, mechanics, etc.;
- writing for real purposes as part of internships, colloquia, student council, and effecting social change in the community.

Our response to the request to "explain how teachers will know what to teach and when to teach it" is contained in Section 2.1c.

2.1b. Track Record of Proposed Curriculum (English)

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

Various states and school districts across the nation including California, Colorado, Florida, Pennsylvania, Texas, Washington, and Illinois have used the SpringBoard English curriculum, and evidence suggests a positive influence on the academic success of low-income African American students (College Board, 2011a). The College Board's report of a four-year period in Florida's school districts showed that, overall, students of color performed better on certain measures in schools using SpringBoard. According to the report, "high schools that purchased SpringBoard had a 109% and 52% gain in the number of black and Hispanic students, respectively, enrolled in AP courses. Students from high schools not purchasing SpringBoard had a 37% gain" (p. 2). In addition, over a four-year period, schools using SpringBoard had a 34% increase in the number of Black students scoring a 3 on at least one AP Exam compared to 27% gain in the other schools and a higher percentage of Black students taking AP classes and scoring 3 (or better) on at least one AP exam (see Appendix 3, Table 1). Furthermore, schools using SpringBoard for three years or more had more success in the number of students taking and passing AP exams than schools that implemented the curriculum for less years (Appendix 3, Table 2).

Jones High School, a predominantly African American school in Orlando, reported a dramatic improvement in its students' reading scores after implementing SpringBoard. From 2006 to 2007, the percentage of students scoring at the lowest level on Florida's reading test (FCAT) decreased from 54% to 36%, and the percentage of 9th grade and 10th grade students in the bottom quartile making adequate yearly learning gains increased from 46% to 58% (College Board, 2011a). Improvements were also reported from the Charles County School District in Maryland with more than 50% of its population being African American students:

Several years ago, district data indicated that achievement among African American students was significantly lower than that of the population as a whole. Immediately, Charles County leadership made a commitment to closing that gap. SpringBoard is seen as a major factor in achieving district goals. After two years of full implementation, test results in both English and Mathematics suggest that SpringBoard is having a substantial impact in improving student performance. (College Board, 2015)

The efficacy of this program in terms of college readiness has also been shown in Florida's Collier County Public Schools, where 61% of its students are economically disadvantaged, and 58% are of color (College Board, 2011b). The goal of using SpringBoard in the district was "to raise student achievement and increase college readiness and enrollments in AP programs for all students"(p. 1); between 2007 and 2010, the number of AP exam takers increased from 135 to 426, representing a participation rate increase from 68 to 93 percent, and the number of students who passed increased from 104 to 234 (p. 2) (see also Appendix 3, Table 3).

Mathematics Curriculum

2.1a. Curriculum Map and Summary

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

We have chosen to use the *Interactive Mathematics Program* (IMP) for Dyett HS. IMP, a 9-12 mathematics curriculum, was written in the 1990s as a response to the original Curriculum and Evaluation Standards of the National Council of Teachers of Mathematics (NCTM) (1989). Its writers consciously intended IMP to be for heterogeneous groups and for all students—not just for the so-called “mathematically talented.” CPS schools as diverse as Northside College Prep and the Social Justice High School in Lawndale have successfully used IMP. In 1999, the US Department of Education reviewed mathematics curricula and found IMP to be “exemplary” (Stein, Remillard, & Smith, 2007). As it was written to consciously align with the NCTM standards, it emphasizes strong mathematics content, but in particular, the NCTM “process standards.” These components include mathematical communication, deep conceptual understanding, connections within mathematics and without to other disciplines, mathematical reasoning and representation, and problem solving (and here we do not mean routine, rote problems). The CCSS standards of mathematical practice derive directly from the original 1989 NCTM Standards, and thus IMP is closely aligned also with the CCSS.

The connection of IMP to both these sets of standards and our mission (see following paragraph), and the empirical evidence we present below, are the main reasons for our selection. IMP is a powerful mathematics curriculum—the documentation is clear—and it has an effective track record with diverse groups of students, including those demographically similar to Dyett’s (see below). Furthermore, the research also clarifies that students who learn IMP are well prepared for further mathematics study. With respect to scope and sequence, IMP is an integrated, four-year, comprehensive, college-preparatory curriculum (see Appendix 4 for IMP’s four-year sequence).

We believe that IMP supports the Dyett HS mission of global leadership and green technology in several ways. One, IMP places students in the positions of being producers of mathematical knowledge, rather than passive recipients. Such a curriculum is clearly in sync with our view of our students as people who will shape their community, city, nation, and world. IMP demands that student invent their own solutions to problems, rather than expect teachers to spoon feed them worked-out answers. This too corresponds to the stance we expect our students to take. Two, IMP teaches that there are multiple ways to understand mathematics and solve problems—that is, there is no “single” right way. This supports a perspective on global leadership that acknowledges the multiplicity of ways to approach complex problems. Three, IMP challenges students to collaborate in genuine ways. A key component of our approach to developing global leadership is to create an ethos of collectivity, mutual responsibility, and cooperation rather than individualistic competition that pits people against each other. And four, IMP teaches students that real problems are not solved in 30 seconds and that perseverance is necessary, that substantive communication of one’s findings are essential, and that complexity is to be embraced rather than shunned. All of these features (and more) support our mission at Dyett. Finally, IMP shows that mathematics is related to, and comes from, the real world. The solutions to the problems of environmental sustainability and survivability of our planet depend, in part, on young people being able to connect their academic, in-class studies to their realities outside of school. In this way, too, IMP supports Dyett’s mission.

Our response to the request to “explain how teachers will know what to teach and when to teach it” is contained in Section 2.1c.

2.1b. Track Record of Proposed Curriculum (Mathematics)

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

IMP’s track record is impressive. The evidence suggests that, on average, students who studied IMP performed as well or better on standardized tests and completed more years of mathematics courses than those students who pursue other mathematics curricula (Webb & Dowling, 1995a, 1995b, 1995c). This

was true for students of all ethnicities. A well-recognized expert in assessment and one of the authors of the original NCTM Standards (1989), Norman Webb from the University of Wisconsin—Madison, asserted that “The level of high school mathematics is a better predictor of college completion than high school grades or standardized test scores” (Webb, 2003, pp. 382-3). Thus, the fact that IMP students took more mathematics courses is particularly important in light of Dyett (and CPS) goals that students persist in (and complete) college. With respect to students demographically similar to Dyett’s, researchers studied IMP implementation in seven Philadelphia comprehensive high schools ranging from 52% to 98% Black students (Merino & Wolf, 2001). Those in the IMP-group outperformed matched non-IMP students in every subscore of the then-used standardized test (SAT 9).

In addition, evidence suggests that IMP students value mathematics highly and understand its relationship to their world (Clarke, 1992). A 1992 study of students using IMP compared to so-called “traditional” mathematics curricula found that IMP students viewed mathematics as being connected to daily reality, felt more confident in their understanding and competency with mathematics, and noted the importance of communication in mathematics—all part of both the NCTM Standards and the Common Core.

Science Curriculum

2.1a. Curriculum Map and Summary

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

The Dyett science curriculum will take advantage of the school’s rich context in order to provide authentic opportunities for students to learn, think critically, and demonstrate mastery of the performance expectations of the Next Generation Science Standards (NGSS). Dyett’s science curriculum will also be built around Common Core Standards (CCSS) in both mathematics and literacy, and writing in science and technical subjects, to support interdisciplinary learning and the development of literacy and numeracy across the school’s curriculum. This alignment with NGSS and CCSS will ensure that Dyett students are college and career ready. The science curriculum at Dyett will play a significant role in the school’s mission as a global leadership and green technology high school.

The science course sequence will begin with biology in ninth grade. Chemistry will be the tenth grade science course. Environmental science will be the final required science course in eleventh grade, and we will work toward offering an AP Environmental Science class as the school grows. While these disciplinary distinctions exist, the curriculum in all courses will emphasize NGSS science and engineering practices, disciplinary core ideas, and cross-cutting concepts so that students develop scientific knowledge and skills coherently throughout the course sequence.

Rather than traditional textbooks, Dyett science courses will rely on open online textbooks like those published by the CK-12 foundation (www.ck12.org). The use of open online textbooks will support science teachers to align their curriculum to the NGSS and also to Dyett’s global leadership and green technology mission in several ways. First, open online textbooks allow teachers to customize their instructional materials for diverse learners and new standards. The science education community in the US is currently in a state of transition with the newly adopted NGSS. Textbook publishers have not yet caught up with the new three-strand design of these standards. Even as traditional paper textbooks aligned with the NGSS begin to emerge, electronic textbooks will be more customizable for students with different learning needs and for Dyett’s unique context. In addition to these advantages, working with electronic textbooks will allow for more of Dyett’s curricular budget to be allocated for technology. Inexpensive Chromebook computers can be purchased for less than the price of two years of traditional science textbooks. Not only will this technology be capable of providing access to the content found in

textbooks—along with enhanced multimedia and interactive features—but they will also serve as interfaces for scientific probeware sold by companies like Vernier and Pasco which students will use for data collection in the classroom, in the garden, and the surrounding community. Thus both science content and scientific inquiry will be facilitated by the same devices. The combination of flexibility and cost savings will allow Dyett science teachers to organize their curriculum around authentic science investigations and engineering problems that are unique to Dyett’s context and well aligned with our global leadership and green technology mission.

The following example illustrates how authentic activities paired with thoughtful vertical alignment will support students as they develop and demonstrate mastery of the science and engineering practices, disciplinary core ideas, and cross-cutting concepts of the NGSS. The partnership with Chicago Botanic Gardens and the school’s location in Washington Park provides a unique setting for this learning. In ninth grade, students will learn to analyze and describe the cycles of energy and matter through ecosystems (NGSS HS-LS2), through an analysis of the Washington Park ecosystem and in the engineering of urban agricultural space with the Chicago Botanic Gardens or The Plant Chicago (both are partners in this proposal). In tenth grade chemistry, students will deepen their understanding of the cycles of energy by planning and conducting an investigation that involves collecting and analyzing quantitative data about the transfer of thermal energy in an exothermic reaction (NGSS HS-PS3-4) as they contrast fossil fuel energy sources with renewable energy sources. Finally, in eleventh grade environmental science, students will have the opportunity to “refine or evaluate a technological solution that reduces impacts of human activities on natural systems” (NGSS HS-ESS3-4). This technological solution may already exist in the context of the Chicago Botanic Garden project, the aquaponic or anaerobic digester system at The Plant Chicago, or may be a new idea generated by students for improving the gardens or even the energy efficiency of the physical plant of Dyett itself. Dyett has arranged another partnership with the non-profit Innovative Science & Technology Group’s AFARA Project (<http://www.istg-africatomorrow.com/AFARA.html>) that will connect Dyett students with students in Africa to do a collaborative environmental science project analyzing soil and water samples in both locations, building global awareness and honing scientific communication skills. Because these learning opportunities will take place within authentic contexts, students will have ample and intentional opportunities to develop the literacy and numeracy skills required to collect and analyze data to make and evaluate claims and then present solutions to understand, support, and improve the operations of the Chicago Botanic Garden’s Washington Park project. Senior year electives, which could include AP science courses, physics, and internship opportunities, will maintain the school’s focus on sustainable, urban, organic agriculture and green technology, while also building pathways for students to pursue different post-secondary options.

Science LEED curriculum

As part of our focus on green technology and environmentally sustainable practices, Dyett HS will implement a plan to integrate our science curriculum with the upgrade of the facility over the course of several years to make it *Leadership in Energy and Environmental Design* (LEED) certified (LEED O+M: Schools). Additionally, our facilities plan is also part of our curriculum as students, parents, staff, and community members will all play an active role in the development, implementation, and management of our LEED facility. As part of our curriculum assessment, students who are at least 18 years of age can test to become LEED certified associates. During our 6-year facilities plan, we will focus on the following areas for LEED certification and curriculum:

- Location and Transportation (LT)
- Sustainable Sites (SS)
- Water Efficiency (WE)
- Energy and Atmosphere (EA)
- Materials and Resources (MR)
- Indoor Environmental Quality (EQ)

- Innovation (IN)
- Regional Priority (RP)

For each of the above categories, the Dyett HS facility will receive between 1 – 15 points based on the implementation of LEED certification criteria. A LEED certified instructor and architectural firm (Green Energy in Motion, Inc.) will collaborate with Dyett teachers to guide the students’ curriculum and learning as we convert the Dyett facility through progressive phases of LEED certification. The levels of certification are as follows:

- Certified: 40-49 points
- Silver: 50-59 points
- Gold: 60-79 points
- Platinum: 80 + points

Six-Year LEED Certification Plan/Goal

Year	FY 2017 (incubation)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Goal	Develop plan – 20 pts	40 – 49 pts LEED Certified Building	Silver Certification	Gold Certification	Platinum Certification	Platinum Certification

Our response to the request to “explain how teachers will know what to teach and when to teach it” is contained in Section 2.1c.

2.1b. Track Record of Proposed Curriculum (Science)

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

Recent educational research has demonstrated that “open textbooks can be as effective or even slightly more effective than their traditional counterparts” in secondary science courses (Robinson et al, 2014, p. 341). Another recent study showed educational gains associated with the vertical alignment of secondary science curricula through the investigation of a particular issue in green technology across biology and chemistry classes (Burrows et al, 2014). In fact, there is substantial empirical evidence that learning science from a humanistic perspective (as it relates to real life contexts and concerns) is an effective approach to educating both scientifically literate citizens and future STEM professionals (Aikenhead, 2006). In the last fifteen years, science education researchers have also established the importance of science education which values and builds upon students’ identities, cultural backgrounds, and community contexts (Atwater, 2000; Brown, 2005; Calabrese Barton & Tan, 2009; Emdin, 2010).

The curriculum described here combines the flexibility and responsiveness of open textbooks with the richness and support of technology and authentic contexts. This will allow Dyett teachers to build on the knowledge and culture that students bring to the classroom to develop them into the environmentally aware citizens and STEM professionals who will embody the global leadership and green technology vision of the school.

Social Science Curriculum

2.1a. Curriculum Map and Summary

Provide a brief description of the proposed curricula and supporting materials for each subject and outline the rationale for curriculum development or selection decisions. Describe how the curriculum is

aligned to the school's mission and Common Core State Standards. Include a course scope and sequence by subject for each grade level proposed. Please explain how teachers will know what to teach and when to teach it.

The goal of the social science program is for students to develop a coherent, rational worldview based upon the study of significant historical events. Critical thinking and expression, both written and verbal, will be emphasized, and the curriculum will challenge students to consider their civic obligations on a daily basis. In addition, through in-depth, substantive projects, students will study and analyze current social problems (from historical and contemporary perspectives) and will engage in learning activities outside of the classroom as well. In all social science courses, students will analyze primary and secondary sources, using historical artifacts, personal letters, historical maps, news clippings, artistic pieces, political cartoons, photographs, and other data. An annual independent project in social studies will require in-depth research, thesis development, and extended writing. The social science curriculum will align with the Illinois State Standards for grades 9-12 and the CCSS for Literacy and will integrate the study of political systems, economics, history, geography, and social systems.

The Dyett HS mission has two foci—global leadership and green technology. With respect to global leadership, the social science curriculum will equip students to become local, national, and international leaders with the skills necessary to be active participants in democratic processes. Each course will introduce, build upon, and develop students' ability to critically analyze issues of race, gender, sexuality, class, economic equity, peace, and justice, especially as related to students' realities. With respect to green technology, Dyett HS will actively promote sustainable, urban agriculture. Students will analyze and understand models of sustainability, while grappling with the political and economical theories that can impact the possibilities of such models, for example, International Monetary Fund and World Bank policies.

