



DYETT GLOBAL LEADERSHIP AND GREEN TECHNOLOGY COMMUNITY HIGH SCHOOL

A proposal submitted by the Coalition to Revitalize Dyett High School



EXECUTIVE SUMMARY

This historic institution—Walter H. Dyett High School—named after the famous DuSable and Phillips High School bandleader who taught musicians from Nat “King” Cole to Dinah Washington, sits in leafy Washington Park in Chicago’s historic Southside African American Bronzeville neighborhood. Originally opened in 1972 as a middle school, the Board of Education changed it into a high school in 1999 when it made nearby King High School into a selective-enrollment school.

The Dyett school community has worked tirelessly to enrich students’ education and improve Dyett. From lobbying for a functional school library—none existed when it became a high school—to obtaining building improvements, to having restorative justice and post-secondary programs hailed as models in 2008 by then-CPS CEO Arne Duncan and former Mayor Daley, the Dyett school community and LSC have achieved notable successes. These include a 2008 41% increase in college attendance and the largest decrease in arrests and suspensions in the district. A community collaboration between the school and the Chicago Botanic Garden created the Dyett-Washington Park Green Youth Farm (2009) that provides youth summer employment, after-school programs, and a community garden—with organic vegetables that feed people in Bronzeville and nearby Hyde Park.

In 2010, area parents, teachers, students, and community residents, along with an historic local community organization (Kenwood Oakland Community Organization) and allied education professionals, began developing the *Bronzeville Global Achievers Village* (BGAV) plan. The goal was to transform Dyett and five feeder schools, to have a “village” of six schools with vertically aligned K-12 curricula and support services. Over two years and dozens of meetings, the plan matured and took shape. However, in February 2012 the Board of Education voted to close one of the six schools (Price Elementary), turn around another (Fuller Elementary), and began the phase out of Dyett—to close in June 2015. This altered the community plan for the BGAV.

However, Bronzeville residents were unwilling to accept the lack of an open-enrollment public high school. So, while the Global Village plan may be temporarily on hold, in 2012, residents, LSC members, teachers, students, and parents came together to form a Design Team to revitalize Dyett and present a proposal to the Board of Education for a rejuvenated school. The “new” Dyett would be a school focused on preparing its students for global leadership and to be knowledgeable about green technologies in all their varieties. The product of that work is the proposal you hold in your hands.

Building on the work done to create the BGAV plan, the Dyett 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 Walter H. Dyett High School 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 High School 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.

The new Dyett will accept approximately 150 ninth-grade students to begin in August 2014. Each subsequent year, we will accept another 150 ninth graders until we have a full roster of approximately 600 students in the school, in the 2017-18 academic year.

Name

The Dyett Global Leadership and Green Technology Community High School (hereafter, “Dyett”).

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.

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.

Community Description

Bronzeville, one of the few communities in the United States considered part of the “Black Metropolis” is ripe with the history of Black America; innovators, civil rights leaders, business giants, musicians and served as a safe place for families evacuating the toxicity of the south. This community has given the world Gwendolyn Brooks, Dr. Margaret Burroughs and the DuSable Museum of Black History, Ida B. Wells Barnett, Jesse Jackson Jr., Harold Washington, Kirby Puckett, Sam Cooke and Dr. Daniel Hale Williams. 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 Olmstead, a visionary landscape architect, designed

the land of what is known as Washington Park. 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 landmark 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." Formerly, on the south end of the Park are the remnants of horseback riding. The horseback riding path is still used, occasionally. To the north is Provident Hospital, the new Provident hospital, part of the Cook County Hospital system. Historically, Provident Hospital is important to the African American community due to its origin of the hospital on the south side in which most of the African American doctors were affiliated. In addition, it was the (first) school of nursing for African American students. Old Provident was a place where African Americans could find quality healthcare.



Bronzeville Art Under the El

Nestled within the north end of Washington Park is Dyett High School. Within the school building are two atriums, which are maintained by the students. Adjacent to the school on the east is the Chicago Botanic Garden's Washington Park Green Youth Farm. The area surrounding the school is the Park itself. Washington Park is part of the Chicago Park District system. The Park has hundreds of trees, which are maintained by the Park District, and volunteer organizations such as Openlands and TreeKeepers help supplement the planting and maintenance of trees in Washington Park. The Washington Park Conservancy has taken a stewardship role in maintenance of the Park's plants. This is the beautiful setting for Dyett High School.

The Need for Dyett High School

If the phase out of Dyett were to go through, after the class of 2015 graduates, there would be no open-enrollment neighborhood high school in Bronzeville that accepts *every* student in its attendance area. Needless to say, the Bronzeville community, like all Chicago communities, needs such institutions, and community residents have expressed deep concern about the possibility of no open-enrollment high school. The rhetoric of “choice,” however one interprets it, demands that the one choice parents want, regardless of any other, is a wonderful school in their neighborhood that any of their children can attend. If Dyett is no more, then “choice” is meaningless to Bronzeville families.

Furthermore, the options available to Bronzeville students are limited, by both geography and other circumstances. Phillips Academy, turned over and now under the jurisdiction of the Academy of Urban School Leadership, does not even sit in its own attendance boundary ^[3]—leading observers to question the meaning within Chicago Public School parlance of “attendance boundary.” In fact, Phillip’s attendance boundary is identical to Dyett’s attendance boundary ^[4]—which, in contrast to Phillips, nestles comfortably within its own school geographical limits (see Figure 1).

Furthermore, the nearest neighborhood, open-enrollment school is Kenwood Academy, long known for academic excellence and for drawing students from Hyde Park who typically are more affluent—67.6% of Kenwood’s students who took the 2013 PSAE were low-income versus 91.3% of Dyett’s students, as reported in their Illinois State Report Cards. But soon, Kenwood may not accept all students who want to attend because it is overcrowded. In June 2013, Kenwood Principal Gregory Jones was quoted in the media as saying that 1,869 students had registered for a building whose capacity is 1,646, an over enrollment of 13.5%. ^[5] He also was quoted as saying that the building best fits 1,500 students. ^[6] He was reported saying that Kenwood might have to start turning away students due to overcrowding. A revitalized Dyett High School, based on developing global leadership and green technology proficiency, is a solution for an overcrowded Kenwood.

Thus three reasons—one, *overcrowding* at the nearest open-enrollment high school, two, *geography*, where the school that CPS has slated to take over students from Dyett’s catchment area does not even sit in its own attendance boundaries, and three, the rhetoric of *choice*, whereby students in Bronzeville are denied the basic and fundamental choice all parents want—suggest the real need for an open-enrollment, access-to-all neighborhood public school in Bronzeville: the Dyett School for Global Leadership and Green Technology.

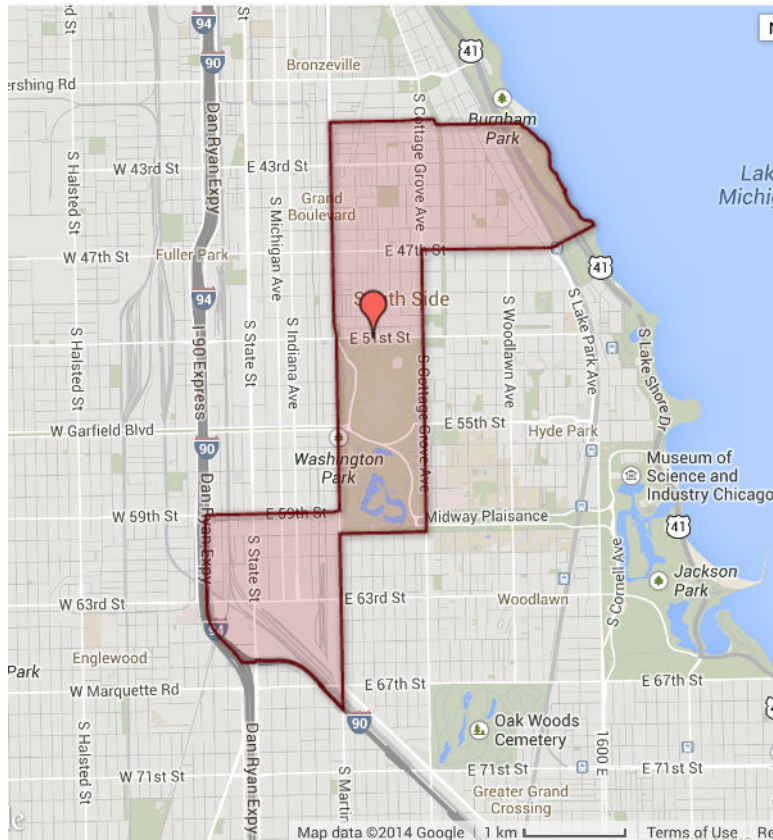


Figure 1—Dyett High School and Its Attendance Boundary

Global Leadership and Green Technology

The goal of global leadership, as we understand it, is to develop young people who can become leaders in their school, community, city, nation, and world. We see this as a fundamental responsibility of the new Dyett High School. This includes that students become deep and perceptive thinkers who understand reality in a complex way, and who are not just influenced by their larger society, but who also understand the interrelationships of society and culture and are able to shape it in ways that help transform their world. Examples of this include the participation of Dyett High School students in working to pass State of Illinois youth employment legislation; their sustained involvement was central in the State legislature’s passage of Public Act 1225 “The Community Youth Employment Act” that resulted in over 8,500 summer jobs for Illinois youth. We also offer the example in which Dyett High School students influenced and helped persuade the Department of Education at the federal level to adopt an additional, community-centered, school-transformation model for struggling schools. Working with a local community based organization, Dyett students have advocated for more investment in quality of life areas throughout the United States, as well as in Cape Town, South Africa.

We want Dyett students to understand the interconnections of local, national, and international issues, and governmental and social structures, as these relate to students’ lives and their communities. We see the

importance of youth understanding the interrelationship of the “global” and the “local” in which they grasp the meaning of civics and civil society at multiple levels, and develop into “world citizens.” This is the soul of what we mean by global leadership.

Green technology, in our view, speaks to the connection between agricultural sciences, clean technologies such as solar and wind power, and their relation to community development. We want to develop students who are practical explorers and creators and who will utilize natural resources as a tool to improve the living conditions in their community. This is our vision for Dyett Global Leadership and Green Technology High School. In that spirit, we ask that our students love themselves and their communities and: ^[2]

- develop as “community-centered scholars” who use their brilliance as a resource to improve their neighborhoods in the 21st century and are aware of the world and have a sense of their own role as world citizens;
- develop as deep, perceptive thinkers and problem solvers;
- respect and value self-determination and diversity;
- have a critical understanding of how the world works economically, politically, socially, culturally, technologically, and environmentally;
- are sensitive to, and willing to advocate for, the human rights of all inhabitants—as well as the rights of nature and of all life—on the planet;
- are willing to act and are capable of helping to make the world a more sustainable and just place.

