

Section 1: Executive Summary

The Executive Summary should be a stand-alone document that gives a succinct narrative overview of the application

Little Black Pearl School of the Arts (LBPA) is designed to be an open enrollment, high quality, Chicago Public High School. Little Black Pearl is proposing a comprehensive four-year visual and performing arts high school enrolling 650 students in grades nine through twelve providing tuition free instruction in six specialty areas: multi-media, dance, theatre, music, visual and industrial arts, plus a full college preparatory curriculum. The mission is to provide the highest caliber of education and art-practice engagement that strengthens communities and guides and inspires youth to dream big, work hard, think creatively, and make life-long contributions to our interconnected world.

The principles of education, entrepreneurship, economic empowerment and community transformation are pivotal to why Little Black Pearl (LBP) was established two decades ago. LBP believes that all youth should have an opportunity to engage in rigorous education, cultural and artistic exploration while learning how that journey translates to a meaningful investment in their lives. According to the National Endowment for the Arts research report by James Catterall entitled “The Arts and Achievement in At-Risk Youth: *“Students who have arts-rich experiences in school do better across-the-board academically and they also become more active and engaged citizens, voting, volunteering, and generally participating at higher rates than their peers”*”.

LBP is currently successfully managing and operating the Little Black Pearl Art and Design Academy High School under Contract with Chicago Public Schools. Little Black Pearl Art and Design Academy provides an academic, visual, performing and industrial arts curriculum for 200 at-risk, off-track students in grades nine through twelve.

Little Black Pearl School of the Arts is an extension of the unique arts and education model created by LBP. LBP has a successful history of designing, building, and operating Arts facilities that uniquely integrate art, education, business and community. The new Little Black Pearl School of the Arts (LBPA) will have the benefit of strong partnerships and relationships established over 20 years by the not-for-profit.

LBP is poised to expand its reach by providing high quality arts and education offerings to students interested in pursuing post-secondary and professional opportunities in the arts. LBP is proposing the acquisition and renovation of Dyett High School, transforming the school facility into one of the greatest Arts and Culture assets of Chicago. The facilities unique contemporary design will highlight the essence of LBP’s new model for education that engages the entire community. The facility will feature an indoor/outdoor state-of-the-arts theatre, gallery/exhibition space, glassblowing facility, creative arts incubator spaces, and a skateboard park designed to strategically position the school as an anchor for Arts, Education, Youth Employment and Community Development.

LBP will leverage corporate partnerships, parents, volunteers, community members, colleges and institutions to serve as ambassadors and allies to create opportunities in the Arts for students internally and beyond the school’s campus. LBP’s corporate partners such as: Best Buy, Jordan Brand, Nike, MINI Cooper, NorthStar Lottery, Digital Youth Network, Intel, Rebuild Inc. and others are positioned to provide internships and special career training opportunities for students. Foundation and Institutional partners such as: Alvin Ailey Dance Company, Berklee College of Music, W.K Kellogg Foundation, Chicago Community Trust, Columbia College, North Park University, the Museum of Contemporary Arts, and the Museum of Science and Industry are partners for after-school support, dual enrollment, professional development, and field study opportunities for staff and students at Little Black Pearl School of the Arts.

The Design Team is made up of experts who will play a key role in designing the curriculum, strategic planning and broadening access to resources for the school. Experts in the fields of Education, Arts and Community Development such as; Theaster Gates (Arts Consultant, Rebuild Inc.), Dr. Renee Grant-Mitchell (former Chief of Specialized Services at CPS), Dr. Terri Lyne Carrington (Professor, Berklee College of Music), Dr. Camilla Covington (Principal), Dr. Johnny E. Brown (former Superintendent of Schools in Austin, Texas and current Adjunct Professor), Kaye Wilson (Restorative Justice Practitioner) and Michelle Olson (Marketing Strategies) are a few members of LBPA's design team.

Providing youth access to quality Arts programming has been the main focus of LBP since its inception – even as the communities that it serves have both benefited and suffered from the widespread gentrification that has occurred throughout many poor and working Chicago communities. While the intention of this trend toward gentrification was to transform these communities into “economically diversified” neighborhoods, access to high quality educational offerings has often been the community's greatest challenge. Such challenges are still reflected in the characteristics of N. Kenwood-Oakland, Washington Park, Hyde Park, Woodlawn, Grand Boulevard, and South Shore communities that are the central service area of LBP. Many of the schools serving youth in these communities are not adequately meeting the academic needs of children nor are they addressing the multi-layered needs of youth interested in the Arts. The lack of options and positive creative arts educational programs for youth make it nearly impossible for students to realize their individual potential and create successful pathways for college and career opportunities in the Arts. There is also a constant “budget crisis” faced by many schools, and, unfortunately, they are often forced by budgetary shortfalls to drastically reduce or completely eliminate arts, technology, music, and other important activities which further exacerbate these institutions' inability to provide an interesting and well-rounded educational experience for young people.

Little Black Pearl stepped into this vacuum created by declining arts and academic offerings by opening Options Laboratory School in September 2011 and Little Black Pearl Art and Design Academy in 2013. Options Laboratory School was a campus of Youth Connections Charter School (YCCS). YCCS historically has serviced youth 17 years and older who previously dropped out of school. Although the population served by Options Lab School shares many of the academic and social challenges of the Little Black Pearl Art and Design Academy, the young (freshman) and “off track” population has been the primary focus for recruitment for Little Black Pearl Art and Design Academy. LBP has proven that it can create and successfully execute new models integrating the arts that can empower youth who are off track and at-risk for dropping out.

LBP can provide even more impactful and effective training to youth who are academically successful and on-track, providing them the proficiencies in art and academics that translate into college and career opportunities. Little Black Pearl School of the Arts is a logical extension of LBP's recent work with Options Lab School and Little Black Pearl Art and Design Academy. LBP has proven that its Arts integrated curriculum can positively impact the academic achievements of the most at-risk and failing students, therefore it is plausible that applying an arts-integrated approach with academically on-track and artistically inclined students will result in extraordinary outcomes.

LBP School of the Arts will be governed by a Board of Directors as an Appointed Local School Council

The African American Civil Rights Icon, Dr. Angela Davis wrote a brief article describing her experience at LBP's school. After conducting a workshop for students, she wrote; “*The beautiful contemporary venue of Little Black Pearl that has both transformed and preserved a historical site in Chicago and is, I think, the most stunning school setting I have ever visited. The students with whom I spoke confirmed my idea that it is impossible to wake up every morning and not experience the magnetic attraction generated*

by Options Laboratory School. I found the students to be so positively stimulated by their art education that they have learned how to imagine futures that are radically different from the trajectories this society has assigned to them, i.e. poverty and incarceration. I came away from those marvelous moments thinking that Monica Haslip has found the solution. What we need to do now is to figure out how to replicate this strategy for young people in neglected communities not only inside the U.S., but all over the planet as well.”

The Little Black Pearl School of the Arts model is designed to integrate art, education, civic engagement, entrepreneurship, community and economic development. The areas of culture, life skills, education, mentorship, critical thinking, and artistic activities will be woven throughout the curriculum and culture of the school. LBP School of the Arts will offer a unique high quality educational and creative arts experience for youth and the entire community.

Section 2.1 Curriculum and Instruction

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

Information in this curriculum summary is designed to assist LBPA’s stakeholders with holistic four-year plans for LBPA students. The plan will be updated each year and will reflect the student’s future plans, specific abilities, credit accomplishments, testing levels and graduation requirements. The student’s future plans will determine which of the suggested programs of study should be used to choose electives. The LBPA graduation requirement will be compared to the student’s current transcript of courses successfully completed towards graduation. Such review helps to clarify course selections for the following school year.

Chicago Public Schools requires that each high school student complete twenty-four units of study to qualify for graduation (**Attachment 1 – 2.1 Curriculum and Instruction**). Additionally, state requirements must be fulfilled, such as Drivers Education, Health, Consumer Education, and Public Law 195 in addition to taking both parts of the Prairie State Exam. Forty hours of recorded community service during the four years is also a CPS requirement, with twenty to be completed by the start of a student’s junior year.

The students at LBPA will be given an eight-period day, which in some cases will include an intensive recovery intervention period. As a result, he/she will accumulate an additional three units of electives during the four years and should graduate with twenty-seven units. These extra classes may be captured through literacy resource recovery, career path programming or accelerated/advanced classes for college.

LBPA academic curriculum will provide each student with a rigorous college preparatory education, while providing the support required for success. The curriculum will meet Common Core State Standards and CPS district mandates. With the Common Core State Standards providing the base for academic areas, this will ensure instructional sequencing across grade levels and cross-curricular alignment. The curriculum will also model the tenets of social justice and will follow the principles that were established by CICS Northtown Academy from original research conducted by Curriculum Framework Project and Dr. Charles Venegoni’s research through the Bill and Melinda Gates Foundation. We have the following design principles:

- The student will be at the center of the instructional design, framed by alignment principles fostering their upward academic mobility.

- Student learning and achievement will increase by building on what our students know and utilize their everyday experiences in order to build the excellence of basic skills and literacy.
- The curriculum will be content-based and interdisciplinary, both contemporary and historical in scope.
- Skills referenced to normative assignments: Skills development will be given cross-curricular emphasis and will be referenced to accountability measures (EPAS, course assignments, departmental summative assessments, etc.), ensuring the verifiable college readiness of all students' college readiness as they enhance their capacities for succeeding on normative examinations used for college admission and scholarships, as well as for the evaluation of school performance. Skills in writing, reading math, scientific reasoning, communication, arts and technology will be practiced and developed across all relevant content areas.
- Our community and the city will be our classroom. All learning will be relevant to the lives of our students.
- The critical thinking skills of all students will be developed through deliberate teaching of conflicting interpretations and an orientation to controversy.
- Collaborative and Accountable Staff: a design based and purposefully structured instructional model will depend upon the collaboration of faculty and staff as they work in their professional learning community focused on student achievement, with decisions informed by data and qualitative measurement.
- LBPA high school will be a learning community in which students and adults learn as a community and about community.
- All students will become critical thinkers through a curriculum that is rigorous, innovative, and implemented through meaningful school relationships.
- All students will engage in project based and problem based learning that addresses real world issues through the lens of race, gender, culture, economic equity, peace, justice, and the environment which will be the catalyst for developing our curriculum.

To this end, it is important to note that nationally, 9th graders enter their freshmen year with an EXPLORE score of 14 in reading and mathematics respectively, and they are expected to earn a score of 20 on the ACT by the time they are in the 12th grade. Our students come from across the City of Chicago with varied high school histories and 8th grade backgrounds. LBPA students enter the 9th grade with a score of 10 or lower. In order to reach a score of 20 by the 12th grade, they must move 10 or more points on assessments in contrast to the 6 points required by most students. Basic skills courses will be taught in alongside the general grade level English and Math courses allowing students to review facts and improve literacy strategies and immediately apply knowledge to all content courses.

Arts and Technology will be integrated across all courses. Students who may have been previously disengaged through a traditional course curriculum will be reengaged through Arts/Technology. "Researchers found that a learner can attain higher levels of achievement through their engagement with the arts. Moreover, one of the critical research findings is that the learning in and through the arts can help level the playing field for youngsters from disadvantaged circumstances." **Champions of Change: The Impact of the Arts on Learning.** *Arts Education Partnership - (1999)*

Students will also have the option of taking additional coursework through K-12 Online Learning. LBPA will offer a blended model of supervised online learning in school which will give us the ability to allow for individualized learning and flexibility in pace, schedule and learning styles. Currently totaling over 22,000 lessons and 100,000 multimedia components, K¹² courses have been designed and developed for online delivery from the outset, incorporating the best research and usability testing to most effectively present instruction online. Over the years, their efforts have led to numerous innovation and achievement awards from the Association of Educational Publishers, the Software Information Industry Association, the U.S. Distance Learning Association, *Business Week* magazine, ComputED, and other organizations.

Covering all core subjects and dozens of electives, K¹² courses address the different ways that students learn, engaging them with the varied capabilities of the online medium. This includes Flash animation, game simulations, avatars, threaded online discussion groups, video lectures, online debates, and more. In high school, the graded assignments measure mastery of objectives at the lesson, unit, and course level. K-12 courses provide, structure, administrative support, oversight, accountability, and standards tests associated with all public schools. Students will have the flexibility to take makeup coursework, take additional electives that we do not offer through traditional courses, take AP or honors courses or take courses at their own pace to allow for dual enrollment or work study.

To ensure the school's curriculum is refined and updated, the campus leadership will include an Instructional Lead who will meet with school teams (STEM, ELA, and ARTS) and oversee changes in the curriculum and instruction. The Leadership Team consisting of the Principal, Programs Coordinator, Academic Program Director, Instructional Lead, and Director of Student Culture will meet weekly to plan professional development and analyze data to prepare for upcoming standardized testing, integration activities and project learning.

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

The curriculum offered will allow students to meet the admission requirements at most Illinois universities and colleges, which are fairly consistent with the CPS graduation requirements. However, specialized programs within the high school additionally prepare a student for a specific course of study the student might take while in college. The specialized programs at LBPA High School will include *Professional Learning Communities or PLCs*.

Professional Learning Communities (PLCs) are thematic learning environments within a high school wherein teachers and staff work closely with cohort students in grades 9-12. PLCs are more personalized in that teachers are dedicated to the success of our students who choose general, college-preparatory and career-themed communities that coincide with their post-secondary interests. The PLC model allows teachers and students to form meaningful relationships during their four years together. In addition to PLC-themed coursework, internship opportunities, and certification programs, students also work with consistent teacher advisors and counselors who support them academically, socially, and emotionally. Research on PLCs has shown the structure to increase student attendance, engagement, and participation in school activities, all of which lead to higher academic success and graduation rates.

Arts & Humanities Students will take a liberal arts curriculum with electives in multiple content areas, much like a liberal arts college experience wherein students get to take many different creative courses. Humanities bring meaning to our lives, and the fine arts are how we express that meaning to others through visual art, film, music, dance, theatre, and literature.

Human Development & Economics In order to prepare students for the world of work fundamental skills of human development, students will take electives on civic responsibility and also learn through practice in the school's cafe center sponsored by Little Black Pearl Workshop. Our pathway programs will provide two programs in this PLC: Culinary and Hospitality.

Restaurant & Hospitality Management Culinary Arts courses will teach students basic knife skills, nutrition information, sanitation training, and hands-on experience cooking various dishes in the kitchen-classroom and through internships at local restaurants. Hospitality Management

courses focus on the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel-related services.

Information Technology & Business This major incorporates essential computer skills and business knowledge in addition to certification opportunities. Through two programs, students will learn how to create and maintain security systems and networks or the basics of network design and development. Business fundamentals can be attained through courses like Economics and extra-curricular opportunities.

The “STEAM” Academy *Technology/multi-media, Glassblowing, Dance, Footwear/Apparel Design, Fine/Industrial Arts* - Students will concentrate on connections across content areas through a rigorous course load of all honors and Advanced Placement classes. This PLC is an innovative program designed for highly motivated students who are passionate about learning and excited by the challenges of earning college credit by taking selected advanced-level courses. As an honors program, this PLC requires an additional application.

Career & Technical Education Pathway Academies The CTE programs offered at LBPA are inclusive of the “Academy” programs - Technology/multi-media, Glassblowing, Dance, Footwear/Apparel Design, Fine/Industrial Arts and Restaurant/Hospitality. Each program includes specialized courses that begin sophomore year and extend through senior year. These courses include intensive hands-on training, internships, industry certifications and/or college level credit.

Reading Workshop / Literacy Program The Reading Workshop Literacy Program is designed to maximize the potential of below average and average students by placing them in strengthening and foundational classes. It provides resources, such as test taking, tutoring and ACT preparation, necessary to foster success of all students in the program.