Dyett's social sciences courses will include Document Based Questioning (DBQ), Socratic Seminars, and activities and materials from Facing History and Ourselves (FHAO) and from Mikva Challenge's curriculum, Democracy in Action (DiA). Each is detailed in Appendix 5. We will offer the following courses; more complete descriptions are in Appendix 6:

9 th Grade	World Studies
10 th Grade	US History
11 th Grade	African American History

Social Science Electives. As the school grows and adds grades, we will offer several social science electives, both for students to experience a broad education and to have advanced course opportunities. Options under consideration include:

AP United States History, AP World Studies, Economics, Latin American History, Sociology, Psychology, and Law.

2.1b. Track Record of Proposed Curriculum (Social Science)

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

DBQ have proliferated recently as schools increasingly emphasize critical thinking, close textual reading, source evaluation, understanding point of view, and substantive writing. Researchers have studied DBQ and provided evidence of the importance of analyzing and evaluating multiple sources in acquiring successful reading skills (Goldman, 2012). Socratic Seminars promote a similar skill set as DBQ. As one author argues:

Effectively implemented, Socratic seminars enhance reading comprehension, listening and speaking skills, and build better classroom community and conflict resolution skills. By giving

students ownership over the classroom discussion around texts, they become more independent and motivated learners. Ultimately, because there is a direct relationship between the level of participation and the richness of the experience, Socratic seminars teach students to take responsibility for the quality of their own learning. (Copeland, 2005)

In addition, a description of the seminars in *Educational Leadership* bemoans their “conspicuous absence in classrooms today” “despite their record of success” (Tredway, 1995).

FHAO helps students make essential connections between history and the moral choices they confront in their lives. Through their FHAO experiences, young people become engaged and energized as they realize their ability to impact their school and their community. A study by Barr, et al. (2015) indicates that students’ moral reasoning, civic attitudes, and participation were significantly higher than students who did not participate in FHAO activities. And as reported on Mikva Challenge’s (2015b) website “Almost 2,000 students take part in a 6-step community problem solving process every year. 86% of participants of this program agreed or strongly agree with the statement ‘I believe I can make some difference in solving community problems’ as compared to 41% before the program and only 55% of youth nationwide.” In addition, “93% of students from our Democracy in Action program report they can work with their peers to solve issues--vs. only 56% before the program” (Mikva Challenge, 2015a).

Arts Curriculum

2.1a. Curriculum Map

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

Dyett HS fine arts education will include music, visual arts, and dance, but it also transcends just developing competencies in the arts and studying their histories. At Dyett, it will also help students develop positive self-concepts by using the following principles of Gardner's (1993) *multiple intelligences* theory:

- Individuals should be encouraged to use their preferred intelligences in learning.
- Instructional activities should appeal to different forms of intelligence.
- Assessment of learning should measure multiple forms of intelligence.

Living in the tradition of world-renowned musician and composer, Walter H. Dyett, the school will offer during-the-day, four-year music, dance, and visual arts programming that will not only carry on the legacy of the school’s name, but promote the arts as a viable post-secondary and career option. The art options will be offered as follows:

9 th grade	Music (Beginning Band, Beginning Mixed Chorus, General Music) Dance I
10 th grade	Music (Intermediate Band, Beginning Mixed Chorus) Dance II
11 th grade	Music (Jazz Band I, Music Theory I) Dance III Arts I
12 th grade	Music (Jazz Band II) Dance IV Arts II

2.1b. Track Record of Proposed Curriculum (Arts)

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

Researchers have documented effects of arts experiences on student thinking and values, as reported by one study: “Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world” (Greene et al, 2014)—while also acknowledging that research on supposed transfer from arts education to cognitive outcomes is equivocal (Hetland & Winner, 2004). Our fine arts curriculum will give students the opportunity to think creatively, critically, and historically. Students will take field trips to experience art first-hand and will study the history of Walter H. Dyett and Bronzeville’s rich cultural legacy. Students will create and produce performances (music, dance, poetry) and fine arts teachers will work with core-subject teachers to integrate the arts into other classes.

World Language Curriculum

2.1a. Curriculum Map

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

The world language program is directly linked to the Dyett mission of developing global leaders and is integral to preparing Dyett students to be compassionate, critical, and culturally informed. Although CPS requires only two years of world language, we propose to initially offer three years of Spanish (see Dyett Four-year Scope and Sequence map, Appendix 7). This would allow students to take AP Spanish Literature and AP Spanish Language courses and exams as Dyett develops. Advanced language study will become one of the education pathways students can pursue (as opposed to, for example, taking four years of science or mathematics, or taking the culinary arts CTE program). While memorization of words and syntax is part of any language program, studying a second language involves learning about the cultures of other peoples, in turn, informing us about our own. Quality world language curriculum includes the literature, history, and geography of those communities and cultures where that language is spoken. The world language program at Dyett intends to help deepen and enrich students’ cross-curricular connections, expanding their critical understanding of the world around them and their place in it. Our rationale for teaching Spanish is that it is a global language (ranked second among native language speakers), and clearly useful in Chicago and the US.

2.1b. Track record of Proposed Curriculum

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

According to the National Council of State Supervisors for Languages (2002), world language instruction prepares students to improve their employability, increase their global and cultural awareness, and be better prepared for college. Research also suggests that world language instruction can result in improved academic performance, increased verbal ability, and better-developed critical thinking abilities (Checkley, 1996; Sung, Padilla, & Silva, 2006). In a study of verbal Scholastic Aptitude Test (SAT) scores, Cooper et al. (2008) found that not only did world language students outperform peers who were not in such courses, but that the “difference in SAT verbal performance between African American and White students” for world language students was less than the difference than for students who did not take world language (p. 206).

Culinary Arts (CTE)

2.1a. Curriculum Map

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

Dyett HS will have a Culinary Arts program as an official CPS Career and Technical Education program with scope and sequence as specified in the 2014-15 CPS High School Course Catalog.

A key component of our program will be integrating the CTE program with our urban sustainable agriculture focus (part of the Dyett mission). Through our existing, multi-year partnership with the Chicago Botanic Garden (CBG), Dyett students have for years been working “farm to market,” growing food next to the school in the CBG Washington Park (Windy City Harvest) farm and selling the bulk of the produce in local Southside farmers’ markets. The CBG is committed to maintaining the ¾ acre farm, which employs 25 teens each year, May-October, and focuses on youth leadership in “green” careers. This farm can serve as a resource for employment for Dyett students, a resource for its teachers’ growing and experiments, and food for the culinary arts program.

We will continue to expand on the relationship with CBG in several ways, linked to the CTE program. One, we will develop a rooftop garden at the school for additional food production—CBG has committed to work with us to provide design, materials, and construction of rooftop farming. Two, we will increase food production within the school space itself, again with CBG’s technical assistance on building out existing spaces within the school’s two courtyards, installing hoopouses and additional raised beds to maximize production within these areas. Three, both CBG and The Plant Chicago (another partner on this proposal) are involved in food production through aquaponics and both have expressed interest and commitment in developing this at Dyett as part the culinary arts and science curriculum, and our urban sustainable agriculture program.

2.1c. Curriculum Development Plan

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

Teachers know “what” and “when” to teach primarily through a combination of ongoing student assessment (particularly, but not exclusively, formative) and specific curricular goals (e.g., scope and sequence, outcomes based on various standards, teacher instructional manuals, etc.). However, we also realize that texts cannot entirely determine teaching schedules of real students—the “when” of teaching. For example, the third (of five) units in our 9th grade English curriculum (SpringBoard) is, “Exploring Poetic Voices,” along with embedded assessments, unit goals, and essential questions. But the curriculum cannot tell our English teacher when, *precisely*, to begin or end the unit. Thus, teachers will regularly assess students (performance-based, authentic), which will inform their instruction (see Section 2.3b for detail and schedule). Furthermore, though we want to hire knowledgeable, experienced teachers (as well as younger, developing ones), we recognize that even seasoned, professional veterans will continue to evolve and improve their teaching. Therefore, our PD program is intended to support teachers in integrating evidence from students’ work with their curricular plans (see Section 2.4 Professional Development Program for specifics and PD timeline).

Timeline: We plan to hire all teachers during Spring 2016 so that they will begin work July 1, 2016. During Summer 2016, teachers will begin to plan, collaborate, and familiarize themselves with their subject-area curricula. They will develop initial assessments, plan units (in subject areas for which units

are not already specified and study and work through the texts for their classes. In areas such as science, during Summer 2016, teachers (along with potential students and community members) will select resources (e.g., CK 12) to build the base textbook for the year and begin to modify it for diverse learners. For example, if mathematics teachers are not thoroughly familiar with the specific text they will teach (i.e., have not taught it often and recently), then we will have them work through the entire unit, do all the problems, and explore various ways students might think about the unit and possible misconceptions they would encounter.

The principal, instructional leadership team, and university-based professionals (e.g., UIC College of Education faculty members) will work closely with teachers to support them in developing and interpreting their assessments, modifying instruction, and aligning and meeting college-readiness and CCSS standards. This is an ongoing and permanent part of our professional development program (again, see Section 2.4).

2.1d. Assessing Student Needs

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

In an effort to better understand the academic needs of future Dyett students, we reviewed current data from a sample of potential feeder schools: Mollison, Burke, Dulles, Fuller, Robinson, and Woodson South. We also examined data from nearby schools (Fiske, Beethoven, and Wadsworth) not in the boundary because students from these schools might also attend Dyett. We looked at NWEA and Explore reading and math data, which make clear that there will need to be strong academic supports for incoming Dyett students (see Appendix 8 for data table). Upon entry to Dyett HS, students will participate in Freshman Orientation and will take initial assessments (authentic, performance) that will provide teachers with a clearer understanding of students' needs; teachers will then integrate what they learn from the assessments into their initial curricular planning for the year (which takes place during summer).

For details of our ongoing, multi-faceted assessment system, see Section 2.3a, b, and c.

Each student will meet with a counselor to begin developing a personal graduation plan (PGP) that will follow them through high school. Students will continually review and update the PGP, with input from counselors, parents, and advisor(s), to meet their needs and desires for their educational future.

2.1e. Remediation.

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

Dyett curriculum and instructional practices will seek to motivate and involve students through a number of specific approaches. One, students who are unmotivated by traditional curriculum may be more engaged by education that it is directly related to their life experiences (Ladson-Billings, 1995). Two, students will have opportunities for autonomy and initiative, for example, the opportunity to select their own colloquia and projects, and determine post-secondary paths. Three, we will designate periods during the week for academic support that include tutoring and study groups, and through existing relationships with outside educational entities (e.g., our partners: the UIC College of Education, Teachers for Social Justice, and the CTU Quest Center), will arrange for additional academic support. And four, we plan to offer a writing workshop class as an ongoing permanent academic support for any student. We expect that students who have struggled with school to be more engaged by these practices and experience more school success, given appropriate support and modifications, and increase and deepen their learning and improve their academic performance (e.g., on various assessment measures).

We have the same aspirations for *all* of our students—to become global leaders with a deep understanding of environmental sustainability issues, and thus will focus in particular on those who might have additional needs—special education and homeless students, and those speaking a home language other than English. Through the collaboration of special education teachers, counselors, and families, we will develop IEPs for special education students to ensure appropriate learning outcomes (Section 2.7a), will work with the Chicago Coalition for the Homeless to make sure that the needs are met of students in temporary living situations (Section 2.7b), and will ensure there are properly endorsed and prepared academic staff to support EL students (Section 2.7a). We will modify curriculum to teach each student at an appropriate and flexible level so that all are comfortable in their learning environment. Teachers will scaffold students as part of their pedagogy, and PD will be focused on meeting the needs of all students.

2.1f. Accelerated Learning

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

In each classroom, students will pursue complex, open-ended tasks, but Dyett will also offer AP courses and will identify students through teacher and counselor recommendation and self-nomination. A key criteria for acceptance into AP classes is students' explicit commitment to try, as well as academic preparation. In general, we will encourage *all* students to take at least one advanced class before graduation, mindful that some will need substantial support. Optimally, all students will have opportunities to take courses through city colleges and local universities (via dual-credit programs we are now developing, for example, with UIC). We acknowledge the complexity of meeting all students "where they are at" (i.e., differentiating instruction) and will address this in PD, department, and grade-level meetings.

2.1g. Instructional Strategies

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

Dyett is committed to offering a demanding, culturally relevant curriculum that will draw upon students' existing knowledge and experience to develop academic excellence and support them in becoming engaged leaders in their school, community, city, nation, and world. The curriculum will develop students' capacity to analyze, synthesize, and both learn existing and create new knowledge in collaboration with others. It will foster perseverance in addressing real problems impacting students' lives, community, and world using their own multiple intelligences (Gardner, 1993). Our goal is that students become self-motivated, independent learners who examine reality from multiple perspectives, accept the complexities inherent in our world, and develop individual and social agency as they work towards a more just and equitable society.

Ladson-Billings' (1994, 1995, 2001) studies makes clear that successful teachers of African American children support academic success, cultural competence, and the development of a social consciousness. These three components are not only core elements of our educational philosophy and pedagogy, but they are grounded in a considerable body of research documenting their effectiveness with students demographically similar to Dyett's.

This perspective on teaching and learning includes assessment. In an inquiry-based framework such as ours, assessment's principal goal is to improve student learning. Assessment does not rely on multiple-choice tests or on "single-right" and true-false answers to questions that have meaning only within school. Rather, *authentic* assessment refers to evaluating students' "construction of knowledge through the use of disciplined inquiry that has some value or meaning beyond success in school" (Newmann, Secada, & Wehlage, 1995, p. 5). Furthermore, assessment should not be used to sort or track students, but instead,

teachers should use formative and summative assessments to foster learning and provide students with multiple opportunities to demonstrate what they know, in as many ways as possible (i.e., “performance-based assessments”). We recognize that learning to assess student learning in this way is a non-trivial, continuous growth process for teachers, many of whom, given the current high-stakes nature of testing, are used to equating testing with assessing real learning. Therefore, we specifically address this in our professional development program (see Section 2.4).

2.2 School Culture and Climate

a. Description of Culture

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

The Dyett HS vision is to develop students into “community centered scholars,” with the confidence, competence and compassion to positively develop themselves, their school, their community, and the global ecosystem. The means for us to have a student-centered community school with a culture of high expectations and extensive student support that, through partnership with teachers, administrators, parents, and community residents, provides every student an exceptional education emphasizing community heritage, leadership development, and sustainable green technology.

The Dyett school culture will honor the rich history of the school and the Bronzeville community while focusing on the opportunities for students to be leaders and innovators in the 21st century. The school will cultivate and nurture students’ understanding of the interconnections of local, national, and international issues, and governmental, social, and ecological systems as these relate to students’ lives and their communities. These understandings will allow them to grasp the meaning of civics and civil society at multiple levels and develop into “world citizens.” This is the soul of global leadership.

Toward these ends:

- Effective, engaging instruction and respectful classroom relationships are the foundation of productive learning environments.
- Student mentorship, leadership development, and participation in student organizations and clubs are vital components of students’ overall development as well-rounded and reflective young leaders.
- School safety and academic success are formed and strengthened through positive relationships between students, teachers, staff and administrators.
- School discipline policies are grounded in restorative justice and offer students an opportunity to learn from mistakes, be accountable to the school community, and quickly re-engage in the classroom.
- Effective school discipline programs maximize the amount of time students spend learning in their classrooms.
- Students see themselves as empowered individuals who play important roles in larger political, ecological, and economic systems with sustainability as a goal.