Dyett as a Community School

Dyett Global Leadership and Green Technology High School will be a community school. In our view, a community school serves as a hub, or center of inspiration for the school community (students, parents, neighborhood residents). As a community school, we will hire a full time resource coordinator and operate from 3pm-7pm Monday-Friday, with a Saturday schedule TBD. Community school programming should focus on providing academic, social and life/leadership development programming for the school community. One of our goals is to create a culture where the school truly becomes a community institution, meeting one or more of the basic needs of the people. We have experience in developing community schools and have local and national relationships to aid with the planning and implementation. We will take the following steps in establishing Dyett as a community school.

1. Develop a resource committee, made up of members of the Coalition to Revitalize Dyett who will provide insight, recommendations, resources and other supports to this effort. A member of this committee will report to the LSC at each meeting.

2. We will identify funding sources for the community school working with the Coalition for Community Schools, as well as some national partners.
3. We will conduct a search for a resource coordinator. The resource coordinator must have significant program development experience, be effective at building coalitions and budget management. Our resource coordinator must have an effective grasp on the Bronzeville community, its' resources, strengths and challenges.
4. We will conduct a needs assessment with the school community, which will shape the programs and activities offered at Dyett.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

a. Theory of Instruction

Dyett is committed to offering a demanding and 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 also foster perseverance in addressing real problems impacting their lives, community, and world using their own multiple abilities. 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 the work towards a more just and equitable society.

b. Assessment within an Inquiry Framework

The Dyett perspective on teaching and learning includes assessment. In an inquiry-based framework, the principal purpose of assessment is to improve student learning. Grades, test scores, and program evaluation are all real factors in our current context and therefore important, but their presence should not detract from or interfere with student learning. Assessment, in our framework, does not rely on multiple-choice tests, single-right answers, and true-false answers on questions that have meaning only within a 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, Wehledge, & Secada, 1995, p. 5). Furthermore, assessment in our view 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 not trivial, and many teachers, given the current

high-stakes nature of testing, are used to equating this testing with assessing real learning. Therefore, we will specifically address this in our plans for teachers' professional development and growth.

c. Proposed School Curriculum by Subject

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.

Green Technology

While the focus on green technology will be strongest in the science department as a unifying theme, we will also integrated it into all subjects and the overall school culture. English courses will use articles and non-fiction texts along with literature that relates to sustainability, and the positive and negative effects that technology has had in our society. For example, students could read and deconstruct the United Nations Framework Convention on Climate Change to understand how governmental and non-governmental agencies and bodies

develop position papers on crucial topical issues. Creative writing can focus on utopian and dystopian visions of the future with an eye to integrating green technology ideas. Math courses will apply the mathematics they are studying to real-world green technology examples, for example, by studying functions and graphs of carbon dioxide in the atmosphere over time and CO₂'s relationship to climate change and alternative (green) energy technologies (Kingan, 2013). Social Studies will focus on some of the ecological factors that are often overlooked when studying human events in history – for example the effect of resource depletion on colonialism. World Studies can explore the concept of sustainability as it applies through history, across societies and cultures. Art and music classes can use ecology and green technology as subject matter and do projects that take place in or reflect the school's urban farm. Physical education teachers can focus on the health effects of green technology from walking and cycling to balanced nutrition and organic agriculture.

Green technology in the Dyett context includes agriculture and agricultural sciences—but with foci on three key ideas: *organic*, *sustainable*, and *urban*. There is a high school for agriculture sciences in Chicago, but it does not accentuate these specific emphases. Our school, through its five-year partnership with the joint Chicago Botanic Gardens - Dyett High School Washington Park Green Youth Farm, will provide space for students to explore agricultural sciences in ways that are essential to the survival of our planet and in sync with the city's direction in terms of local farming (e.g., Growing Power's small plots in the city). See section on "Science Partnerships" below for more detail.



ENGLISH/LANGUAGE ARTS (ELA)

At Dyett, we believe it is important for young people to develop the tools to consider their local context and local experience as part of a global community. Young people need to develop their voices as participants in community, city, and national contexts with a keen sense of increasing global connections and environmental consciousness. Our academically challenging English curriculum will incorporate genre-based writing and understanding the interrelationship of the local and the global through, appropriately, local and world literature. Our curriculum will follow Common Core CPS standards. It will integrate the development of analytical thinking and problem-solving skills, and also explicit instruction in close reading and thoughtful writing, within a technology-rich environment; this will allow students to create text-based interpretive questions as well as providing research-based strategies by which students can empower themselves.

Literacy skills have to be embedded in relevant contexts and in the lives of our students, and teaching about and utilizing the community and its institutions is central in the learning process. A central goal is that all of our students read, analyze, and deconstruct literary, nonfiction, and informational texts, generating meaning and understanding. Thus, we will emphasize various aspects of literacy in alignment with the CPS Literacy Content Framework (2010). This encompasses a solid foundation in practice with complex texts and academic vocabulary that helps students to build knowledge through content-rich nonfiction and informational text; develop and strengthen their fluency, comprehension, word knowledge; read and write, grounded in evidence from text; and collaboratively generate core questions from a social justice perspective that will inform the selection and analysis of texts.

English Courses

Dyett will offer the following English and Language Arts courses (in alignment with the Office of Academic Learning and Supports, English High School Graduation Requirements): Survey Literature, American Literature, British Literature, and World Literature. A specific plan includes the following four-year college prep program.

World Literature I & II (grade 9 and 10).

These courses will create a foundation for life-long reading and writing by examining literary archetypes and genres including mythology, fiction, plays, poetry, autobiography and memoirs, reportage, chronicles, and other texts with a focus on common themes and essential questions about the human condition across time and place. Specific attention will be placed on regional literature from the Americas and Africa, writers of African origins, and writers from around the world. An instructional framework will be based on questioning (Hubbard & Power, 1993), classroom talk (Alexander, 2006; Cazden & Beck, 2003), collaborative group work (Blumenfeld, Marx, Soloway, & Krajcik, 1996), and literacy groups (Ennis, 1990) in developing students' reading and writing skills, while also building and applying vocabulary and ACT words.

American Literature (grade 11).

This class will be integrated with U.S. History with special attention to 20th century texts and contemporary writers of African American origin. Examples include integrated texts relating to the historical, political, social, cultural, and geographical context of the Bronzeville neighborhood. In addition, non-fiction and informational texts (CCSS-ELA, 2010) will be drawn from National Public Radio (NPR) and the British Broadcasting Corporation (BBC), among other highly regarded texts. These sources will be consistent with the texts students will read and analyze at the collegiate level. The distribution of these texts will be in alignment with the recommendations from the 2009 NAEP Reading Framework (CCSS-ELA, 2010).

English Electives (grade 12).

These offerings will include English IV or AP English, enrollment in College English courses through the CPS Dual Enrollment Program, or other electives listed below. Senior courses will continue previous foci and will emphasize preparation for post-secondary education, again, emphasizing complex non-fiction and informational texts (aligned with CCSS-ELA, 2010). Given the purpose of preparing students for college and/or meaningful and satisfying future occupational opportunities, these courses will include college application processes and scholarships and other relevant activities that will help facilitate students' chosen trajectories. Advanced Placement courses will be in alignment with state requirements. Possible electives are listed below as enrollment expands.

Other Electives**Humanities (grades 11 or 12)**

Prerequisite: US History

We live in an age of global interconnections. It is important for young people to develop the tools to understand and examine these connections and to develop their voice to participate in global political, economic, environmental, and cultural dialogues—that is, to think globally and act locally. The 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.

AP English Language and Composition (grade 11 or 12)

Prerequisite: World Literature I, World Literature II, and by recommendation

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts, including personal essays, speeches, films, and visual texts, and in becoming skilled writers who compose for a variety of purposes. In alignment with The College Board AP requirements, the aim of this course is for students' writing and reading to “make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing” (2010, p. 7).

AP Literature and Composition (grade 12)

Prerequisite: World Literature I, World Literature II, American Literature, AP English Language and Composition, and recommendation.

Students in AP Literature and Composition engage in careful reading and critical analysis of a variety of imaginative literature. The course will follow the guidelines of the College Board AP (2010) requirements.

Students consider a work's structure, style and themes, as well as use of figurative language, imagery, symbolism and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Reading in the AP course builds upon and complements the reading done in previous English courses. Students read key texts deeply to understand their complexity, artistry, meaning, social and historical values, and literary form.

Theater/Drama (all grades)

Prerequisite: None

Theater/Drama is a performance-based class. Students will gain experience in all areas of theater, including acting, improvisation, performance, stage direction, stage design, and lighting. Students will be graded based on their active engagement and participation in the class. In addition, students will participate in one performance a semester, either as a performer or in a technical role. The goal is to expose students to the experience of performing and expressing themselves through this genre, as well as to explore the various phases of theatrical production.

Writing workshop (all grades)

Prerequisite: None

Students will learn how to write in a variety of formats. The purpose of the course is to help students to express a variety of meanings. This class is open to any student who has a desire to learn how to become a better writer and is willing to learn new words, concepts, and ideas. Skills and concepts to be learned include, but are not limited to, descriptive, narrative, and persuasive writing; research reports and college-level term papers; note taking, journalism skills, and fact- and opinion-based writing; and letters and resumes.

SCIENCE

Inquiry and Investigation

Before students enter schools, they develop a range of ideas related to the physical, biological, and social worlds. Being responsive to students' ideas, perceptions, and questions will allow Dyett teachers and curriculum development teams to build on what students know about the world, in an effort to cultivate new understandings of scientific processes and content. Like most inquiry-based approaches to science teaching and learning, Dyett students will actually engage in the practices of science rather than watch their teachers "do science." "Students cannot comprehend scientific practices, nor fully appreciate the nature of scientific knowledge itself, without directly experiencing those practices for themselves" (National Research Council, 2012, p. 30). Therefore, students will engage in inquiry investigations each year of the science sequence that

will one, use the rich setting of Washington Park to engage in the exploration, evaluation, and development of explanations and solutions, and two, utilize the rich cultural history of Bronzeville in an effort to build a sustainable and equitable community.



Connections to Rigorous Standards

The Dyett science curriculum will take advantage of the school's rich context in order to provide authentic opportunities for students to learn and demonstrate mastery of the performance expectations laid out by the Next Generation Science Standards (NGSS) as well as the still-relevant science College Readiness Standards (CRS). Dyett's science curriculum will also be built around Common Core State Standards in both mathematics and literacy in science and technical subjects to support interdisciplinary learning and the development of literacy and numeracy across the school's curriculum.

Science Literacy

Dyett will foster critical science literacy in all of its science courses, meaning that students will engage in the reading, writing, thinking, and development of scientific ideas and principles. This will be achieved by designing and implementing curriculum that:

- is relevant to students' lives, their communities, and their questions;
- engages students in reading current and historical science research;
- guides students to understand, analyze, and evaluate scientific data;
- uses mathematics and computational reasoning;
- engages students in the study of real world processes and understandings;
- fosters students' abilities to design, carry out, and assess their own scientific investigations.