WECEP - WECEP is a state-approved, work training program that provides freshman students, 14 and 15 years of age, with skills necessary to enter the workforce and the opportunity to explore potential careers. An employer provides a site for the student to have the opportunity to develop the skills necessary to succeed in a particular occupation in the form of a paid job or internship. The program is designed to provide students with career and technical training in addition to their traditional academic coursework.

Special Education Special Education services are provided for students identified as having special learning needs. Students are placed in the least restrictive environment, according to IEP goals. Services are offered in the four core subjects: English, Math, Social Science and Science. Also, an occupational experience work-study course offering is provided, as is special assistance in World Language.

Dual Enrollment the Dual Enrollment Program at City Colleges of Chicago (CCC) allows high school students to enroll in college courses through one of the seven City Colleges. Students may enroll in one (1) college course per semester. Students may be able to earn dual credit (both college and high school credit) depending on the course. Students will be enrolled as college students and must meet all enrollment criteria.

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

(Attachment 2- 2.1c Curriculum Development Plan). English, Social Science, Mathematics, Science, World Language, Fine Arts, Physical Education, Electives, and Career and Technical Education Pathway

Programs all of which are grouped into programs of study with four professional learning communities or PLCs alongside perspective core and non-core courses (**Attachment 3- 2.1c Program Study**). Students will be required to complete FOUR years of English; Students must receive a recommendation from their CURRENT English teacher for placement in Honors or AP classes; only core courses (*) fulfill English graduation requirements. All other courses fulfill elective graduation requirements; all courses offered are year-long (2 semesters). Students are required to complete THREE years of Social Science; Students must receive a recommendation from their CURRENT Social Science teacher for placement in Honors or AP classes; Only core courses (*) fulfill Social Science graduation requirements. All other courses fulfill elective graduation requirements - All courses offered will be year-long (2 semesters).

Students will be required to complete THREE years of Science (two labs); Students must receive a recommendation from their CURRENT Science teacher for placement in Honors or AP classes; only core courses fulfill Science graduation requirements. All other courses fulfill elective graduation requirements; all courses offered will be year-long (2 semesters). Students will be required to complete THREE years of Math; Students must receive a recommendation from their CURRENT Math teacher for placement in Honors or AP classes; only core courses fulfill Math graduation requirements. All other courses fulfill elective graduation requirements; all courses will be year-long (2 semesters).

d. Assessing Student Needs: *Describe the anticipated performance levels and academic needs of the students you intend to serve. Discuss how the school will assess all students upon enrollment.*

All students will be assessed through initial data from receiving schools, which includes but is not limited to standardized testing results, GPA, high school courses passed/failed, and attendance. Once enrolled at LBPA students will also participate in STAR testing and the PARCC to ascertain the skill sets and level of the student and the performance level throughout the year. Initially, it is anticipated that a majority of our students will display a below grade level performance on testing and may also be lacking in coursework at the high school level. LBPA is committed to an inclusive and diverse school community that includes students with disabilities, homeless students, ELL students and other at risk populations. To insure that all students are provided with a variety of opportunities to meet their educational goals, special education staff and general education academic and support staff will collaborate in all areas related to the educational program. They will design and implement curriculum maps for all classes, lesson plans that address specific accommodations and modifications for students with disabilities, and age and grade appropriate assessments. Teacher schedules will reflect common planning times that provides opportunities for interdisciplinary discussions, planning, and professional development. The goal will be to create a team of special and general teachers who use their collective and individual skills to promote the learning of all students. Based on the philosophy of LBPA, all students will have access to a rigorous curriculum. Students will be instructed at different levels of complexity, while at the same time taking into account their individual needs. In accordance with the mandates of IDEA, students with disabilities (SWD) will have the same materials and books as their non-disabled peers and when appropriate, they will be provided with supplementary supports, accommodations and modifications that are delineated in their IEPs.

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

Students in need of remediation will follow the MTSS methodology of the tiers 2-3. The steps that are in the problem-solving process are based on, identifying the problem; defining the problem; exploring alternative solutions; applying solutions; and looking for the effects of the applications. The research based programs Read 180 and Study Island are data and curriculum based programs designed to track student progress in order to plan and evaluate instruction that is the core of the MTSS methodology.

Supplemental Educational Support Afterschool programs and Saturday School will also be available to students as well. Little Black Pearl Art and Design Academy instructional strategies are designed to support the education plan and will be based on the MTSS methodology. MTSS (Multiple Tiered Support System) is a researched based tiered system that is a progress monitoring tool and an instructional delivery framework for all classrooms in order to aid students who are at risk for academic failure. This method will support the mission and vision of the school by providing “at risk” students an opportunity to become critical thinkers, evaluate belief systems and formulate adequate choices in the context of a global society, allowing students to be in a safe environment while earning a diploma. Teachers will use different methods of instruction to meet the needs of all students based on student data, student class work, and goal setting.

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

Little Black Pearl has the unique opportunity to maximize potential of all students through Fine Arts and Technology Integration. Research has demonstrated that “media arts have the potential to develop reading and writing skills for all youth, including those with cognitive disabilities” Media arts: Arts education for a digital age Peppler, K. (2010). Media arts: Arts education for a digital age. *Teachers College Record*, 112(8), 2118-2153. Project learning at the end of each quarter will also allow students to target and develop their own special skills and abilities.

Through interdisciplinary planning and deep data dives instructors will be able to use student interest in the various arts and technology to differentiate lesson planning to reach all students. Instructors will be given professional development on using arts education help students understand content in other academic areas. Over and over again we see the effect of the arts in learning. Mason, C. Y., Steedly, K. M., & Thormann, M. S. (2008) Impact of arts integration on voice, choice, and access. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 31(1), 36 state, “ The arts exercise children’s critical capacity for decision-making and problem solving, which are important developments for preparing children with disabilities to be active and independent citizens. The inherent flexibility of all art forms allows students multiple ways to access content and provides teachers with opportunities to meet the unique needs of their students.” Students who demonstrate ability through testing and teacher recommendation to take advanced courses will be able to enroll in independent study course work with an instructor, choose to take online learning courses, participate in our dual college enrollment program and enroll in a work study course in an area of personal interest.

As a part of a school wide student engagement plan, all students, including students with disabilities, English Language Learners and Homeless students, will actively participate in every aspect of the school community. Every student will be engaged and encouraged to develop their social and emotional intelligence. Students with disabilities will be given lockers in the same area as their non-disabled peers, attend field trips, participate in clubs, and share common lunch periods. Their schedules will reflect the LBPA school day and they will arrive and leave the building with their classmates.

LBPA will follow state and federal statutes along with CPS bilingual education policy to provide the basic structure for the bilingual education programs and the implementation. At LBPA it is the responsibility of the principal with the assistance of the Special Services Program manager along with the bilingual lead teacher (BLT) to ensure that all components and requirements of the state mandated programs are implemented and the programs are in compliance with all federal and state rules, and CPS policies.

LBPA students who are identified as homeless will have transportation provided for them and access to technology not only during school hours but after school hours. Tutoring will be provided during and after school hours. Students will also be able to utilize the laundry service located in the school provided by our State Farm Community Partnership. Students who have been identified by teachers and the Academic Program Director will be assessed at the beginning of the year to determine their English language proficiency. ICPS will be notified of students who are identified as ELLs through SIMS and testing and will assign a bilingual teacher part or full-time as determined by the ELL count at LBPA.

All ELL students identified as ELL will receive instruction aligned to the Illinois Learning Standards and the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards. English language learners receive content-area instruction in their native language and English as a Second Language (ESL) instruction, and some content area instruction in English with support. The amount of time used for content area instruction in the native language and English language instruction varies according to the student's English language proficiency level and academic progress. LBPA will implement the TPI model if less than 19 students who are identified as ELL in the same language background are enrolled. ELLs with different home languages will participate together in the same classroom, according to their age and their English language proficiency level. Their level of English proficiency will help to determine the level of support and the appropriate practices to ensure that ELLs have access to concepts and skills that are presented in English.

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

Instruction will incorporate project base learning, differentiation and scaffolded learning along with McRel's nine instructional strategies that are most likely to improve student achievement across all content areas and all grade levels. "*Marzano's Classroom Instruction That Works.*" All teachers in all areas will use Curriculum Framing Essential Questions to develop end of the quarter projects in all subjects to promote higher order thinking skills. (*Higher Order Thinking Skills: Definition, Teaching Strategies, Assessment, King, Goodson, Rohani, Center for Advancement of Learning and Assessment.*)

At the end of each quarter all students will complete a project in every class around a sequenced essential question per quarter. For example all sophomores will answer the following essential question through project learning for 2nd quarter, "Does conflict accelerate growth or impede growth?" They will answer this question through project learning in every class, English II, World History, Chemistry etc.). In the last week of the quarter all students will view and critique student projects through a gallery walk event. This will happen every quarter and culminate in a senior presentation. Project learning and presentations for underclassmen will be designed to prepare the students for their Senior Portfolio Presentation.

During Senior year, all seniors will complete a senior portfolio showcase that will be presented to parents, teachers, community members and underclassmen. The goal is to have each senior demonstrate that he/she has the skills to be a self-directed and lifelong learner. Through Capstone each senior will exhibit his/her skills as an effective communicator, a quality worker, a problem solver, and an integrated and informed thinker. Students will be encouraged to create projects of strong personal interest. The intent is to utilize higher order thinking skills to drive individuals to reach beyond their academic work, extending and enhancing the traditional school experience.

The senior portfolio will be comprised of multiple components. To facilitate the completion the student will enroll in a class called Senior Seminar which will emphasize writing, college preparation, research and digital presentations. Student responsibilities will span the junior and senior years of high school. As second semester juniors, students will explore topics, sit in on senior presentations and become familiar

with the goals and expectations of the Capstone Project. Seniors will submit a proposal by early October for approval and may then proceed toward completion of a Capstone Project with the support of their Advisors and field experts. The components of senior portfolios will be: 1) Personal identity statements; 2) Career Exploration; 3) College applications; 4) research paper with presentation; and 5) Capstone Project.

Section 2.2: Culture and Climate

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

Little Black Pearl School of the Arts (LBPA) will create a culture of equality, resiliency, independence, accountability and trust. LBPA believes that quality education for youth is an integral part of a healthy community. The LBPA Culture is designed to do more than graduate students; our goal is to build a school culture of students willing to fulfill their role of a good citizen. The culture of the school will integrate the values and principles of community such as:

- Learning the culture of the students and integrating teaching models, parental involvement and administrative policies and procedures to cultivate a healthier community.
- Teach and acknowledge that students are highly knowledgeable about the school culture and community.
- Start from where the students are in their development and build a classroom culture that will differentiate learning opportunities.
- There will be a proportionate blend between top-down and bottom-up technologies in order to tap the indigenous resources in the school community.
- Teach by learning first from the students.
- The adult community must realize that local or indigenous knowledge is not inferior to Western or scientific knowledge.
- Respecting the student's knowledge and encourage them to learn other skills to complement what they already know.
- Integrate a holistic approach.
- Focus on the interdependency and the interrelatedness of the factors needed to transform the situation of the students for the better.

LBPA will engage students in rigorous, inquiry and project-based curricula through integrated educational strategies in an individualized academic and creative environment. Professional Development for instructors will ensure thoughtful planning, support, and content coaching for curricula development, in alignment with Common Core Standards. LBPA will implement a core value system that will be our educational strategy and approach for educating youth.

CORE VALUES

- **Equality**- providing all students access to a high quality education despite socio-economic status, race, gender, cultural background, and disability.
- **Resiliency**- achieving academic success despite the circumstances.
- **Independence**- empowering students to become critical thinkers and problem solvers through their own experiences.
- **Accountability**- holding ourselves and our students accountable for their academic success at all times.
- **Trust**- trusting that we as a school community hold each student to the highest standards and will exhaust every avenue to see that each student will succeed.

b. College Readiness: *Describe the specific programs and supports, beyond academic curricula, that the proposed school will provide to expose students to college and ensure that they are successful in college academically and emotionally. Describe how the school will help students meet requirements to apply to college, enroll, and persist in college after high school graduation. Who is responsible for overseeing the implementation of college readiness supports? Which staff members will support these efforts?*

High school policies with high expectations of success are at the heart of helping students succeed and transition to a post-secondary education. The Little Black Pearl School of the Arts will adopt the Blueprint for College Readiness as a guide to improve students' readiness for college and careers. In an effort to improve readiness for college and careers, Little Black Pearl School of the Arts will offer advanced courses such as Advanced Placement (AP) and/or other rigorous coursework to ensure advanced opportunities are available to students. Beginning in ninth grade, LBPA will expose students to colleges and universities by engaging them in college campus visits, onsite recruitment fairs, and reciprocal visits through our external colleges and university partners. LBPA students will also attend shadow events designed to expose students to on-campus undergraduate experiences through our post-secondary partnerships. LBPA will offer a unique College Preparation Series to students entitled "SOAR" (Student Outreach and Academic Resources). The SOAR program will be available to all 11th and 12th grade students, providing mentoring designed to orientate students and parents to the critical steps necessary in preparing for college admission and post-secondary success. LBPA 11th and 12th grade students will be required to meet with Counselors at least twice a year (after first semester and end of academic school year) to ensure that all high school and post-secondary requirements have been met. Undergraduate and graduate students from various Fraternities and Sororities will be invited to participate including: Kappa Alpha Psi, Alpha Phi Alpha, Omega Psi Phi, Delta Sigma Theta and the Alpha Kappa Alpha. LBPA will also partner with the Better Love Yourself Foundation to provide dormitory supplies for graduating seniors who gain acceptance into college.

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

One-on-one counseling will be used with every student in order to create a smooth transition to our school and to further assist students as needed. One-on-one counseling will take place before or after school and during the lunch periods and advisory so as not to disrupt instructional time. LBPA will assess student academics weekly to proactively prevent students from falling off track. Failure reports (D & F) run through Gradebook will determine which students are in need of academic interventions. Teachers and school counselors will work in tandem to provide support for students who are academically at-risk-12.5% of the staff; 1 to 100.

- **Group Socio-Emotional Needs** - LBPA will use the Career Choices series as our life skills curriculum. Career Choices is an interdisciplinary curriculum that engages students and teachers in an interactive learning process, helping them develop the knowledge, skills, and attitudes needed to successfully examine their own lives, explore and evaluate a wide range of education and career options, and make reasoned and researched goals for their future. This award winning curriculum has been used in over 4,300 schools and has been awarded by the U.S. Department of Education and the U.S. Group counseling will be used with students who are facing similar issues and work well with peer-to-peer support. Group counseling will take place before or after school, during lunch periods, advisory and occasionally on weekends so as not to disrupt instructional time.

- **Behavior Management** - The universal behavior plan that Little Black Pearl School of the Arts (LBPA) will adopt is Multi-Tiered Support System (MTSS), (School-wide Behavior Support. This plan is a system approach for establishing the social culture and individualized behavioral support needed for schools to be effective learning environments for all students. This plan is researched-based and the Chicago Public Schools MTSS are in the following categories: Prevention; Teaches positive and social expectations; Acknowledge positive behavior; Arrange consistent consequences for problem behavior; On-going collection and use of data for decision-making; Continuum of intensive individual interventions; Administrative leadership-Team based implementation (Systems that support effective practices)

LBPA will provide “at risk” students an opportunity to become critical thinkers, evaluate belief systems, and make adequate choices in a global society. MTSS Plan will be communicated and reinforced by discussing expectations that students understand the mission/ vision of the school, there is a common language, and a common experience (everyone knows). The MTSS is structured to build social, emotional, and employability skills through reinforcement and consequences that builds a culture of competence as it is separated into the following categories: Defining behavioral expectations; Teaching behavioral expectations; Monitoring and rewarding appropriate behavior; providing corrective consequences for behavioral errors; Information based problem solving.