A Green Culture

Green technology speaks to the connection between agricultural sciences, cleaner technologies such as solar and wind power, and their relation to community development. Dyett will develop students who are practical explorers and creators and who will utilize natural resources and innovative technologies as tools to improve the living conditions in their community and beyond. Enhanced by community partnerships with the Chicago Botanic Garden and The Plant Chicago, students will explore living systems, urban agriculture, and sustainable technologies. These concepts will be touched upon in many classes. For example, social studies classes will study the economic and social aspects of ecological and sustainability issues, but green technology will be most central in the science and culinary arts departments. The science

curriculum will integrate urban agriculture, aquaponics, composting, clean energy, and sustainability into each course where it aligns well with the Next Generation Science Standards. The growing spaces within and around the school will truly be living laboratories for student inquiry. The school building itself will also be a focus of student learning as students evaluate and monitor its progress through the LEED process. Culinary arts students will develop a deep understanding of green technology and environmental sustainability as they explore the intricacies of food systems and use ingredients they grow themselves in the school garden and in partnership with the Chicago Botanic Garden and The Plant Chicago. Every Dyett student will understand their role as a global citizen and steward of our Earth's natural systems.

A Culture of Academic Excellence

The Dyett culture will be a college-going culture of high academic standards with personalized student supports that encourage, support, and challenge all students to succeed, in personally and socially meaningful ways. Because the school culture integrates post-secondary preparation and social and emotional support, this section touches on issues also addressed in other sections of the proposal.

Dyett systems and policies intend to help students achieve college readiness, as well as career success and active civic engagement at the local, national and global levels. A primary means to do so will be through students creating and refining their PGP, which start building academic skills and habits of mind toward post-secondary life. PGP and college exploration and support will continue in Freshman Seminar and through each grade level seminar as detailed in Section 2.2b. Two school traditions also supporting the development of the academic and school culture will be the weeklong summer orientation for all freshmen (Section 2.2b) and the Freshman Leadership Retreats (Section 2.2c).

A key component of the school will be its professional (staff) culture (Section 2.5) which emphasizes teachers as social-emotional and academic mentors (to students and with each other), builders of peace through restorative justice programs (Section 2.4), and collegial collaborators within departments and grade-level teams as well as with students, parents, community residents, school partners, LSC members, and administrators. New teachers will be supported and mentored as they become part of the Dyett HS community (Section 2.4b).

Assessing the Development of Our Culture

The administration and counseling team, along with grade-level teams of teachers, will be responsible for overseeing the development and assessment of the school culture—but ultimately, all members of the school community are responsible for creating it. Dyett grade-level seminar teachers will meet as a team with the assistant principal and counselors to ensure that academic, social, emotional, and post-secondary supports are appropriately coordinated. This team will evaluate academic and non-academic evidence such as parent, student and teacher results from the My School-My Voice Survey and various quantitative data such as freshman on-track, attendance, test scores, and more. This is part of our orientation to study Dyett's evolution and described in detail in Section 2.3c.

Academic departments will watch for the inclusion of green technology, global leadership, and/or the history and culture of Bronzeville into courses where appropriate. Administrators will review unit plans to help department chairs improve and coordinate this integration. Grade-level teams will collaborate to create cross-curricular projects to help students authentically interweave the various aspects of the Dyett mission.

2.2.b. College Readiness

Describe the specific programs and supports, beyond academic curricula, that the proposed school will provide to expose students to college and ensure that they are successful in college academically and emotionally. Describe how the school will help students meet requirements to apply to college, enroll,

and persist in college after high school graduation. Who is responsible for overseeing the implementation of college readiness supports? Which staff members will support these efforts?

As described above (Section 2.2a), college readiness will be a significant part of Dyett HS culture beginning the summer before 9th grade and continuing through graduation. We use “college” here to describe any educational preparation that students pursue after high school, including (but not limited to) university, college, vocational institution, or job training programs. It is important that students learn of all opportunities and make meaningful post-secondary decisions in their own best interests. But Dyett HS will not “track” students into “academic” and “vocational” pathways. All students will be engaged in substantive college preparatory curricula whether or not they intend to pursue college, and Bronzeville parents have consistently said that their children need opportunities for both college *and* “meaningful work.” That is, although Dyett HS will have a college-preparatory orientation (e.g., honors and AP classes), *all* students will be academically challenged by the curriculum, even if their post-secondary plans are to work rather than attend college. As part of that focus, the school will develop students who think analytically, argue effectively, and use technology appropriately.

We will create a Post-Secondary Leadership Team (PLT) to ensure students are exposed to college and, once enrolled, will be successful academically and socially. It will be comprised of seminar teachers, the college and career coach, and school counselor and will promote a school-wide, college-going culture in which all staff members encourage students to pursue meaningful post-secondary opportunities (of any type). The PLT will create systems and processes to assist students throughout the college readiness and application process while providing them with the social capital they need to successfully create a post-secondary plan. The goal is to ensure high levels of student participation in the post-secondary planning process, which will increase their college enrollment and strengthen financial aid award packages.

Students will work with teachers and counselors to develop post-secondary career and education options, with the support and guidance of caring family members and other adults. (We note that student participation in developing their own plans is another example of how our goal of global leadership is manifested in school structures, policies, and culture.) In line with this goal, students will have the opportunity to explore a multitude of career and postsecondary options through their real-world work experiences in professional training programs and apprenticeship and internship programs with community organizations. In addition, the PLT, the seminar classes (which are all four years), their teachers, and counselors will familiarize students with college entrance and admissions processes (including financial and housing applications). In addition, the PLT will be responsible for organizing visits and tours of colleges and other post-secondary institutions and for ensuring that Dyett students have full information about appropriate options along their particular lines of interest.

Dyett will adopt the *Naviance* Alumni Tracker as a way for the PLT to monitor college enrollment and persistence data for each graduating class. This will allow the PLT to identify areas in our college-readiness processes that need to be strengthened. As a result the college readiness program will be constantly monitored and evolving to ensure that students make meaningful post-secondary plans.

The college and career coach will schedule summer appointments with graduating seniors to provide support in implementing post-secondary plans. Students’ contact information will be kept for four years so the coach will be able to reach students during college. The college coach will also meet with alumni who have dropped out of their post-secondary institutions. This information is retrieved through the *Naviance* Alumni Tracker. During summer meetings with alumni, the coach will identify why students decided to stop their education and help students make post-education plans. Plans can include, but are not limited to, assisting students in re-enrolling in educational institutions, updating resumes for job applications, and helping students with college financial obligations.

Seminar Class Description

Dyett HS is built on a foundation of community history, academic excellence, and extensive student support. A main footing of this foundation is the sequence of Seminar classes students will take during their four years at Dyett. While Seminar is both an aspect of curriculum and of school culture, we place it here in the College Readiness section because that is one of its major goals.

The kickoff to the Seminar system which will support the Dyett culture is the week-long summer orientation for all freshmen. Students will be exposed to Bronzeville's rich history (civil rights struggles, Great Migration, center of Chicago's Black community, jazz and arts, and more) as well to the innovative food production systems (urban, organic, sustainable agriculture) and green technology in use at the Chicago Botanic Garden and The Plant Chicago (both school partners). In particular, students will learn about who Walter H. Dyett was and his powerful and important legacy of leadership, discipline, and a strong belief in education. Students will begin their personal graduation plans PGP and start to build academic skills and habits of mind that will lead to success at Dyett and beyond, through college or personally meaningful career paths.

The Freshman Grade-Level Seminar class will build on the foundation laid by the summer orientation. This specially designed course will be a key to creating and nurturing the school culture of high expectations and holistic supports for student success. One focus of Freshman Seminar will be on building academic skills such as Cornell style note taking, close reading, analytical thinking, debate and discussion, technology skills, critical thinking, and the use of claims and evidence in writing (all aspects of, or closely related to, the CCSS).

A second focus of Freshman Seminar will be to build social and emotional competencies to support students in overcoming barriers to graduation and success in college and careers. Freshman Seminar will employ journal writing to facilitate student reflection and provide an opportunity for students to express their feelings and fears to a trusted adult in a safe setting. Student journals will act as a key mode of communication between students and their Seminar teacher who will help students identify the barriers that may prevent them from academic success and provide referrals to interventions so they get the support they need to overcome those barriers (see, for example, Cantor, 2014). Examples of social and emotional barriers include struggles with identity, past trauma, chronic illness, housing or food insecurity, family and peer relationship difficulties, anger management, addiction etc. The school's restorative justice programs will be introduced to students and supported through the Seminar classes.

The third focus of the Freshman Seminar class will be planning for post-secondary college and career success. Students will continue refining their PGP and begin to explore career options. Guest speakers (live and virtual) and field trips will expose them to a wide variety of postsecondary and career options with special focus on local community businesses and organizations, green technology, and global awareness. Each student will set up an online Naviance account and begin to explore the postsecondary options that best suit their interests as they learn to monitor their GPA and begin to think about their future plans (college or work).

Sophomore, Junior and Senior Seminar classes will maintain the same three foci but will more emphasize students' graduation plans and needs. Sophomore Seminar will build on the Freshman curriculum especially in the areas of identity formation and personal values, strong peer communication and conflict resolution, and healthy relationships. Academic and technology skills will be reinforced through individual and collaborative projects that help students explore these issues. Students will use their deeper understanding of their own values and identities to further examine postsecondary and career options, and update their PGPs. They will learn to advocate for themselves in school and beyond as they monitor their progress toward graduation and college. Students will continue to use Naviance to build resumes and explore post-secondary options, and they will research and apply for summer internships or summer jobs that relate to their interests.

While continuing to integrate opportunities for students to explore and solidify their own identities, the Junior Seminar will allow time for deeper exploration of college options and what it takes to get the best college match for each student. Students will further refine and develop their PGP. Every student will attend college fairs and go on multiple college visits and continue hearing from guest speakers from a variety of professions. Students will set goals for the ACT and other college entrance exams and work to attain those goals. They will explore the college application process and learn the intricacies of the financial aid system utilizing Naviance. Students will continue to research and apply for internships or summer jobs based on their evolving postsecondary interests.

Senior Seminar will focus on postsecondary planning - Life Beyond Dyett. Students will work on college essays and personal statements and complete a minimum of five college applications, focusing on best match schools that will allow students to maximize their potential. High performing seniors will be selected to mentor younger students who are struggling, and Dyett will develop a program with adults in the Bronzeville community to mentor students.

Dyett Grade-Level Seminar teachers will meet as a team along with the administration, counselors, and post-secondary coach and staff who coordinate the restorative justice program to ensure that academic, social and emotional, and post-secondary supports are appropriate and coordinated.

2.2c. Social and Emotional Needs

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

Anticipated social, emotional and physical health needs of the targeted student population.

Bronzeville is comprised of approximately 62,000 people, who are predominantly African American and earn modest wages (U.S. Census, 2015). Households have incomes that range from well below the poverty line (primarily generated through a form of government assistance, such as social security or disability) to less than 50% of the AMI (\$32,500). Almost half the residents live below the poverty line, though the poverty is largely masked by the large-scale redevelopment and gentrification taking place.

Ninety-two percent of Black males between the ages of 16 and 19 years in Chicago are jobless (Chicago Urban League, 2014). Forty-one percent of Black males enrolled in high school in 2012 graduated (Schott Foundation (2015). The national average is 47%. More than twice as many Black male students as White male students receive out of school suspensions and three times as many Black male students as White male students are expelled. Thirty-three percent of Black males and 23% of Black females received an out of school suspension in 2013-14 (Stevens et al, 2013). Not only does this paint a picture of racial inequity, it also indicates why incarceration rates are so high for Black males. As youth, Black males are criminalized, and effectively marginalized in our culture.

Approximately 40% of the people incarcerated in the US are Black males (Federal Bureau of Prisons, 2015). More than half of the persons released from Illinois prisons come to Chicago, with approximately 1/4 of them returning to the Bronzeville community; exacerbating the high poverty and unemployment rates (Visher & Farrell, 2005). The Pew Center recently released a report citing the median wealth of White households at 20 times higher than that of Black households (Kochar & Fry, 2014). The

unemployment rate is reported at approximately 23%, and the violent crime rate remains a challenge for local law enforcement (U.S. Census, 2015).

Despite these hardships, the residents of this community are resilient. There are long-standing community leaders, and a new generation of emerging leaders who have grown in their personal sense of agency, and their ability to demand and actualize change on their own behalf. Residents can regularly be found in community meetings addressing elected officials and appointed leadership raising issues of equitable education, affordable housing, and youth investment, amongst a host of other concerns.

Identifying/monitoring individual students' social, emotional and physical health needs

Dyett counselors will assess students in sensitive and developmentally appropriate ways at the beginning of each year and when a student enrolls. Since individuals grow and change, counselors again assess students at the middle and end of the year to evaluate changes in their social/emotional needs as well as assess the effectiveness of counseling and social/emotional programs.

Non-academic goals for students.

Our primary non-academic goal will to foster the development of students who will come to provide global leadership with an awareness and a deep valuing of environmental sustainability. It is the responsibility of the principal and *all* members of the Dyett school community to contribute to this effort. Particular ways are addressed throughout this proposal and noted where they contribute to the school mission (e.g., how students with IEPs will learn to lead their own IEP meetings, or how students will do internships/colloquia as seniors that are related to global interconnections; see Section 2.3a). Below we describe the freshman leadership retreats. Counselors, administrators, teachers, parents, community members, and various school committees will be involved with the counseling staff and ILT having overall responsibility.

Programs, resources, and services (internal and external) to promote students' social, emotional and physical health.

Freshman leadership retreats. The goals of the freshman retreats are to build a broader and deeper system of social and emotional supports for incoming ninth-graders at risk of dropping out; to provide space, mentoring, and information needed to set a productive tone for academic and social success; for struggling students to build relationships with teachers, counselors, community members, older students, and each other that will support them through all four years of high school; and to develop the next wave of student leaders at Dyett. The Freshman Leadership Retreats are designed to identify incoming freshmen and support their success by putting them in contact with student leaders, dynamic teachers, and respected community leaders to envelop and surround our children in and with school and community resources. Students will participate in youth-led, interactive workshops and leave these retreats with a plan and support system for their personal success. There will be a total of four retreats during the school year—two weekend and two one-day experiences. The retreats will build emotional and social support for incoming ninth-grade students as well as the development of key skills. Workshops will be facilitated by the youth leaders, counselors, teachers, and community leaders who have developed the content of the retreats during the school year.

Other means to support students' diverse needs and promote health include:

- Open door, walk-in counseling hours during and after school, where students speak with counselors about issues with which they need assistance;
- After-school clubs that students create with faculty or community member/parent support;
- Grief support group for students experiencing losses and other trauma;
- FAFSA and transition-to-college programs and workshops;
- Transition to high school sessions for freshmen;

- Sexual health classes and workshops, and violence/drug/alcohol/gang prevention programs conducted by knowledgeable community members and agencies in conjunction with school staff;
- Mentorship programs with community members;
- Seminar classes;
- Sports programs.

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

Dyett HS will have a wide range of supports for students as we describe in this proposal, including a deeply committed community and parents, counselors who help students create PGPs and support them through and beyond graduation, committees involving the whole school community (Section 4.4f), restorative justice programs to help students take the initiative to repair harm, student council, Freshman Leadership Retreats, Seminar class all four years, opportunities to be involved as neighborhood ambassadors, colloquia and internships chosen by students themselves, a culturally relevant curriculum, opportunities to eat the food grown and cooked by themselves, and a mission and vision that puts the community at the center of school life. Our vision, to use the over-used proverb, is that we will be the village to raise our children. “Risks” are real in Bronzeville, but so are strong supports, caring adults, dedicated teachers. We will not “solve” all the problems of our students, but together, we will make a difference in their lives.