Authentic Science

One keystone to the Dyett science program is that students will learn about science by doing authentic scientific investigations. Each course will have opportunities for students to engage in scientific work, with facilitation from community partnerships, which relates to their lives and the lives of others in their community and prepares them for leadership roles as innovators in the technologies of the future. Dyett's focus on authentic student work within the science curriculum will provide students with the foundational skills and knowledge they need to succeed in college and careers in the 21st century.

Many of the authentic scientific investigations students will complete will center on urban, organic, sustainable agriculture, a small, but growing sector of the economy.[7] Through its partnership with the Chicago Botanic Garden and the Washington Park/Dyett Green Youth Farm, Dyett is uniquely situated to utilize urban agriculture science as a unifying theme through the science curriculum. For example, as 9th graders study biology, they will conduct experiments in which they identify the nutrients needed to grow healthy plants. In 10th-grade Chemistry, students will test various soils in the community for the presence of these nutrients. By 11th-grade Environmental Science, they will be able to investigate how toxins such as lead and mercury affect soils and health. AP science courses and senior year internships would allow deeper investigation or work with partner organizations in the field.

Equity in Science Education

The demanding and relevant science courses and the connections to partner organizations will both engage students and provide crucial connections to professionals in the areas of science, technology, engineering, and mathematics (STEM). STEM occupations include many that are growing rapidly, but youth of color are significantly underrepresented in them.[8] The skills and knowledge students will develop through authentic scientific investigations will be useful if they pursue a degree or career in a STEM field, but they will also serve students well in other fields as they develop deep technical literacy, sharp powers of observation, and capacity to critically analyze.

As awareness of issues such as food deserts and unsustainable agriculture and industrial practices move into the mainstream, the search for solutions do as well. Green technology is an evolving and changing field which focuses on building sustainable systems of energy and material use in order to minimize negative environmental, health, and economic effects. Each science course in the sequence will emphasize cross-cutting foundational concepts as described in the Common Core Next Generation Science Standards (2013) as they relate to sustainability and green technology. The focus on these scientific habits of mind and broadly applicable science skills is crucial because it is impossible to predict exactly how green technology will evolve in the future. The Dyett science program will prepare students to engage with the issues facing their community and the larger society at the highest level.

Science Courses

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. 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. Again, the partnership with Chicago Botanical Gardens and the school's location in Washington Park will provide for authentic opportunities for students to learn and demonstrate mastery of these skills and knowledge.

This is illustrated by the following example of vertical, cross-grade alignment. Students will learn to analyze and describe the cycles of energy and matter through ecosystems in ninth grade (NGGS HS-LS2). This learning will take place through an analysis of the Washington Park ecosystem and in the engineering of urban agricultural space with the Chicago Botanical Gardens. 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). Again, this investigation may be conducted within the context of sustainable technology and/or energy transfer within urban ecosystems. 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 or may be a new idea generated by students for improving the gardens or even the physical plant of Dyett itself. 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 include AP science courses, physics, and internship opportunities, will maintain the school's focus on urban agriculture and green technology, while also building pathways for students to pursue different post-secondary options.

Science Partnerships

Chicago Botanic Garden, which has had a relationship with Dyett since 2009, developed the Washington Park Green Youth Farm, a three-quarter acre organic plot of gardening space adjacent to the school. The farm, as part of the curriculum, provides students with hands-on experiences with every aspect of farming--from planting seeds and starts to managing a hive of bees, from cooking the food they grow to selling it to the larger community. Aside from providing experiential learning for Dyett students, the Green Youth Farm also employs twenty-five students (many of whom have attended Dyett) each year over the summer for 20 hours a week.

The Plant, a green technology partner with Dyett, is a cutting-edge, sustainable, food production and economic development organization. The Plant uses aquaponics, a closed-looped growing system, and an anaerobic digester as a fuel source. The Plant will provide Dyett students with facilitated classroom experiences from experts, class field trips to the Plant, and internship opportunities for students interested in the field of sustainable agriculture and economic development.

MATHEMATICS

According to the National Research Council's (2001) report, *Adding It Up: Helping Children Learn Mathematics*, "the mathematics students need to learn today is not the same mathematics that their parents and grandparents needed to learn. When today's students become adults, they will face *new demands for mathematical proficiency that school mathematics should attempt to anticipate*" (p. 1, emphasis added). The goals of school mathematics, therefore, have been shifting in recent decades away from the mere acquisition, memorization, and demonstration of a pre-selected collection of concepts and algorithms to a much broader goal of enabling students to engage the challenges of global leadership, the interrelatedness of global and local citizenship, and the mechanisms by which those broader aims may be realized (e.g., environmental justice, responsible uses of technology)—all in sync with Dyett's foci. All too often the traditional approach to math instruction—acquisition, memorization, and demonstration (Sfard, 1998)—alienates students and encourages them to see mathematics as an abstract subject, separated from the specific needs and desires they have in their lives. Our math courses, focused on developing students' analytical skills so that they can have impact on community and environment, will be designed to circumvent those past difficulties.

The vision of school mathematics education that we propose is one that addresses the goals of mathematical proficiency for our students and, as the National Research Council suggests, introduces our students to a mathematics education that anticipates the particularly nuanced demands and needs that await them as adults. In our view, these demands and needs include not only college and career readiness but also the potential of mathematics to be used as a lens on one's involvement in civic and societal life, community engagement and uplift, and one's personal trajectory as tied to those aspects of engagement.

The underlying framework for school mathematics curriculum and instruction at Dyett that we propose is based on research and syntheses that undergird the Common Core State Standards for Mathematics (CCSS-M). Specifically, the instructional approaches and curricular projects we choose should promote all five, intertwined aspects of mathematical proficiency that appear in Figure 2 below: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.

Conceptual understanding (comprehension of math concepts, operations, and relations) and procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently, and appropriately) are explicit instructional shifts in the CPS Mathematics Content Framework (2012). Other aspects of proficiency include the “ability to formulate, represent and solve mathematical problems” (strategic competence); the “capacity for logical thought, reflection, explanation, and justification” (adaptive reasoning); and perhaps most importantly, the “habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy” (National Research Council, p. 116). We argue that these strands should be emphasized alongside standards of mathematical practice that are

integral to CCSS-M, that is (a) make sense of problems and persevere in solving them; (b) reason abstractly and quantitatively; (c) construct viable arguments and critique the reasoning of others; (d) model with mathematics; (e) use appropriate tools strategically; (f) attend to precision; (g) look for and make use of structure; and (h) look for and express regularity in repeated reasoning.

Student mastery of these standards would be developed through investigations into social, political, or environmental problems, with mathematics seen as vital to both understanding issues and formulating solutions. For example, ninth grade students might analyze data on policing practices in Bronzeville and Chicago, to create a well-informed, well-supported answer to the question, “Are Chicago police engaged in racial profiling?” Students would first identify useful data in addressing the question and then compare this to the data available from a variety of sources, including the American Civil Liberties Union of Illinois. Students would be exposed to statistical and algebraic techniques to produce statistics or visual representations from the policing data. Students could learn to use ratios in identifying disproportionality, then use this tool to identify whether Blacks and Latinos are overrepresented among individuals stopped or questioned by police. Students would also learn to use graphing calculators and statistical software to analyze large data sets. As a final assessment, students would have to synthesize their various mathematical products into an essay or poster that addresses the guiding question for the unit, citing specific data from their analysis—in other words, build an argument with

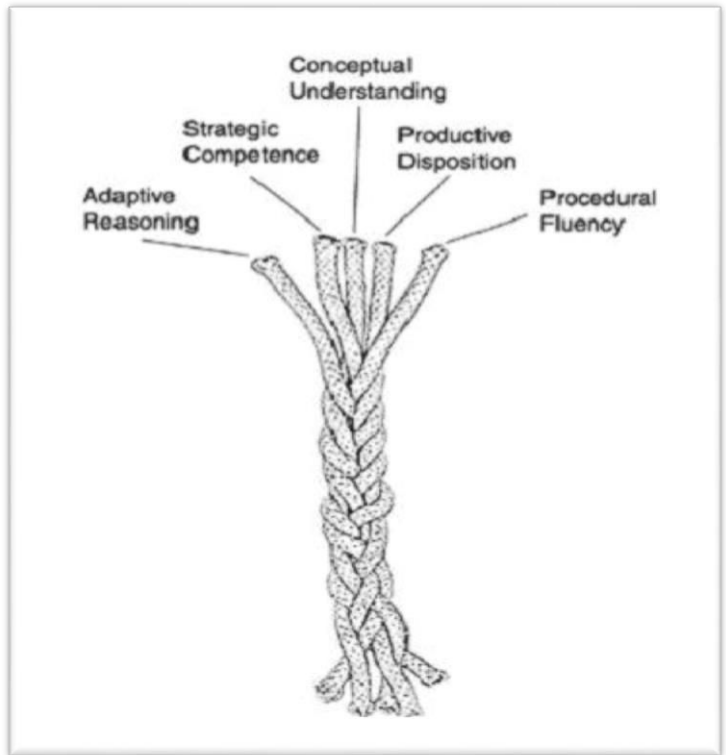


Figure 2. *Intertwined Strands of Mathematical Proficiency*
(National Research Council, 2001, p. 117)

mathematical evidence. Authentic uses of data to support arguments—such as court cases, government reports, and newspaper editorials—would serve as models for students’ final products, offering examples of the power of mathematics as a tool for effecting change.

Some mathematics projects would be interdisciplinary, with students coordinating portions of their projects in other classes. In particular, mathematics projects would be integrated with students’ scientific investigations whenever possible. During ninth grade, the focus of this cross-curricular integration could be to use various mathematical tools to organize and visualize data, and use statistics to examine large biological systems. Tenth grade alignment could focus on the use of ratios and proportions to understand chemical systems. For eleventh grade students enrolled in Environmental Science, the interdisciplinary connection could be to use functions and graphs in the Cartesian plane to model bivariate relationships in nature.

While the topics and mathematical content of students’ investigations might vary across courses, projects would consistently develop students’ competence with the mathematical practice standards outlined above. Because these projects would reflect the authentic use of mathematics in fields ranging from urban planning to environmental science to law, they would incorporate a variety of skills, including modeling with mathematics, making sense of complex problems, making connections between “abstract” mathematical representations and “concrete” experiences, formulating well-structured arguments, and identifying appropriate mathematical tools. In addition, the clear connection of the projects to students’ lived experiences would help students understand mathematics as important in understanding and changing the world around them, and to see themselves as skilled, thoughtful users and creators of mathematical ideas.

Because a key goal of the mathematics curriculum would be to ensure that all students are prepared to engage with calculus and other college-level mathematics, the curriculum would encompass numerical literacy, data and statistics, quantitative reasoning, and algebraic problem-solving strategies. Consistent with CCSS-M, we are open to either a traditional mathematics sequence (Algebra 1, Geometry, Algebra 2/Trigonometry, Pre-Calculus) or to an integrated model that emphasizes the connections between mathematical ideas from different fields (similar to what Northside College Preparatory High School uses).