LBPA will implement MTSS to build structure in the social, emotional, and employable skills through reinforcing consequences by conducting teacher walk through, teacher training, and development of a school culture team. Little Black Pearl School of the Arts will structure and monitor more intensive behavior interventions for individual and groups of students in need by implementing the multiple tiered support methodology. This methodology is targeted for the students in tiers 2-3. The methodology will allow LBPA to identify and define a problem, apply solutions and evaluate, and to explore alternate solutions for “at risk” students. LBPA will implement Chicago Public Schools Code of Conduct Policy Manual to reinforce suspensions in and out of school according to section 705.5. LBPA will document and progress monitors all interventions by using data software from Chicago Public Schools “Verify” from the Impact system. Little Black Pearl School of the Arts will articulate the school behavior plan to students and parents by conducting Student Orientation, Parent Nights, Report Card Pickup, and students meeting one-on-one with administrative team and teachers.

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

Little Black Pearl School of the Arts High School is a non-attendance area Contract high school, providing a large number of student enrichment activities. All LBPA students will be encouraged to become involved in school clubs and activities, and participate in various Science, Math, History and Art fairs and/or competitions throughout the year. LBPA High School will also offers students the opportunity to participate in a full range of freshman, sophomore and varsity intramural sports on the interscholastic level. Competition in sports is an extension of the educational process, and student athletes are required to maintain satisfactory grades and meet eligibility requirements set forth by the CPS and Illinois High School Association. Athletes will be required to meet additional standards of conduct as set forth by the school’s Athletic Department:

- Glee Club (freshmen) Math Club Band Club
- Guitar Ensemble Peace Club Mock Trial
- Newspaper National Honor Society College Club
- Girls Night Out Writing Club Track & Field
- Literary Magazine Gardening Swimming

- Gay-Straight Alliance Baseball Art Club
- Girls' Volleyball Boys' Volleyball

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

LBPA will involve parents in the joint development and review/revision of the NCLB, Title I school parental involvement plan and policy, and the process of school review and improvement. These tasks are accomplished prior to the start of the school year with the Parent and Board of Director's Advisory Council organizational meetings held in July; whereby, monthly dates are agreed upon for follow up meetings held throughout the school year. Roles and responsibilities are elected and agreed upon.

Communication to our parents is performed on-going throughout the year.

LBPA will hold an annual meeting at a time convenient to parents to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their rights to be involved in the Title I programs. LBPA will offer a number of additional parental programs through the school year: PTA meetings held at various times and invite all parents of children participating in the NCLB, Title I program to these meetings, as all are encouraged to attend. Parents are sent mailings, blast calls, flyers to assure attendance at these meetings. Students are also given information to take home during classes and invites sent from Safety and CAPs, community rallies, parental university, and town halls are conducted every three weeks in the month occurring throughout the school year and summer months.

LBPA will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure students' progress, and the proficiency levels students are expected to meet. These tasks will be accomplished prior to the start of the school year with the Parent Teachers' Association organizational meetings held in July; whereby, monthly dates are agreed upon for follow up meetings held throughout the school year. Roles and responsibilities are elected and agreed upon. Communication to our parents is performed on-going throughout the year. LBPA will offer a number of additional parental programs through the school year: PTA meetings held at various times and invite all parents of children participating in the NCLB, Title I program to these meetings, as all are encouraged to attend. Parents are sent mailings, blast calls, flyers to assure attendance at these meetings. Students are also given information to take home during classes and invites sent from Safety and CAPs, community rallies, parental university, and town halls are conducted every three weeks in the month occurring throughout the school year and summer months. LBPA will also provide written notification regarding our academic status identification to parents of each student through various activities to the extent possible and in the language parents can understand, including but not limiting to the following: On-line grade book access, parent and student portals, website emails, technology classes, safety meetings, progress reports, and telephone logs; school postings in the main office, monthly newsletters, blast calls, surveys, class nights, brown begging it with the principal, and other creative means.

LBPA will involve parents in the joint development and review/revision of the NCLB, Title I school parental involvement plan and policy, and the process of school review and improvement. These tasks are accomplished prior to the start of the school year with the Parent Teacher Advisory organizational meetings held in July; whereby, monthly dates are agreed upon for follow up meetings held throughout the school year. Roles and responsibilities are elected and agreed upon. Communication to our parents is performed on-going throughout the year.

School Parent Compact the Mission of LBPA High School is to provide exemplary academic and art programs designed to prepare well-rounded students for rigorous post-secondary educational experiences in the world of work. Our graduates will become leaders committed to improving the quality of life for all within their communities, societies, and the world! On-going: Quarterly parent meetings and conferences; grade level parent nights; Financial Aide nights; Pathway investigation; High School Investigation; The attendance center plan is approved by CPS.

1. Parents will be sent mailings, blast calls, flyers to assure attendance at these meetings. Students will also be given information to take home during classes and invites sent from Safety and CAPs, community rallies, parental university, and town halls will be conducted every three weeks in the month occurring throughout the school year and summer months. SGSA funds supplement and do not supplant non-categorical and categorical funds allocated to this attendance unit.
2. Parents will support their children's learning as we assess continuously in the following:
 - a. Assessment will be used to inform teachers and teams regarding curricular and instructional decision-making that ensures learning;
 - b. Assessment of and for learning will be an ongoing practice;
 - c. The curriculum will address important academic content in a work skills environment;
 - d. Curriculum, instructional practice, and assessment recognize as well as accommodate individual differences, interests, and abilities;
 - e. Instructional strategies reflect best practice and stimulate student engagement.

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

(Attachment 4 – 2.2f Schedule) Scheduling will impact the entire school community and thus require input from the broader community. The scheduling team will engage the community throughout the planning process. At a minimum, LBPA will meet with the school community 3 separated times: prior to the submittal of the draft template, prior to submittal of the final draft, and then after the final draft has been approved. All members of the staff will be given a survey around the schedule and the length of the school day. They will be asked about the formation of periods, common planning time, lunch periods, and times for the school day. LPBA's plan will be presented to the school community at large.

We will design our schedule and school day to include a grade level seminar period. This seminar will feature activities tailored for individual students. We will provide direct instruction based on our school wide literacy plans, which feature critical reading strategies. This will allow us to maximize core class time since students will already know how to use the critical reading strategies to address the different types of texts that they encounter. We will provide credit recovery (On-line Aventa and classroom), tutoring (college students/computer-based), and special education support to students who need the additional time to get on track in their classes and make sure that all students are able to graduate on time. We will provide counseling sessions and supports during the period to make sure that students are active participants in their high school and post-secondary planning processes. Counselors will also be able to pull students as necessary to address individual needs and concerns. Some students will receive additional socio-emotional supports from counseling groups, CARE team, social worker, and mentors during this period. . Once a week, we will also provide student engagement activities with our schedule as a positive reinforcement for students who are doing what they are supposed to do and as an alternative for in school suspension, where students will receive instruction and support in the implementation of the LBPA Social

Skills. We also plan on using this seminar to maximize instructional time by using the seminar to do assemblies and special events that usually require us to pull students out or to do alternative schedules. We also feel strongly that this will improve the ability of our grade level teams to implement shared strategies.

g. Policies: *Please note that this programmatic design may be considered a CPS school that operates with a CPS principal, teachers, and staff. Therefore, the institution would be subject to all Board policies and rules and applicable collective bargaining agreements. As such, applicants do not need to attach the SCC to their proposals.*

This programmatic design is considered a CPS school that operates with a CPS principal, teachers, and staff. Therefore, LBPA is subject to all Board Policies and rules and applicable collective bargaining agreements. As such, the SCC is not attached to this proposal.

2.3 Assessment and School Wide Data

a. Educational Goals and Metrics: *Educational Goals and Metrics: Identify academic, non-academic, and mission-specific goals and metrics for the proposed school. Include a table that details the school's quantifiable goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation. Include goals for graduation rates, leading indicators (e.g. freshman on track), college acceptance and persistence rates, as well as goals related to career readiness. Please describe how your design team determined these goals and why these goals are appropriate for the school's intended population.*

(Attachment 5 – 2.3a Educational Goals and Metrics; See Attachment 3- 2.1c Program Study) Little Black Pearl School of the Arts (LBPA) High School is a complete academic, technology and Arts infused educational academy high school. Housing six Pathway Programs - Technology/multi-media, Glassblowing, Dance, Footwear/Apparel Design, Fine/Industrial Arts and Restaurant/Hospitality - our curriculum combines rich academics and real world experiences. LBPA enrolls high risk students from all over the City of Chicago. The Vision of Little Black Pearl School of the Arts is one that incorporates a highly enriched public arts and design curriculum within a high school setting where dedicated students, staff, families, and community members prepare students for lifelong involvement in artistic and scholastic pursuits, as well as, connecting students with work interns and university partnerships. Our students will be active and articulate leaders in their personal and professional lives. Our graduates will become leaders committed to improving the quality of life for all within their communities, societies, and the world!

To this end, it is important to note that nationally, 9th graders enter their freshmen year with an EXPLORER score of 14 in reading and mathematics respectively, and they are expected to earn a score of 20 on the ACT by the time they are in the 12th grade. LBPA students enter the 9th grade with a score of 10 or lower. In order to reach a score of 20 by the 12th grade, they must move 10 or more points on assessments in contrast to the 6 points required by most students. Consequently, it is prudent to provide LBPA students with extensive literacy development and technology resources; so, as freshmen improve in their reading and math skills, they will also improve in all courses. The positive outcome will directly impact LBPA's student on-track data and ultimately improve overall graduation rates, college enrollment and persistence.

In 2013-2014, 9.2% of LBPA's 11th graders met standards on the PSAE. The slight gain was achieved through school-wide researched based professional development strategies. In order to meet Safe Harbor in 2014-2015, at least 12% of LBPA's 11th graders must meet state standards on the PSAE. Although the trend was only slightly higher with those meeting standards, school wide, students did demonstrate measurable growth on several levels amongst individual cohorts. With our educational goals and metrics in place, LBPA staff will continue our efforts to increase its data matrix: on-track, graduation, college

enrollment, persistence, career readiness, stabilization, social emotional learning, and parental involvement. With this said, LBPA's educational goals and metrics identify academic, non-academic, and mission specific goals and metrics for our school detailing LBPA's quantifiable goals, including targeted assessment scores, attendance levels, and graduation rates.

b. Student Assessment Plan: *Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole. Create a table that details specific diagnostic, benchmark/interim, and summative assessments that will be used for each grade level—including the local and state required assessments—and specify the timing of their administration. The proposal narrative should explain the rationale for selecting or developing the identified assessments or rubrics and note alignment with state standards and/or Common Core State Standards, where applicable* **(Attachment 6 – 2.3b Student Assessment Plan)** the assessment plan for LBPA is included in the attached table that details specific formative and summative assessments (benchmark assessments, unit exams, and state required exams) that will be used at each grade level, in addition to the timing of their administration. LBPA's assessment plan is to use pre and post test data in multiple forms to drive backwards instruction and regular evaluation accountability.

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

LBPA will rely heavily on the analysis of several data sources to inform decisions regarding instruction, curriculum school programs and professional development. LBPA will develop a strategic plan with specific data targets in key areas or levers for improvement. A sample of data sources that will be reviewed and used to influence decisions related to instruction, curriculum, schools programs, and professional development include; student attendance and on-time arrival rate, grade distribution including course failure for progress reports and report cards, formative and summative (EPAS, NWEA) assessment data, project learning assessments, discipline logs and suspension.

LBPA will hold itself accountable for student growth through regular evaluation of performance/data management. Students will take a skills performance test three times a year to measure student academic growth. Teachers will be required to submit weekly lesson plans, aligned to department pacing guides and quarterly curriculum maps. Teachers will be trained on Common Core Standards and incorporate them in addition to College Readiness Standards in lesson planning. They will also meet in instructional teams for deeper data dives into testing and student work analysis. Mastery Manager training will be given to all teachers and implemented through the school to allow teachers to match all of their formal assessments to College Readiness Standards and Common Core Standards. Teachers will also be trained on implementing project learning and correlating project learning outcomes to Common Core Standards. At the end of every quarter student data will also include project learning assessments. Instructors will evaluate projects through established rubrics and completion.

The Leadership Team will meet weekly to assess progress in our goal through data. Student's growth will meet or exceed 2 points per year on College Readiness Standards Tests. Student engagement will be measured by anecdotal notes during observations and walk-throughs, percentage of work turned in, daily attendance, and percentage of completed end of the quarter projects. Teachers will analyze the student engagement percentages every five weeks and make changes in the daily instruction to improve student engagement. Weekly logs of student attendance, discipline and tardies will also be analyzed.

To support our use of data at the classroom level, data review sessions for teachers will be scheduled into the yearly professional development calendar. The teachers will be expected to use data from a variety of sources as they plan for primary skill lessons but also plan skills that need to be reviewed. This data will include formal and informal assessments. As teachers identify skills that students are on track for mastery, they will begin planning for secondary “stretch” skills to insert into instruction. Additionally, the Leadership team will maintain a full tracker of all EPAS exams taken at LBPA. All Explorer, ACT a PLAN and NSEA scores will be kept in a master data file that can be sorted by grade, exam or students. This allows the teaching faculty to review student placement and assist students with setting goals for each upcoming assessment. The Leadership Team will also monitor course grades on a regular basis and use this data to support course placement and possible provision of student supports through the RTI model.

In addition to academic data, the school will review several other indicators to assess school culture. These indicators include student attendance, discipline logs, suspension records and extra-curricular involvement. During each quarter this data will also be reviewed.

2.4 Professional Development Program

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

(Attachment 7 – 2.4a Professional Development Plan) Research states that the difference maker in any classroom is the teacher. In order to be effective in the classroom and grow as a teacher it is vital for teachers to plan together and also be reflective in their practices. There will be several components to the overall professional development of our teachers that will include, but not limited to, whole group professional development, team professional development, and individual professional development.

At LBPA whole group professional development will take place on Wednesday afternoons immediately following end-of-school day dismissal. Instructors will follow a systematic approach to group professional developments. Every four weeks the entire instructional team will meet for cross-curricular planning, and arts integration. After every standardized test the entire instructional team will meet for a data analysis. Whole group will also receive training on school culture implementation, SPED policies and procedures, classroom management, classroom differentiation, scaffolded learning and backwards planning design.

It is also important for the leadership to engage in professional development planning and reflection. The leadership team will meet once a week to reflect on the professional development along with the needs of the school community and plan for upcoming professional development. Instructional teams will meet bi-weekly and engage in reflective practices through walk-throughs, deep data dives, and analysis of student work. Individual professional development will be provided through classroom observations and post-observation conferences by the leadership team and individual learning plans by every teacher.

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

(Attachment 8 – 2.4b Teacher Induction) Teacher induction for the first year will begin with teacher meetings for all teachers one week before school begins. The meetings will be for four days for 6 hours a day.

- Day one will be designed to build the professional community, basic school structure, school calendar, schedules, expectations, building classroom community

- Day two will consist of curriculum planning. Teachers will be given the proposed curriculum and will talk and plan the basic year outline as a team using backwards planning. Teachers will also talk about the quarterly project learning and essential questions. Training will be given in Arts Integration.
- Day three will focus on Differentiated Instruction. Teachers will be given training on RTI and will talk about the strengths and challenges of our students. Teachers will be given tools and strategies to implement in their classroom.
- Day four teachers will meet with teams and collaborate on day to day instruction. At the end of the day all teams will report out on their progress. In the school year teachers new to LBPA will be given two days of new teacher induction. Please see the attachment for the New Teacher Induction Plan.