We will assess the various programs to support students’ social and emotional needs and to promote students’ social, emotional, and physical health by seeking the input of students and faculty, and by aligning the goals of the programs with Dyett’s overall focus on global leadership and green technology. Dyett’s counseling team will align its goals and objectives with those of the American School Counselor Association by creating and continuously assessing their action plan for students throughout the year. One of the assistant principals at Dyett will meet with the counseling team on a weekly basis to ensure all students’ needs are being met through a common vision from administration and the counseling team. To continue meeting students social, emotional and physical needs after school, Dyett HS will seek grants from organization like After School Matters to facilitate and evaluate student-created, after-school programming focusing on a variety of different interests. We want to ensure all students can find a club or activity that stimulates them and helps them feel a part of a school community. This includes student-created sports programming, overseen by the athletic director, and the sponsor/coach of the team. Dyett HS will focus on helping students who are in transition, both into their freshman year at Dyett, and onward to college, through a variety of initiatives and programs designed to answer students’ questions and provide other support services. A designated post-secondary coach will hold workshops and programs designed to help students navigate the FAFSA, choose the right school for them, and know what to expect from life after high school.

For students coming to Dyett as freshman, there will be several programs designed to show the new students they are cared for at Dyett HS. Students will receive an in-depth orientation and work with the post-secondary coach to help them understand what they need to do in high school to prepare them for college. Student attendance will be monitored by administration to make sure no new students slip through the cracks, with interventions for failing students beginning in the second week of instruction. These interventions will include meetings with parents, setting the student up with a mentor, after-school tutoring and/or meeting with a counselor. Seminar classes will be conducted by seminar teachers, with support from the post secondary coach. They will be overseen by the administrator in charge of curriculum and instruction. Sexual health workshops and classes will be conducted by the Physical Education department, who will work in conjunction with a community liaison to provide relevant and important sexual health information and resources. Violence/drug/alcohol/gang prevention will be taken seriously at Dyett and will be overseen by administration and counselors. Mediations,

mentorships, and other restorative practices will be used to help students feel supported during difficult times, and their progress will be monitored by the counseling team, as well as administration.

2.2d. Extra-Curricular Events

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

In School Extra-Curricular Opportunities

Schools are community institutions. Our work is for students to see themselves as the curators of the communities in which they live. Bronzeville has several historic institutions with which we are partnered that will offer immense learning opportunities for our young people. This will happen during and after the school day. The school day component will be implemented as a part of the students' learning experience, and is the basis of our "Community Involvement Wednesdays." During Community Involvement Wednesdays—Colloquia and Internships Every Wednesday—the entire student body will spend approximately 2 ½ hours with their teachers and professionals, in (colloquia) and outside (internships) the school, from many different areas of interest and neighborhood institutions. The resource coordinator will work in conjunction with the staff advising colloquia to supervise the entire program. The goal is for young people to deepen their knowledge of their community; explore topics, classes, and career possibilities not typically found in high school curricula; participate in community improvement projects for service learning credit; and develop as leaders. These activities could include working with a community mentor in a specialized area in the building in a colloquium (e.g., law, music, art, social work, journalism, etc.) or at a community location as an intern with a partner organization. For Example, The Bronzeville Ambassadors One internship for our students will be to work with the DuSable Museum and the Black Metropolis Convention & Tourism Council (BMCTC) to establish the Bronzeville Ambassadors. DuSable Museum staff will teach a cohort of students on Colloquium Day to lead tours at the DuSable Museum. After they have demonstrated proficiency in that area, students will work with the BMCTC to learn the community of Bronzeville and become tour guides for students and families in Bronzeville and for national and international visitors who visit this historic community. This, and all projects completed in the internships and colloquia, will count as Service Learning hours. We will structure the colloquium and internships to aid in developing the worldview of our students, as freshman and sophomores will focus on local organizations for colloquia and internships, while juniors will work with national organizations and seniors will engage international organizations. Please see Appendix 9 for a list of our partners.

The Service Learning programs will be relevant, meaningful, and engaging service with the school, museum, and larger Bronzeville community. Service learning will be crafted with student and community partners' needs. Additionally, the Service Learning program at Dyett will enhance the academic goals of students and the school community by expanding on themes, subjects, and concepts students learned in their courses. The program will intentionally prepare students for active civic participation in a diverse, democratic society.

Co-curricular activities will include competitive sports and specialized clubs and activities. Due to the 2011 ESPN renovation of the Dyett athletic facilities, we anticipate renewed and increased interest in sports at Dyett. The competitive sports may include but are not limited to basketball, football, volleyball, soccer, baseball, tennis, and softball teams. There will be both male and female teams for various sports. There will be the opportunity for junior and varsity teams. Sports teams will provide leadership opportunities, community building, and physical fitness. The specialized clubs and activities will help expand on the school's curriculum by providing opportunities not available during the course of a school day.

After-School; Dyett as a Sustainable Community School

The resource coordinator will survey the school community to inform our after-school programming. Effective and relevant after-school programming helps develop students' sense of public speaking, confidence, productive relationships, life planning, and skill development in interest areas, all of which allow students to express themselves and become well rounded scholars. Our community school will operate Monday-Friday from 3pm-7pm and on Saturdays from 9am-1pm. Community Learning Centers have a well documented history of reducing community crime and increasing student achievement and graduation rates. An excellent example of protracted improvement through commitment to community schools can be seen in Cincinnati (Brown, 2014).

To promote student participation and engagement, co-curricular activities can be created by students with the support of an adult sponsor, both inside and outside the school building. Teachers will support students who want to start their own clubs. However, adult sponsors will be recruited beyond the teaching staff, creating opportunities for parents and other community members and partners to be engaged in the school. Students will also have the opportunity to fulfill their service learning requirements with partner organizations. As the anchor of a sustainable community school village, we will work and coordinate with the community schools at Mollison, Burke and Fuller. There will be opportunities for students who demonstrate consistency and commitment to serve as mentors for younger students in the feeder schools during community school programming. Resource coordinators at each school will meet biweekly to coordinate programs, activities and to evaluate progress. Service learning will be a seamless component throughout students' experience, and we plan to closely partner with the CPS office of service learning. Students can further develop their leadership by organizing their own service learning projects (which may be coordinated through school clubs).

Summer Employment

Dyett HS will partner with the Kenwood Oakland Community Organization to implement annual Student Leadership Summer Institutes, which will engage community and school youth in various projects designed to increase the students' knowledge of community issues and participation in community improvement projects. For example, youth from KOCO designed what eventually became Public Act 1225 in the 97th General Assembly; the Community Youth Employment Act which provided over 10,000 summer jobs for Illinois youth and is currently the model for summer youth programming in the state of Illinois. Student scholars successfully completed community mapping projects, created a "Youth Community Alternative Policing" program and even operated their own store, while learning how to function in the world of work. We are committed to deepening our internship work by providing summer employment opportunities for interested and committed students to work at the organization with which they have interned during the year.

Program Effectiveness Assessment

Teachers will evaluate students' performance in colloquiums according to their work, participation, and attendance. Successful completion of one semester of a service-oriented colloquium will result in students earning five service learning hours. The colloquium will be evaluated on a school wide level according to the percentage of students on track to earn 40 service learning hours by graduation. Attendance data will also be disaggregated to consider whether colloquium days have an impact on attendance. Students will also complete evaluation surveys at the end of each colloquium.

The success of extracurricular programs in general will be evaluated according to student participation and the academic success of students who are participants. The leaders of extracurricular programs (coaches and instructors) will require students to submit regular reports of their academic progress and extracurricular programming will be leveraged to support students and increase student on-track rate.

2.2 e. Parent Involvement

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

Parent involvement and engagement is a year round process where we will constantly seek to make families active participants in the life of the school. Active parent participation is critical to the success of the students and school community and will take many forms. The parent engagement process will begin with a kick-off forum before the start of the school year. Attendance at the forum will be required, and the school will take steps to ensure parent participation and remove any barriers (i.e., transportation, childcare) that may exist. At the forum, all participants, with particular emphasis on parent engagement, will discuss student, family, and community assets and needs, as well as provide parents with copies of student syllabus, expectations of students, and parent involvement guide. Families will also have the opportunity to meet their children's teachers and follow their child's abbreviated schedule. Both before the school opens and as the year progresses, parents will have opportunities to work and volunteer in the school. Additionally, parents will have a resource room that will serve as a coordinating, learning, and organizing center that will help to ensure that parents are an integral part of our school community.

In terms of outreach, each teacher will be responsible for reaching out to parents of students in his or her Seminar through letters and calls. Respect for parents and opportunities for meaningful parental input into school decision-making are central components of this school. We plan to develop both a parent and student council to inform and advise the school around issues of policy and overall direction (section 2.4f). These will encompass areas of hiring, courses, programs, evaluation, and discipline. We also plan to have a fully empowered Local School Council, with democratically elected parent members, which will provide critical input into, and make decisions about, the funding, leadership, and organization of the school (see section on "School Governance"). Please see Appendix 10 for a sample schedule of year round parent engagement activities.

2.2f. School Schedule

Provide the proposed daily schedule of academic and non-academic programs. Describe how innovations in the daily schedule will be utilized and how they will enhance student achievement. Describe how a typical teacher's day will be structured Monday through Friday, explicitly citing the amount of time devoted to core teaching assignments, planning, professional development (PD), and other activities as applicable (such as before or after school electives, remediation, lunch duty, advisory group, etc.). Describe how a typical student's day will be structured Monday through Friday. In addition to daily classes, please reference any time spent in elective courses, advisories, receiving social- emotional supports, after-school activities, etc.

Dyett will have a block schedule (at least two days a week) with colloquia/ internships (Wednesday), both on and off campus. Students participating in the colloquia/internship will be dismissed from school on Wednesdays at 2:30. From 2:30-4:00, teachers will participate in teacher-led professional development (pending contract waivers) and will work together on common planning. Similar to Northside College Preparatory High School, block scheduling will allow for substantive exploration with a focus on depth instead of breadth. Block schedule and colloquia/internships allow students to broadly engage in global leadership development and green technology issues and to conduct extensive neighborhood investigations and participate in course offerings that successfully engage their interest.

Dyett as a Community School:

As a community school, we will hire a full time resource coordinator and operate from 3pm-7pm Monday-Friday, with a Saturday schedule TBD.

Four-Year Program of Study:

Students, while completing their requirements for graduation, will also have room in their schedules for both extra classes and advanced offerings in the arts, world languages, science, math, social science, and English language arts (see Appendix 7).

Common Planning Time:

Additionally, the common planning time in the weekly schedule will provide teachers with a built-in, habitual coming together of their colleague teams to further the learning, teaching, and reflecting process.

Dyett will have a modified block schedule that includes time for students to take seven academic courses, plus one seminar class, a colloquium/internship and two intervention/extension blocks each week on Wednesdays. This schedule will promote student achievement by providing teachers and students sufficient time for substantive exploration into rigorous and meaningful academic content during the block periods. The Wednesday schedule provides students with opportunities for additional academic support, robust social and emotional learning, and to engage in global leadership development and green technology issues and to conduct extensive neighborhood investigations and participate in course offerings that successfully engage their interest. Because we are proposing a community school, students will also have the option to participate in extracurricular activities until 7:00PM each weekday. The sample schedule below illustrates a ninth grade student’s weekly schedule.

Sample Student Schedule:

Mon.	Tues.	Wed.	Thurs.	Fri.
8:00 - 9:43 Period 1 English I	8:00 - 9:43 Period 5 Biology	8:00 - 8:30 Freshman Seminar	8:00 - 9:43 Period 1 English I	8:00 - 9:43 Period 5 Biology
9:50 - 11:33 Period 2 World Studies	9:50 - 11:33 Period 6 Beginning Band I	8:35 - 11:15 Colloquium: Bronzeville Ambassadors	9:50 - 11:33 Period 2 World Studies	9:50 - 11:33 Period 6 Beginning Band I
11:40 - 12:30 Period 3 Lunch		11:20 - 12:10 Lunch	11:40 - 12:30 Period 3 Lunch	
12:30 - 1:21 Period 7 PE		12:15 - 1:15 Intervention/ Extension Academic Support	12:30 - 1:21 Period 7 PE	
1:28 - 3:11 Period 4 Integrated Math I	1:28 - 3:11 Period 8 Sustainable Agriculture I	1:20 - 2:20 Intervention/ Extension Peer Jury	1:28 - 3:11 Period 4 Integrated Math I	1:28 - 3:11 Period 8 Sustainable Agriculture I
3:11 - 3:15 Passing		2:20 - 2:30 Passing	3:11 - 3:15 Passing	
Community School Programming 3:15 - 7:00 (Optional)		Community School Programming 2:30 - 7:00	Community School Programming 3:15 - 7:00 (Optional)	

	(Optional)	
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Each week, teachers will instruct five classes for a total of 204 minutes each (either in two long blocks or four 51-minute classes), they will have 360 minutes per week of duty-free self-directed preparation time, 143 minutes of principal-directed preparation time, and 50 minutes per day of duty-free lunch. Within the school day on Wednesdays, teachers will lead a 30-minute advisory/seminar period, lead or co-lead one 160-minute colloquium, teach one of two 60-minute intervention/extension periods and have 50 minutes for lunch and 60 minutes of self-directed preparation time. The student day on Wednesdays ends at 2:20 to provide teachers with time for a built-in, habitual coming together of their colleague teams to further the learning, teaching, and reflecting process.

Sample Teacher Schedule:

Mon.	Tues.	Wed.	Thurs.	Fri.
8:00 - 9:43 Period 1 Integrated Math I	8:00 - 9:43 Period 5 Integrated Math I	8:00 - 8:30 Advisory	8:00 - 9:43 Period 1 Integrated Math I	8:00 - 9:43 Period 5 Integrated Math I
9:50 - 11:33 Period 2 Integrated Math I	9:50 - 11:33 Period 6 Prep Period	8:35 - 11:15 Colloquium: Urban Agriculture	9:50 - 11:33 Period 2 Integrated Math I	9:50 - 11:33 Period 6 Prep Period
11:40 - 12:30 Period 3 Lunch		11:20 - 12:10 Lunch	11:40 - 12:30 Period 3 Lunch	
12:30 - 1:21 Period 7 Integrated Math I		12:15 - 1:15 Intervention/ Extension: Prep Period	12:30 - 1:21 Period 7 Integrated Math I	
1:28 - 3:11 Period 4 Prep Period	1:28 - 3:11 Period 8 Integrated Math I	1:20 - 2:20 Intervention/ Extension: Peace Circles	1:28 - 3:11 Period 4 Prep Period	1:28 - 3:11 Period 8 Integrated Math I
		2:30 - 4:00 Prep Period/ Professional Development		

The table above demonstrates how the proposed Dyett schedule meets the criteria for high school scheduling set forth by Chicago Public Schools and the current Collective Bargaining Agreement. The design team is aware that, as written, this proposed schedule will require a successful waiver vote each year and that the exact scheduling parameters may change before the school opens. If the waiver vote should fail or if the parameters change in such a way that substantive adjustments must be made to the daily schedule, the design team remains fully committed to integrating the colloquium, seminar, and intervention components of our proposed schedule as well as deep, exploratory, and relevant academic

learning. We are also aware that, as written, we may need to pay teachers 0.75 hours worth of extended day pay to secure the full 90-minute weekly PD on Wednesday and are committed to making budget adjustments to make this possible.