SOCIAL SCIENCES

The Dyett social science curriculum will be aligned with Illinois State Standards for 9th -12th grade and will integrate the study of political systems, economics, history, geography, and social systems. The Social Science curriculum will also be aligned with the Common Core Standards for Literacy in the History/Social Studies, with an emphasis on reading, writing, and thinking about social sciences. Students will take one year each of US History, World Studies, and African American history. Social science electives, many of which may incorporate community internships, will also be offered.

Since Dyett's focus is on global leadership and green technology, its social science program plays an important role. The curriculum will equip students to become local, national, and international leaders with the skills necessary to be active participants in democratic processes. Skills in active listening, facilitation and negotiation, public dialogue, evaluation, reflection, and mentoring will be integrated throughout the social science curriculum—while being connected to the



specific content students will learn. Each course will introduce and build upon students' ability to critically analyze issues of race, gender, sexuality, class, economic equity, peace and justice. In addition, given our focus on green technology and its related idea of sustainable, organic, urban agriculture, students will have opportunities to study the relationship of economic development to sustainability at the local, national, and global levels (e.g., which nations pollute the most and why, in relative and absolute terms; what is the history and relationship of economic development and resource use of various countries, for example, in the BRICS nations; how have the IMF and World Bank's structural adjustment policies with respect to the global South influenced those nations' economic and agricultural systems; etc.).

Students will be introduced to primary and secondary source analysis using historical artifacts, personal letters, historical maps, news clippings, artistic pieces, political cartoons, photographs, and other data. Additionally, students will learn how to structure, organize, and write essays and develop strong arguments based on evidence. They will also complete independent research projects.

Teachers will draw from a variety of informational texts, including some from *Facing History and Ourselves*, which will allow student to deeply understand important national and international events with the intention of “combat[ing] racism, anti-Semitism, and prejudice”^[9] and focusing on the development of strong democratic practices. Teachers will also utilize material produced by the Documents Based Questions^[10] (DBQ) project;

this curriculum asks students to carefully analyze various primary sources to take positions and create high-quality, evidence-based arguments that integrate social science content with literacy and critical analysis skills. This is congruent with the school mission to develop young people with the capacity to critically analyze their world and act as local and global members of society.

To support the school's mission to develop young people with these competencies, the Social Science curriculum will have the following courses:

World Studies (grade 9)

Students will examine various cultures from around the world through the lenses of geographical, historical, social, political, economical, environmental, and cultural forces. Inquiry-based investigations, based upon large themes, will help students gain a greater understanding of individual cultures as well as the relationships between different cultures. Students will examine the manner in which people, political movements, big ideas, technological innovations, and social forces have influenced world cultures. In keeping with the mission of the school, students will also focus on issues of global environmental sustainability and global leadership.

US History (grade 10)

This class will study the formation of the nation by examining the people and events that created the United States. Instead of simply memorizing dates of battles, names of generals and presidents, and when different laws were passed, we will study the people who really made the history: What did they feel and think? Why did they behave the way they did? What choices did they have? Our orientation is that this class is about the past, but it is also about today. Students study history to learn about themselves and the world today.

The course will trace the nation's founding from the Colonial Period through the present. Students will examine how economic, geographic, political, social, cultural, and environmental factors shaped and were shaped by historical events. They will engage with historical content as well as in the ethical debates that shaped the country and understand how the historical relationship the United States had - and has - with the rest of the world impacts its current relationships.

Students will develop research, literacy, analytical thinking, and communication skills through the close study and engagement with primary and secondary research sources. The relationship between events, the credibility of sources, and the need to examine multiple points of view will be incorporated through the course. Also in this course, students will demonstrate understanding of the US and Illinois Constitutions and successfully pass the Public Law 195 test.

African American History (grade 11)

The study of African American history will provide an in-depth analysis of the often overlooked and reduced importance of the events and contributions of African Americans in the US. This course will allow students to engage with historical events and facts, question missing voices in the literature, and analyze the contradictions of democracy and freedom in the nation's foundation. Students will come to understand the multiple and complex aspects of African American life and the development of Black culture from historical, social, and political perspectives—this will help students to realize that while African Americans' collective experiences in the US constitute a particular shared identity, that the variety within Black life is as rich and complicated as that of any people.

Social Studies Electives

As the school grows and Dyett adds additional grades, we will offer several social science electives, both for students to experience a broad education and to have advanced course opportunities. These could include: AP United States History, AP World Studies, Economics, Latin American History, Sociology, Psychology, and possibly Law classes.

WORLD LANGUAGES

The World Language Program is an integral component of the humanities curriculum in preparing Dyett students to be compassionate, critical and culturally informed global leaders. We believe that four years of World Language for Dyett students is a part of that preparation, and necessarily goes beyond the CPS two-year minimum requirement. This will become one of the education pathways students can take, and is a matter of their choice. While memorization of words and syntax is part of any language classroom, we often forget that learning a second language involves learning about the cultures of other peoples, which in turn, informs us about our own. Quality World Language curriculum includes the literature, history, and geography of those communities and cultures where that language is spoken. Prioritizing a quality World Language program at Dyett will only deepen and enrich students' cross-curricular connections, expanding their critical understanding of the world around them and their place in it.

FINE ARTS (Music, Visual Art/Drafting, Theater/Drama, Dance)

Living in the tradition of world-renowned musician and composer, Walter H. Dyett, the new Dyett will offer during-the-day, four-year, art and music programs 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 arts program will offer courses in traditional art skills and development, art history, and mixed-media expression. Students will develop portfolios

during the final year of the program in preparation for post-secondary and career opportunities in the arts. The music program will consist of band (including marching and pep bands), orchestra, and choir to meet the needs and interests of a broad range of students. We will explore offering AP music theory during the fourth year of study for those students who wish to pursue a professional career or post-secondary music degree in performance and education.

As part of the comprehensive after-school programming and plan for Dyett to be a community school, students will be offered a variety of art and music related activities including jazz band, symphonic strings, small vocal assembles, photography, art production, music production, and audio recording.

As the school grows, we will consider adding additional fine arts classes, including theater, dance, and drafting.

d. Use of Technology

Technology will be integrated in teaching and learning throughout Dyett. The school technology coordinator will manage hardware and software as they do at other schools, but they will also have 30% of their time reserved for working with teaching staff to integrate technology into classroom teaching and learning throughout the school. While specific technology solutions will be selected by administrators and teacher teams, the goal will be to maintain maximal flexibility, utilizing cloud-based systems such as Google Drive and cost-effective Chromebook carts. Dyett will also offer elective courses in computer coding, app development, graphic design and multimedia production as budgets permit.

e. Additional Curricular Components

Borrowing from Northside College Preparatory High School and other successful schools, students will participate in weekly colloquia that address topics of relevance to the curriculum, issues of global leadership, green technology, and a host of other areas. Students will also have possibilities for internships within the community, which will allow students to engage in hands-on investigation of and in Bronzeville.

COMMUNITY IMMERSION AND STUDENT LEADERSHIP

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 that can offer immense learning opportunities for our young people. This will happen during the school day, as a part of the students' learning experience, and is the basis of our "Community Involvement Wednesdays."

Community Involvement Wednesdays—Colloquia and Internships

Every Wednesday, the entire student body will be engaged in Community Involvement Wednesdays where students 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 goal is to 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 (e.g., DuSable Museum, Black Metropolis Convention & Tourism Council, The Chicago Defender, Kenwood Oakland Community Organization, Ain't She Sweet Café, The Hyde Park Herald, etc.).

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 the national and international visitors who visit this historic community. This work will count as Service Learning hours.

Service Learning

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 partner's 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 preparing students for active civic participation in a diverse, democratic society.

f. Preparation for Post-Secondary/Meaningful Work

All students will be expected to complete, at a minimum, Chicago graduation requirements as specified by the CPS Office of Academic Learning and Supports (i.e., 24 units, 40 hours service learning, passing the PSAE, one course integrating Consumer Education curriculum, etc.).

All students will be engaged in substantive college preparatory curricula. Dyett will develop students who think analytically, argue effectively, and use technology appropriately. The course load will prepare students well for college and/or for meaningful and satisfying future occupational opportunities. To succeed in college and/or future occupational opportunities, we will focus on three main strands as developed by the National High School Center at the American Institutes for Research (2012):

- Strand 1: Goals and Expectations for College and Career Readiness
- Strand 2: Goals and Expectations for College and Career Preparation
- Strand 3: Outcomes and Measures for College and Career Success

Furthermore, in alignment with Illinois Learning Standards for College and Career Readiness incorporating Common Core Standards, we will instill in our students the ability to:

- Demonstrate independence;
- Build strong content knowledge;
- Respond to varying demands of audience, task, purpose, discipline;
- Comprehend as well as critique;
- Value evidence;
- Use technology and digital media strategically and capably;
- Come to understand other perspectives and cultures.

These attributes will be valuable to whichever postsecondary trajectory students choose to pursue. Students will work with teachers and counselors to develop post-secondary career and education options. The goals of Dyett High School include preparing independent thinkers who can make thoughtful decisions about their own futures, with the support and guidance of caring family members and other adults. In line with this goal, students will have the opportunity to explore a multitude of career and postsecondary options. Students will engage in real-world work experiences through professional training programs and apprenticeship and internship programs with community organizations. In addition, students will become familiar with university and community college entrance and admissions processes.

g. Four-Year Program of Study

School problems rarely resemble the real problems young people face as high school students in their lives outside of school, as well as those they will face in the future. This suggests that schools miss opportunities to more adequately prepare students to be conscious agents acting in the world. In contrast, at Dyett, we have the explicit goal that *every* student should begin to understand their reality and be able to participate in social change, as they see fit—both as students and later as responsible adults. Because of that common need of all students, we do not “track” young people at Dyett, preferring to have *every* class be intellectually challenging and demanding, mindful of diversifying instruction and meeting each student’s needs. Thus we have a philosophical preference to have all our classes be considered “honors” classes. Nevertheless, because we understand the necessity of credentials (i.e., test scores, grades) for scholarships, access to college, and other options, we reserve the right to designate courses as “honors” and “regular,” depending on the will of our school community.

We plan to offer the following classes for students and acknowledge the diversity of education pathways for them. 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.