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

(Attachment 9 – 2.4c PD Calendar) LBPA's PD calendar will follow in accordance CPS' allotted school improvement and teacher professional developments as written in the academic school calendar. The school calendar will follow the basic outline of the CPS school calendar. The students will take 8 periods a day per week which will allow for extra Arts electives or additional basic classes. The school week will consist of four days of block scheduling in a 4 X 8 block pattern.

d. Program Evaluation: *Describe how the PD program will be evaluated to assess the program's success on an ongoing basis. Discuss how the program will be subsequently modified to support identified teacher needs.*

(Attachment 9b - 2.4b Evaluation) The ultimate goal of education is student learning. Effective educators are essential to achieving that goal for all students. We believe it is imperative that students have highly effective teams of educators to support them throughout their public education. We further believe that effective practice leading to better educational achievement requires continuous improvement and monitoring. A strong evaluation system for educators will be designed to provide information that supports decisions intended to ensure continuous individual and system effectiveness. The system must be well-articulated, manageable, reliable, and sustainable. The goal of this system is to provide students with highly qualified and effective educators who focus on student learning to:

- Create a culture of continuous improvement among teachers, school leaders, system administrators and teacher leaders' expertise in observing and analyzing instruction and supporting teacher development
- Engage teachers in reflection and self-assessment regarding their own performance
- Differentiate support and accountability for teachers based on their experience and/or performance
- Provide teachers with information and guidance to inform their development.
- establish a common definition of teaching excellence

CPS will employ a cadre of administrators (Instructional Effectiveness Specialists) who have been certified and trained as evaluators to:

- Conduct joint classroom observations with evaluators
- Review and norm evidence and component scores based on joint observations
- Provide feedback to evaluators following calibration sessions (feedback provided is specific to the framework, evidence and ratings)
- Deliver professional development to evaluators, specific to the Framework (observations and evidence gathering)
- Formal evaluations by Principal, Instructional Lead and Executive Director
- Informal walk-throughs
- Coaching document

2.5 Professional Culture

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

The professional culture will be expanding on the principles established by Little Black Pearl Art & Design Academy . LPBA’s culture will be based on the following: A group of individuals who share a goal and work together to achieve the goal, assess their progress, make corrections, and hold themselves accountable for achieving their common goal. This will be accomplished by:

- Supporting the mission and vision of our organization and school
- Understanding that fine arts are to be implemented into all areas of the curriculum, participate in FAI professional development and actively incorporate ideas into lesson plans
- Being passionate about teaching students in urban areas
- Setting high goals for our students and themselves
- Working tirelessly to attain these high goals
- Having strong knowledge and skills in their content area and in the art of teaching
- Being strong analytical and critical thinkers, willing to engage in debate and discourse
- Being ready to be part of a collaborative team
- Being open to receiving coaching and support
- Demonstrating initiative, persistence and resiliency
- Being results oriented
- Being reflective listeners
- Actively collaborating with critical stakeholder for the students
- Committing to Equity: A passionate commitment to ensure that every child, regardless of background or circumstance, receives an excellent education.
- Using student performance data derived from teacher-created and standardized assessments to drive instructional decision-making
- Developing positive relationships with students, be willing to participate and lead non-instructional activities
- Exhibiting professional responsibility for daily work and attendance, personal appearance, student learning, and school success

These expectations will be established from the initial application to the school. Our vision and mission will be discussed with applicants. After the instructional staff is established it is important to engage in community building exercises to build a sense of community and purpose. The Leadership Team will need to develop a trust between Leadership and Instructors. A culture of “team” will be established by working together in collaboration. Decisions will be based on input from all parties. Open communication and the ability to express one’s opinion without fear of reprisal will be established from the beginning. Classroom instruction will be open for visitors and instructors. Walk-throughs that concentrate on students learning with positive follow-up will be held every month. Teachers will work with each other and leadership in collaborative teams. They will be encouraged to offer new ideas and initiatives. During the school year when new teachers are added to the staff a peer mentoring program will be established.

2.6 Student Recruitment

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

LBPA is projecting to enroll 200 freshmen for the first year, adding to that population 150 freshmen each year until we reach our projected capacity of 650 students.

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels
---------------	----------------------------	----------------------------	--------------

2016-2017	200	200	9
2017-2018	150	350	9, 10
2018-2019	150	500	9, 10, 11
2019-2020	150	650	9, 10, 11, 12
2020-2021	150	650	9, 10, 11, 12
At Capacity	650	650	9, 10, 11, 12

LBPA is planning to interview and hire initial teachers from the existing Little Black Pearl Art & Design Academy . Additional staffing will be completed by June of 2016. The existing teaching staff represents classroom experience ranging from 3 to 6 years, are all certified and several have Master’s Degree and are also highly qualified.. We will recruit teachers who have several years of teaching experience, certification and are excited about the opportunity to work with an at risk population. Based on student population of 200 we would need the following teachers; 2 math, 2.5 English, 1.5 Social Studies, 2 Science, 1 Music, 2 Art, 1 Foreign Language and 1 Physical Education. Our special education programs would require two SPED teachers and additional personal in guidance/counseling. Additional staff would be hired for auxiliary work in the Arts and Technology.

Recruiting of teachers would be accomplished through individual recommendations, LBPA website, and K-12 job spot. All instructors and paraprofessionals would be expected to fill out an application on Applitrack. Applicants will be interviewed by our leadership team. Criteria for all job applicants would be shared through job descriptions and applicants would be asked to bring in a lesson plan that they have created and implemented. The leadership team will be given a list of possible questions for the applicants and an evaluation chart which can be found in the hiring process attachment.

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

LBPA will have focus on recruiting students with a special interest, not only in the academic component of learning, but will focus on students who are interested in the Arts. LBPA staff will connect with CPS school administrators at the primary and secondary school levels to identify and recruit students who have an interest in the Visual Art, Performing Art, Technology, and Math/Science programs. During the enrollment and intake process, students and their parent(s)/guardian(s) will be required to collectively participate in the enrollment process. After an application for enrollment has been submitted, the parent(s)/guardian(s) and student will be contacted to attend a one-on-one meeting with an administrator as a part of the intake process. At each individual meeting, the school administrator will conduct an interview with student and parent(s)/guardian(s) to understand the student’s interest(s), especially in the Arts; to review with both parent(s)/guardian(s) and student the school’s policies and procedures; goals and expectations; as well as, discuss and complete the enrollment process for both the school and student. Students will also be asked a list of questions based on interest and personal goals, and a review of current credits (if applicable) will be addressed to determine the student’s needs. Upon completion of the interview process, student and parent(s)/guardian(s) will sign documentation that indicates that all students and parent(s)/guardian(s) understand and are in agreement with school’s expectations. LBPA will follow ISBE protocol regarding students with disabilities and students in temporary living situations. LBPA prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, sexual orientation or need for special education services. LBPA will utilize Little Black Pearl's existing partnership with the Department of Children and Family Services, Chicago Housing Authority, and Department of Family and Support Services to recruit eligible students.

LBPA administrators will advertise via radio/newspapers, community outreach, school website, social media and word-of-mouth. Staff will provide opportunities for parents, staff from other schools, and the community to attend Open House sessions as a recruitment tool for LBPA and as an opportunity to share the vision and mission of the school with potential families.

c. Admissions Policy: *Please describe the proposed school's application, enrollment, and registration policies and procedures for all students. Outline the requirements for parents and students to apply to the proposed school, explain how the proposed school will conduct its lottery if over-subscribed, and specify how students will register once enrolled.*

(Attachment 10 – 2.6c Admissions Policy). During the enrollment and intake process, students and their parent(s)/guardian(s) will be required to collectively participate in the enrollment process. After an application for enrollment has been submitted, the parent(s)/guardian(s) and student will be contacted and a one-on-one meeting will be scheduled with an administrator as a part of the intake process. During this meeting, the administrator will conduct an interview with student and parent(s)/guardian(s), and the policies and procedures manual, goals and expectations of the school will be reviewed, as well as all information needed for enrollment will be discussed and completed by the school, parent and student. Students will also be asked a list of questions based on interest and personal goals, and a review of current credits (if applicable) will be addressed to determine the student's needs. Upon completion of the interview process, student and parent(s)/guardian(s) will sign document that indicates that all students and parent(s)/guardian(s) understand and are in agreement with school's expectations and admission requirement.

2.7 Serving Specialized Populations

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

LBPA is committed to an inclusive and diverse school community that includes students with disabilities, homeless students, ELL students and other at risk populations. To insure that all students are provided with a variety of opportunities to meet their educational goals, special education staff and general education academic and non-academic staff will collaborate in all areas related to the educational program. They will design and implement curriculum maps for all classes, lesson plans that address specific accommodations and modifications for students with disabilities, and age and grade appropriate assessments. Teacher schedules will reflect common planning times that provides opportunities for interdisciplinary discussions, planning, and professional development. The goal will be to create a team of special and general teachers who use their collective and individual skills to promote the learning of all students.

Based on the philosophy of LBPA, all students will have access to a rigorous curriculum. Students will be instructed at different levels of complexity, while at the same time taking into account their individual needs. In accordance with the mandates of IDEA, SWD will have the same materials and books as their non-disabled peers and when appropriate, they will be provided with supplementary supports, accommodations and modifications that are delineated in their IEPs.

As a part of a school wide student engagement plan, all students, including students with disabilities, English Language Learners and Homeless students, will actively participate in every aspect of the school community. Every student will be engaged and encouraged to develop their social and emotional intelligence. Students with disabilities will be given lockers in the same area as their non-disabled peers,

attend field trips, participate in clubs, and share common lunch periods. Their schedules will reflect the LBPA school day and they will arrive and leave the building with their classmates.

LBPA will implement both summative and formative assessments. The primary goals of these assessments will be to determine the effectiveness of the instructional program and to monitor student progress. Test data results will inform the instructional practices of both special and general education teachers. SWD's will participate in standardized testing in accordance of their IEP and as regulated by the measures put in place by the standardized testing rules and procedures. The student support services team consisting of the Academic Dean, Academic Program Director, Instructional Lead and Student Support Services Director under the direction of the Principal will meet on a weekly basis to examine the student data, discuss the intervention timeline, effectiveness of interventions being utilized and if the interventions need to be revised.

LBPA will follow state and federal statutes along with CPS bilingual education policy to provide the basic structure for the bilingual education programs and the implementation. At LBPA it is the responsibility of the Principal with the assistance of the Special Services Program Manager and the Bilingual Lead Teacher (BLT) to ensure that all components and requirements of the state mandated programs are implemented and the programs are in compliance with all federal and state rules, and CPS policies.

LBPA students who are identified as homeless will have transportation provided for them and access to technology not only during school hours but after school hours. Tutoring will be provided during and after school hours. Students will also be able to utilize the laundry service located in the school provided by our State Farm Community Partnership. Students who have been identified by teachers and the Academic Program Director will be assessed at the beginning of the year to determine their English language proficiency. ICPS will be notified of students who are identified as ELLs through SIMS and testing and will assign a bilingual teacher part or full-time as determined by the ELL count at LBPA.

All ELL students identified as ELL will receive instruction aligned to the Illinois Learning Standards and the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards. English language learners receive content-area instruction in their native language and English as a Second Language (ESL) instruction, and some content area instruction in English with support. The amount of time used for content area instruction in the native language and English language instruction varies according to the student's English language proficiency level and academic progress. LBPA will implement the TPI model if less than 19 students who are identified as ELL in the same language background are enrolled. ELLs with different home languages will participate together in the same classroom, according to their age and their English language proficiency level. Their level of English proficiency will help to determine the level of support and the appropriate practices to ensure that ELLs have access to concepts and skills that are presented in English.

Little Black Pearl School of the Arts has the unique opportunity to maximize potential of all students through Fine Arts and Technology Integration. Research has demonstrated that "media arts" has the potential to develop reading and writing skills for all youth, including those with cognitive disabilities" Media arts: Arts education for a digital age Peppler, K. (2010). Media arts: Arts education for a digital age. *Teachers College Record*, 112(8), 2118-2153. Project learning at the end of each quarter will also allow students to target and develop their own special skills and abilities.

Through interdisciplinary planning and deep data dives instructors will be able to use student interest in the various arts and technology to differentiate lesson planning to reach all students. Instructors will be given professional development on using arts education help students understand content in other academic areas. Over and over again we see the effect of the arts in learning. Mason, C. Y., Steedly, K.

M., & Thormann, M. S. (2008). Impact of arts integration on voice, choice, and access. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 31(1), 36 state, “ The Arts exercise children’s critical capacity for decision-making and problem solving, which are important developments for preparing children with disabilities to be active and independent citizens. The inherent flexibility of all art forms allows students multiple ways to access content and provides teachers with opportunities to meet the unique needs of their students.”

Individual Socio-emotional Counseling and Academic Guidance: One-on-one counseling will be used with every student in order to create a smooth transition to our school and to further assist students as needed. One-on-one counseling will take place before or after school and during the lunch periods and advisory so as not to disrupt instructional time. LBPA will assess student academics weekly to proactively prevent students from falling off track. Failure reports (D & F) run through Gradebook will determine which students are in need of academic interventions. Teachers and school counselors will work in tandem to provide support for students who are academically at-risk.- 12.5% of the staff; 1 to 100.

Group Socio-emotional Needs: LBPA will use the Career Choices series as our life skills curriculum. Career Choices is an interdisciplinary curriculum that engages students and teachers in an interactive learning process, helping them develop the knowledge, skills, and attitudes needed to successfully examine their own lives, explore and evaluate a wide range of education and career options, and make reasoned and researched goals for their future. This award winning curriculum has been used in over 4,300 schools and has been awarded by the U.S. Department of Education and the U.S. Group counseling will be used with students who are facing similar issues and work well with peer-to-peer support. Group counseling will take place before or after school, during lunch periods, advisory and occasionally on weekends so as not to disrupt instructional time.

Behavior Management: The universal behavior plan that Little Black Pearl School of the Arts (LBPA) will adopt is PBIS (School-wide Behavior Support). This plan is a system approach for establishing the social culture and individualized behavioral support needed for schools to be effective learning environments for all students. This plan is researched-based and the Chicago Public Schools PBIS are in the following categories:

- Prevention
- Teaches positive and social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision-making
- Continuum of intensive individual interventions
- Administrative leadership-Team based implementation (Systems that support effective practices)

LBPA will provide students an opportunity to become critical thinkers, evaluate belief systems, and make adequate choices in a global society. The PBIS Behavior Plan will be communicated and reinforced by discussing expectations that students understand the mission/ vision of the school, there is a common language, and a common experience (everyone knows). The PBIS Behavior Plan is structured to build social, emotional, and employable skills through reinforcement and consequences that builds a culture of competence as it is separated into the following categories:

- Defining behavioral expectations
- Teaching behavioral expectations
- Monitoring and rewarding appropriate behavior
- Providing corrective consequences for behavioral errors
- Information based problem solving

LBPA will implement the MTSS Behavior Plan to build structure in the social, emotional, and employability skills through reinforcing consequences by conducting teacher walk through, teacher

training, and development of a school culture team. Little Black Pearl School of the Arts Academy will structure and monitor more intensive behavior interventions for individual and groups of students in need by implementing the MTSS methodology. This methodology is targeted for the students in tiers 2-3. The MTSS methodology will allow LBPA to identify and define a problem, apply solutions and evaluate, and to explore alternate solutions for “at risk” students.

LBPA will implement Chicago Public Schools Code of Conduct Policy Manual to reinforce suspensions in and out of school according to section 705.5. LBPA will document and monitor all interventions by using data software from Chicago Public Schools “Verify” from the Impact system. LBPA will articulate the school behavior plan to students and parents by conducting Student Orientation, Parent Nights, Report Card Pickup, and students meeting one-on-one with administrative team and teachers.

b. Homelessness: *Demonstrate how you will provide support for the academic success and personal development of homeless students enrolled in the proposed school by addressing questions 1–6 below. Applicants must ensure that no member of the Salazar v. Edwards, 92 CH 5703 (Circuit Court, Cook County), class will be deprived of his/her rights under the Settlement Agreement. Additionally, partners must ensure that the proposed school does not interfere with the Board’s performance of its obligations under the Agreement.*

STLS at LBPA upholds the federally mandated rights of and provides services to our CPS students who are homeless or in temporary living situations. Title I requires that LBPA set aside funds to meet their needs including, but not limited to those with high mobility, trauma, and associated poverty; Unique educational barriers; Additional supports are provided to ensure academic success - i.e. basic needs - uniforms, supplies; Before and after school tutoring services, Counseling services, Outreach efforts; and, and Parental involvement will be monitored quarterly as the evaluative measure.