Parameter	CPS/CTU Requirement	Dyett Schedule	Dyett (4 Days)	Dyett (1 Day)
Student Credits	3.5/semester (minimum)	4.0/semester	3.5/semester	0.5/semester
Student Instructional Minutes	1734+/wk (300/day min)	1740/wk	360/day	300/day
Student Lunch	125+/wk	250/wk	50/day	50/day
Teacher total on-site	2155 - 2175/wk	2219/wk	431/day	495/day
Teacher total instructional	No more than 1250/wk	1238/wk	257/day	210/day
Teacher Prep Principal-Directed	140-160/wk	143/wk	17/day	75/day (30 is advisory)
Teacher Prep Self-Directed	340-360/wk	360/week	75/day	60/day
Teacher Lunch	250	250	50/day	50/day

2.3 Assessments and School-Wide Data

a. Educational Goals and Metrics

Identify academic, non-academic, and mission-specific goals and metrics for the proposed school. Include a table that details the school’s quantifiable goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation. Include goals for graduation rates, leading indicators (e.g. freshman on track), college acceptance and persistence rates, as well as goals related to career readiness. Please describe how your design team determined these goals and why these goals are appropriate for the school’s intended population. Applicants should describe PARCC- readiness in terms of hardware and bandwidth capacity and ensure that the school will be ready to implement high-capacity online student testing.

We include in Appendix 11 a table detailing our quantifiable goals (i.e., SQRP data and more). As a starting point, we examined the most recent data available for a sample of demographically similar CPS schools, feeder schools for cross-community vertical alignment and consistency, the closest neighborhood open-enrollment school that was considered “successful” by the current CPS SQRP, and high schools that improved from level 3 to level 1. We then determined the specific values in our table by examining district and network 9 averages for 9th-12th grade schools in 2014-15 and the SQRP High School Performance Indicators. These considerations allowed us to set challenging but doable goals that address the needs of incoming students with realistic expectations about where students are and how improvements can be made for each metric.

We have also mission-specific goals, which are both academic and non-academic in nature. To support our mission of global leadership and green technology, we have included completion of grade-level capstone projects as a goal (see Appendix 11). These capstone assessments will be open-ended,

interdisciplinary projects designed by grade-level teams composed of teachers from core-content areas. These projects will vertically align, and will increase in complexity from 9th to 12th grade to provide authentic opportunities for students to further develop academic skills as they address problems and design solutions related to the Dyett mission. The goals for the percentage of students successfully completing these capstone projects are tied to freshman on-track goals as these projects will be well-integrated with coursework in core subject areas. An additional mission-specific goal for the school will be that students successfully complete their sequence of increasingly “global” colloquia and internships (see Section 2.2d). Though this goal has an academic component, we think of it primarily as a non-academic goal that speaks to the mission component of global leadership.

Another mission-specific area of goals for us directly relates to the “green” aspect of the Dyett Mission. Since all juniors take environmental science, a goal is that all students will gain an understanding of a healthy and complex farm ecosystem, including but not limited to soil science, plant management, greenhouse management, and the role farms can play in environmental sustainability. Using the growing spaces within and around the school as living laboratories, students will participate in all aspects of sustainably growing healthy food for themselves and the community. Additionally, we expect that all students will gain an understanding of the fundamental role of agriculture and food in our history, as well as the transformative potential of sustainable agriculture for the future of the Washington Park neighborhood, the city, the country, and the world at large. They will come to value agriculture as an integral part of their community and will participate, as school community members, in helping create a sustainable food system for Chicago.

With respect to career readiness, students will take career interest assessments in Naviance to learn about different career opportunities. They will take the assessments throughout high school so we can observe how their career interests develop and ensure that they leave Dyett with a post-secondary plan.

Non-academic goals are one, to host one family event will per quarter (increasing family/community engagement); two, implement restorative justice practices, prioritizing students’ well being (Section 2.4); and three, integrate social emotional competencies into the seminar curriculum (Section 2.2b).

With respect to PARCC-readiness in terms of hardware and bandwidth capacity, we plan to work closely with CPS staff so that Dyett HS will have the appropriate technology to ensure full compliance with district testing schedules and mandates. The Chromebooks we plan to purchase meet the PARCC technology requirements and are fully capable of administering the PARCC test.

2.3b. Student Assessment Plan

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

The record-keeping systems that we will adopt will allow the school to track student data at the individual level and can aggregate data by grade or the school as a whole. These data will be used by school staff to assess the school’s growth and development (see Section 2.3c). We discuss specific goals for various metrics in Section 2.3a; these are in Appendix 11 (by year), and the timeline for diagnostic, interim, and summative assessments are in Appendix 12.

At the beginning of the year, teachers will create, and students will take, various authentic assessments, aligned with the Common Core and College Readiness Standards, that will inform teachers about their students’ understandings and strengths, skill development, and educational needs. Students will also take

the EXPLORE (grade 9), PLAN (grade 10), and ACT (grade 11) in the early fall, and in the spring—these serve also as diagnostic assessments. At the end of each quarter, teachers in department and grade-level groupings will create and give multi-faceted assessments (interim) that will challenge students to construct knowledge, enact elaborated forms of communication, and make connections to their daily lives beyond school (“authentic assessment,” Newmann, Secada, & Wehlage, 1995; see Section 2.1g)—and will be aligned to key competencies and content areas of CCSS. As CPS clarifies its PARCC commitments, Dyett students will take the exams at the same times as other CPS students.

Our rationale for these assessments is one, they will be Common Core and College Readiness Standard aligned, and will assist teachers in curriculum and instruction. But two, teachers grow as professionals and improve their pedagogy when they develop their own authentic assessments and then reflect on and analyze student work in relationship to their curriculum and teaching. Thus we see this as an important component of our PD program.

Our perspective is that strong teachers constantly, and informally, assess student progress and use regular formative assessments as needed (including but not limited to teacher-constructed tests, performance task, and portfolios). The purpose is to strengthen teaching and improve learning. These assessments will include subject-based rubrics aligned with state learning goals and students’ PGPs. Ultimately, we will have a multi-faceted assessment system that will tell us who our students are as people and learners, and assess their understanding of green technology and global leadership. Our assessments will evaluate student growth both over time and actual attainment (e.g., EPASS). The purpose of assessment, at Dyett, is primarily to give teachers an understanding of their students’ academic and social strengths—and their areas needing support—and to assist teachers with planning and developing curriculum that meets students’ needs and improves their learning.

2.3c. Data-Driven Programs and Instruction

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

We are committed to ongoing self-study and reflective practice throughout the school community and intend to learn from our experiences. Our administration, together with the LSC, parents, teachers, and students, will collaboratively analyze the data, and they will set, review, and communicate to the whole school community goals for multiple indicators of success—and causes for concern. We will study our school’s development in multiple ways, both formally and informally, using a broad variety of data sources. These include qualitative data such as parent and student focus groups, exit interviews for parents and students who leave Dyett, open-ended surveys for school community members (including an annual school climate survey completed by staff, families, students, and community residents and the My Voice-My School survey), records of listening sessions for teachers in the community, teacher and staff reflective journals, student work on performance tasks, lesson studies done by teachers, and more. While we acknowledge the expertise of education professionals and the value of academic research, we are also clear that there are deep funds of knowledge in the Bronzeville community, in both its adults and youth. Educators in the school alone cannot create truly democratic and meaningful teaching and learning without the real partnership of all actors in the school community.

We will also collect quantitative data. These data include (but are not limited to) and go beyond the specific measures in the CPS performance policy (CPS SQRP). They may include rubric scores for portfolio items and performance assessments, assignment and homework completion rates, other test scores, adequate yearly progress goals, core and non-core class completes/incompletes, student retention and discipline rates, suspensions, quarterly assessments, pass/fail rates, and extracurricular participation.

In order to inform practice and foster student development, teachers will reflect also on how students respond to questions, what motivates them, what they find engaging (or not), and their growth both academically and socially. Regular review of all these (and other) data will help inform teachers' self reflections and their own professional growth, as well as shape school improvement plans, and this process will support them in developing and teaching relevant, meaningful, and demanding curricula.

2.4 Professional Development Program

a. Professional Development

Describe the school's goals and strategy for ongoing professional development (PD). Describe how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching and learning as well as school performance. Note: If data-driven programs and instruction identified above require specific training, please incorporate into the PD program description.

Our PD goal is to provide opportunities for teachers, administrators, and staff to continue to grow as professionals throughout their careers and to enact the Dyett HS mission and support students' learning. PD will be directed toward one, theories and practices of teaching, learning, and assessment; two, global leadership and environmental sustainability; and three, learning from and with the Dyett school community. These foci all fit within the five essential supports detailed by Bryk et al. (2010).

Development opportunities for teachers need to be framed within the school mission and a collaborative, non-punitive, professional school community that encourages teachers to share knowledge, work with colleagues, and become deeply knowledgeable of Bronzeville. Our PD strategy is to engage school staff as *reflective practitioners* (Schön, 1983) and researchers who collectively study Dyett's development, student learning, their own practices, and more (see Section 2.3c). Furthermore, staff will have ongoing opportunities to grow as professionals (e.g., conferences, workshops, visits to other schools) and equally important, to continue to learn about Bronzeville's history, culture, institutions, resources, and strengths. Staff will regularly use data from all forms of assessment (tests and other) to continually improve teaching and strengthen student learning.

Administrators, staff, teachers, security personnel, students, and parents will participate in PD on Restorative Justice (RJ). RJ is an approach to discipline whose core principle is to repair harm and restore relationships, amongst all affected, including the larger school community. Restorative Justice PD will include awareness of the impact on others, peer mediation, restorative conferencing, student leadership training, peace circles, and conflict resolutions and restitution. Professional development on RJ will occur throughout the year, beginning in the summer.

Restorative justice PD will be led by the youth intervention specialist who will be knowledgeable of RJ principles and will serve as RJ coordinator for the school. He/She will also be the primary monitor of the RJ program along with the head counselor and the school administration. We will provide all staff with a survey so we can continually monitor and improve the RJ process. This survey will model the surveys on the State of Minnesota Restorative Interventions Implementation Tool Kit (see <http://education.state.mn.us/MDE/StuSuc/SafeSch/RestorMeas/>), which is designed to assess readiness, implementation and outcomes for school based RJ programs. This survey will provide guidance for designing and implementing ongoing PD on RJ for the school community.

The implementation and PD of RJ will be embedded in a MTSS which includes both broader and more individualized supports for students. As such, RJ will be embodied in all school practices, which will produce strong teacher relationships and a safe school environment. A RJ principle is that disciplinary measures will not be used to exclude students from school, unless it is necessary to preserve the student and staff safety. These benefits are particularly relevant for diverse learners, who have too often had their education needlessly interrupted by inappropriate out-of-school suspensions, expulsions, referrals to alternative schools, and referrals to law enforcement. This is especially concerning when the behavior resulting in the punitive response could have been a manifestation of the student's diverse learning style.

Staff members are charged with eliminating the over-punishment of diverse learners, along with ensuring that any disciplinary consequences are in accordance with students' IEPs, behavior intervention plans (if applicable), and section 504 plans (if applicable).

2.4b. Teacher Induction

Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize instructional strategies, and differentiate instruction. Include the number of hours/days of PD to be included during induction.

During the incubation year, we will recruit and hire new teachers (Section 4.4c), and during Spring and Summer 2016, will engage teachers in intensive PD, curriculum development, and extensive school (mission, vision, goals, policies, norms) and community orientation (Section 4.5a). Each subsequent summer, we will replicate this process and will include reflection on and analysis of strengths and weaknesses across programs of the previous year(s) to continue to improve instruction and learning. This will be led by the principal, ILT, and selected other members of the Dyett school community. Administration will pair new teachers with a mentor/instructional leader (with 5 or more years of teaching experience) to provide support, coaching, relationships, and apprenticeship. The summer induction will tentatively take place on July 25 through July 29, 2016 from 8:00 am until 3:15 pm.

2.4c. PD Calendar

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

We will hold PD sessions 42 times during the year for a total of 86 hours. We will also have 65.25 hours of PD during the summer (see Appendix 13 for the annual PD calendar). This scheduling will allow both ongoing, regular PD throughout the whole year, as well as a focused, intense summer block of time.

In addition to Wednesday professional development sessions (per waiver) and quarterly school improvement days, significant, ongoing PD will take place during weekly departmental and grade-level team (GLT) meetings. Each academic department will write standards-based common assessments, align curriculum to standards, review student data, reflect on teaching and learning, use protocols to look at student work, and discuss readings about improving instruction and learning. The ILT and the administration will provide departments with recommended meeting topics. Each GLT will discuss individual student needs based on weekly data reports concerning academic, attendance, and behavioral issues. In terms of professional development, GLTs will discuss readings relating to social and emotional learning, community involvement, and student interventions.

Four times per year, teachers will participate in non-evaluative *Instructional Rounds* during which each teacher will observe several classrooms and have their classes observed by several teachers. This lets teachers give and receive peer feedback. Each round will have a focus determined by the ILT and administration based on analysis of student data or work, and teacher initiative and feedback. No department or GLT meetings will occur during the weeks of Instructional Rounds.

All-school quarterly PD days and Wednesday (waivered) sessions will be primarily reserved for teacher-led PD around issues essential to Dyett including improving teaching, learning, and assessment; school culture and community relationships; and global leadership and green technology (our mission).

2.5a. Professional Culture

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

The professional culture of our school will be built upon the values of shared responsibility for the Dyett mission and collaboration and mutual respect among school community members. A fundamental value of the school is that students, teachers, staff, parents, community members, and administrators are partners, sharing the creation and enacting of a vision of transformative education. This permeates the professional culture of the school as well. Teacher and staff evaluations are not punitive, but are to help them grow and develop as members of a school community. Dyett administrators will advocate for productive working conditions for teachers and staff, clear that these are also necessary learning conditions for students. Transparency in decision making and clear communication of the reasons why school staff may need to take on certain responsibilities is also an important part of Dyett's proposed professional culture. All these together will help make Dyett a place where teachers and staff want to work and will promote retention and dedication to the school and community.

Our teachers, staff, and administration will develop together into a learning community of reflective practitioners through professional development, the teacher evaluation process, and the intentional allocation of common planning time. All of these components encourage open, critical dialogue between and among school personnel. Through ongoing professional development in content areas, pedagogy, adolescent development, and community context, teachers will further their professional learning and growth. The teacher and staff formative evaluation process will involve these professionals in evaluating and reflecting on their own work and the work of their colleagues. Additionally, the common planning time in the weekly schedule will provide teachers with a built-in, habitual coming together of their colleague teams to further the learning, teaching, and reflecting process. As we say in Section 2.3c, administration, together with LSC, parents, teachers, and students, will collaboratively analyze data and will set, review, and communicate to the whole school community goals for multiple indicators of success—and causes for concern.

Opportunities for teachers and staff to take initiative are manifold in this proposal. The development of teacher-led colloquia, based on their areas of interest and personal expertise is one area (Section 2.2d). Another is the opportunity for teachers and staff to propose, start, and lead school-level committees (Section 4.2f). And as we view the whole school community as permanently evolving, there will ample occasions for teachers and staff to pursue professional growth, through conferences, workshops, and their own further education. In addition, mentorship is a key component of our PD program (Section 2.4) where we describe pairing new teachers with experienced ones to provide support, coaching, relationships, and apprenticeship.

Section 2.6a Student Recruitment

a. Enrollment Chart

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

We plan to enroll approximately 150 ninth graders per year, starting in 2016, until we have full enrollment in 2020-21 of approximately 600 students. This is the typical pattern for smaller learning communities. See Appendix 14 for the enrollment table.

