



**Washington Park Athletic Career Academy**  
**Proposed District School at the Walter H. Dyett High School**  
**Location**

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## EXECUTIVE SUMMARY

### WASHINGTON PARK ATHLETIC CAREER ACADEMY

Washington Park Athletic Career Academy (WPACA) is an open enrollment 7-12th grade Chicago public school. It is designed by current CPS administrators, teachers, staff and parents who believe that the best form of public education should develop critical thinkers who can problem solve with alternative solutions in a fun and engaging learning environment. Our shared belief has evolved into an innovative school design, predicated on developing life-long learners through sports culture and methodology. There is a unique emphasis targeted towards creating opportunities for advanced study and career exploration in the field of athletics and sports.

The **mission** of Washington Park Athletic Career Academy is rooted in the belief that the competitive spirit and sportsmanship we develop as a community of learners pushes us to do our best, to become the very best. As a T.E.A.M. WPACA students work **T**ogether **E**thically to **A**rticulate our **M**astery in order to excel at the highest level possible. We believe in fairness, celebrating every victory and coaching each other through every failure. We also believe that learning should be fun and interactive and there is potential for excellence in everyone. Together we thrive as a learning family. We are committed to the education of the mind, body, and spirit and view these pursuits as equal. With these qualities, we seek to inspire academic and social excellence in ourselves, our community and our global society.

Our **vision** is to motivate, engage and cultivate students through athletics while producing capable, confident graduates who are empowered to create the trajectory of their own future. The **vision strategy** is to make learning real for all students through engaging and innovative practices based in sports methodologies and concepts

The culture of WPACA develops students into exceptionally qualified candidates for a rewarding career in sports and athletics as an executive, professional, athlete or entrepreneur. To achieve this, we backwards map our curriculum focus starting with career paths, college options, high school course alignment, as well as middle school critical and conceptual thinking development.

It is our belief that athletics and sports are an excellent vehicle to engage, connect and inspire students to learn about the world around them in novel ways. Ultimately, through our unique school design, students will be prepared to make sound decisions pertaining to their college and career endeavors.

**WPACA's core values** will be the driving agent for continuous improvement and reflection in all that we do from instruction, playing sports

to budget planning. Our values have been constructed into a framework we call **Will Power**. It is expected that everyone has the “will power” to accomplish what ever he or she endeavors. Our Will Power inspires and motivates us to conduct ourselves to:

**Act**-Like a Global Citizen--I will embrace life outside my personal space, be open to differences and encourage the diverse multi-cultural energy and global ambition of my beliefs. No matter how foreign the concept or daunting the challenge I face in learning and performing, I will take action with a global mindset and share my passionate spirit to like minded individuals everywhere.

**Think**-Like a CEO--I will own my brand of learning and performance. I will cultivate my talents and strengths into unique assets that will power my ability to achieve whatever I aspire to do. I will relentlessly strive to be better and do better and will never rest in temporary successes.

**Create**-Like a Visionary--I will be the change agent that accepts defeat as a lesson learned towards becoming a winner. I understand that risks and failures are necessary steps towards one day becoming successful. I will do what’s necessary to create a path towards my goal and be courageous enough to walk the path and obtain my goal.

**Perform**-Like a Leader--I will not accept mediocrity for myself or from my peers. I will model fairness and integrity at all times. I will believe and support my team whether in the classroom or on the field, to motivate them to aspire towards greatness. I model the WPACA way of inspiring academic and social excellence in myself, my community and our global society.

With this type of “will power” exercised daily by our administrators, teachers, staff and students, we are confident in our ability to graduate capable students who are problem solvers and critical thinkers within four years and prepare them for promising collegiate and professional careers in sports and other industry sectors. We will backwards map student learning paths according to career aspirations in various sports related industries (i.e. if a student is interested in Science, their learning path will incorporate many Science specific electives, field studies, internship opportunities and college matching with strong Science programs).

Each student will matriculate through our school under the philosophy of learning by inquiry, gathering data and applying those skills toward an end product. This philosophy will be the standard to drive instruction and learning across all disciplines and subjects. The middle school and freshmen curriculum will be inquiry based. Students will spend most of their time exploring themes and concepts as introduced in all content areas.

Sophomores and Juniors will hone their inquiry skills by gathering data and information utilizing modern research methods. Seniors will apply all their skills developed over their high school career through capstone projects and a field study.