3.1 Targeted Community(ies)

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

Little Black Pearl School of the Arts will be open to high school aged youth Chicago-wide. The immediate communities surrounding the facility include North Kenwood, Oakland, Woodlawn, Washington Park, Hyde Park, and Grand Boulevard. As a Contract school LBPA will not limit its boundaries to only the surrounding communities but maintain an open enrollment policy for students city-wide.

Little Black Pearl School of the Arts will be a complete academic, technology and art infused educational academy high school located in the beautiful Washington Park community. Housing six Pathway Programs - Technology/multi-media, Glassblowing, Dance, Footwear/Apparel Design, Fine/Industrial Arts and Restaurant/Hospitality - our curriculum combines rich academics and real world experiences. LBPA will enroll students in grades 9-12 from all over the City of Chicago. The Vision of Little Black Pearl School of the Arts High School is one that incorporates a highly enriched public arts and design curriculum within a high school setting where dedicated students, staff, families, and community members to prepare students for lifelong involvement in artistic and scholastic pursuits, as well as, connecting students with work interns and university partnerships. Our goal is to foster students’ talents to become active leaders in their personal and professional lives, and improve the quality of life for all within their communities, societies, and the world!

A partnership with Chicago Public Schools (CPS) is an ideal catalyst to enable Little Black Pearl to expand its educational initiatives and continue its services to at risk youth and the community at large. LBPA and CPS are both committed to meeting the individual needs of students through programs that enhance academic excellence, human development, cultural enrichment and social equity. The long

history of Little Black Pearl servicing high risk youth through arts and entrepreneurship training coupled with the proven success of opening a school within its facility further demonstrates the organizations capacity to maintain the advocacy and support of the surrounding community.

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

Currently, CPS provides only 3,400 alternative school seats for dropouts in the 17 and older age group, which mean CPS only has the capacity to serve 5.6% of the total dropout population. At-risk youth have been the main focus of LBP since its inception – even as the communities that it serves have both benefited and suffered from the widespread gentrification that has occurred throughout many poor and working Chicago communities. While the intention of this trend toward gentrification was to transform these communities into “economically diversified” neighborhoods, the ravages of poverty over several decades is still reflected in the demographic characteristics of N. Kenwood-Oakland, Washington Park, Hyde Park, Woodlawn, Grand Boulevard, and South Shore communities that are the central service areas of LBP.

There are a staggering number of schools on academic probation within these communities. In other words, more than half of the schools serving youth in these communities are not adequately meeting the academic needs of children nor are they addressing the multi-layered needs of “at risk” youth who face a variety of social and economic obstacles. The lack of attention and positive educational alternatives for youth that address the socio-economic and other life circumstances faced by these youth make it nearly impossible to realize their individual potential and create successful pathways for college and career opportunities. There is also a constant “budget crisis” faced by many schools, and, unfortunately, they are often forced by budgetary shortfalls to drastically reduce or completely eliminate arts, technology, music, and other extra-curricular activities which further exacerbate these institutions’ ability to provide an interesting and well-rounded educational experience for young people.

LBP serves a population of 179,077 people, of which 55,588 or 31% live under the poverty line. Youth between the ages of 10 and 17 represent 100,872 or 56% of the targeted population that represents 38,659 families. The poverty rate runs from 51.6% (Washington Park) to 16.5% (Hyde Park). The extreme poverty rate ranges from 10% (Hyde Park) to 28.9% (Grand Boulevard). (Source: Center for Urban Economics, University of Illinois at Chicago). African Americans represent 92.2% of the combined population. In aggregate, women represent 55% of the population. The aggregate birth rate was 80.8%. The combined area teen birth rate is at 25.5%, with 17% of these teen pregnancies having low birth weights. (source: LISC, Chicago)

Student First Illinois (SFI) reports in 2005 that only 54% of Chicago Public Schools students graduate in four years. In an earlier document, SFI revealed that “high school dropouts are 72% more likely to be unemployed than graduates,” and “dropouts make up approximately half of heads of households on welfare.” In addition, “three out of four prison inmates never earned a high school diploma,” and “77% of state prison inmates who did not complete high school or earn a general equivalency diploma return to prison.

Of the 95 CPS elementary and high schools served in our immediate geographic areas, 40 are on probation, with an additional nine classified as “schools of challenge.” Thus, over half of the schools serving the youth in these communities are not adequately meeting the academic needs of children, yet alone serving the multi-layered needs of youth at risk. (Source: CPS School Scores 2003).

The statistics are quite clear. The figures coupled with the environment, socio-economics, societal barriers, and other life circumstances, place heavy burdens on today's youth and exacerbate their understandings of self in relation to realizing their individual potential and the benefits attached to positive life choices. Little Black Pearl Art and Design Academy focuses not on a youth deficit model, but rather concentrates on developing positive youth assets that can foster the presence of resiliency and growth to offset risk factors.

The need to reduce teen pregnancy and alcohol and substance abuse (including tobacco) is widespread. Studies have pointed out the startling link between 'risk behaviors'. Research conducted by the Kaiser Family Foundation reveals: Teens who engage in any one risk behavior, tend to take part in more than one; prior substance use increases the probability that an adolescent will initiate sexual activity; teens who use alcohol or drugs are more likely to have sex than those who do not; and fifty-five percent of teenagers say that having sex while drinking or on drugs is often a reason for unplanned teen pregnancies. Little Black Pearl Art and Design Academy will offer alternatives for youth who have a high risk of becoming involved in these types of risky behaviors.

c. Community Assets/Needs: *What are some of the existing assets within the targeted communit(ies)? What do community members identify as educational and support needs in the community? What methods and sources did your design team use to identify existing assets and educational and support needs in the community?*

Little Black Pearl Art and Design Academy represents an alternative paradigm. The school is designed to create an internal environment that provides a safe learning and social environment for youth along with fostering an in-depth understanding of "the business of art."

Through classroom and studio work youth learn how to use their critical thinking skills to create individual and collaborative works of art. The art becomes the nexus to: (a) foster social/collaborative thinking through a collective artistic experience; (b) develop youth entrepreneurial strategies by formulating tactics in which they can generate earned income for selected work produced; (c) stimulate alternative possibilities for career choices demonstrating the arts can be a viable profession; (d) foster mentorships between instructors and students through personalized interactions; (e) strengthen understanding of self in relation to a broader community by establishing that their work can be of value to others; (f) and providing youth with the opportunity to develop a positive relationship with an institution that has a vested interest in their success. The school affords parents with mechanisms to become engaged or re-engaged with their children's life through volunteering, working with the Advisory Council, or providing additional skills and expertise to enhance services to youth.

LBP believes a robust holistic approach is ideal to positively contribute to transforming the lives of at risk youth. Youth adults should have an opportunity to engage in artistic exploration and learn how that journey can become a potential investment in their lives.

Youth have been the core audience base of LBP since its inception. Over the past two decades, LBP has been extremely mindful of the necessity to structure its programs and activities to work in concert to support the needs of at risk youth. LBP embraced a broader understanding of the role that both youth and young adults play in fostering social and economic integration within the community. The proliferation of gangs and gun violence has had a significant negative impact on the growth and transformation of the Washington Park community. LBP has successfully engaged a significant number of high risk youth in the community in positive activities designed to reduce and eliminate involvement in gang activity. It is a fact that all generations can contribute to the social and economic growth of an area. However, the lack of meaningful and targeted education, youth workforce training, and employment opportunities contribute to the sustainability of gang activity.

LBPA will be located in a community that has increasing gang and gun violence due to the growth and development of local gangs. Over the past 3 years, LBP has provided educational, creative and cultural programs to many gang affiliated youth. We have developed relationships built largely on trust that has allowed us to transform the lives of these youth. We have returned many of our transformed youth back to communities that are filled with violence, poverty and hopelessness. Little Black Pearl has established productive relationships with many of the communities most at risk youth. LBP's facility is a place of refuge, trust and high expectations.

d. Community Fit: *Based on the outreach and research that your design team has conducted, why does your team believe that the proposed school is a good fit for the targeted community(ies)? How will the proposed school contribute to the existing assets in the targeted community(ies) and meet educational and support needs?*

Over the past four decades, budget restraints have practically eliminated the arts from most school in LBP's targeted community. In addition, there are community related barriers that pose challenges for at-risk youth to successfully complete high school that include; high poverty rates, low educational attainment and high unemployment which is prevalent throughout the family and community. To address the community barriers that student's encounter, the proposed new school will provide extensive social/emotional, community and business supports essential to support parents and families as they prepare students for college and career opportunities.

Little Black Pearl School of the Arts is an extension of the unique arts and education model created by the parent organization, Little Black Pearl, the same model that has successfully helped to service 200 at-risk, off-track students at our current high school, LBP Art and Design Academy. LBP has a successful history of designing, building, and operating Arts facilities that uniquely integrate art, education, business and community. The new Little Black Pearl School of the Arts will have the benefit of strong partnerships and relationships established over 20 years by the not-for-profit.

Education and/or skills training are essential components to providing youth in transition with an opportunity to shape their future. Little Black Pearl has had successful experience with pubescent and high risk youth both in its after-school programs, academic settings and work in alternative school settings. LBP fully understands the complex dynamics of serving youth at risk. Our academic programs are designed with youth empowerment and overall well-being in mind. Today's youth are faced with formidable challenges. LBP believes that if youth are provided with quality education that develops transferable skills, their wage potential and ability to become constructive contributors to the community will increase as well.

3.2 Parent and Community Engagement & Support

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

Little Black Pearl has taken a proactive approach to notify at least 25% of individuals and 50% of residents, organizations, business owners, and neighborhood schools (see the Community School List), within the recruitment boundaries of the former Dyett High School. LBP utilized a variety of marketing tools to ensure the best possible reach of parents, residents, organizations and business owners including a distribution of surveys and petitions, attendance at monthly CAPS meetings, postings on LBP's website and social media outlets, an article in the Hyde Park Herald, and word-of-mouth circulation. LBP also used e-blasts with over 10,000 email distribution that encompasses the Kenwood, Oakland, Hyde Park, Woodlawn, Grand Boulevard, and Bronzeville communities. In addition, LBP staff individually met with and asked for circulation support from the following community leaders:

- Alderman Will Burns, 4th Ward

- Alderman Pat Dowell, 3rd Ward
- Alderman Willie Conchran, 20th Ward
- Masequa Myers, Executive Director, South Side Community Arts Center
- Andre and Frances Guichard, Owners, Guichard Gallery
- Angelique Harris, Community Engagement Manager, Healthy Schools Campaign
- Pastor Chris Harris, Bright Star COGIC Church
- Bernita Gabriel, Executive Director, Quad Communities Development Corporation
- David Doig, President, Chicago Neighborhood Initiatives, Inc.

(Attachment 11 – 3.2a Community Letter of Notice)

(Attachment 11b - 3.2a Community Article- Hyde Park Herald)

(Attachment 11c - 3.2a Community School List)

b. Feedback from Parents/Community members: *In your design team’s interactions with parents, community organizations and stakeholders, and community members, what were some of the reactions to the proposed school’s programmatic design? What suggestions or feedback did parents and community members have for the proposed school? Which pieces of feedback did the design team incorporate into the proposal?*

Little Black Pearl used various marketing tools to notify the community, parents, residents business owners and organizations of LBP’s decision to submit a request to CPS for a proposed new school. In addition, LBP staff talked directly with parents to get feedback on the proposed Little Black Pearl School of the Arts. Surveys and petitions were distributed to parents asking for their opinion and interest in a Arts infused, open enrollment, public school in the former Dyett facility. The favorable feedback has been in support of LBP’s proposed school. The overarching interest was the need for an Arts-infused curriculum with advanced courses, an athletics program, Parent University and innovative after school programs. All but one of the interests indicated by parents and the community were included in LBP’s proposal for the new Little Black Pearl School of the Arts. LBP believes that initiatives like Parent University, resources that directly support family’s, is an intergral part of a student’s growth and academic success. If approved to open the new school, LBP fully intends to implement a Parent University program.

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

The LBP staff has surveyed parents of current students attending Little Black Pearl Art and Design Academy and families of age-eligible children within the recruitment boundary, requesting feedback on whether Little Black Pearl School of the Arts (LBPA) would be considered as the educational institution for their child/children. A total of 100 parents were surveyed; 50 surveys were returned, and 99 percent of returned surveys indicated that parents are in support of the new Little Black Pearl School of the Arts and would consider sending their children to the proposed school in the fall of 2016.

(Attachment 12 - Section 3.2c Parent Surveys and Petitions)

(Attachment 12b - Section 3.2c Non-Parent/Guardian Petition)

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

LBP will leverage corporate partnerships, parents, volunteers, community members, Colleges and Institutions to serve as ambassadors and allies to create opportunities in the arts for students internally and beyond the school’s campus. LBP’s corporate partners such as: Best Buy, Nike, MINI Cooper, NorthStar Lottery, Digital Youth Network, Intel, Rebuild Inc. and others are positioned to provide internships and special career training opportunities for students. Foundation and Institutional partners such as: Alvin

Ailey Dance Company, Berklee College of Music, W.K Kellogg Foundation, Chicago Community Trust, Columbia College, North Park University, the Museum of Contemporary Arts, and the Museum of Science and Industry are partners for after-school support, dual enrollment, professional development, and field study opportunities for staff and students at Little Black Pearl School of the Arts. Key Community Partners include but are not limited to:

Jordan Brand

Jordan has partnered with Little Black Pearl to provide an after school Jordan Product Design course, focused on inspiring future leaders and designers by exposing students to the world of Footwear, Apparel, Graphic and Packaging Design. Jordan will leverage their design cross-functional experts (Footwear Apparel, Equipment, Color & Materials, Graphics, Brand) and other Jordan business partners, to visit LBP once monthly to teach different aspects of the design process, and provide guidance on completing a design project. The project will consist of students working in teams to design a shoe, t-shirt, and hat; and present the final project to a panel of leaders from the Jordan Brand. As Jordan teaches students about the design process, they will also weave in content related professionalism, life skills, and leadership.

Digital Youth Network

DYN is a hybrid digital literacy program that creates opportunities for youth to engage in learning environments that span both in-school and out-of-school contexts. This environment not only develops youth's new media literacies but also creates meaningful opportunities for them to use these new media literacies. DYN has a strong history with Little Black Pearl and a shared commitment to expanding youth opportunities to engage in arts and technology, particularly in the South Side area where both organizations serve. DYN has partnered with LBP on several occasions in order to provide our students with additional educational workshops and occasions for student exchanges to explore visual arts and digital media learning.

Rebuild, Inc.

Rebuild Foundation is a nonprofit organization that endeavors to rebuild the cultural foundations of under-invested neighborhoods and incite movements of community revitalization that are culture based, artist led, and neighborhood driven. Chicago-based artist and Founder of Rebuild Foundation, Theaster Gates has developed an expanded practice that includes space development, object making, performance and critical engagement with many publics. Rebuild Foundation will partner with Little Black Pearl to provide stipend-based internships for students to assist with the fabrication of public art for the 95th Street train station renovation.

Best Buy/Intel Computer Clubhouse

In October 2012, Best Buy and Intel Computer Clubhouse partnered with Little Black Pearl to open the LBP Best Buy Teen Tech Center. LBP Best Buy Teen Tech Center is one of four tech centers of its kind in the Nation (Miami, Detroit, New York and Chicago). Best Buy and Intel worked cohesively with LBP to create an environment that enables teens from Little Black Pearl Art and Design Academy and the community to develop confidence and gain valuable skills through the use of technology. There are many benefits for LBP and LBP Art and Design Academy students that are gained from the partnership which include:

- *Access to a learning model*, created, tested, and refined over the past 20 years based upon research conducted at the MIT Media Laboratory and the Museum of Science in Boston.
- *Mentoring resources* -- materials for recruiting, training, and supporting mentors, such as the Mentor Toolkit, the Mentor Handbook, and the on-line Mentor Connection.
- *Youth Development Resources* -- Resources for Clubhouse-to-College/Clubhouse-to-Career (C2C), the biannual Teen Summit which brings Clubhouse Network youth leaders together in person, Youth/Tech councils, best practices, ideas, and materials.