2.6b. Student Recruitment Strategy

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

Since 2010, community members, LSC members, students, parents, and teachers—across Bronzeville schools— as well as education practitioners (e.g., university faculty) have worked together to create a village concept for area schools (the *Bronzeville Global Achievers Village* [BGAV] plan). This work has laid a strong foundation and substantially aided recruitment for the revitalized Dyett because of ongoing

relationships and the shared experience of developing a common educational vision for the community. The Local School Councils of feeder schools have been engaged and strongly support the plan of the Dyett Design Team and have become partners in informing and recruiting parents to send their graduates to the new Dyett as an open-enrollment, public neighborhood school. Beyond these existing relationships and shared experiences, the Coalition to Revitalize Walter H. Dyett High School has reached out to local residents through canvassing, working with community agencies, hosting multiple forums and informal gatherings, attending community advisory council meetings, to make them aware of the proposal and plan to re-open Dyett as a neighborhood high school. The Dyett Design Team will continue to hold ongoing and regular meetings in the community at all schools in the area. These meetings will be targeted toward interested families, community members, potential teachers, administrators, and others. The school will continue to be advertised through a wide variety of channels. Potential students will be recruited through social networks, radio advertising, and flyers posted throughout the community in laundromats, storefronts, park field houses, community centers, bus and el stops, libraries, existing community organizations, and churches. Community youth and adults, working with the Kenwood Oakland Community Organization, the Washington Park Advisory Council, the Lugenia Burns Hope Center, and other members of the Coalition to Revitalize Dyett, will canvass door-to-door to spread information about the school and the meetings. Dyett will be a school with a neighborhood, open-enrollment policy. That is, any student living in the attendance boundary can attend. This is consistent with the mission of the school—to be inclusive of all students.

Prospective parents and students will be assured that this school will have special education staff and materials to support the education of any student interested in attending. Student recruitment will be based in Bronzeville, and only after avenues of recruitment have been exhausted in this area will any recruitment be extended outside of the neighborhood to students who may be interested in the specific mission and foci of the school. If we succeed in recruiting more students than seats available, priority will go to students within the attendance area boundary. Students outside of the attendance boundary will be placed on a waiting list and accepted into the school based on CPS guidelines for out-of-boundary students. All students we accept will be required to attend a student orientation during Summer 2016 before school starts, and each entering 9th grade class will have to attend its own summer orientation. The purpose of this orientation will be to help students build connections with each other, orient them to the mission and vision of the school and the expectations for both their academic and civic work—including specific pedagogical practices that may be new to them—and introduce them to and begin to build relationships with both school personnel and community partners. The intention of this orientation is to set a tone of nurturance, acceptance, care, mutual respect, and deep commitment. Currently LSC members, parents, youth, and community members are collecting pledges from Bronzeville families to attend the revitalized Dyett. These pledges provide evidence for genuine interest in attending the school. We have over 100 intent to enroll forms from parents of 7th graders and approximately 500 signatures from parents of eligible students within our attendance boundary who want their children to attend the school.

Timeline for Student Recruitment

Timeline	Strategy/Event
<p>April/May 2015</p>	<ul style="list-style-type: none"> • Educational presentation to 6th/7th grade classes at feeder schools • Feeder school forums with parents; New Dyett HS presentation with feedback question and answer sessions; intent to enroll pre-registration • k -12 curriculum alignment seminar with teachers, parents • Continue to engage LSC’s at feeder schools

June 2015	<ul style="list-style-type: none"> • Dyett High School cookout (to be held on lawn of school) parents and community will be invited to social event (recruitment) strategy • CPS Community Meeting (presentation, feedback/questions, sign up)
July/August 2015	<ul style="list-style-type: none"> • CPS Public Hearing (continue to conduct outreach) • Back to school cookout & pre-registration • Back to school canvassing
September 2015	<ul style="list-style-type: none"> • Parent Outreach Day - parent volunteers knock on doors to publicize Dyett HS, engage participation • New Dyett Open House (held on campus) • Enrollment for class of 2020 closed(anticipated); begin wait list for fall 2016 enrollment • Formal registration process begins
October 2016	<ul style="list-style-type: none"> • Feeder school alignment forums (Reavis, Mollison, Burke, Fuller, Fiske, Till, Woodson, Dulles, etc.)

2.7 Serving Specialized Populations

a. Specialized Instruction

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

Meeting the Needs of Special Education Students

We have the same aspirations for all of our students—to become global leaders with a deep understanding of the intersection of green technology and social justice. Students receiving special education are part of this vision. When meeting the needs of these students we will focus on three main aspects of services: (a) assessing, revising and implementing Individual Education Plans (IEP), (b) Providing appropriate education in the least restrictive environment, and (c) accommodating students with disabilities who require extended school year services.

Assessing, revising, and implementing IEPs

Our school will comply with the zero reject, protection in evaluation, and FAPE provisions of the Individuals with Disability Act. As students matriculate from feeder schools or transfer in from other high schools, we will review and evaluate their 504 Plan or IEP (if they have one). Based on their IEP, we will work with the student to create a learning plan at Dyett (the PGP). In addition, we will identify those students who may be in need of special education services by following district-established guidelines of screenings, parent involvement, medical assessments, and functional behavioral assessments.

At Dyett, students learn to make decisions for their future as part of our mission of global leadership. Concretely, this means that students needing specialized services will be encouraged to develop, evaluate, and revise their own IEP or 504 in conjunction with other staff and family. Students will learn to lead their own IEP meetings with the assistance of special education teachers and will develop a plan that both specifies their daily schedule and meets their long term learning goals. They will present their plans to the special education team who will give them appropriate feedback and support so that the students can implement the plan successfully in the classroom. Student-led IEP meetings have been found to give

students opportunities to know more about their disabilities and how to access more opportunities and resources for themselves (Mason, et.al., 2002; McMillan, 2014).

Providing free appropriate and public education in the least restrictive environment

We strive for an inclusive school that is welcoming for all students, specifically that all classrooms and non-instructional environments be accessible to all students. We will use the guiding principles of Universal Design for Learning (UDL) and Multi-Tier Support Systems (MTSS) to build capacity for inclusive practices and to ensure students are placed in the least restrictive environment. Drawing from UDL we will create learning environments that afford teachers and students multiple means for comprehending course material, expressing what they know, and for sustaining interest in the learning activity. Through the MTSS, we will provide students with varied levels of instructional intensity to work within their zone of proximal development (i.e., provide scaffolds). This work will be achieved through the collaboration of both special education and non-special education teachers, as well as other specialists (e.g., instructional coaches, counselors, speech pathologists, and social workers). This collaboration will be supported through continued professional development centered around exemplary practices for inclusive classrooms. The inclusion of students with IEPs in the general education classroom will be monitored and evaluated by an IEP team consisting of teachers, supplemental aides, and appropriately trained supportive personnel. Support staff should include a full time psychologist, nurse, social worker, speech pathologist, transition specialist and an occupational therapist, though we recognize that some of these professionals may be shared across several schools. Dyett HS will offer classes along the least restrictive environment continuum, including inclusion and co-taught classes, and resource and pullout instructional environments. Diverse learners will have complete accessibility to all instructional and extracurricular activities provided to other students, such as elective classes, sports programs, field trips, etc.

Accommodating students with disabilities who require extended school year services

In relation to extended school year services, we will work with the district to learn about our incoming freshmen population. This will allow us to gather information on incoming students who have been identified as needing extended school year services. As needed, we will meet with the feeder school team to develop goals/benchmarks for extended school year services. Space will be allocated for extended summer school classes that are accessible to all students with disabilities. Resources, in addition to those provided by Office of Diverse Learners and Support Staff, will be allocated in the budget to ensure appropriate and effective instruction is provided in extended year programs.

How will the school meet the needs of students in “at-risk” situations?

The identical question is asked in Section 2.2c; we address it there.

How will the school meet the needs of students needing EL support?

Dyett HS has never had bilingual or language-support programs. In the past eight years, the percentage of Hispanic students ranged from 0% to 1.4%, with an average of 0.5%. Given the expectations of a population from 99%-100% African American, we would anticipate having approximately three Hispanic students (of 600 with full enrollment), which would entail ensuring that there was at least one staff member with an ESL endorsement to provide language supports as needed.

2.7b. Homelessness:

Demonstrate how you will provide support for the academic success and personal development of homeless students enrolled in the proposed school by addressing questions 1–6 below. Applicants must ensure that no member of the Salazar v. Edwards, 92 CH 5703 (Circuit Court, Cook County), class will be deprived of his/her rights under the Settlement Agreement. Additionally, partners must ensure that the proposed school does not interfere with the Board’s performance of its obligations under the Agreement. Because of detailed legal requirements for this section, we have moved our response to Appendix 15.

3.1 Targeted Communit(ies)

a. Boundaries/Profile

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

Seventy five percent of the seats will be reserved for students in the existing Dyett Boundary (see Appendix 16). We propose that 20% of the seats be for students living in a secondary attendance area bounded by 41st street on the north, 67th street on the south, the Dan Ryan expressway on the west and Lake Shore Drive on the east. Finally, we will reserve 5% of the seats for city-wide applicants. A fuller description of the neighborhood follows immediately below in Section 3.1b.

3.1b. Community Research

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

According to the Chicago Black Metropolis Convention & Tourism Council and world renowned Bronzeville historian Dr. Timuel Black, Bronzeville is one of the few communities in the United States considered part of the “Black Metropolis” and is ripe with the history of Black America—innovators, civil rights leaders, business giants, musicians, and intellectuals—and has served as a safe place for families evacuating the toxicity of the south. This community has given the world, or been home to, among others Gwendolyn Brooks, Dr. Margaret Burroughs and the DuSable Museum of Black History, Ida B. Wells Barnett, Jesse Jackson Jr., Harold Washington, Louis Armstrong, Minnie Riperton, Kirby Puckett, Sam Cooke, Dr. Daniel Hale Williams, and “Captain” Walter H. Dyett. Walter H. Dyett High School sits in Washington Park, which was developed as a part of the 1893 Columbian Exposition. Daniel Burnham designed Washington Park’s buildings, and Frederick Law Olmsted, a visionary landscape architect, designed the park land itself. It is bordered on the north by 51st Street, on the west by King Drive, on the east by Cottage Grove, and on the south by 61st Street. Key landmarks on the east are the University of Chicago campus, the DuSable Museum, and the U.S. Army Amory Reserve. On the southeast side of Washington Park is Lorado Taft’s sculpture “Fountain of Time.” On the south end of the Park are the remnants of horseback riding, and the riding path is still occasionally used. To the north is Provident Hospital, the new Provident hospital, part of the Cook County Hospital system, directly across from Dyett HS. Historically, Provident Hospital was important to the Black community because it was the Southside hospital where most Black doctors in Chicago worked. In addition, it was the first school of nursing for Black students. Old Provident was a place where Black Chicagoans could find quality health care.

Nestled within the north end of Washington Park is Dyett High School. Opened in 1972 as an elementary school, Dyett was a popular citywide middle school where students could be introduced to various trades, and from where many graduates went onto Dunbar, Chicago Vocational, and Simeon high schools (all trade schools). Dyett became a high school, beginning to admit freshmen in 1999. Within the school building are two student-maintained atriums. Adjacent to the school on the east is the Chicago Botanic Garden’s Washington Park Windy City Youth Farm. The park itself (part of the Chicago Park District) surrounds the school. The park has hundreds of trees maintained by the Park District and volunteer organizations such as Openlands and TreeKeepers that help supplement the tree planting and maintenance. The Washington Park Conservatory has taken a stewardship role in maintenance of the Park’s plants. This is the beautiful setting for Walter H. Dyett High School, an institution within the proud Bronzeville community.

But while the park is beautiful, like the history and culture of Bronzeville, the realities experienced by Bronzeville families are difficult. Though Bronzeville has deep wells of resilience in the face of adversity

and historic disinvestment, it has high rates of poverty, unemployment, lack of affordable housing, crime, incarceration, and other social ills. (We described this more fully in Section 2.2c so we do not repeat it here.) Furthermore, Bronzeville no longer has a plethora of open-enrollment, walk-to, public schools—in fact very few remain, and residents have expressed deep concern about the possibility of no open-enrollment high school. When the Chicago Board of Education voted in 2012 to begin the phase-out of Dyett HS, it spelled the death knell for the end of such a high school in the community. The Design Team believes it is important for the readers of this document to fully appreciate this historical context, as part of understanding our proposal.

Research Methodology. With respect to the source of our analyses, it is important to appreciate that this proposal builds on a six-year process of sustained engagement by over 2,000 Bronzeville residents, parents, teachers, students, administrators, other school staff, individuals who work in the community, education professionals, and others (some of whom from outside the community), contributing literally tens of thousands of volunteer hours. Our goal was to create together a *Sustainable Community School Village* concept for area schools, building on existing relationships and the shared experience of developing a common educational vision for the community. Through this ongoing process, and at every planning session, focus group, town hall gathering, and community meeting, we conducted discussions with parents and community members on what they wanted to see in the school to best reflect the dynamic and evolving nature of community development and the needs of families in the Bronzeville community. And we recognize that our school model will continually evolve to meet the needs of the community. These discussions and joint work inform this proposal at a foundational level.

3.1c. Community Assets/Needs

What are some of the existing assets within the targeted community? What do community members identify as educational and support needs in the community? What methods and sources did your design team use to identify existing assets and educational and support needs in the community?

The Design Team has used various different sources and methods to identify existing assets and educational and support needs and to engage the community. Beyond what we state in the immediately preceding paragraph (Section 3.1b), we have held no less than 80 stakeholder meetings since June 2009, engaging no fewer than 2000 neighborhood residents. We have over 1000 petition signatures in support of our plan for the school, as we have talked to feeder school parents and neighborhood residents many of whom were graduates of Dyett. We have had perhaps 750 residents mail postcards/letters of support to Mayor Rahm Emanuel, and we brought over 250 people in support of our Coalition to Revitalize Dyett HS, who attended a town hall meeting sponsored by Alderman Will Burns. We have engaged, learned from, and heeded, the community in a way that could be a model for the district.

In this proposal, we build upon the rich assets within the Bronzeville community. First, there are all the individuals we mention above (Section 3.1b) who have participated in the multi-year process to develop a village of sustainable community schools. This is a tremendous source of commitment, dedication, community wisdom, and practical experience in the life of school. Second, existing relationships and networks across LSCs of Dyett (direct and non-direct, past and present) feeder schools (Mollison, Reavis, Fuller, Robinson [K-3], Price [now closed], Burke, and others) represent shared experiences and neighborhood ties that strengthen this submission. Some of these LSCs have gone on record as supporting this proposal with (attached) letters of support.

Third, the partnerships in this proposal are intensive and deep. They are strong assets in (and outside) of Bronzeville. These include confirmed partnerships with the DuSable Museum of African American History, Chicago Botanic Garden, the Jazz Institute of Chicago, The Plant Chicago, Black Metropolis Convention and Tourism Council, Chicago Teachers Union Quest Center, Kenwood Oakland Community Organization, Teachers for Social Justice, and the Washington Park Advisory Council. These partners bring a diverse and respected set of skills and expertise to this effort. The Chicago Botanical Gardens and

The Plant Chicago are experts at green technology, aquaponics, and urban sustainable agriculture. The Chicago Teachers Union Quest Center, Teachers for Social Justice, and the UIC College of Education bring expertise in teacher preparation, curriculum development, teaching, leaning, assessment, and pedagogy. The Jazz Institute of Chicago brings their considerable expertise to aid us in developing an inspiring and rigorous music program. The Kenwood Oakland Community Organization brings deep knowledge in coalition building, youth leadership development, and community schools. The DuSable Museum and the Black Metropolis Convention and Tourism Council have considerable knowledge of Black history, the history of Bronzeville, and ways to integrate this history into students' curriculum. The Washington Park Advisory Council, the Kenwood Oakland Community Organization, and most of the other partners also have relationships and resources to support the development of student internships and colloquium. These partners will help enrich and advance the school's mission.