- Four years of English/Language Arts (World Literature, American Literature, English Electives);
- Three-four years of science (Environmental Science, Chemistry, Physics, Biology);
- Three-four years of mathematics (Algebra, Geometry, College Algebra/Trigonometry, and Pre-Calculus, Elementary Mathematical Modeling, Calculus, or 3-4 years of Integrated Mathematics);
- Three-four years of social sciences (World Studies, US History, African American History, Sociology, Economics);
- Four-six years *total* of Fine Arts (Music, Theater/Drama, Dance, Visual Art/Drafting) *and* World Language, with the possibility of advanced electives (minimum of 2 years each);
- Specific vocational preparation as desired and as fits students’ schedules and interests.

h. Option to Take Courses not Offered at the School

We will explore the possibility for our students to attend area colleges for dual enrollment. We have existing relationships with the University of Illinois—Chicago College of Education, Northeastern Illinois University and Malcolm X College through the *Grow Your Own* teacher preparation program of one of our community partners (the Kenwood Oakland Community Organization). We plan to develop deeper relationships with both Malcolm X and Kennedy King Colleges, as these are the Chicago City Colleges closest to Dyett.

i. Communication of Course and School Expectations to Students and Families

The new student orientation will clearly articulate school-wide expectations for academic and social responsibility. These expectations will be included in the new parent orientation and in materials distributed to families and prominently posted around the school. Teachers will be responsible for informing students and families of their expectations for student work throughout the course. Each teacher will provide a course syllabus at the beginning of the course, which specifies all course expectations and which will be sent home. Teachers will discuss any syllabus changes with students and will notify parents of changes by sending home updated syllabi.

j. Curriculum Alignment with Common Core Standards

The Common Core State Standards (English Language Arts, Mathematics, and Literacy in History/Social Studies, Science, and Technical Subjects) will inform how teachers create, adopt, and adapt curriculum in appropriate courses, at each grade level. Teachers will align unit and lesson plans with the standards and assess student progress toward meeting the learning goals as part of the formative and summative assessment in each course. In addition to these standards, teachers will use standards, as appropriate, created by national content area professional groups (e.g., National Council of Teachers of English, National Council of Teachers of Mathematics, etc.) to guide their planning and implementation.

k. Meeting the Needs of Students who have Been Unsuccessful at School

Dyett curriculum and instructional practices seek to motivate and engage students with relevant education driven by students' own questions, experiences, and interests, as well as by issues facing the Bronzeville community. Students who are unmotivated by traditional curriculum may be more engaged by education that has meaning to their lives because it is directly related to their lived experiences—but in relationship to global issues. This should help alleviate some student disengagement, as will the opportunity for students to select their own colloquia, projects, and post-secondary path, under the guidance of insightful practitioners. To further support students, Dyett will designate periods during the week for academic support, after-school homework halls, and reading/writing labs. These periods will provide further opportunities for students at all points of their academic careers for (1) individual tutorial and homework help with a specific teacher, (2) small group tutorials with specific teachers, (3) academic support groups that focus on specific skill gaps and, (4) student-led or other types of study groups organized around work for specific courses. We expect students who have not experienced sufficient school success in the past to thrive with this curriculum, given appropriate support and modifications.

I. 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 green technology issues who care about the world. For special education students, we will create a learning environment that supports instruction through the collaboration and instructional expertise of both special education and non-special education teachers. We will specify outcomes for each student through the articulation and monitoring of the *personal graduation plans* (PGPs; see section below on “Counseling and Student Development—4-year Graduation Plans”). We will promote and require inclusive practices that ensure least restrictive environment models to provide equitable, quality educational experiences for all. As students matriculate from feeder schools or transfer in from other high schools, we will identify and create a learning plan (the PGP) that reflects individual student’s academic and social/emotional strengths and needs. We will follow established guidelines of screenings, parent involvement, medical assessments, functional behavioral assessments, and will develop Individualized Educational Plans (IEP) that assure appropriate learning outcomes. We will ensure that placement is in the least restrictive environment with the use of 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, and an occupational therapist.

m. Meeting the Needs of Academically Developed Students

As Dyett adds grades, students will have options to take some courses for advanced placement credit (US History, Calculus, and English, for example). Optimally, all students will have opportunities to take college courses through the city college system in Chicago and partnering universities (via the CPS Dual Enrollment Program). Furthermore, we have the understanding that every child is “gifted,” so in that sense, “giftedness” is normal and ubiquitous. Thus teachers treat *all* students capable of deep intellectual work—and expect and demand it. In each classroom students will pursue complex and challenging, open-ended tasks, some of which will be directly related to their community reality or to broader society. The open-ended nature of students’ investigations will require students to *pose* as many questions as they answer. This suggests that students with more developed academic competencies will simply find more things to pursue and will less likely become disengaged. That is, they will not easily run out of things to do, questions to ask, or problems to address when they are pursuing their own questions. Furthermore, we expect this to be true of *all* students, and not just the more academically prepared ones. We do, however, acknowledge the complexity of teaching in a way that meets all students “where they are at” (i.e., to “differentiate instruction”) and will address this in the school’s professional development sessions.

n. Studying the Development of the School

We are committed to ongoing self-study and reflective practice throughout the school community, and we intend to study our own development in multiple ways, both formally and informally. These include parent and student focus groups; exit interviews for parents and students who leave the school; plentiful opportunities for real dialogue among and between parents and teachers; open, honest, and respectful relationships between adults and young people in the building facilitating real conversation; and an annual school climate survey completed by staff, families, students, and community members. 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.

In terms of more explicitly quantitative measures, see section below on “Use of Data to Inform Instruction.”

o. Assessment of Student Learning

Our teachers will monitor and assess student progress using weekly formative assessments with subject-based rubrics aligned with state learning goals and PGPs. In addition to mandated standardized tests, teachers will rely on portfolios of student work and performance-based assessments to evaluate student learning. See earlier section on Assessment within an Inquiry Framework (sub-section “b” in “Curriculum, Instruction, and Assessment”).

p. Use of Data to Inform Instruction

We will use multiple data sources in our ongoing self-study and reflection of the Dyett school community. The administration, in conjunction with the LSC, teachers, and students, will set and review goals for multiple indicators of success and causes for concern. Beyond the more qualitative data we will collect (see above section on “Studying the Development of the School”), we will examine quantitative data as well. These data may include, beyond the specific measures in the CPS performance policy (mean ACT score, attendance rates, etc.), other test scores, adequate yearly progress goals, core class incompletes, non-credit class incompletes, dropout rates, graduation rates, student retention rates, college retention rates of our graduates, student discipline incidents, suspensions, quarterly assessments, pass/fail rates, rubric scores for portfolio items and performance assessments, assignment and homework completion rates, and extracurricular participation. Regular review of these and other data will help inform teachers’ own self reflections and their professional development, as well as school improvement plans.

Additionally, in order to inform practice and ensure student success and comprehension, teachers will also observe student attitudes, student responses to questions, and student engagement. As we mention above, staff, students, parents, and community will complete a yearly educational climate survey, and we will conduct focus group interviews of parents and students as well as exit interviews of students, families, and staff who leave the school.

q. Teacher Reflection and Collaboration

The idea of “teacher as reflective practitioner” and the use of collaborative action research undergird our understanding of how teachers can work together to study and learn with each other, and improve their own practice. Teacher will collect data in their own classrooms, observe each other as their schedules permit, collaboratively analyze student work and other data, and evolve their teaching practice. Through this process, teachers learn to become researchers as a way to assess and grow from their own and each other’s teaching. Reflection on practice, as a way to think about assessment of students and teachers, becomes a source of support for growth and development, rather than potentially punitive, top-down impositions—this is in sync with the Dyett mission and vision. This work of teacher reflection and collaboration will be important parts of both common planning time and professional development.

r. Promotion Policy

Students will be promoted to the next grade if they have fulfilled all requirements at the current grade, which includes passing all core classes and obtaining the minimum number of credits for promotion. As per CPS high school promotion policy (Board report 04-0128-PO1, 1/28/04), students who have “unexcused absences in 20% or more of the classes in a particular course during the period for which a unit of credit is earned shall not pass the course and shall receive no credit towards promotion.”

s. Graduation Requirements

We will use CPS graduation requirements as stipulated in the 2013-14 CPS High School graduation requirements (version as of 9-13-2013).

Upon enrollment, parent and students will be given a parent handbook containing promotion and graduation criteria. Along with the handbook, parents will be asked to sign a contract stating that he/she has read and understood the information. The contract must be signed by the parent(s) and student and returned to the school to be included in the student’s portfolio. The parent(s) are invited to meet with the student’s academic counselor for any clarifying questions.

Promotion and graduation criteria will be posted in all classrooms. Because counselors will follow students through the grades (see section below on “Counseling and Student Development”), and because each student will have a PGP that he/she and his/her counselor will review regularly, students should be well aware of their progress toward meeting promotion and graduation requirements.

t. College and Career Readiness

As stated in the Dyett mission, we have the purpose “to prepare young people to be local, national, and global leaders.” In order to make this a reality, students need to be well positioned—that is, prepared academically, socially, emotionally, and culturally—so they have plentiful options to choose from for their post-secondary path. Students will work closely with their academic counselor to create and adapt their PGP in a way that supports their post-secondary exploration. Additionally, we will work closely with CPS staff to ensure students have access to the resources available through the district, including the Dual Enrollment Program, the AVID program, GEAR-UP, college tours, college fairs, internship opportunities, etc. We will reinstate the highly successful “Life After Dyett” class (which helped students navigate post-secondary plans) and will also continue to explore and identify community-based resources to provide after-school, or school-time, post-secondary coaching and support (e.g., Upward Bound, etc.).

u. Professional Learning Community

Our teachers, staff, and administration will develop 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 school personnel. Through ongoing professional development (described in “Professional Development” section below) 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.



STUDENT RECRUITMENT

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 BGAV plan). This work will substantially aid 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 two Dyett feeder schools (Mollison and Fuller elementary) strongly support the plan of the Dyett Design Team and have gone on record as wanting to send their graduates to the new Dyett as an open-enrollment, public neighborhood school for all children in Bronzeville. Through the process of developing the BGAV, parents and LSC members at three other neighborhood elementary schools—Reavis, Robinson, and Burke—have also expressed strong interest in their children attending the new Dyett high school.

Beyond these existing relationships and shared experiences, the Mid-South Education Task Force (in Bronzeville) has reached out to local residents to make them aware of the proposal and plan to re-open Dyett as a neighborhood high school. It is clear to us, however, that there are residents who do not even know Dyett is scheduled to be phased out. Because of this, as a central part of its preparation to open in August 2014, the Dyett Design Team plans to hold ongoing and regular meetings at all schools in the area. These meetings will be targeted toward interested families, community members, potential teachers, administrators, and others.

The school will be advertised through a wide variety of channels. Potential students, including students who have dropped out and are interested in re-entry 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 2014 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 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.

CO-CURRICULAR ACTIVITIES

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. Results of a parent planning meeting demonstrated interest in dance, visual arts, martial arts, drama, footwork, spoken word, and public speaking. As the coalition secures a resource coordinator for the community school, we 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, forming productive relationships, life planning, skill development in interest areas, all of which allow students to express themselves and become well rounded.

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 in partnership with organizations such as the Bronzeville Visitor Information Center, the Black Metropolis Convention & Tourism Council, the Kenwood Oakland Community Organization, the DuSable Museum, Openlands, TreeKeepers, the Washington Park Conservancy, and other community organizations. Service learning will be a seamless component throughout students' experience. We plan to closely partner with the CPS office of service learning. Students can express their leadership by organizing their own service learning projects (which may be coordinated through school clubs). Finally, students will participate in colloquia and internships as we describe above in the section on "Community Immersion and Student Leadership."