Students will have the option to declare majors their first semester sophomore year and have the option to change at any time. Those who do not choose a major will take general study courses that will include pre-selected electives required to fulfill the mandated course sequence for grade promotion as deemed necessary by the state and Chicago Board of Education for elementary and high school graduation. Additional courses will be offered to suit a student's career aspiration. Students participating in a career field of interest will have the ability to receive job exploration/training through a field-study practicum beginning their junior year. Students who have not chosen a field of interest will be assigned a project based learning capstone (PBLC) to complete in their junior and senior years. The PBLC will be developed and chosen by the student, their academic advisor and the school Instructional Leadership Team.

WPACA has an ambitious, innovative career development program that will feature a Sports Entrepreneurship Academy, Sports Business Incubator Program, and "Life in the Big Leagues" internship/field study program. These programs will be facilitated by the Director of Sports. Our "Front Office" will serve as an advisory board, consisting of Sports professionals, area business leaders, College/University officials, community members and students. The Front Office will provide business intelligence, college & career guidance, outreach support and donor partnerships. There will be internal evaluation tools to verify and improve delivery of services as well as ensure that teaching and learning is taking place at rigorous levels. Another vital feature to our career development programs, business and college partnerships is our social networking and virtual conferences.

Students must complete a minimum of 24 credits to graduate and 26 to participate in the school's graduation ceremonies. Students will be able to earn, in selected course offerings, technical certifications and college credit with partnering colleges and universities. The academic scope and sequence is as follows:

Each grade level curricular scope and sequence will be designed to explore a grade level theme under our concept of **C.H.A.N.G.E. (Courage, Honesty, Action, Negotiation, Grit, and Empowerment)**. Our instructional values are lead by our concept of **T.E.A.M.(We work Together Ethically to Articulate our Mastery)**. Students must demonstrate in their learning the ability to function as a T.E.A.M. Our

instructional benchmarks are as follows:

**T.E.A.M.:** Quarterly Projects across content areas and performance assessments

State/Federal: NWEA, PARCC, EPAS and ACT

Innovation: E-Portfolio Oral Defense (advisory)

WPACA will offer the following academic enhancements:

- *The Innovation Wing and mini Makers Labs (student creation labs)*
- *The Writing Center*
- *Advanced Placement Potential and Advanced Placement Capstone program*
- *Honors courses*
- *Boost Up! (Grade replacement program)*
- *Rebound (Credit recovery program)*
- *Early College / Dual Enrollment*
- *CPS CTE programming*
- *National Honor Society*
- *Career internships and field study program*
- *Small Learning Advisories (self-advocacy program)*

An additional important element to all of this is the fact that athletic participation in WPACA's competitive and/or intramural sports programs provides our students valuable lessons in sportsmanship, preparation, team building, persistence, and leadership.

## **2.1 Education Plan**

### **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.**

The curriculum of Washington Park Athletic Career Academy (WPACA) is designed to be student-centered and inquiry-based, and is grounded in the themes of teamwork and sportsmanship. Our founding principles are captured in our thematic quarterly assessment structure and school slogan, T.E.A.M.: Students work Together Ethically to Articulate our Mastery. These founding principles are intricately woven into our Social Emotional Learning plan as well as our curricular plan. During the first quarter, for example, students will work on summative projects Together, focusing not only on demonstrating mastery of content, but also on developing the interpersonal skills related to teamwork that is so necessary to be competitive in today's job market. Second quarter, students will be working on summative projects related to questions of Ethics - ethics in athletics, ethics in journalism, ethics in politics, ethics in science, etc. The purpose of these founding principles is to engage our students in addressing and solving real world problems, while simultaneously developing their confidence and character.

In addition to our repeating quarterly focus on our founding principles, we also have a thematic structure in place for each grade level: C.H.A.N.G.E., which stands for Courage, Honesty, Action, Negotiate, Grit, and Empowerment. These grade level themes will be the foundation of each unit across content areas. The themes are scaffolded to develop our students' ability to confront and overcome obstacles that stand in the way of their success; additionally, these themes relate directly to our athletic focus. For example, when students are focusing on Negotiate in all their courses during their 10th grade year, they will be learning the rhetorical skills and critical thinking skills necessary to prepare for possible careers as Sports Agents, Team Coaches, CEOs, or even Players.

WPACA's founding principles and curricular themes not only benefit students directly via mindful scaffolding and instruction around vital Social Emotional skills, but they also benefit students indirectly by facilitating interdisciplinary collaboration among their teachers. WPACA is an interdisciplinary project-based learning school, which creates an atmosphere of inquiry and reflection in each classroom. In addition to their core courses, students at every level engage in an Advisory course with a mentor who guides them through the creation and presentation of ePortfolios each semester. These ePortfolios describe students' learning in their courses and from their 20% Time independent projects. Advisory and 20% Time meets every other day for 100 minutes (as outlined in our [Schedule Cycle](#)), and is a time for students to explore their own interests and develop their own solutions to real world problems, and is based on the concept developed by Google, and popularized for classroom use by Kevin Brookhouser of York School in Monterey, California. The philosophy is that, by providing students an opportunity to explore



and create on their own, they will become intrinsically motivated innovators. We at WPACA believe in 20% Time because Washington Park Warriors work as a T.E.A.M. for C.H.A.N.G.E.