The education needs, as defined by Bronzeville community members, are that children need academically-challenging, culturally relevant education grounded in their community and culture, richly funded academic and non-academic programming, wrap-around supports (for social, emotional, creative/artistic, and physical development), extended-day programs (i.e., community schools), respectful relationships between adults and children (e.g., restorative justice programs), and genuine and meaningful ways for parents and community members to be full members of the whole school community. All of this is in the context of the deeply expressed need for open-enrollment, wonderful neighborhood schools, staffed by caring, competent, and well-prepared educational professionals who have the unambiguous goal of developing young people to play active roles in shaping their world (i.e., global leaders). The need for a public high school that takes every student in the area is only heightened by Kenwood's overcrowding—the only other open-enrollment, nearby public high school (Cholke, 2013a, 2013b). These needs, explicitly and repeatedly stated, form the backbone of the vision for the sustainable community schools model we speak of in this proposal.

The methods and sources the Design Team used to identify the assets and needs are the same as we explain above in Section 3.1b.

3.1d. Community Fit.

Based on the outreach and research that your design team has conducted, why does your team believe that the proposed school is a good fit for the targeted communit(ies)? How will the proposed school contribute to the existing assets in the targeted communit(ies) and meet educational and support needs? The Design Team believes that this proposal speaks directly to the needs as expressed by the Bronzeville community that we describe above in Section 3.1c. Every component of this proposal is an extension of the four-year effort to have a village of sustainable community schools. Principally, this proposal is for an open-enrollment neighborhood public school with a fully functioning LSC and fully-certified CTU teachers. This speaks directly to the expressed desire for opportunities for real community engagement (including power sharing with parents, students, and community members), as well as the desire for well-prepared (i.e., credentialed) professional teachers. The collaborative nature of both the development of this proposal and the vision of our school culture, as well as how we frame Dyett's relationship to the community, also respond to these concerns. That Bronzeville parents want their children to assume their place as actors on local, national, and international stages and contribute to bettering their society and planet is specifically addressed in the Dyett mission. And the voiced need by parents and community members that young people know who they are, love their community and themselves, and are deeply rooted in their histories and cultures is also reflected in the mission and vision of the proposal for a revitalized Dyett HS in so many ways—the focus on urban sustainable agriculture in the context of food production and distribution in Bronzeville; African American history and environmental science for all students; colloquia and internships in the community that start from self and home and gradually deepen over four years to encompass the whole world; and the deep connections to feeder schools, local school councils, neighborhood organizations and institutions, and the commitment to play a role in transforming

the world and creating the future. We believe that the proposal you hold speaks directly to the expressed needs and desires of the Bronzeville community because that community is its source and inspiration.

3.2 Parent and Community Engagement & Support a Plan to notify Parents/Community Members

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

To understand the level of parent, student and community engagement we have engaged in, it is important to establish this fact; the Coalition to Revitalize Dyett has worked on this plan since 2008, when the Local School Council at Dyett in partnership with the Kenwood Oakland Community Organization started the “School Alignment Process” to address the fact that Dyett HS had students from 39 different schools as a result of an expanded attendance boundary after Englewood High School was closed. As this work received more publicity in Bronzeville,—and after the Board of Education voted in 2012 to phase out Dyett HS by June 2015, we saw a need for a different set of skills to make the work tangible and the Coalition to Revitalize Dyett was born.

The Coalition to Revitalize Dyett has engaged thousands of parents, students, and neighborhood residents to both contribute and be informed about the plan for Dyett HS. Since 2009, the coalition has consistently met with parents and community residents about the vision for Dyett HS as the hub of a “Sustainable Community School Village.” We initially engaged local school council and parent advisory council members from Dyett, Reavis, Mollison, Price, Jackie Robinson, and Fuller Schools.

This committee met consistently and actually won the support of former CPS Board President Michael Scott two weeks before his unfortunate passing, and we were lauded by former Chief Education Officer Dr. Barbara Eason-Watkins as “informing the district” on an effective plan for vertical curriculum alignment between Dyett and its feeder schools. It is important to note, that during this period, the Dyett LSC, working with principal Jacqueline Lemon, led a renaissance at the school. In 2008 and 2009, Dyett had the largest increase of students going to college in CPS, and also changed the culture in the school, as evidenced by the largest decrease in arrests and suspensions. This engagement has never stopped.

We have hosted several well attended town hall meetings, from 2011-2015 where we have engaged over 2000 parents, students and community residents about Dyett HS (see Appendix 17 for a list of stakeholder meetings) As the plan has developed, the engagement has deepened. At our last town hall meeting on March 24, 2015, we presented the plan to residents and supporters and answered questions about curriculum, our vision of green technology and global leadership, and other aspects of the school. In addition, since the fall of 2014, we have done focused outreach at area feeder schools such as Mollison, Burke, Reavis and Fuller to inform parents about the vision for the school and gauge interest in sending their children. We have distributed over 2500 fliers at the feeder schools and received well over 1000 petition signatures in support of our proposal. Around 750 parents and Bronzeville residents mailed postcards to Mayor Rahm Emanuel in support of Walter Dyett Global Leadership and Green Technology High School. We engaged Dyett and Mollison students in “Listening Projects” to learn what they would like to see in their education experience. Additionally, we have notified area businesses about our pending proposal for the new Dyett (see Appendix 18).

3.2b. Feedback from Parents/Community members

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

members have for the proposed school? Which pieces of feedback did the design team incorporate into the proposal?

Parents, community members, teachers, and students worked for two years to develop the plan for the *Bronzeville Global Achievement Village* (BGAV) for Walter H. Dyett and five of its feeder schools (Mollison, Fuller, Reavis, Price, and Robinson). Building on the work of the BGAV, the diverse Design Team envisions a high school that will be grounded in the history of Bronzeville and thoroughly integrated with the local community. In late 2013 and early 2014, the Design Team held retreats with teachers, students, LSC members, educators, community members, and prominent leaders to synthesize early writings and proposals into a cohesive, comprehensive plan for a reinvigorated Bronzeville high school. Over the past 5 plus years, the coalition has engaged thousands of parents, students, and community members to get their input. Listed below is a summary of reaction and feedback to the schools programmatic design:

Reaction to Dyett HS Programmatic Design

Survey Question: A goal of the Walter H. Dyett Global Leadership and Green Technology High School is to be a school that is responsive to the wishes, interest, and values of parents, students, and community members. Can you share some thoughts, questions, comments, and concerns for us about the new Walter H. Dyett HS? What would you like it to be (or not be): what would you like it to do (or not do)?

- I love the layout of the leadership and science curriculum. I am thankful it includes the arts which continue the legacy of Walter H. Dyett and give our children another creative way to express themselves and expand their minds. This school needs to open and be replicated in communities nationally. It will truly prepare students for the challenges they/we will face in the future.
- I would like the Walter H. Dyett Global Leadership and Green Technology High School to also serve as a cultural hub where all ages can contribute their expertise and participate
- A center for the surrounding community to participate, learn and share their knowledge, time and talents with the school and each other. I would like the school - particularly the gym, pool and arts facilities to be open in the evenings and weekends. Dyett Recreation Center was once a community center. I want to see it revived as such.
- Open community school for every child in the community as well as others out of the neighborhood with equal resources as great school (selective enrollment) that can meet each individual need of our children and life situations in our society!
- Must be a district-run, open enrollment, neighborhood public high school. (Not contract, not charter, no enrollment criteria other than address). Clear articulation of curriculum with feeder elementary schools. Restorative justice practices which focus on keeping students in school. Strong collaboration between administration, PPLC, PAC and in general between students, parents, teachers, staff, admin. and community. Excellent facilities prioritized for use by Dyett H.S. students and then made available to community - for example: extended and weekend hours at gym and pool for the public.
- An open enrollment Chicago Public School is what is needed. A school that is a beacon of success and community involvement that is connected to feeder schools with full accountability to the parents, students and community
- Connect with community organizations to lead efforts around the Southside of Chicago

The design team has included all of these elements into the proposal.

The Local School Councils of two of the Walter H. Dyett feeder schools (Mollison and Fuller Elementary Schools) have expressed great interest in partnering with Dyett HS, not only in sending their graduating eighth-grade students (see above section on “Student Recruitment”) but also in terms of aligning curricula, shared expectations, and wraparound supports across grade levels. Our orientation is to increase cross-grade coherence of curricula, to avoid curricular repetition, and to support students in transitioning from elementary to high school. Research suggests that these structures support student learning (Skrla, Scheurich, & Johnson, 2000). Beyond curriculum, there is also evidence that cohering and coordinating student supports and expectations from elementary to high school also helps students move up to secondary education (Project GRAD, 2008). For these reasons, and as a way to build on the “village” concept of the BGAV, we have initiated conversations for curricular and support alignment with not only Mollison and Fuller, but also parents, LSCs, and school staff of other feeder schools—Burke, Reavis, Woodson, Doolittle and Robinson.

3.2c. Parent Support

Please provide evidence that parents of age-eligible children would consider sending their children to the proposed school in the fall of 2016.

Since 2007 parents, students and community members have expressed the need for a quality neighborhood high school that address the disinvestment in and around our community. Walter H. Dyett has historically been the foundation of the Bronzeville and Washington Park community. Parents are expressing they want their children to attend Dyett HS as they did. We have over 1000 signatures from Reavis, Fuller, Mollison and Burke Elementary parents. These parents have also mailed postcards in support of the plan to the Mayor’s office and attended community forums about revitalizing Walter H. Dyett Global Leadership and Green Technology High School. Parents have also expressed that whether or not the students can be admitted to selective enrolled or magnet high schools they should have access to a district-run, excellent-quality high school in their own neighborhood. Parents were excited about the idea of feeder schools working closely with the hub high school and the local school councils at these schools engaging in professional development together. We currently have approximately 100 letters of intent from 7th grade students’ families to enroll in the new Dyett HS in 2016 (see Appendix 18a).

3.2d. Key Community Partnerships

Discuss specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school. Explain how such partnerships will further the mission and vision of the school, and who will be responsible for managing and cultivating these partnerships.

As outlined in Section 2.2d, partnerships, internships, and colloquia are key components in our sustainable community school model. Students will have multiple opportunities during their high school education in colloquia and extended-day opportunities to engage in project based learning in their chosen area of interest. Each of our partners has committed to provide either on-site or offsite internships that will be co-facilitated by the resource coordinator and the student’s colloquium advisor. One example of this partnership is the Jazz Institute of Chicago Jazz Links/Jazz Masters Residency program. The Jazz Institute has agreed to partner with the Coalition to provide in-kind on-site program for the students of Dyett HS, beginning with the freshman class in the fall of 2016. See Appendix 19 for a sample curriculum for this partnership.

4.1 Design Team Capacity

List the members of the design team filing this proposal.

Design team members, affiliations, and contributions are in Appendix 20.

4.2 School Governance and Oversight

a. School Type

Briefly explain the rationale for applying to operate your school as a contract or District school model.

This proposal is for a District public school. This is because this proposal emerges from a four-year effort to create a “village” of sustainable community schools (see Section 3.1). Parents, community members, teachers, students, and administrators together have collaboratively created the vision and created this proposal. Logically, it follows that a fully functioning LSC is essential. This speaks directly to the expressed desire for opportunities for real community engagement (including actual power sharing with LSC and parents, students, teachers, and community members).

4.2b. Internal School Organizational Chart

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

The two organizational charts included in Appendix 21 and 22 illustrate the mutual responsibilities for decision making, oversight and mission fulfillment we envision for the entire school community as well as a clear lines of authority and a reporting and responsibility structure for school-based employees.

The student-centered organizational chart reflects our vision-centered and collaborative approach to school organization and management. It nests students inside of intricate networks of school-based and broader community support and indicates how school and community participants are organized to contribute to the fulfillment of the school mission and vision. Community members, parents, teachers, support staff, and students collaborate in various ways, and all are responsible for creating the school climate, culture, and curriculum. We believe that this less-hierarchical structure will tap the initiative and creativity of the whole school community and will contribute to developing a democratic space where students can become full participants in and leaders of their community and wider world.

While Dyett HS will be a democratic, student-centered, community-oriented space, we also recognize the need for clear lines of authority, responsibilities and reporting structures. The Organizational Reporting & Responsibility Structure, which is also included in the Appendix 22, clarifies how school-based personnel and their responsibilities will be organized within Dyett HS In short, The Principal will be supported, supervised, and evaluated by both the Local School Council and the CPS Network Chief and will in turn manage the Assistant Principal, Clerk I, Librarian, Resource Coordinator, and Youth Intervention Specialist as well as oversee facilities, colloquia development, work within the English, History, and World Language departments, and coordinate and develop the ILT and student and parent councils. The Assistant Principal manages the Post-Secondary Team and work within the Music, Art, Science, Math, Physical Education and Special Education departments, oversees assessment, and develops grade level leader capacity. The Clerk I supports the Principal in the management of facilities, accounting, payroll, etc. The Librarian manages and supports teacher and student use of technology. The Resource Coordinator, who also serves as athletic director, manages community school programming and athletics, as well as the Community Relations Representative who works to cultivate new and existing community partnerships. Finally, the Youth Intervention Specialist manages the team of security officers as well as the workstreams related to restorative discipline and attendance.

4.2c. School Governance and Oversight

Provide a comprehensive description of the proposed school’s governance and oversight structure.

As a District school, Dyett will report to the Board of Education and have a Local School Council. The design team understands that because Dyett will be a new District school, the LSC will be advisory for the first two years or until our student enrollment reaches 300 (50% of the total projected enrollment), whichever occurs last.

Once the school opens, the LSC will be advisory for the first two years, but will be fully participatory in the entire school community’s ongoing evaluative processes of self-study and reflective practice. However, we also believe that while such an LSC is necessary, it is not sufficient. Thus, in

addition, we envision other parents, students, teachers, and staff as playing important roles in school governance. Governance committees will receive professional development in school management, so they can be involved in the hiring of the staff beyond the role of the LSC, participate in interviews, review curriculum vita, and make recommendations to the LSC. We plan to have a parent leadership team that works with other parents to have a real voice in what happens in the school, beyond the formal. We also plan to have a student council that would work with teachers and administration to help plan curriculum (suggesting units of study), propose/evaluate school policies, plan student activities, participate in designing the restorative justice and peer jury programs, and help evaluate the school. As appropriate, and with respect to contractual agreements, students should be involved in evaluating teachers, administrators, and academic staff (e.g., through completing anonymous evaluation surveys). Section 2.3 provides details of how we will use data to inform our decision making.

4.2d School Governance Structure (Contract School Only)

Because we are applying as a District school, this section is left intentionally blank.

4.2e Transition Plan

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

Through the proposal writing process, the design team has worked to synthesize the multi-year effort of hundreds of parents and community members to revitalize Dyett. During the incubation year, members of the design team and school community, led by the principal and project coordinator, will collaboratively implement all actions listed in the operations start-up plan in Section 4.5.

The design team will play a more active role during the fall semester and, as the incubation year progresses, will gradually release full responsibility to the principal, school team, and LSC. Through the collaborative completion of these start-up activities, the design team and principal will ensure that the school's founding staff and LSC are fully knowledgeable of and prepared to enact the community's vision for Dyett H.S. as the school grows to scale.