- *Evaluation and assessment* – data collection, tools for evaluation and assessment, process for sharing information, aggregated analysis and interpretation of Clubhouse Network data Network-wide.

NorthStar

As a corporate citizen, NorthStar is committed to education and recently donated an After School Advantage Computer Lab to Little Black Pearl. The NorthStar Lottery Group's Advantage program is a community education initiative which provides non-profit community agencies and public schools with state-of-arts computer labs. These computer centers are designed to provide inner-city children with a meaningful, yet fun, learning experience during the critical after school hours in a safe environment. This initiative is meant to bridge the digital divide and provide students with the necessary tools to be successful in school and achieve their life goals.

MINI USA

MINI USA has generously donated a 2012 MINI COOPER COUNTRYMAN to Little Black Pearl. Student artists will participate in a design competition that will allow selected winners the opportunity to have the MINI COUNTRYMAN wrapped in their own creative design, morphing the vehicle into a 3-D marketing tool highlighting the school. The "pop up" art experience is more than a neighborhood excursion; it is designed to allow LBP students the opportunity to interact with the community. Students along with an artist mentor set up and display their work at various locations throughout the community, creating dialogue with their fellow Chicagoans regarding the impact LBP programs have on these young leaders. Community residents will participate in an on-the-spot art class, led by students. This dynamic arts program allows students to enhance their artistic skills, while learning to appreciate and value their interactions with individuals from diverse backgrounds and building positive relationships in the community. The partnership's ultimate goal is to provide students with viable internship, and employment opportunities. This one-of-a-kind program will allow a team of students the opportunity to truly take "ownership" of their MINI. From a larger perspective, the MINI USA and the LBP partnership provide students with access to resources normally unheard of for a high school and community based organization. Through symmetry of ideas, the program will enhance the "student experience", and assist in their growth as artists, future leaders and community residents committed to the overall sustainability of their communities.

4.1 Design Team Capacity

a. Design Team Members: *List the members of the design team filing this proposal.*

The Design Team members for LBPA were selected to participate in the school development because of a diversity of skills and experiences in both the educational and business world. The team is made up of educators, parents, administrators from Little Black Pearl and our current high school, Little Black Pearl Art & Design Academy, community leaders and board members who have experience in development or leadership. The following make up the design team for Little Black Pearl School of the Arts:

Board Member, Kaye Wilson

Kaye Wilson is a consultant with almost forty years of professional experience in a variety of nonprofit organizations, educational institutions and government agencies. She holds a masters degree and considers herself a generalist whose work experience has included teaching from elementary to graduate schools levels. She was one of the founding members of DePaul University's School for New Learning where she held two positions: Director and Assistant Dean. She founded the Wells Prep School, an elementary school for public housing children, based on the Marva Collins' educational approach and funded by the Department of Justice. As Executive Director of Urban Programs at Chicago City-Wide College, she designed and implemented Project Choice, a welfare-to-work education and training program for General Assistance participants. The Illinois Department of Public Aid and Community College Board later adopted the Project Choice model as the prototype for the Illinois welfare-to-work

program, Advancing Opportunities. Having worked at Woods Fund of Chicago and Grand Victoria Foundation, Ms. Wilson has over eight years experience as a private philanthropic foundation program director. Her work as a funder provided her wide exposure to the nonprofit community. She enjoys an excellent reputation in the philanthropic community for being clear about purpose and process. She is an active volunteer in the nonprofit organizations, serving in leadership roles on a number of nonprofit boards, task forces, and steering committees. Kaye Wilson's experiences have shaped her abilities to understand and value the role that nonprofit community-based organizations, foundations, government, schools and the private sector must form in order to achieve positive results towards changing and improving social conditions.

Board Member, Dr. Renee Grant-Mitchell

Dr. Renee Grant-Mitchell was the Chief Specialized Services Officer of the Chicago Public Schools. She retired in June 2008. Renee is a native of Chicago, a product of the Chicago Public Schools and a veteran educator with 37 years of experience. For the majority of her professional career, Renee was on the front line of special education advocacy for student with disabilities.

From 1970 to 1985, Renee was a classroom teacher for the Chicago Public Schools reaching special education, general education, elementary, and high school students. She left the ranks of classroom teacher in 1985 and became a special education administrator, initially serving Sub-Districts 16-20. She went on to become city-wide Master Teacher in 1989, Assistant to the Associate Superintendent in 1991, and Director of Out of District Units in 1992. She earned a doctorate in education from Harvard University in 2001. Dr. Mitchell held the position of Deputy Chief Specialized Services Officer until 2003 when she was appointed by the Chief Executive Officer as the Chief Specialized Services Officer.

Dr. Mitchell was responsible for assuring excellence in education and service provision for approximately 55,000 students with disabilities or medically related 504 plans enrolled in more than 700 public and private schools in CPS. She was instrumental in ensuring that the Chicago Public Schools remained in the forefront of educating students with disabilities by seeking additional resources for students and by her commitment to support students, families, schools, and the Office of Specialized Services staff.

Board Member, Michelle Olsen

Michelle Olson is the former Director of External and Government Affairs at the University of Chicago and is responsible for building community and state government relations, developing partnerships, and promoting programs that enhance the quality of life on the mid-south side. Prior to joining the University of Chicago, Michelle was an independent consultant providing strategic planning, fundraising, and communication consulting services to numerous companies and nonprofit organizations. Michelle received her bachelor's degree from Lake Forest College, her master's degree from the University of Chicago's School of Social Service Administration, and recently completed her MBA at the University of Chicago's Booth School of Business. She serves on the boards of the Illinois Network of Charter Schools, the Hyde Park Alliance for Arts and Culture, the Hyde Park School of Dance, and the Hyde Park Chamber of Commerce.

Executive Director

Monica Haslip has become a compelling voice on behalf of children and the arts. Monica is the Founder and Executive Director of the Little Black Pearl (LBP). She is a respected leader nationally and internationally in Art and Community development. For the past 18 years, Monica has successfully built a brand for Little Black Pearl that represents excellence and quality. Her experience building a strong operational infrastructure for a well respected Cultural Institution positions her to provide exceptional leadership and resources to the Little Black Pearl Art and Design Academy (LBPA). Monica considers the mission and vision of the school a natural extension of the groundwork that has been laid by Little Black Pearl to create equal opportunities in the arts and education for at risk youth. Monica has nurtured relationships over the past two decades that have resulted in the development of strong community partnerships and an extraordinary Board of Directors comprised of local and national experts who bring a

wealth of knowledge, resources and expertise to LBPA. In addition to the phenomenal leadership that Monica provides to the staff of Little Black Pearl, she contributes her time to boards and committees representing various important causes such as Board of Directors for the Greater Chicago Food Depository, where she serves as Chairman for the Missions and Programs Committee, CARE for Chicago- City/County Collaboration Youth Violence Prevention Task Force and Vice President of the Board of Directors for HyPa (Hyde Park Alliance for Arts and Culture). In honor of Monica's recent work with at-risk youth, she was chosen as one of twelve leaders in the nation to be recognized by the President of the United States for their work to prevent youth violence within their communities as part of the "White House Champions of Change".

Director of Facility Operations

Leon Haslip's career in Facility Operations began with the Birmingham Jefferson Convention Center – a 1.2 million sq ft facility with three convention halls, two theaters, a coliseum, three banquet halls, a medical forum and parking facility. After accepting the position to oversee the operations of a Janitorial Service, in South Bend, IN, decided to move to Chicago. Continued career by directing a two year capital building campaign for Du Sable Museum of African American History and has currently directed the Facility Management and Operations of Little Black Pearl Art & Design Center since August 2004. In 2005 initiated a forum for Chicago Operation Directors to share experiences and resources.

Director of Educational Initiatives and School Operations

Arlesia Juran was hired in October 2010 as Director of Educational Initiatives and School Operations for Little Black Pearl Art and Design Academy and is currently serving as Associate Director. Prior to moving to Chicago, Arlesia had 21 years of administrative support experience working in schools. In 1999 she was hired by the Superintendent of Birmingham City Schools to work as his Executive Assistant. In 2002, when the Superintendent was hired in DeKalb County School System, Decatur, GA, she was offered to transfer with the executive team. After a change in administration took place in the school system in 2007, Arlesia was assigned to work as the Executive Assistant to the Director of Student Support Services in DeKalb County Schools, maintaining the day-to-day operations of the office for over 100 support staff members, including School Psychologists, Social Workers, Prevention and Intervention Specialists, and Hospital/Homebound Teachers. While in this position she also prepared reports for attorneys when OCR Complaints were filed. Not only does her administrative background serve purpose, but she comes with many years of operational experience, including the knowledge of policies and procedures and school regulations. Arlesia is a mother and an advocate for all children receiving quality education. Since 1993, Arlesia has been an active parent who has served on many boards at the local, state and national levels of the Parent Teacher Association (PTA) in Alabama and Georgia.

Director of Development

Zakeya Cartman has fifteen years experience in fund development within the non-profit sector. The past nine years with Little Black Pearl Workshop (LBP); currently as Director of Development working closely with the Executive Director to help maintain the organizations financial stability. Ms. Cartman leads all components of the Development Department including Corporate Partnerships, Grants & Contracts, Annual Campaign, Fundraisers and Membership. Zakeya's professional portfolio includes grant development, fundraising, event planning and management, volunteer management and recruitment, and program management. With the help of her LBP family Zakeya has been at the forefront of several community outreach programs and festivals within the Hyde Park/Kenwood area. Zakeya has worked tirelessly to garner the support of popular artists, musicians, health advocates, athletes, corporations, foundations and individual donors to raise significant funds and keep Little Black Pearl growing and moving forward. Her most recent milestone with the organization is her contribution to the opening of LBP's Options Laboratory School in September 2011. Zakeya has a zest for championing on behalf of others and gives her time and support to several other philanthropic endeavors including Senior Housing,

Breast Cancer Awareness and the National Kidney Foundation of Illinois. Working with people is a passion for Zakeya; she lives by the belief that when you love what you do, it's not work.

Principal, LBP Art and Design Academy

Dr. Camilla Covington (Dr. CC) brings a wealth of knowledge and a diverse background to Little Black Pearl School of the Arts (LBPA) High School, where her combined knowledge of the educational, legal, and medical fields makes her a particularly unique principal. As an educator, public health clinician, and continuing education instructor, Dr. CC has acquired a range of professional skills. She has translated these valuable skills to the CPS Principal arena where she directly had a hand in graduating hundreds of students many having tremendous hardships. Prior to LBPA, she worked as a Chicago Public Schools (CPS) Principal at Dunbar Vocational Career Academy and James H. Bowen High Schools; an Administrator in CPS' Central Office; an Assistant Principal; a Reading Specialist; and, a Special Education Administrator. Dr. Covington earned her Doctorate in Educational Leadership in December 2007; her Master's Degrees in Education and the Arts in 2003; and, a Bachelors of Science in Health Education in 1990. Dr. CC is always dedicated to giving back to the profession and the community. She is currently a member of National Association of Secondary School Administrators (NASA); Association for Supervision and Curriculum Development (ASCD); National Council for Teachers of English (NCATE); Illinois Reading Association (IRA); Chicago Area Alliance of Black School Educators (CAABSE); Phi Delta Kappa Scholastic Fraternity; Council for Exceptional Children (CEC); and, Mercy Home for Girls and Boys. In fall 2010, Dr. Covington joined the Dunbar family. Her specialty is in Curriculum and Instruction.

Director of Student Programming

Ruby Jones has twelve years' experience within Chicago Public Schools System holding various positions and responsibilities including Payroll Clerk, School Aid and Substitute Teacher; additional duties included attendance, grade coordinator, and transcript coordinator. Along with Ruby's experience gained at CPS comes a clear focus on professionalism, teamwork, and effective communication skills. Ruby joined the Little Black Pearl team in September of 2012 as the Director of Student Records for the high school Little Black Pearl Art and Design Academy. Ruby's responsibilities include maintaining student records (including enrollment, transfers, transcripts, attendance and historical records). Run progress reports and report cards for distribution. Responsible for student's academic planning, evaluating progress and maintaining current and accurate records of student's graduation achievements.

Director of Student Culture

Carla Thompson was appointed to be the Director of Student Culture at LBPA in 2013. She holds a BA in Education from Chicago State University and completed a MA in Curriculum and Instruction from Concordia University, Chicago. Ms. Thompson has been a classroom teacher for over 14 years from grades K-12 as homeroom instructor, Social Studies and English at the high school level in high need urban schools. She has served as Department Chair, RTI leader, literacy coach, curriculum mapping lead, SES Coordinator and after school tutor and has been trained in RTI.

Student Services Team Lead (SPED)

Ines Castenada has been the case manager for LBPA High School for two years and will serve as case manager this upcoming school year. She has a BA in Interdisciplinary studies and a MA in Special Education. Ines has had experience in teaching students with disabilities in inclusive settings as well as in pull-out or resource formats. She has taught students with a range of disabilities in different content areas and has worked with students striving to improve their basic skills in specialized reading programs. She also has experience managing additional SPED staff and training content area teachers.

Dr. Johnny E. Brown

Dr. Brown has over forty years working in school districts across the United States. He brings a wealth of knowledge from educating urban youth in former position such as Instructor, Research Associate, Assistant Principal and Principal. Additionally, Dr. Brown served as Deputy Superintendent of Cleveland Public School District and Houston Independent School District; as well as Superintendent of the Port Author Independent School District and the Dekalb County School District. Currently Dr. Brown serves as a part-time Adjunct Professor in the Port Arthur and Austin, Texas areas. Dr. Brown has earned several accolades and degrees including a Doctor of Philosophy from The University of Texas and Austin.

(Attachment 13—4.1a Design Team Resumes)

4.2. School Governance and Oversight

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

Little Black Pearl School of the Arts (LBPA) will be an open enrollment, high quality high school contracted with CPS. LBP is proposing a comprehensive four-year visual and performance arts high school enrolling 650 students in grades 9—12. LBPA is posed to offer tuition free academic, technology and art infused instruction. Housing six Pathway Programs - Technology/multi-media, Glassblowing, Dance, Theater, Music, and Fine/Industrial Arts - our curriculum combines a college preparatory curriculum and real world experiences. LBPA will enroll students in grades 9-12 from all over the City of Chicago. The Vision of Little Black Pearl School of the Arts is one that incorporates a highly enriched public arts and design curriculum within a high school setting where dedicated students, staff, families, and community members to prepare students for lifelong involvement in artistic and scholastic pursuits, as well as, connecting students with work interns and university partnerships. Our goal is to foster students' talents to become active leaders in their personal and professional lives, and improve the quality of life for all within their communities, societies, and the world!

Over the years, Little Black Pearl has proven it can create and successfully execute new models integrating the arts that can empower youth in need of academic and personal development. Little Black Pearl School of the Arts will help to fill the void of declining arts and academics offerings in schools located in urban communities. As a contract school, LBPA can provide effective training to students who are academically successful and on-track, providing them with proficiencies in art and academics that translate into college and career opportunities. LBPA believes its Arts and Technology integrated curriculum will result in extraordinary and quantifiable outcomes with a student body that is on-track and artistically inclined.

Little Black Pearl has over the years developed a governing board that consists of various levels of expertise and education to service the needs of our youth and uphold the mission/vision for the organization. The existing Board of Directors will also serve as the governing board for Little Black Pearl Art and Design Academy (LBPA). LBP/LBPA Board of Directors have decades of experience in non-profit development and leadership, secondary/post-secondary educational institutions, music, fundraising, and mentorship.