PROFESSIONAL DEVELOPMENT (PD)

Our goal for professional development will be to provide opportunities for teachers, administrators, and academic staff to continue to grow as professionals throughout their careers. Teaching, learning, and assessing are dynamic processes, and teachers need to be able to continue learning. The term "lifelong learners," that many would say is a goal for students in schools, applies to adults within schools as well.

There are multiple knowledge bases that school staff need to have a successful school. These include knowledge of the specific academic content (e.g., mathematics); general and specific pedagogical knowledge (e.g., creating a community of learners, developing lesson/unit plans); knowledge of child/adolescent development; and also knowledge of the specific community, culture, language, and contexts of the students and their families. We plan to have PD in all of these areas.

In particular, given the specific history of this school and our focus on community involvement, we plan to ensure that staff can learn from and with the larger Bronzeville community. We recognize that teachers' knowledge is a necessary component of ensuring a successful neighborhood school, but we also appreciate that, by itself, it is insufficient. Thus, we will create opportunities for teachers to meet with families to learn from them about the history of Bronzeville, the students who attend, and the issues about which the community is concerned.

We plan to bank time (with teachers' consent, as this is a contract modification) and use a half-day on one day per week to ensure that teachers and staff have a sustained half-day block for a combination of common

planning time (grade-level and subject-specific) and PD. In summary, we plan to have PD opportunities in a) specific content areas and how to teach/assess in these, b) general pedagogical strategies to create positive, productive classroom/school environments/cultures (e.g., in restorative justice principles), and c) specific knowledge of community contexts.

ACADEMIC AND SOCIAL SUPPORTS

Social Supports

Dyett will have a network of academic, social, and wrap-around supports that will encourage students to live up to their fullest potential by offering programs to support and develop their interests, an environment that makes students feel loved and safe, and community involvement that provides stability to both students and staff.

Social supports require the participation of the parents, students, teachers, support staff, and community. Social supports are divided into several categories:

- Leadership Development Programming/Mentorship
- Counseling and Student Development
- College and Career Preparation

Leadership Development Programming/Mentorship

Nearly 50% of incoming freshmen in Chicago Public Schools do not graduate. The dropout rate is at crisis levels and shows no concrete signs of slowing down. Several Chicago public schools lose more than 40% of their students over the course of their high school career. Many

CPS reforms have not alleviated these situations and do not fully engage students and their communities in developing solutions. It is our belief that an untapped resource in addressing these grave issues is youth themselves. It is for that reason that Dyett plans to continue working closely with *Voices Of Youth in Chicago Education* (VOYCE), a multi-ethnic, city-wide, youth-led coalition whose purpose is to reduce the dropout rate, increase the graduation rate, and make sure more students are truly prepared for college. VOYCE is unique because it is genuinely youth-led, and, as they are the people who are most affected by these issues, they put their knowledge and experience to work in trying to create viable solutions.



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 for 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.

Counseling and Student Development

4-Year Graduation Plans

Every incoming ninth grader will receive individual counseling to develop a four-year *personal graduation plan* (PGP) that will incorporate counseling and peer support. This PGP will function as a personalized student portfolio, where students create their own goals and expectations for themselves as a student, as well as a plan for meeting those goals. The PGP model is based on the belief that peer-to-peer influence and the guidance of teachers and counselors need to go hand and hand. VOYCE student-led leadership teams and freshman retreat leaders (peers, community and teacher mentors) will work closely with school staff to develop the specific content of the PGPs. with the counselor, teacher, and/ or peer mentor. Students will have a peer mentor (older student) and an adult mentor who will work with them throughout their high school experience to make sure their plan is implemented successfully.

Teachers will assess and communicate with academic counselors on student progress. Adjustments can be made to students' PGP as often as necessary. The school will develop ways to assess students' progress towards meeting their goals, and will use this as part of its own self-evaluation methodologies (see section on "Studying the Development of the School").

Adult and peer mentors will commit to core values which include having high expectations and always pushing students to challenge themselves; mentors need to also have a strong commitment to ensure that students graduate and continue to college or meaningful and productive post-secondary job opportunities. Counselors and teachers would be trained to provide the counseling to students to create the PGPs, and upper-class students will provide peer-to-peer advice and guidance. Upper-class students would be chosen based on their commitment and their time availability to dedicate to the project. Many of Dyett's next-year seniors (class of 2015) have received extensive leadership development experiences through work with the Kenwood Oakland Community Organization and are already prepared to be peer mentors to the incoming ninth graders in August 2014.

College and Career Preparation

An advisory program will be in place to support students' academic development; to communicate between students, parents and teachers; and to help families support their children academically and navigate tasks related to post-secondary learning opportunities. College counseling and vocational counseling will be available to all students and their families, and parents will be encouraged to participate in college/vocational visits we organize.

In addition to having peer and adult mentors, each student will be paired with an academic counselor to support his/her academic interests and success. This academic counselor will follow the students from ninth grade to graduation and will have no more than 150 students to track and follow—which research shows contributes to a higher college attendance rate. The academic counselor will check in with the student regularly to discuss and review academic progress, develop and reflect on their PGP goals, review their portfolios, and focus on specific skills that will prepare them for internships, job interviews, exhibitions, and the post-secondary application process. The advisory program will support students' leadership development and increase their capacity to solve problems and take responsibility for their own decisions.

College and Career Guidance Center

The Center will provide students with a variety of academic, social, and emotional supports, activities, programs, services, and opportunities. These include, but are not limited to:

- before and after school tutoring and ACT and test preparation;
- meaningful and engaging summer programs related to the school's mission that will further support student development and college/career preparation;
- social and emotional support from the social/mental health workers and parents/community members who staff the Center;

- prevention services through health/wellness education, public health and safety programs, conflict resolution, and drug/alcohol education;
- opportunities for parents and students to create and lead college and career programs in a peer-to-peer format.

The staff and volunteers in the Center will meet regularly with teachers and parents to discuss students’ needs and challenges, identify appropriate assessments and referrals, and make recommendations on how faculty can support students who are experiencing academic, behavioral, or mental health difficulties.

An Alternative Approach - Reframing “Discipline”

School “discipline” should not frame our students as offenders or criminals, but as developing human beings whose character development is part of their education process. Student supports that encourage that development are necessary to any effective local school discipline system. School suspensions, in our view, are not effective deterrents to misbehavior, so we strongly support restorative practices, relationships with feeder schools, appropriate classroom relationship building grounded in mutual respect and human empathy, teacher aides in the classroom, and mentorship as necessary ingredients in Dyett’s school discipline policy. We are committed to a student-centered development system at Dyett, which includes accountability for one’s actions but also focuses on providing supports for students’ social, emotional, and overall growth as people. To address conflict, students will be educated in conflict mediation and the principles of restorative justice.

Restorative Justice

Restorative Justice (RJ) is an approach to “discipline” and justice whose core principal is to “repair harm and restore relationships,” amongst all affected, including the larger school community. This approach differs greatly from Zero Tolerance policies, which are focused on punitive consequences for rule violations. Some examples of RJ practices and techniques that we will adopt at Dyett include:

- peer mediation
- peer juries
- conflict resolution
- victim - offender mediation
- peace circles
- restitution

CURBING DISCIPLINE AT DYETT

Dyett High School's former principal, Jacquelyn Lemon, was able to dramatically reduce suspensions of black male students, bucking a district-wide trend. She did so by embracing less punitive approaches to discipline and bringing in other supports for students.

SCHOOL SNAPSHOT

All high schools Dyett

Change in suspension rate between 2006 and 2008 +30% -36%

Source: *Catalyst Chicago* analysis of Illinois State Board of Education data

Transition to RJ involves a total commitment that must be embraced by the entire school community and include all members. In order for administrators, staff, teachers, security personnel, students, and parents to become familiar with restorative justice, regular professional development on restorative justice is necessary. Additionally, we will have a counselor who will be knowledgeable of RJ principles and who will serve as RJ coordinator and trainer at the school. Her/his role will be to organize professional development and to guide the practices listed above.

We looked at alternative discipline policies that work in other districts and will implement the following at Dyett:

a. Right to a High-Quality Education

All students have a right to a high-quality education. As such, school disciplinary measures should not be used to exclude students from school or otherwise deprive them of such an education, unless it is necessary to preserve the safety of students and staff.

b. General Principles

The goal of student discipline is to teach students to contribute to academic achievement and school success of all, and to support a school environment where students and staff are responsible and respectful. At Dyett, our people-to-people interrelationships will be grounded by the following principles:

- Effective, engaging instruction and respectful classroom relationships are the foundation of productive learning environments.
- Student mentorship, leadership programming, and access to student organizations and clubs are vital components to students' overall development as well-rounded and reflective young leaders.
- School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
- School discipline policies that are grounded in restorative justice offer students an opportunity to learn from their mistakes, be accountable to the school community, and quickly reengage in the classroom.
- Effective school discipline programs maximize the amount of time students spend learning in their classrooms.

c. Reasonable Consequences

Except for the most extreme instances (safety risk to students or school staff), we will address student actions through school-based resources at the lowest possible level and will support students in learning the skills necessary to enhance a positive school environment. Teachers should address the vast majority of disciplinary

issues at the classroom level. In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student’s actions.

d. Students with Disabilities

Students with disabilities 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 was a manifestation of the student’s disability. Staff members are charged with eliminating the over-punishment of students with disabilities, along with ensuring that any disciplinary consequences are in accordance with students’ individualized education programs (IEPs), behavior intervention plans (if applicable), and 504 plans (if applicable).

e. Staff Training

One of the primary reasons for the over-reliance on punitive disciplinary measures is that many teachers and administrators have received insufficient education in conflict resolution and restorative justice. Dyett will ensure that our teachers engage these issues during professional development sessions to ensure that our disciplinary program is effective and that relevant policies and procedures are equitably applied.

f. Community Involvement

Meaningful parent, student, teacher, administrator, and community involvement in the creation and application of school (and district) policy is essential for building effective schools with positive and inclusive learning environments. As such, students, parents, teachers, and community members (through the LSC) should have input in the development of discipline rules for their school and classrooms. See section below on “Parent and Community Engagement.”

SCHOOL GOVERNANCE

The overall concept of governance for our school is one of mutual responsibility and respect. Thus, our commitment is to have all members of the school community—administrators, teachers, other staff, students, parents, LSC members, and local residents—be involved in shared authority for ensuring the success of the school. We embrace the notion of “principal as instructional leader” and recognize the distributed nature of school authority and governance.