**Describe how the curriculum is aligned to the school’s mission and Common Core State Standards.**

Our curriculum is aligned to the Common Core State Standards (CCSS) for Literacy across the content areas. We also developed a scaffolded pacing guide for digital literacy skills based on the International Society for Technology in Education (ISTE) standards. Our Pacing Guide has been designed so that each grade level is addressing the same base CCSS skill, but at different levels of complexity. This pattern within our Pacing Guide facilitates vertical conversations within departments around best practices to address specific skills. In other words, teachers within a department at all grade levels can discuss instructional strategies and student data around the same skill at the same time, directly benefiting the students in their classes. Many of our literacy skills also align horizontally across curriculum to facilitate interdisciplinary project-based learning. So, teachers of the same grade level in different departments can also discuss instructional strategies and student data, and create interdisciplinary projects as a result of the cross-curricular coordination of our Pacing Guide.

Another step that has been taken in the development of WPACA’s curriculum in order to foster interdisciplinary collaboration, is the alignment of course offerings within a grade level. Our course offerings follow those outlined by Chicago Public Schools, but with an effort to make sure courses such as U.S. History and American Literature are taught at the same grade level. The alignment of our course offerings is outlined in further detail in our Pacing Guide.

**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.**

Our Pacing Guide outlines all the information teachers need in order to develop creative and effective unit plans that are backwards mapped. In this guide, teachers will find their grade level theme (C.H.A.N.G.E.), their quarterly assessment focus (T.E.A.M.), as well as the CCSS and ISTE standards that they will be addressing each quarter. We have developed a Unit Plan Template to help teachers organize this information and make decisions about Athletic Themes and Academic Vocabulary, so that they can make purposeful and appropriate decisions about their content. When building their units, teachers will have autonomy on content selection. This will ensure that our classrooms remain creative, diverse environments led by passionate teachers who feel supported and trusted as professionals.

**See Appendix 2.1 A for all related curricular materials**

**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.**

Our T.E.A.M. approach provides a framework for our Will Power (core values) that impacts everything from instruction to operations. The WPACA Will Power filters down into one of our key instructional approaches where students analyze an assignment and divide it into specific tasks, equitably assign those tasks to individuals, offer and request help to complete the individual jobs, ask for and give feedback to other group members, assemble the individual jobs into one product, and evaluate the process used to complete the project and assess the interpersonal skills of group members.

In field tests among students in experimental thematic based classes increased their use of cooperative skills dramatically, from one-quarter to one-third of identified skills to three-quarters of the skills. Some groups chose not to use the strategy for some tasks. When students used the strategy, cooperative skill performance was close to 100 percent

1. Review practices from programs with demonstrated successful outcomes (increased graduation rates, reduced recidivism rates, and employment).
2. Apply “best practice” research-validated strategies in novel and innovative ways to create a climate for maximized student growth and learning in alternative education facilities.
3. Connect social-emotional and academic objectives in planning and delivering instruction, and in providing appropriate performance feedback.
4. Select curriculum, which is culturally resonant, provides access to big ideas and crucial skills across a wide range of abilities, and helps students make connections between social/emotional and academic growth.
5. Design opportunities for their students to apply academic learning in service learning and hands-on experiences.
6. Use technology tools, which provide multiple avenues for taking in information, ideas and concepts; engaging with skills and concepts in innovative ways, and documenting their learning in multiple modalities.

Each student will matriculate through middle and high school under the philosophy of learning by inquiry, gather and application. This philosophy will be the standard to drive instruction and learning across all disciplines and subjects. The middle school and freshmen and curriculum will be inquiry based. Students will spend most of their time examining themes and concepts as introduced in core subjects. Sophomores, Juniors and Seniors will hone their inquiry skills by gathering data and information utilizing modern research methods. They will also apply their skills in novel ways benefiting the school, community and most importantly, themselves in our Innovation Labs, capstone projects, ePortfolios and field study program.