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

(Attachment 14 - 4.2b School Organizational Chart)

c. School Governance and Oversight: *Provide a comprehensive description of the proposed school's governance and oversight structure.*

Little Black Pearl (LBP) has over the years developed a governing board that consists of various levels of expertise and education to service the needs of our youth and uphold the mission/vision for the organization. The existing Board of Directors will also serve as the governing board for Little Black Pearl

School of the Arts (LBPA). LBP/LBPA Board of Directors have decades of experience in non-profit development and leadership, secondary/post secondary educational institutions, music, fundraising, and mentorship.

Key Responsibilities of the Board

Little Black Pearl is required by law to have a governing board to ensure that its operations continue to focus on the organization's mission and serving its students and achieving the performance goals of its organization and Alternative School.

While many decisions can be delegated to the school's management, the board has the final say in all policy, financial and operational decisions and for setting the overall direction of the school. Therefore, the board is one of the most critical elements in the school's success.

The primary responsibilities include:

- Provide oversight functions. The board's ability to remain objective, and not be directly involved in the school's operational activities, is critical to its effectiveness in guiding the Alternative school.
- Promote the Alternative school's mission. The board is comprised of individuals who support and promote the Alternative school's mission and educational philosophy.
- Lead planning and policy making. The board will initiate the strategic planning process and develop policies and procedures consistent with the education laws of the State of Illinois.
- Raise funds. Board members are proactive in building a group of private and business financial supporters who regularly donate money to the school and provide other resources to help implement the school's educational programs.

d. School Governance Structure: *Describe the structure of the Governing Board at the proposed school, and identify any proposed Board committees and their roles.*

Board Governance Philosophy

The Little Black Pearl School of the Arts (LBPA) Board of Directors embrace a view toward governance that is strategic, future-based, prudent, positive, ambitious, and deliberative. Our beliefs encourage sharing of diverse viewpoints, reinforce the centrality of board policy-making, and empower the school's faculty and leaders with clear direction. More specifically, the Board will:

- Operate in awareness of its trusteeship obligation to its charter and stakeholders,
- Acquire the skills and knowledge that make for board excellence; support each other's learning; and assess the board's growth and progress through annual evaluations, compilation of board activity throughout the year, and other measures.
- Lead the organization through the careful establishment of the broadest organizational policies with a primary focus on results developing a school that accomplishes its mission.
- Accept collective responsibility for excellence in governance, using the expertise of individual trustees to enhance the work of the Board as a body and provide valued advisement to school leaders
- Monitor and discuss the District Board's process and performance regularly for continuous improvement. Assure we constantly know 1) our status in meeting our goals, 2) where we need to go to meet our goals, and 3) the best strategy to use.
- Seek input from various sources including staff, students, alumni, employers, and other community members on board policies on purposes.
- In decision-making, focus on productivity and success; continually consider how Board actions will increase opportunities and improve learning.
- Make decisions by majority vote, and support decisions made.

Defining the School Governance Structure

The Board will develop its governance structure, policies and procedures to be consistent with the vision, mission, goals and governance philosophy of the school leaders, as well as applicable laws and requirements of Chicago Public Schools.

The Leadership Role of the Board Chair

The board chair ensures that the board fulfills its governance responsibilities and works with the executive director and school leader to achieve the mission of the school.

The role of the Executive Committee

The executive committee will facilitate effective decision-making by the board. Comprised of a subset of board members, the executive committee is responsible for: planning meetings agendas, making decisions on behalf of the full board, and serving as a communication link with other board members.

The roles of Board Committees

The board will authorize members to serve on a subcommittee or to act as an official board representative on matters of school business or policy. However, no opinion, decision or commitment can be made by a board representative or subcommittee without the board's authorization

Board Committees:

Board of Directors – Conduct the affairs of the organization and school, subject to applicable educational laws, not-for-profit corporation laws.

Executive Committee- Facilitates effective decision-making by all board members.

Finance Committee- Coordinates the board's financial oversight responsibilities

Personnel Committee- Evaluates the school leader and oversees employee grievance procedures.

Board Development Committee – Plans new board members and oversees ongoing training of existing board members.

Resource Development committee – Plans and implements the school's fundraising programs.

Strategic Planning Committee- Develops a 3-5 year blueprint for the organization and school's future.

(Attachment 14b - 4.2d By-Laws)

(Attachment 14c - 4.2d Governing Board Resumes)

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

Transition Planning will be an import component addressed in LBPA's strategic plan. It is critical to the success of the school and organization and will provide for the process that recognizes, develops and retains top leadership talent. The Board of Directors has a succession plan outlining the process for retaining, developing and/or replacing the Executive Director or Principal.

The transition plan is linked to the mission, strategic and fundraising goals with the intent of keeping LBPA moving forward. LBPA is committed to maintaining strong leadership and the transition plan is designed to ensure continuity of leadership.

LBPA's Board of Director's transition plan includes:

- Identify the long term vision and direction of the organization. (Strategic Plan)
- Review the mission and values of the organization and school.
- Determine which position which needs transition
- Identify core competencies and skills needed to lead the organization or school.
- Determine talents needed for the long term
- Review current job description and revise and update.
- Review salary history, budget, and market rates for position
- Seek key stakeholders input
- Determine interim management and leadership plan for unplanned leaves
- Appoint an Acting Executive Director or Principal from inside organization or contracting with another person for specified time period or until another person is hired
- Develop timeline and position description for interim position

Hiring a Permanent Executive Director or Principal for Planned Exit

- Appoint Search Committee or charge Personnel Committee with key responsibilities and expectations.
- Determine recruitment strategies
- Hiring search firm vs. board, managed process
- Seek bids and determine fees, scope of work, etc.
- Develop selection criteria for key candidates to recommend to the board
- Develop communication strategy – key stakeholders
- Develop transition plan- mentoring and coaching, orientation, etc.
- Conduct search process
- Define roles of search committee and board during search and interview process
- Create communication strategy during the process
- Determine decision making process
- Hiring process
- First year plan

Screening Committee

The board will establish a screening committee. This committee will be chaired by the board chair or designee. The committee will be composed of at least four other members who agree to manage the search process and recommend three finalists for consideration by the full board. The screening committee will keep the board informed on the progress, candidates and the interview process. The Chair will keep the staff informed of the process so that there is regular communication and updates to them.

Selection Process

The final three candidates will be recommended by the screening committee to the full board. The board will develop interview questions and an interview protocol.

The board chair is authorized to make the offer to the selected candidate. Communication to the other candidates will also be undertaken by a board member.

The board will develop a communication plan to announce the appointment of the new executive director or principal. This will include announcing to staff, funders, and key stakeholders.

Supervision

The board will establish a clear set of six month and annual performance objectives for the individual in written form. The objectives will be mutually developed but must be clearly understood by the board and the new executive director or principal. The board chair will be responsible for developing an orientation to the agency, the board and key funders.

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

About Committees

1. Committees recommend policies and ideas for approval by the entire board.
2. Committees make full use of board members' expertise, time and commitment, and ensure diversity of opinions on the board.
3. They do not supplant responsibility of each board member; they operate at the board level and not the staff level.
4. Committees generally meet monthly, every two months, or every three months; if meetings are not held monthly, attempt to have committees meet during the months between full board meetings. Committees may meet more frequent as specific events and projects are planned.
5. Minutes should be recorded for all board meetings and for Executive Committee meetings

The Leadership Role of the Board Chair

The board chair ensures that the board fulfills its governance responsibilities and works with the executive director and school leader to achieve the mission of the school.

The role of the Executive Committee

The executive committee will facilitate effective decision-making by the board. Comprised of a subset of board members, the executive committee is responsible for: planning meetings agendas, making decisions on behalf of the full board, and serving as a communication link with other board members.

The roles of Board Committees

The board will authorize members to serve on a subcommittee or to act as an official board representative on matters of school business or policy. However, no opinion, decision or commitment can be made by a board representative or subcommittee without the board's authorization

Board Committees:

Board of Directors – Conduct the affairs of the organization and school, subject to applicable educational laws, not-for-profit corporation laws.

Executive Committee- Facilitates effective decision-making by all board members.Plans new board members and oversees ongoing training of existing board members.Develops a 3-5 year blueprint for the organization and school's future

Fundraising & Finance Committee- Coordinates the board's financial oversight responsibilities. Plans and implements the school's fundraising programs.

General Education Committee- Evaluates the school leader and oversees employee grievance procedures. Oversees the development and implementation of the school's educational strategic plan.

Marketing Committee – Oversees the development and implementation of the overall marketing plan and public outreach for the school.

Special Events Committee – Plans and implements the school's major fundraising and community events.

Board Committee Job Descriptions

Fundraising/Finance Committee:

Lead: Kaye Wilson

The Fundraising Committee's job is not simply to raise money. Instead, the Fundraising Committee is responsible for overseeing the organization's overall fundraising, in particular, the fundraising done by the board. This committee oversees the development of the Annual Plans- and tracks the planned vs. actual results during the year. They explore potential, new fundraising activities as part of the strategic planning process. Both Fundraising and Finance Committee work with the Director of Development and Executive Director. To accomplish this, its responsibilities are:

- To work with staff to establish a fundraising *plan* that incorporates a series of appropriate vehicles, such as special events, direct mail, product sales, etc.
- To take the lead in certain types of outreach efforts, such as chairing a dinner/dance committee or hosting fundraising parties, etc.
- To be responsible for involvement of all board members in fundraising, such as having board members make telephone calls to ask for support, and
- To monitor fundraising efforts to be sure that ethical practices are in place, that donors are acknowledged appropriately, and that fundraising efforts are cost-effective.
- To recommend financial guidelines to the board (such as to establish a reserve fund or to obtain a line of credit for a specified amount)
- To oversee short and long-term investments, unless there is a separate investments committee

General Educational Committee:

Lead: Dr. Renee Grant-Mitchell

The Educational Committee's responsibility is to oversee development and implementation of the Educational strategic plan. The General Education Committee meets once a month during the fall and spring semesters. The General Education Committee is responsible for:

- coordinating with the LBPA and LBP community on general education concerns, including recommendations on requests for general education status, school and agency culture
- making recommendations for the regular reform and review of the General Education Program, including, but not limited to, the identification and implementation of additional competencies in order to ensure measureable success
- working with faculty who plan to develop new curricula or revise existing curricula in order to resolve questions about the general education components of the curricula
- acting as a first reviewer of suggestions and recommendations for changing the mission, content, or structure of the General Education Program
- examining the General Education Program to assess the feasibility of changes suggested by Academic Leadership
- communicating with the college community about the General Education Program and partnerships
- hearing and deciding upon student appeals concerning general education course substitutions and exceptions regarding program graduation requirements
- conducting a periodic review of general education courses to assure that these courses maintain their eligibility for general education status, and
- overseeing a project to determine outcomes and assessments of general education competencies.

Marketing Committee:

Lead: Nona Hendryx

The Marketing Committee's responsibility is to oversee development and implementation of the LBP/LBPA Marketing Plan, including identifying potential markets, their needs, how to meet those needs with products/services/programs, and how to promote/sell the programs. The Marketing Committee works closely with the Marketing Manager and Director of Development.

The Marketing Committee tasks are:

- To develop and implement marketing initiatives and activities to increase awareness of the organization and attract new constituents
- To provide compelling and innovative marketing materials in order to enhance visibility, support and patronage of the organization
- To act as ambassadors for the organization

Special Events Committee

Lead: Beth McNeil

The responsibility of the Special Events Committee is to plan and coordinate major fundraising event; sometimes a subcommittee of the Fundraising/Finance Committee. The Special Events Committee works closely with the Director of Development and The Marketing/Special Events Manager.

The Special Events Committee tasks are:

- To determine the committees goals and objectives
- To plan and coordinate ongoing events for LBP/LBPA
- To work with staff to obtain budget goals
- To provide motivation for constituents to attend special events
- To assist with marketing special events
- Also help with select events not planned by the special events committee but needing help to carry out events

Other Board Committees

Board Development & Executive Committee:

Lead: TBD

In some ways the most influential of all the committees, the Board Development Committee is responsible for the general affairs of the board. Will include some or all of the following responsibilities:

- To prepare priorities for board composition
- To ensure effective board processes, structures and roles, including retreat planning, committee development, and board evaluation
- To meet with prospective board members and recommend candidates to the board
- To recommend a slate of officers to the board
- To conduct orientation sessions for new board members and to organize training sessions for the entire board
- To act as role of nominating committee
- To oversee operations of the board; often acts on behalf of the board during on-demand activities that occur between meetings, and these acts are later presented for full board review; comprised of board chair, other officers and/or committee chairs

4.3 Leadership: *Describe the criteria for hiring a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Identify the principal candidate, if known, and explain why this individual is well qualified to lead the proposed school. If the candidate is unknown at this time, describe the timeline and plans for recruiting, hiring and developing the principal.* Little Black Pearl's School of the Arts will be led by the school's Principal Candidate, Dr. Camilla Covington. School departments will be managed by seasoned staff with the following expertise: School Operations, Student Programming, Dean of Students & Culture, Student Services, Special Education and Instructional Lead. Below is a brief bio for the Principal Candidate.

Principal

Dr. Camilla Covington (Dr. CC) brings a wealth of knowledge and a diverse background to Little Black Pearl School of the Arts (LBPA) High School, where her combined knowledge of the educational, legal,

and medical fields makes her a particularly unique principal. As an educator, public health clinician, and continuing education instructor, Dr. CC has acquired a range of professional skills. She has translated these valuable skills to the CPS Principal arena where she directly had a hand in graduating hundreds of students many having tremendous hardships. Prior to LBPA, she worked as a Chicago Public Schools (CPS) Principal at Dunbar Vocational Career Academy and James H. Bowen High Schools; an Administrator in CPS' Central Office; an Assistant Principal; a Reading Specialist; and, a Special Education Administrator. Dr. Covington earned her Doctorate in Educational Leadership in December 2007; her Master's Degrees in Education and the Arts in 2003; and, a Bachelors of Science in Health Education in 1990. Dr. CC is always dedicated to giving back to the profession and the community. She is currently a member of National Association of Secondary School Administrators (NASA); Association for Supervision and Curriculum Development (ASCD); National Council for Teachers of English (NCATE); Illinois Reading Association (IRA); Chicago Area Alliance of Black School Educators (CAABSE); Phi Delta Kappa Scholastic Fraternity; Council for Exceptional Children (CEC); and, Mercy Home for Girls and Boys. In fall 2010, Dr. Covington joined the Dunbar family. Her specialty is in Curriculum and Instruction. Dr. Covington joined the staff of the Little Black Pearl Art and Design Academy in July 2015.

(Attachment 15—4.3a Principal Candidate's Resume)

(Attachment 15b—4.3a Principal Job Description)

4.4 Staffing Plans

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

Based on student population of 200 for the first year, LBPA would need the following teachers; 2 math, 2.5 English, 1.5 Social Studies, 2 Science, 1 Music, 2 Art, 1 Foreign Language, 1 Technology and 1.5 Physical Education. Our special education programs would require two SPED teachers and additional personnel in guidance/counseling. Additional staff would be hired for auxiliary work in the Arts and Technology.

Classroom Size and Class Size Reduction. Although new legislation requires class size to be reduced, the total number of pupils in a given school remains the same; therefore, more classrooms are required. For example, a high school with 300 pupils in grades one through three with class sizes of 30 would require ten classrooms for those grades; whereas class sizes of 25 would require 12 classrooms, and class sizes of 20 would require 15 classrooms. A reduction in the number of pupils per classroom does not equal a reduction in the size of the classroom itself. **Building Area per Pupil** – it is recommended that the size of high schools be calculated at an average of 92 square feet (the minimum) per pupil for grades nine through twelve.