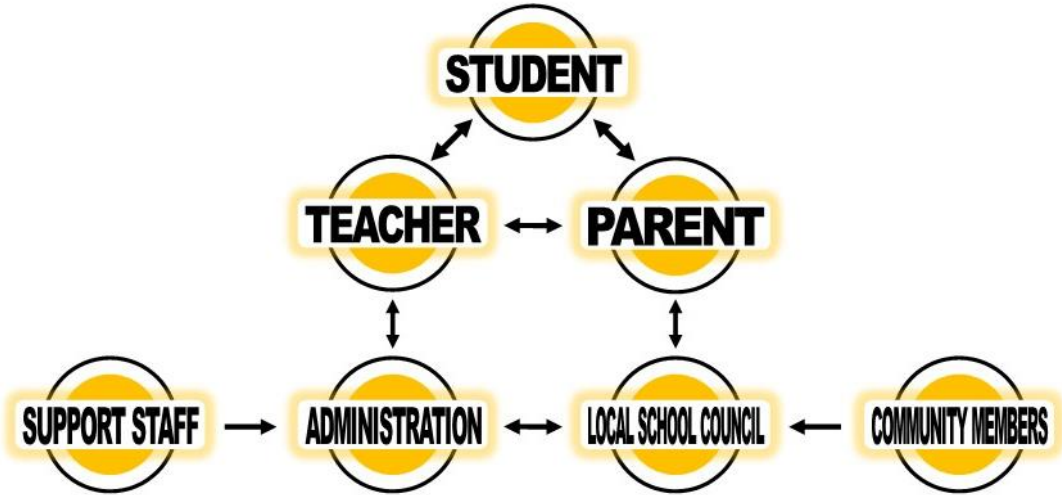
We plan to have a fully functioning and empowered Local School Council, as a regular CPS neighborhood school, with all the powers and responsibilities as defined by Illinois State law: planning and evaluating school

improvement, creating/monitoring school budgets, and evaluating and selecting the principal. We recognize the importance of a strong LSC in contributing to a successful school (Designs for Change 2005). But 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. All would be involved in the hiring of the principal beyond the role of the LSC, by participating in interviews, reviewing curriculum vita, and making 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).

SCHOOL MANAGEMENT

The graph below illustrates the mutual responsibilities we envision for the school. Students, teachers, a paraprofessional, a student, and community members form the LSC which selects/evaluates the principal. The principal, in turn, is responsible for hiring teachers and support staff. Parents and teachers/staff, teachers/staff and students, and students and parents collaborate in various ways, and all are responsible for creating the school climate, culture, and curriculum. We believe that a 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 members and leaders of their community and wider world.

DYETT SCHOOL ORGANIZATION CHART



STAFFING

Our plan is to open in August 2014 with 150 9th grade students. Based on the ratio of teachers to students in other small schools in Chicago, we estimate that we will need the following personnel in our first year:

- principal
- assistant principal
- 5 regular subject matter teachers (mathematics, English, world studies, world language, science, physical education)
- 2 special education teachers
- 2 fine arts/music teachers
- 1 agricultural sciences director
- counselor
- 1 lunchroom attendants
- 1 lunchroom manager
- 1 school clerk I
- 3 school security officers
- 1 teacher assistants
- 1 porter

We will recruit teachers widely through the established CPS channels, Chicago Teachers Union, the Chicago Teachers Center (NEIU), area universities (e.g., UIC, DePaul, etc.), Teachers for Social Justice, teacher listservs, web sites, newspapers, job fairs, and other sources.

We have specific criteria for teachers, developed by parents in the Bronzeville community. A committee of teachers and staff, students, parents, and the principal will participate in interviewing and choosing teacher candidates based on qualifications, education philosophy, experience, ability to work collaboratively with a team, and the additional specific criteria below:

- Knowledge of green technology issues and of environmental, social, and economic justice issues;
- Demonstrated and measurable expertise in subject area;
- 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.

TEACHER EVALUATION

The school will follow the policies and timelines for teacher evaluation mandated by the Illinois “Performance Evaluation Reform Act” (PERA) and as determined by the district. However, in our view, the key purpose of assessment of students or of teachers is to support learning. Therefore, in addition to the measures mandated by law, we plan to use the various sources of evidence and data that we list above in section “p” (Studying the Implementation of the Curriculum), section “r” (Use of Data to Inform Instruction), and section “s” (Teacher Reflection and Collaboration)—in particular, qualitative evidence and data. We plan to use these to round out the picture of teacher competency and development and to use research to support teacher growth.

SCHOOL SCHEDULE

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 between 12 noon and 1 pm. During this afternoon time, teachers will participate in professional development and will work together on common planning. In order to accommodate the colloquia/internship component of scheduling, the school day will be extended the other four days, with teachers being asked to do a contract waiver for the extra time. 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. The exact times of our daily schedule are to be determined.

SCHOOL CALENDAR

We plan to use the standard CPS calendar.

PARENT AND COMMUNITY ENGAGEMENT

a. Strategies to Encourage Parental Participation

Parents of elementary feeder school students and previous Dyett students participated in two years of planning sessions with concerned community residents, credentialed educators and administrators, and educational policy experts to create the framework upon which this proposal has been built. Before the school opens, we will host a series of community meetings to elicit additional input, and to help students, parents, teachers, other staff, and administrators create pathways for successful matriculation. We will also provide opportunities for parents to work and volunteer in the school and will create a parent resource room. These steps will help to ensure that parents are an integral part of our school community. In addition, each teacher will be responsible for reaching out to parents of students in his or her division 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. 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”).

b. Community Engagement Strategies

We envision this school as a “center of community” (see section on “Dyett as a Community School”). We plan to open the school early in the morning, and stay open late in order to provide ample opportunities for community members to benefit from the school’s resources. We will work to develop partnerships with community-based organizations and universities to help us offer relevant adult and youth programs and services. We hope to provide counseling for further education as well as vocational possibilities for students, parents and community members.

In addition, a major component of our curriculum development will be based on the experiences and lives of our students, parents, and community members. The process of investigating community themes will be important to the authentic development of projects that tie into students’ lives. As students are prepared as “community-centered scholars,” it is critical that they and the community see themselves as intimately and intrinsically connected.

c. Community Participation in the Planning of the School

Dyett will be a community institution that will benefit the surrounding neighborhood as a lighthouse for organized community-based activities. We will continue to hold community meetings at local organizations and feeder elementary schools. At each community meeting, we will conduct discussions about what parents and community members want 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. Our school model will continually evolve to meet the needs of the community.

d. Community Organization Partnerships for Engagement Strategies

The community has worked ardently to develop partnerships with various organizations to enhance the educational outcomes of the school while also building the historic and contemporary value of Dyett as a community asset. We have made contact with several potential university, industry, and community partners. We have confirmed partnerships with the: DuSable Museum of African American History, Chicago Botanic Garden, The Plant, Black Metropolis Convention and Tourism Council, Chicago Teachers Union Quest Center, Kenwood Oakland Community Organization, Teachers for Social Justice, and Washington Park Advisory Council. These partners will help enrich and advance the school's mission.

e. Actions to Inform Community about School Proposal

Parents, community members, teachers, and students worked for two years to develop the plan for the *Bronzeville Global Achievement Village* (BGAV) for 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.

f. The Community as a Learning Lab

Our school's curriculum is rooted in the local neighborhood, as a springboard to analyze regional, national, and global issues. The focus on global leadership and green technology is a direct response to the historic disinvestment experienced by low-income and working class families in the Greater Bronzeville area. A lack of access to quality public education, housing, healthy food, etc., has created an environment wherein students have not been afforded opportunities for quality preparation to fully participate in our modern global society. As the world shifts its focus to sustainability, knowledge of green technology theory and its application are critical

to helping communities return to vitality, stability, and continuity. Therefore, students will learn about global leadership and green technology through hands-on, practical experience in shaping the communities in which they live.

FEEDER SCHOOL ALIGNMENT

The Local School Councils of two of the 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.

POST-SECONDARY PREPARATION

We have established relationships with faculty in the College of Education at the University of Illinois at Chicago to assist in planning appropriate college preparatory programs for our students. Additionally, we will continue to establish relationships with universities and community organizations both inside and outside of the Chicago area that can assist our student body in preparing for college.

INTERNAL EVALUATION OF SCHOOL PERFORMANCE

a. Benchmarks for Student Performance

In the first year, we will aim to have a 90% attendance rate and a retention rate of 70%. Each year we will aim to improve both the attendance and the retention rates by at least 1%. Beginning in the second year and continuing through the fourth year, we will aim to make a 5% increase per year in meeting or exceeding state standards for reading and mathematics measures. In the fourth year, we will aim for a 90% graduation rate from the initial ninth-grade class. Our goal is for graduating students to attend either two- or four-year colleges and/or attain meaningful and satisfying future occupational opportunities.

b. Additional Measures of Student Success and Achievement

In order to graduate, each student will need to complete a portfolio. This will organically grow from their PGP, which students start in 9th grade. It will include: a resume, four-year plan, grades, college and/or job applications and responses, essays, career research, records of interviews, samples of exemplary coursework, writing samples, PowerPoint presentation, recorded oral presentation, data analysis project using GIS, science project, scores on standardized tests, and records of internship. A counselor will follow each student during his or her entire four years at the school and monitor the PGP.

c. Benchmarks for Staff Performance

Each year of the school's operation, our goal will be to retain at least 93% of our teachers. We plan to have a 95% attendance rate for teachers. Each teacher will complete 30-50 hours of PD in knowledge of the specific academic content area (e.g., mathematics); general and specific pedagogical knowledge (e.g., creating a community of learners, developing lesson/unit plans); knowledge of child/adolescent development; and also knowledge of the specific community, culture, language, and contexts of the students and their families.

d. School Evaluation of Progress Toward These Goals

We will compile statistics for the benchmarks and measures mentioned above at the end of each semester. We will conduct parent and student focus group interviews for enrolled students and their families and will have exit interviews for students and families who leave our school. Staff and administration will develop professional learning portfolios and collectively review them twice a year, and staff, parents, and community will complete a yearly educational climate survey. The analysis of these data will initially happen internally during staff development meetings, and once staff members come up with a plan of action to address areas of improvement, the results and plan will be presented to students, parents, and community members.

e. Procedures for Improvement

Improving what we do will be ongoing and immediate parts of Dyett's standard practice. Therefore, re-evaluating the school's goals and understanding of these goals as fluid will happen regularly and not solely as a means of addressing achievement. The re-evaluative process will include a committee of LSC members, advisory board members, community members, administrators and teachers, feeder school principals and teachers, parents, and students. We will work closely with other schools deemed as successful in their community-school driven school improvement processes to learn from their strategies to solve the problems we may face.

FACILITIES

As a school emphasizing green technologies, we will need at least two fully equipped computer labs and three to four renovated and fully equipped science labs.

Special student spaces are a part of our plan, and we request space for a *Student Center*, where ACT preparation classes will be held, as well as study hall, after-school tutoring, and restorative justice hearings. We also foresee the need for a *Resource Room* for specialized services and files for both Individualized Education Plans (IEPs) and space for counselors to work with students to develop and ongoingly assess PGPs. The *Resource Room* will also be open for student use for individual and small-group tutoring sessions.

Additionally, the use of a conference room or large space would be helpful to facilitate communication between staff, parents, students, and community members.