Students will have the option to declare majors their first semester sophomore year and have the option to change at any time. Those who do not choose a major will take general study courses that will include pre-selected electives specific to sports and sports careers. All students will be required to fulfill the mandated course sequence for grade promotion as deemed necessary by the state and local school board of education for high school graduation. Additional courses will be offered to suit the career path a student chooses. Students participating in a career field of interest will have the ability to receive job exploration/training through a field-study practicum beginning their junior year. Students who have not chosen a field of interest will be assigned a project based learning capstone (PBLC) to complete in their junior and senior years. The PBLC will be developed and chosen by the student, their academic advisor and the school Instructional Leadership Team.

The method of experiential learning and thematic instruction has been validated at all grade levels through research conducted over the last 30 years. Researchers Sandra Brooks, Susan Freiburger and Debra Grotheer found in their action research project that involved a test group of elementary students in north central Illinois, that deficits in motivation and thinking skills contributed to non-engaged learning, as well as some widely used teaching strategies do not sufficiently yield to student ownership for their academic development.

Melissa Franklin and Logan McCarty of Harvard University's SciBox, created an experimental learning space that is a part of Harvard's broader interest in testing new ways of teaching and learning. Franklin has found in her research that "Just going through this process of making, makes you ask a lot of questions about how we teach and about what other possibilities there are."

According to Dr. Mark L. Merickel of Oregon State University, he attributes thematic studies as one of three types: those focusing on concepts, those focusing on topics, and those focusing on categories. His research coincides with what Shoemaker (1989) distinguishes two of these types as: using a topic as a theme provides a narrow area of study for a short period and using a concept as a theme allows for a broad area of study in which many topics can be explored.

Because sports/athletics permeates literally almost every aspect of human of life, it will provide relative connections teachers can build upon for student engagement that is real, timely and thought provoking. Utilizing sports associated themes can allow for creative planning on the teacher's behalf in designing activities and lessons that can lend to critical and reflective thought in any content area. For example; Engagement in sport activities can be studied in the Sciences as it relates to health, anatomy, and biomechanics by analyzing the likes of muscle articulation in movement, measuring heart rates, studying rotational force vs. force production. In **Appendix 2.1** you will find sample unit plans of how sports themes can be used in each core content area in middle school and high school.

Further research from Kovalik (1989) describes the popular and most widely used thematic instructional approach, Integrated Thematic Instruction (ITI) as a synthesis of:

- brain research (how students learn),
- teaching/instructional strategies, and
- curriculum development.

The ITI model has been developed based on a philosophy of how students learn. A significant portion of this philosophy has grown out of the work of Dr. Leslie Hart (1983). Hart developed the Proster Theory which identifies five elements of brain-compatibility which are the foci for ITI. These five elements are: trust, meaningful context, choices, adequate time and an enriched environment. The aforementioned elements fits well within our instructional core values of

**fostering critical thinking, interactive & project based learning all while infusing technology in an innovative and practical environment.**

Dr. MaryEllen Vogt pens in one of her studies, *Cross Curricular Thematic Instruction*, she emphasizes the value of this instructional model in creating a truly intrinsic and authentic learning habits among students. “Teachers who use cross-curricular themes create active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas. Authentic tasks are defined as “ones in which reading and writing serve a function for children...” and which “involve children in the immediate use of literacy for enjoyment and communication” (Hiebert, 1994, p. 391). They focus on student choice and ownership; extend beyond the classroom walls; involve a variety of reading and writing opportunities; promote discussion and collaboration; and build upon students' interests, abilities, background, and language development (Hiebert, 1994; Paris et al., 1992). Cross-curricular themes integrate the language arts (reading, writing, speaking, listening, viewing, and thinking) across a variety of content areas, such as science, social studies, art, and so forth.”

***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.***

Should Washington Park Athletic Career Academy be granted the fortune of serving the Washington Park community as the new 7-12 grade school the planning process will begin in September. Initial planning will begin with Student Based Budget allocation with the principal, counselor and school clerk. The additional start up monies provided, an assistant principal and the Culture of Calm Coordinator will be hired. Extended Day funds would be used to hire part-time, the Master Teacher to further develop our curriculum pacing guide. September 2015-November 2015 will be time spent identifying classroom and school resources that are aligned to our pacing guide and suggested sports themes per content area. December 2015-February 2016, school administration will begin the teacher recruitment process. We anticipate completing the hiring process by the end of March 2016. We anticipate having our first PD session with all staff around school culture and climate the week of April 11. During the week of April 18 we will work with Network 9 ISL's aligning our work with the Network and District benchmarks and target instructional initiatives. The first week in May we begin our first instructional PD around our thematic learning structure C.H.A.N.G.E., how to integrate sports themes in unit planning and backwards mapping. During this time teachers and counselors will be creating their unit plans for the year and having lesson plan “walkthroughs” with their colleagues to evaluate the effectiveness of their lesson plan objectives. The second week of May we will focus on critical thinking and assessments. During our summer PD institute in July we will recap and fine tune the work done in our April and May PD sessions and begin designing and decorating our classrooms and laboratories. Our Back-to-School PD will be conducted by Life Long Learning and Associates on the following: Professional learning opportunities (workshops, in-service etc.), Facilitated opportunities for designing classroom resources (PLAN), Classroom experimentation and cognitive coaching (DO), Collection and analysis of student work (STUDY) and Refinement of classroom resources (ACT).