Need of Increases in Recommended Site Size. Until now developments in school architecture did not require additional acreage. However, recent legislation has affected the educational program, requiring increased acreage. School design today is being affected not only by technology but also by such programs as class size reduction (CSR) and gender equity laws under the (federal) Education Amendments of 1972, Title IX, governing physical education. The new focus on student achievement and equal access requires specialized spaces and new building configurations and additional playfield areas.

Class Size Reduction. The CSR program has a direct impact on school design and land requirements. A school population of 600 at 20 students per classroom requires ten more classrooms and hence more land than the same population of 600 at 30 students per classroom.

Although multistory buildings and a compact design may reduce the need for a larger building footprint, single-story buildings and campus-style layouts likely will continue to be the predominant design style.

Other Program Changes. The demand for more building area is driven by other program changes, such as the emergences of full-scale media centers that replace single classroom-size libraries, large multipurpose buildings, technology centers, career centers, departmental offices, teacher workrooms, and child care centers on campus. In addition, the demand for parking is affected by the increased number of volunteers and teacher aides, the need for a bus loading and unloading zone separate from automobile traffic and student drop-off, and community involvement at the school site.

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

LBPA has identified the following leadership positions that are key to the start-up of Little Black Pearl School of the Arts:

Principal
Associate Director/Assistant Principal
Director of Student Programming and Scheduling
Dean of Students
Instructional Team Lead
Student Services Team Lead (SPED)

Leadership positions beyond the principal include:

Associate Director/ Assistant Principal; Business Manager/Chief Financial Officer; Case Manager; College and Careers Counselor; Academic/Evening School Coordinator; Dean of Students; Director of Programming and Scheduling; Career/Pathway Coordinator; Librarian/Advance Placement Coordinator Head of Facilities/Engineering; Technology Coordinator; Chairpersons - English, Math, Science, Social Studies, World Language, Fine Arts & Humanities, P.E.; Athletic Director

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

LBPA is planning to offer teaching positions to initial teachers from the existing Little Black Pearl Art & Design Academy. Additional staffing will be completed by June of 2016. The existing teaching staff represents classroom experience ranging from 3 to 6 years, are all certified and several have Master's Degree and are also highly qualified. We will be recruiting additional teachers for the 2016-2017 based on need. We are looking for teachers who have several years of teaching experience, certification and are excited about the opportunity to work with students who have an interest in their academic future as well as the Arts. Recruiting of teachers would be accomplished through individual recommendations, LBPA website, and K-12 job spot. All instructors and paraprofessionals would be expected to fill out an application on Applitrack. Applicants would be interviewed by our leadership team. Criteria for all job applicants would be shared through job descriptions and applicants would be asked to bring in a lesson plan that they have created and implemented. The leadership team will be given a list of possible questions for the applicants and an evaluation chart which can be found in the hiring process attachment.

Action Principles

1. Identify the characteristics of the school that are attractive to teachers and seek to both market and build upon them to recruit new staff.
2. Establish recruitment goals in terms of teacher quality and quantity for the district as a whole.
3. Establish recruitment goals in terms of teacher quality and quantity for high poverty to ensure that students access to high-quality teachers.
4. Develop and sustain partnerships with universities and community colleges that deliver teacher preparation, particularly for the recruitment of teachers in high-need areas, such as teachers of students with disabilities and English language learners.
5. Create programs to recruit former teachers, including those recently retired, and ensure that policies related to teacher retirement do not prohibit these actions.
6. Establish “grow-our-own” programs to recruit future educators from the pool of current high school students, paraprofessionals, teacher aides, and community members.
7. Provide financial incentives (e.g., salary increases, bonuses, housing assistance, etc.) for educators willing to work in our high-need subject areas. This strategy include incentives for general education teachers to switch to special education, teaching English language learners, and becoming certified in other high-need subjects.
8. Alter hiring procedures and budget timelines to ensure that the appropriate number and types of teachers can be recruited and hired before they seek employment elsewhere.

(Attachment 16 - 4.4c Job Descriptions for Teaching Staff)

4.5 Operations

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

The following is the timeline LBP has put in place in order to renovate the facility and prepare for the 2016 school year.

1. Building Evaluation for Remediation – September 2014
2. Conceptualization of Architectural Design – October 2014
3. Architectural Renderings – December 2014
4. Second Evaluation – Engineers/Contractors – June 2015
5. Establish Project Manager – July 2015
6. Contract Bid Process – August 2015
7. Construction Renovations – October 2015 – July 2016
8. Furnishing – August 2016
9. Occupy building – September 2016

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

Service	Planned Provider or Provider Type	School Staff Member Responsible	Timeline for Securing Service	Estimated Costs
Accounting & Bookkeeping	Tyler Accounting	Lisa Burnett	Current Vendor	\$80,000
Auditing	Broutmann & Co	Lisa Burnett	Current Vendor	\$15,000
Custodial/Maintenance	LBPJS	Leon Haslip	June 2016	\$65,000
Food Service	CPS	Dr. Covington	May 2016	N/A
Healthcare	United Health Care	Lisa Burnett	Current Vendor	\$102,000
Insurance	First Insurance Tech. Assigned Risks	Lisa Burnett	Current Vendor	\$22,000 \$17,891
Payroll	Pay Chex	Lisa Burnett	Current Vendor	\$7,550
Security	Hunter Security	Dr. Covington	Current Vendor	\$51,000
Transportation	Public - CTA	Lisa Juran	Current Vendor	N/A
Other:				

5.1 Financial Forms and Narrative

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

Direct Student Cost:

- Classroom Supplies – Consumables: The supplies will be purchased in the Incubation year to set up the learning space for each student for the first year. The average cost per pupil will be \$250 per student

during each of the five years. The consumable supplies would include pencils, pens, workbooks, paper, journals, glass, art paper, paint and items needed for each unique artistic department.

- Educational Materials – Non Consumables: Textbooks, headphones, calculators, instruments, science lab kits, maps, and additional needed for each grade will be purchased at an average cost of \$300 per student.
- Student testing and Assessment: The average cost per child for testing and assessment material is \$400 per student for each year.
- Student Recruitment: Teachers, community members distributing flyers and media will be used to recruit students during open enrollment. The average cost for the media would be \$1,500 for at minimum five mediums.
- Instructional Equipment: Smart boards with projectors, calculators, glass blowing, art and musical equipment will be purchased to utilize in the classrooms. The cost per student is estimated at \$100 per student. During the incubation year, the major purchase for the glass blowing equipment will be purchased at approximately \$160,000.
- Technology Equipment: During the incubation year, \$85,000 will be spent on establishing the technology lab and the classrooms. This will include cost for equipment and software. The average cost for each computer station is \$1,000 for 85 workstations.
- Furniture: The cost will include desk, tables and chairs and cabinets needed for the classrooms, lunchroom and lounging areas. The average cost of the furniture per student is \$400 for each year starting year one which would include assisting devices. The incubation year will expend the majority of the cost for the five years for set up and establishing the classrooms, unique artistic classroom settings, lunch room and lounge areas.
- Technology Contracted Services: An IT consultant will be hired to set up and trouble shoot computers, laptops and or notebooks used by the students within the classroom and computer lab. The cost for the individual will be \$1000 per month with an estimated 3% increase per year. During the incubation year, the consultant will be onsite to set up the computer lab and set up computer stations in the classrooms. The cost will be an average of \$5,000 per month.
- Technology Leases: Equipment leasing will average \$1,000 per month for equipment not purchased. Notebooks, desktops, printers and laptops will be utilized in the classrooms and computer labs. The equipment will be used for research, testing and assessments.
- Extracurricular Expenses: The average cost for each student would be \$50 for transportation, meals and entry fees for classroom and subject related field trips.
- Miscellaneous outside services: Motivational speakers will be contracted to speak to the students during various events. The estimated cost would be \$10,000 for at least 10 speakers during the first year.
- Contracted Substitute Teachers: Substitutes will be hired from a third party agency, retired teachers and qualified individuals and will be estimated at \$50,000 per year.

Personnel Cost:

- The average salary for each teacher will be \$45,000 with an estimated 3% increase per year. There will be 17 teachers the first year with an increase of 2 teachers per year. At capacity of 650 students, the average student teacher ratio will be 26:1.
- The average salary for each Teachers Assistants /Aids will be \$35,000 with an estimated 3% increase per year. There will be 3 Assistants/Aids the first two years with an increase of one for the next two years. At capacity of 650 students and 25 teachers, the average teacher/ teacher assistant ratio will be 4:1.

- The average salary for each counselor will be \$45,000 per year with an estimated 3% increase per year. There will be 2 counselors the first two years and increasing by one every two years with four in the fifth year. At capacity of 650 students, each counselor will service students within each field of studies such as post-secondary, pathways/career and technical education coordinator.
- The average salary for the deans will be \$45,000 per year with an estimated 3% increase per year. There will be two Deans the first two years increasing to three through the fifth year.
- An Assistant Principal will be hired in the second year with an average salary of \$85,000 with an increase of 3% per year.
- A Parent advocate will be added to staff to provide various data entry, filing and special projects, classroom monitors as needed. Volunteers will also be recruited to provide services as needed with the Parent Advocate being the lead person.

During the incubation year (FY 2016), the staffing is calculated at ¼ of their salary. Teachers, Aides, Counselors and Deans will begin their respective duties during the 4th quarter of 2016. The Executive Director, Principal and Director of Program and Operations salaries are budgeted for the full incubation year.

- Workers Compensation Insurance: is estimated at 1% of salaries per person
- State Unemployment Taxes: are estimated at \$12,960 base salary per person at the current tax rate of 8.05% using the 2015 wage base rate.

Employee Related Expenses:

- Staff Recruitment: Is estimated at \$2,000 per year and will be utilized to pay for media advertising for staff as needed.
- Professional Development: Is estimated at \$15,000 per year which is an average of \$375 per person over the 5 years. Professional consultants, literature and on-site and off-site programs will be used to include, team-building, technics to enhance classroom management and teaching skills.
- Staff Appreciation: The average cost of staff appreciation is \$50 per employee and will be used to pay for various events, luncheons and purchasing awards to recognize the employees that have shown leadership, and accomplishments during the school year.
- Substitute Teachers: The average cost of substitute teachers, as also listed under Direct Student cost, will be approximately \$25,000 per year.

Office Administration Cost:

- Office Supplies: \$4,166.67 per month during incubation year due to purchases and stocking of material such as pens, paper, paper clips, binders, file folders, toner and additional functional items for all departments. For year one the estimated monthly expense will be \$1,250 to include a 3% increase of purchases per year thereafter.
- Furniture: The incubation year will include the major purchases of office furniture for an average cost of \$7,840 per office for 25 offices and \$6,000 for 4 common areas. For year one through five, the cost will be minimal and estimated spend for replacement of furniture of \$333 per month with a 3% increase for each year.
- Telecommunications and Internet: \$1000 per month for telephone and internet services. The incubation year will be slightly higher due to set up of services and wiring.
- Administrative Equipment: includes purchases of laptops and or computers, monitors and printers for each office as well as common areas for an estimated cost of \$2,190 each. Smart boards (4) will be purchased for administrative meetings and professional development at \$4,000 (2) and \$1,700 (2).

- Accounting and Audit: \$7,916.67 per month average cost for CFO and Accounting/HR Director \$80,000 and \$15,000 for Auditor (CPA Firm), with a 1% increase estimated per year after the first year.
- Legal: The incubation year is estimated at \$1,666.67 per month retainer for Attorney to review various contracts and agreements. For the first year and thereafter, the cost are estimated at \$500 per month with a 1% increase estimated per year after the first year.
- Payroll service: Cost is estimated at \$11 per employee per payroll period for payroll service, quarterly and annual reporting.
- Printing and Copying: Estimated at \$1000 per month and a 3% increase per year after year one. This would include any outside cost for printing material offsite.
- Postage and Shipping: Includes cost to mail material and packages as needed at an estimated cost of \$416.67 per month and a 3% increase per year after year one.
- Other Contractual services: The average monthly cost will be \$5,833.33 to include cost of IT services of \$2500 per month, temporary office staff of \$1,000 per month and equipment leasing of \$2,333 per month.
- Travel: Reimbursable travel expenses to offsite meetings and professional development for staff – estimated at \$416.67 during the incubation year and \$333.33 per month average thereafter with a 3% increase each year after year one.

Occupancy Cost:

- Utilities: \$5,000 per month during the incubation year and an average of \$8,333 per year for first year with an average 3% increase each year following.
- Repairs and Maintenance: \$1,250 per month. The cost will include repairs and day to day upkeep to ensure that the building is functional.
- Supplies: \$8,333 per month during the incubation year due to purchases of cleaning supplies and equipment and paper products needed to be stored for the first year of operation. \$1,667 per month for year one to include a 3% increase of purchases per year thereafter.
- Contracted Security services: \$3,750 per month for the incubation period which reflects one security officer working 6 days per week at \$19.50 per hour. Year one expense will be 2 officers working 6 days per week at \$19.5 per hour. The number of security officers will increase each year by one officer to reach 6.5 FTE at capacity.
- Contracted Custodial services: Is calculated at 8 hours per day at \$15 per hour for 48 weeks up to 9 custodians at capacity.
- Contracted services (Trash removal, snow removal and grounds): Monthly agreement with waste management services at \$500 per month and lawn care and snow removal at \$2,000 per month.
- The incubation year will be slightly higher due to landscaping needs for the building – shrubs and flowers.
- Contracted services other: Contractors needed to perform repairs and maintenance as needed ie, painting, plumbing and electrical. The average cost will be \$2,916. Per month. The incubation year will be slightly higher due to the inspections of the property and repairs and maintenance prior to students occupying the premises.
- Insurance: \$3,000 per month with an average increase of 3% per year.

Other Cost:

- Insurance: General Liability insurance and Directors and Officers insurance cost \$1,833 per month.
- Fundraising expenses: Cost to host events at various venues to raise funds for student activities, supplies and operational needs of the school. The incubation year is estimated at \$4,500 for 10 events which will

introduce the community and funders to the school and bring awareness of the uniqueness of the programs offered at Dyett. In-kind donations will be solicited for food, entertainment, decorations and event planning. For years one through five will be estimated at \$20,000 per year for at least 5 events.

b. Financial Forms: *Provide electronic (Excel via CD) and paper submissions of a complete set of financial forms for the proposed school*

(Attachment 17 - 5.1b Financial Forms)

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

Renovation and conversion of Dyett high school

The proposed renovation and conversion of the existing Dyett High School shall incorporate various green initiatives with the goal of Little Black Pearl School of the Arts obtaining not just savings in energy costs but also the creation of an environment that will inform, educate, and encourage the Southside community to explore and realize the benefits of these rapidly growing technologies and industries. The new school will strive to function as a model integrating the renovated work into an educational tool for classroom curriculum and possible training.

The project will reconfigure the existing building in order to accommodate new required programmatic elements, such as new art studio spaces, music studios, theater etc. These modifications allow the opportunity not only to provide new energy efficient fixtures and equipment, water saving measures or use of green materials but also enables the unique opportunity to adapt the project to such specifics as harvesting surplus heat generated from the glass making studio or implementing teaching methods of construction and the production of green products through the numerous branches of the arts program.

The project will provide centralized computer controls and sensor systems to integrate the complete building for lighting control and HVAC systems (occupancy sensors, modulating artificial lighting with ambient daylight etc.), with possible solar (PV array) and wind power. The building shall be re-clad with new more efficient glazing of the existing curtain wall system as well as constructing an outer metal armature skin. This outer shell will act as a Brisoliel system, reducing solar radiation and becoming a possible vertical green space on portions of the building and new proposed plaza areas. Sensors to control lighting in relation to ambient light levels or occupancy

The building shall adopt components that will compliment this realm growing technology which will expand the community's view of renewable energy and provide resources for our communities to improve our way of life, improve our modes of transport, expand our business opportunities and extend the length our stewardship as protectors of this planet.

(Attachment 18 - 6.1 Space Requirement - Floor Plans and Renderings)

(Attachment 19 - Letters of Support)