EXTERNAL PARTNERS

1. DuSable Museum
2. Chicago Botanic Garden
3. The Plant
4. University of Illinois at Chicago College of Education
5. Black Metropolis Convention & Tourism Council
6. Washington Park Advisory Council
7. Kenwood Oakland Community Organization
8. Teachers for Social Justice
9. Chicago Teachers Union Quest Center
10. Annenberg Institute for School Reform at Brown University

TIMELINE

We believe that the Dyett can be opened at the start of the 2014-15 school year in August 2014. Preparation to open the school will necessarily focus on establishing a safe, efficient, and effective educational environment. As an overview, during spring and summer 2014, we will...

1. create/adopt/adapt curricula in line with the integrated themes of global leadership and green technology, and with the Common Core State Standards frameworks in English-Language Arts, Mathematics, and Literacy in Science and Technical Subjects;
2. recruit applicants and select a principal for the revitalized Dyett;
3. develop the structures necessary to start school in August, for example, determine teacher, counselor, and support staff assignments; select course offerings; create day, week, and semester schedule and assignments; figure out extracurricular programs; setup restorative justice systems; arrange internships and colloquia; conduct professional development sessions; etc.;
4. develop school policies and community processes to ensure democratic community, family, and student participation;
5. solidify planning with community partners and develop additional partners as well as apply for external funding for partner projects.

The following outline delineates the major areas of planning and implementation, all of which need more specific details and the full cooperation of Chicago Public School staff.

March-April 2014:

1. Refine criteria for principal candidates. Recruit, screen, and interview interim principal candidates and hire interim principal, with genuine input from students and parents (existing LSC transitioning into new LSC).
2. Refine criteria for teacher/staff candidates. Recruit, screen, and interview teacher candidates and staff (subject-area teachers, special education teachers, counselors, support staff), and hire them, with genuine input from students and parents (interim principal with support from Design Team and LSC).
3. Recruit and enroll new students and conduct home visits (interim principal, teachers, staff, LSC members, and Design Team).
4. Recruit Local School Candidates to run in the April 2014 elections (existing LSC, community members, and Design Team).
5. Plan curriculum for the semester, decide upon class offerings, and establish class schedule (interim principal, teachers, staff).
6. Determine the budget (interim principal and LSC with support from Design Team).

7. Plan and begin to carry out all other necessary start-up actions (all school community members).

May-June 2014:

1. Hire new principal (LSC)
2. Begin to develop specific school policies and structures for student and family involvement (school staff, students, LSC, family members, with support from Design Team).
3. Plan partnership activities with school partners and recruit additional partners (school staff).
4. Begin to develop community-based internships (school staff).
5. Begin developing and carrying out school-based evaluation plans and professional development plans (school staff and LSC).
6. Begin developing curriculum in line with school theme in all subject areas (teachers, principal, support from Design Team).
7. Plan for academic year 2014-15 (school staff and LSC).
8. Begin to develop the Continuous Improvement Work Plan (school staff and LSC).
9. Coordinate with Chicago Botanic Garden the school-community garden (school staff).
10. Plan and begin to carry out all other administrative, budgetary, and policy actions necessary (all school community members).
11. Local School Council training (LSC members).

Summer 2014

1. Develop and plan detailed curriculum in all subject areas in line with school theme (principal, teachers, and school community, with support from Design Team)
2. Local School Council training (LSC members).
3. Hold intensive staff development institute (UIC Collaborative for Equity and Justice in Education, Teachers for Social Justice, teachers, principal, community, LSC, and students)
4. Plan partnership activities for 2014-2015 school year (teachers, principal, community, students)
5. Further develop school-community garden (students, community partners, community members)
6. Plan school calendar for coming school year (teachers, principal)
7. Develop student internships and colloquia (school staff).
8. Conduct orientation for new students (all school staff).

BUDGET (see appendix)

A detailed budget is not yet worked out. However, the outlines of the budget follow standard budgeting parameters for a new neighborhood, non-selective enrollment public high school starting with 150 students in year one and growing to 600. Our assumptions, with respect to the budget, are as follows:

- 1) Dyett will be a neighborhood public school with a budget commensurate with other schools of similar size and staffing requirements. The budget will increase as the school grows.
- 2) The school will receive the standard per-pupil expenditure and other funds allocated to neighborhood CPS high schools.
- 3) In April, we will work with CPS to determine the specific budget (interim principal and Design Team).
- 4) Expenses we will incur will include, but are not limited to:
 - a) Professional development
 - b) Technology (computer, GIS, and other)
 - c) Curriculum materials
 - d) Personnel Costs
 - e) Consulting & Professional Fees
 - f) Occupancy & Supplies
 - g) Purchase or Rental of Durable Goods, Excluding Computers
 - h) Printing & Publications
 - i) Travel & Conferences
 - j) Other

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DESIGN TEAM

Jitu Brown, Kenwood Oakland Community Organization, Dyett LSC

Steven Guy, Dyett LSC

Jawanza Malone, Kenwood Oakland Community Organization

June Webb, Dyett science teacher

Jeanette Taylor-Smith, Mollison LSC chair,

Diamond McCullough, Dyett student,

Parish Brown, Dyett student,

Aquila Griffin, former Dyett student,

Richard Gray, Annenberg Institute for School Reform at Brown University

Jhatayn “Jay” Travis, community resident

Dr. Rico Gutstein, University of Illinois at Chicago College of Education

Michael Brunson, Chicago Teachers Union,

Eliza Fournier, Chicago Botanic Garden,

Harold Lucas, Black Metropolis Convention & Tourism Council

Sarah Hains, Researcher, Chicago Teachers Union

Asif Wilson, University of Illinois at Chicago College of Education

Dena Campbell, University of Illinois at Chicago College of Education

Naomi Davis, Blacks in Green

ADVISORY BOARD

1. Carol L. Adams, PhD., President and CEO, DuSable Museum
2. Alfred Tatum, PhD., Dean, University of Illinois at Chicago College of Education
3. Karen Lewis, President, Chicago Teachers Union
4. Richard Gray, J.D., Director, Community Organizing and Engagement, Annenberg Institute for School Reform at Brown University
5. Kate Purvis, Outdoor Farm Coordinator, The Plant
6. Sarah Hains, Researcher, Chicago Teachers Union
7. Eliza Fournier, Chicago Botanical Gardens
8. Jawanza Malone, Kenwood Oakland Community Organization

APPENDIX [Budget]

REVENUE			150 projected students
Fund Group	Fund Grant Description	FY 2015 Budget	
General Budget	General Education Fund	\$192,359	
	Fundraising - local, state and federal grants	\$234,548	
	Agricultural Education	\$11,000	
	Perkins Leadership - High Schools that Work	\$8,000	
	Special Student Needs - C. Perkins	\$50,000	
	New and Expansion School Funding	\$150,000	
	State Special Education Block Grant	\$179,664	
	Student Based Budgeting	\$847,614	
	Workers' & Unemployment Compensation/	\$112,984	
Lunchroom	Lunchroom Fund	\$64,398	
NCLB Federal	Title I - Mandated Parent Involvement	\$881	
	Title I - Public Instruction & Support Service	\$47,377	
School Generated	Supplemental General State Aid (SGSA)	\$104,543	
Revenue Grand Total		\$2,003,368	

EXPENDITURES		
	Account Group	
	Salary	\$1,330,479
	Benefits	\$409,000
	Contracts	\$3,000
	Commodities	\$163,889
	Equipment	\$50,000
	Transportation	\$7,000
	Contingencies	\$40,000
	Expenditures Grand Total	\$2,003,368

DETAILED EXPENDITURES			
Job Title			
	Teacher	Assistant Principal	\$95,753
		Principal	\$140,899
		Regular Teacher	\$311,280
		Art Teacher	\$124,512
		Agricultural Sciences Director	\$80,000
		School Counselor	\$73,553
		Special Education Teacher	\$133,805
		Teacher Total	\$959,802
	Education Support Personnell	Lunchroom Attendant	\$9,816
		Lunchroom Manager	\$42,952
		Porter	\$19,168
		School Clerk I	\$45,567
		School Security Officer	\$102,075
		Teacher Assistant	\$14,642
		ESP Total	\$234,220
		Staff Total	\$1,194,022

5 regular teachers, 2 art/music teachers, 2 SPED teachers, 3 security guards

Account Group	Account Name		
	Career Service Salaries - Adjustments		\$500
Salary	Career Service Salaries - Extended Day		\$21,224
	Career Service Salaries - Regular		\$234,220
	Teacher Salaries - Extended Day		\$47,825
	Teacher Salaries - Regular		\$959,802
	Teacher Salaries - Substitutes		\$44,108
	Termination Payout of Sick & Vacation Days		\$2,800
	Termination Payout of Sick & Vacation Days		\$20,000
	Salary Total		\$1,330,479
Benefits	Hospitalization & Dental Insurance - Employ		\$180,000
	Medicare		\$17,000
	Pensions - ESP Employer		\$19,000
	Pensions - Employee, ESP		\$12,000
	Pensions - Employee, Teacher		\$65,000
	Pensions - Employer, Teacher		\$95,000
	Pensions - Employer, Teacher Federally Fun		\$4,000
	Unemployment Compensation		\$6,000
	Workers Compensation		\$11,000
	Benefits Total		\$409,000

Contracts	Seminar, Fees, Subscriptions, Professional N	\$3,000
	Contracts Total	\$3,000
Commodities		
	Budget Only - Commodities Supplies	\$3,000
	Commodities - Food Supplies	\$500
	Commodities - Postage	\$1,389
	Commodities - Supplies	\$5,000
	Commodities: Software	\$4,000
	Textbooks/Instructional Materials	\$150,000
	Commodities Total	\$163,889
Equipment	Property - Equipment	\$50,000
	Equipment Total	\$50,000
Transportation	Pupil Transportation	\$6,944
	Travel Expense	\$278
	Transportation Total	\$7,222
Contingencies	Miscellaneous Charges	\$39,963
	Contingencies Total	\$39,963

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- [1] We use “parent” to refer to all adult caregivers who perform a parent role.
- [2] Adapted and modified from the University of Wisconsin—Madison, School of Education.
- [3] http://cps.edu/Schools/Find_a_school/Pages/SchoolLocator.aspx?Schools=609727
- [4] http://cps.edu/Schools/Find_a_school/Pages/SchoolLocator.aspx?Schools=609736
- [5] <http://www.dnainfo.com/chicago/20130626/kenwood/kenwood-academy-loses-12-million-from-budget-as-enrollment-spikes>
- [6] <http://www.dnainfo.com/chicago/20131113/kenwood/kenwood-academy-principal-says-school-might-need-turn-away-students-soon>
- [7] <http://www.planning.org/newsreleases/2011/mar03.htm>
- [8] <http://www.nsf.gov/statistics/wmpd/2013/pdf/tab6-6.pdf>
- [9] <http://www.facinghistory.org/aboutus/missionstatement>
- [10] <http://dbqproject.com/what-is-the-dbq-project.php>