4.2f. School Level Committees

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

Besides an Local School Council and a Parent Advisory Council, we will have several other committees. This includes:

1. Parent Safety Committee (parents concerned with safety issues in and out of school and will collaborate with other staff doing restorative justice work);
2. Student Council (students from each grade working together on issues they define);
3. Budget and School Needs committee (assess school needs and survey teachers to help LSC understand and budget for the needs of the school);
4. Friends of Dyett (external partners and friends, with some school community members also, to raise money for the school);
5. Parent Council (3 parents from each school year working together on issues they define);
6. Student and Parent Activity committee (six of each to jointly plan school activities, cultural events, trips, and more);
7. Parent Support committee (for parents to support and advocate for each other, and to share information about resources and opportunities)

8. Initial Staff Hiring Committee (other HS parents, parents who might send their child to Dyett, a Sojo parent—4 parents total)
9. Hiring Committee (4 parents and 4 students to be on teachers/administrator/academic staff hiring committees)
10. Teaching and Learning Committee (parents, students, teachers working together to reflect and analyze teaching and learning, plan and recommend curriculum, and discuss pedagogy and assessment).

Several of these committees could also have committed community members, and no doubt other committees will emerge as the need and school develops.

These committees are accountable to the whole school community and will share what they do and learn with the LSC, with whom they work to strengthen the whole school. These are volunteer positions and strengthen the connection of Dyett to its families and communities by creating space for many members of the school community to contribute to the school.

4.3 Leadership

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

The Coalition to Revitalize Walter H. Dyett High School has identified Mr. Duane Turner to serve as the founding principal for Dyett HS. Mr. Turner is extremely well qualified to lead our school because over the past 20 years, we have worked with him as a community parent, teacher, and administrator. He has consistently demonstrated a strong sense of capacity to lead the educational process for our children, the commitment to working in the community in order to improve the quality of life and the compassion to meet people where they are and work with them to elevate their performance. Mr. Turner was an innovative teacher at Canter Middle School, where he pioneered the highly successful Sankofa African-Centered Instructional Program which engaged middle school aged children in gender-specific, African-centered instruction that promoted self-awareness, student leadership development in a culture of high expectations. This initiative engaged students as global citizens and inspired children to understand that they are connected to an international African diaspora. Mr. Turner is deeply respected by teachers and administrators as both a peer and an instructional leader for his knowledge, leadership and humility. He is great at working with people because he respects people. He has demonstrated the values that we want in a principal. This proud community needs a strong instructional leader who is a visionary; Mr. Turner has demonstrated vision and high expectations for our children. We believe that Dyett, as the hub of a Sustainable Community School Village, needs an educator who is community-based; who knows the families, shops in the same stores, attends community meetings and sends their own children to the schools they lead. Mr. Duane Turner not only meets, he exceeds these expectations. We want Mr. Duane Turner to be the founding principal of Dyett HS.

The Coalition to Revitalize Dyett High School will transform into a broad aggregation of intimately involved and closely aligned partners in leadership for Walter H. Dyett High School. We plan to have a vibrant advisory Local School Council for the first two years, as a regular CPS neighborhood school, with all the powers and responsibilities as defined by Illinois State law: planning and evaluating school improvement, creating/monitoring school budgets, and evaluating and selecting the principal. In addition, we envision other parents, students, teachers, staff as well as the design team members playing important roles in school leadership, direction, and governance. All would be involved in the hiring of the principal beyond the role of the CEO and advisory LSC, by participating in interviews, reviewing resumes, and making recommendations to the CEO. The community partners would be closely connected with decision making regarding the nature of the colloquia, the curriculum, and the culture of the school. Coalition partners, the parents, students, and LSC would join the principal of Dyett HS in actively implementing,

managing and creating a school imbued with the principles of restorative justice, global leadership and green technology.

See Appendix 23, 24, and 25, respectively, for principal selection criteria, principal job description, and resume of selected principal.

4.4 Staffing Plans

a. Staffing Model

Describe the school’s staffing needs from start-up through year five. Identify the adult- to-student ratio in the proposed school, and include the number of students, teachers and aides per classroom. Provide the number and type of all academic and non-academic positions in the proposed school.

The staffing plan is designed so that all Dyett HS students have access to a full range of meaningful, mission-aligned coursework in all four years of high school. In the first year of operation, the school will be staffed by nine teachers—two English, one science, one math, one social studies, one music, one physical education, one special education, one librarian—which will enable students to engage in all required coursework plus two elective courses, a community-based colloquium, and the ninth grade seminar. Additionally, nine support staff—one special education teacher assistant to support students with IEPs, one clerk who will provide the principal with operational support, three security officers to maintain a safe environment, one technology coordinator to support staff and student technology needs, one counselor who will provide additional social and emotional supports, one youth intervention specialist who will lead the implementation of the restorative discipline model, and one community relations representative who will support parent engagement and cultivate partnerships and secure additional community resources to support our vision. We will develop teacher and student schedules to keep class sizes as small and even as possible, but always under 30 students per classroom. We will also use student IEPs to ensure that special education co-teachers and special education classroom assistants are scheduled such that they meet the needs of all students who require their support. In the second through fifth years of operation, we will meet the needs of our growing student population by expanding the teaching and support staff as outlined on the table below. We will make specific decisions about the exact nature of each additional position based upon the a thorough assessment of the needs of the school community and the budgetary and programmatic constraints each year.

Year	Grades	#Students	#Teachers (including special education and library)	Administration	Support Staff (includes counselors, clerks, security)	Adult-to- Student Ratio
FY 2016	Incubation	0	0	1	0	N/A
FY 2017	9th	151	9	2	9	151:20 8:1
FY 2018	9,10	302	17	2	13	302:30 10:1
FY 2019	9,10,11	453	25	2	15	453:42 11:1
FY	9 - 12	604	32	2	16	604:50

2020						12:1
FY 2021	9-12	604	32	2	16	604:50 12:1

4.4b. Leadership Team beyond the Principal

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

Because Dyett H.S. will be a community school, its leadership will extend well beyond the principal to include parents, students, and community members in addition to other school staff members. The community-based leadership teams, such as the parent and student groups described in the School Level Committees section, will be uniquely qualified to support the Dyett H.S. mission and vision in that they alone can share the deep funds of knowledge and experiences in the Bronzeville community with school-based team.

In terms of formal school-based leadership beyond the principal, Dyett HS will have an assistant principal who together with parent-leaders, student-leaders, and teacher-leaders will form an ILT. The ILT will be a learning community of leaders who will exemplify and model data-informed, reflective practices for the entire school community. Teacher members of the ILT will be selected based upon exceptional, vision-aligned classroom performance and profound commitment to both the school community and their own continuous improvement, especially in the areas of teaching and leadership. Similarly, student and parent ILT members will be selected on the basis of their deep knowledge of and passion for the school community and a willingness to participate in individual and collective reflective practice. The entire ILT will evaluate the school’s and its own performance regularly throughout the school year in ways that are consistent with our continuous and collective school improvement approach.

Like the principal, the assistant principal will be a true instructional leader who embraces a distributed leadership model that allows every member of the school community to play a full role in its ongoing development. The assistant principal will be selected by the principal, members of the design team, and members of the community and will need to exemplify and be able to demonstrate the same values as the principal, namely: Self Discipline, Community Ownership, Cross Cultural Respect, Efficacy, Accountability, Empowerment, Flexibility, Collaboration, Transparency, Life Long Learning, Innovation, Leadership Development, Democracy, and Teamwork. We aim to select the assistant principal during the first semester of the incubation year so that he/she may be involved, to the extent possible, in all key decision making during the spring of incubation year and be fully staffed by July 1, 2016.

4.4c. Recruitment of Teaching Staff

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

The recruitment and selection of teachers will be a high priority for the principal and the hiring team (will include parents, community members, and former students selected by the principal) during the incubation year and will begin immediately to ensure time to develop deep candidate pools and to secure exceptionally talented and committed individuals to teach at Dyett HS. Teacher recruitment will be conducted through the Chicago Public Schools Talent Office, the Chicago Teachers Union, the Chicago

Teachers Center (NEIU), area universities, Teachers for Social Justice, and teacher listservs, websites, and job fairs. Our criteria for teachers were developed by parents in the Bronzeville community, who will participate alongside the principal, and ideally students, in teacher selection. Specifically, teachers will be selected based on the criteria here:

- Knowledge of green technology and environmental, social, and economic justice issues;
- Demonstrated and measurable expertise in subject areas;
- Experience, specifically having worked with urban youth of color, particularly African American youth;
- Compassion and self-awareness;
- Commitment to the Bronzeville community;
- Commitment to grassroots democracy;
- Open-mindedness and willingness to consider alternative ideas;
- Responsibility and willingness to accept consequences of one’s actions; and
- Wholeheartedness and willingness to embrace all students and learning styles.

As members of the Dyett HS team are hired, they too will have the opportunity to play a role in the teacher recruitment and selection processes, which we believe will contribute to the development of an even more sustainable, committed, and collaborative teaching staff.

4.5a Operations Start-up Plan

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

The chart that follows indicates the operational activities our team will undertake and their associated timeline throughout the incubation year and into our first year with students:

Activity/Task	Point Person	Timeline: Start Date	Timeline: Completion Date
Refine criteria for teacher/staff candidates, recruit and interview teacher and assistant principal candidates	Principal with support from Design Team	September 2015	November 2015
Recruit new students through participation in high school fairs and community events	Principal with support from community	September 2015	Ongoing through opening
Recruit candidates for Local School Council to run in Spring 2016 elections	Principal, Design Team, Community	September 2015	February/March 2016 (nomination deadline not yet set)
Finalize curriculum/class offerings, schedule	Principal, Design Team, Community	October 2015	December 2015
Plan partnership activities with school partners and recruit additional partners	Principal, Design Team, Community	September 2015	Ongoing through opening
Develop the Continuous Improvement Work Plan	Principal, Design Team, Community	September 2015	Ongoing through opening

Engage in CPS budgeting process	Principal, Design Team, Community	January 2016	May 2016
Select assistant principal from among final candidates	Principal, Design Team, Community	December 2015	January 2016
Select teachers from among final candidates	Principal, AP, Design Team, Community	January 2016	April/May 2016
Recruit, interview and select support staff (security officers, youth intervention specialist, community relations representative)	Principal, AP, Design Team, Community, Teachers	February 2016	May 2016
Develop and enact specific school policies and structures for student and family involvement	Principal, AP, Design Team, Community, Staff	January 2016	Ongoing through opening
Develop community-based internships (colloquia)	Principal, AP, Design Team, Community	February 2016	Ongoing through opening (offerings finalized by July 2016)
Design professional development plans	Principal, AP, Design Team, Community	January 2016	June 2016
Develop curriculum in line with school theme in all subject areas	Principal, AP, Design Team, Community, Teachers	February 2016	Ongoing through opening
Coordinate with Chicago Botanic Garden the school-community garden	Principal, AP, Community, Staff	January 2016	Ongoing through opening
Engage in Local School Council election process and subsequent training	Principal, Community	January 2016	Ongoing through opening
Develop and plan detailed curriculum in all subject areas in line with the school theme	Principal, AP Design Team, Community, Teachers	March 2016	Ongoing through opening
Finalize staffing and student scheduling	Principal, AP	June 2016	August 2016
Hold intensive professional development (UIC Collaborative for Equity and Justice in Education, Teachers for Social Justice)	Principal, AP, Community, Staff, Partners	June 2016	August 2016

Further develop school-community garden	Principal, AP, Community, Staff	May 2016	Ongoing through opening
Plan and conduct orientation for new students	Principal, AP, Community, Staff, LSC	May 2016 (Plan)	August 2016 (Conduct)
Take other necessary start-up actions as determined by entire school community	Principal, LSC, Design Team, Staff	As needed	Ongoing through opening

4.5b. Operations Plan after School Opening

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

As a District school, we anticipate that all of the services listed above will be secured and coordinated through Chicago Public Schools in accordance with current district policies and procedures. The principal will confirm the provision of each of these critical services during the incubation year and will, in collaboration with the design team and other members of the school community, hire a school clerk and an assistant principal to support him in the supervision of these operational functions leading up to and after the school opens.

Service	Planned Provider or Provider Type	School Staff Member Responsible	Timeline for Securing Service	Estimated Costs
Accounting & Bookkeeping	CPS/BSC	Clerk	Spring 2016	\$0 (Clerk I provided by CPS)
Auditing	CPS	Clerk/Principal	Spring 2016	\$0 (Clerk I provided by CPS)
Custodial/Maintenance	CPS/Aramark	Principal/Assistant Principal	Fall 2015	\$0 (Maintenance provided by CPS)
Food Service	CPS/Aramark	Principal/Assistant Principal	Fall 2015	\$0 (Food Service provided by CPS)
Healthcare	CPS	Clerk/Principal	Fall 2015	\$162,608 (FY16 + FY17 health costs from budget)
Insurance	CPS	Clerk/Principal	Fall 2016	\$218,810 (FY16 + FY17 non-health benefits costs from budget)
Payroll	CPS	Clerk/Principal	Spring 2016	\$0 (Clerk I provided by

				CPS)
Security	CPS	Principal/Assistant Principal	Spring 2016	\$0 (3 security officers provided by CPS)
Transportation	CPS/ODLSS	Principal/Assistant Principal	Spring/Summer 2016 (ongoing)	\$0 (Transportation provided by CPS)

5.1 Financial Forms and Narrative

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

Dyett High School budget reflects the vision and mission of the proposed school, as well as the scope and sequence of its curricular offerings.

The proposed budget incorporates four years of English using SpringBoard internet compatible curriculum, three years of Mathematics using IMP2 internet compatible curriculum, three years of Science using Open Source Ck12 Life Sciences internet compatible curriculum, three years of Social Science using Mini DBQ, Democracy in Action and Mikva curriculum, and four years of Fine Arts/Music curriculum using open source and teacher selected materials.

Our budgetary rationale is based on the following:

- The communities desire to offer a strong creative arts program to honor the contributions of namesake school.
- The offering of four years of English along with a writing workshop elective each of those years reflects our mission of developing community scholars.
- Environmental Science was offered instead of Physics due to our focus on green technology and sustainable environmental practices.

Chromebook technology was selected to provide hands on daily use of technology for each student providing the opportunity to hone students’ state of the computer skills. English, Science, Math curriculums all will be fully integrated for Chromebook use. This allows students to realize the school’s mission to have a student-centered community school with a culture of high expectations including green technology

Chromebooks were also selected because they are completely capable of being used to administer the PARCC test.

Calculations used in the schools budget for staff positions were completed using three-year averages of several recently opened district run open enrollment high schools.

Using the same database per pupil costs for materials, equipment, and supplies commodities were calculated and used as a basis for inclusion in our budget. Finally actual per pupil quotes for technology and curriculum were secured and used for those budgetary items,

In all cases the desire to create a truly student centered community based responsive high school guided the creation of this budget. This spending plan apportions our resources through its partnership among teachers, administrators, parents, and community residents, to provide every student an exceptional education that prepares them for college and careers, with an emphasis on leadership development, green technology, and the arts.

5b. Financial Forms

See separate Appendix for financial forms.

6. Facilities

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

Section 6: Facilities

6.1a Space Requirements

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

Walter H. Dyett Global Leadership and Green Technology High School space requirements include classroom, administrative, assembly, outdoor classroom and recreation, and physical education space in both the main and annex building that houses the gymnasium and natatorium. Additionally, our plan requires space for staff, students, parents, and the community at large as part of our sustainable community schools model. Appendix 26 details our space requirements through FY 2020, and Appendix 27 contains the Dyett HS floor plan.