***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.***

Students needs will be assessed by utilizing pre-assessment tools that ensure that instructional decisions about student's academic strengths and needs are accurately measured. Assessment tools will also assist staff in determining the desired performance for student achievement. Additionally, WPACA staff will utilize pre-assessment tools to determine which students are ready for advance instruction. At WPACA, teachers will employ the following pre-assessment tools: Student Interview, Parent and/Guardian Interview, Standardized Test, Self-Evaluations, Teacher Observation, Interests Surveys, Portfolios Analysis, Journals, etc. Once student's academic weaknesses have been determined, teachers will complete charts for fluency, accuracy, and rate and retelling abilities. Using the fluency and accuracy chart teachers can gauge which course of instruction is the best fit to meet student needs with deficiencies in reading and math.

***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.***

At WPACA failure is not an option. Our goal is to ensure that every student achieves success by integrating sports themes into the traditional core curriculum and extracurricular programs to engage students. Part of our remediation program is to convey to students who are not performing at grade level that they are valuable, capable of achieving academic success and that no matter what, the faculty at WPACA will not give up on them. Our remediation program entails involving the student in all aspect of the remediation process. We plan to hold teacher-student conferences to go over the details of the remediation plan. Our goal is to make certain that the student understands their role in the remediation process and have them sign a copy of their plan as not only as a sign of good faith, but an agreement to adhere to the remediation steps.

At WPACA we understand that an important part of the remediation process is to motivate the student to do their very best in school. In order to achieve maximum effort from students who are struggling academically, increase their level of growth by one grade level; our goal is to stay in constant communication with the student and parent. We do not wish to limit our communication with student/parent to just numbers or letter grades. We plan to utilize the following intervention strategies to monitor the academic progress of students who are below grade level:

- Discipline records
- Daily attendance records
- Conference records
- Standardize Tests prep classes
- Double Amount of Reading and Math
- Summer Bridge Program

- Mandatory Study Skills Course
- Weekly Grade updates
- Report Cards
- Bi-Weekly Progress Reports
- Student Academic Warning Alert (Electronically-Paper)
- Student Success Contract
- Before/After School Tutoring
- Advisory/ Student Mentoring

At WPACA we are also adopting a policy that allows students who are working below grade level to redo assignments. The rationale behind letting students redo assignments is as follows: Students need to be held accountable for doing all assignments. Students who are not at grade level may require more time. We also want to encourage students to be persistent in their studies and help them develop internal drive. Further, our goal is to ensure students have mastered the educational standard set forth by providing additional help while redoing assignments. At WPACA we believe giving students an opportunity to resubmit an assignment helps foster a positive learning culture throughout the school. We won't create a culture at our school where students' success is shared and not place faulting students for not meeting curriculum expectations on the first try.

An additional part of our remediation plan also requires students who are below grade level to attend after school sessions to complete assignments and/or an opportunity during the school day to finish assignments and receive additional instruction. Students who are not on grade level are required to conference with their teachers on a bi-weekly basis. To ensure that students adhere to the previously mentioned terms, counselors and teachers will monitor alerts and student tutoring attendance by keep a record of tutoring sessions, conferences, progress alerts, parent correspondences, etc.

At WPACC we will group students who need remediation into the following Multi-Tiered System of Supports (MTSS)[1]: **{See also Appendix for MTSS diagram}**

**Tier 1** Instruction is for all students, teachers will design lessons that are available to all students... That is consistent with student-engagement patterns, is mindful of high expectations for students, provides an extra measure of support that will diminish over the course of the year as students gain capacity and confidence and builds academic vocabulary and skill.

**Tier 2** Instruction is provided to groups of students who are having difficulty with standard and accompanying activities. They may need additional instruction to facilitate mastery of the standards. Also, these students may be able to decode most of the passage, but have difficulty with vocabulary, genre, and comprehension of material without additional assistance. These students typically need preview, review, and or re-teaching of the core instructional activity.

**Tier 3** Instruction and intense interventions are for the small number of students who read at a level that is significantly below grade level standards, based on their current work products as

well as screening data. For instance, the skill level of the students may not be sufficient to enable them to read most of the passage based on core instruction alone.

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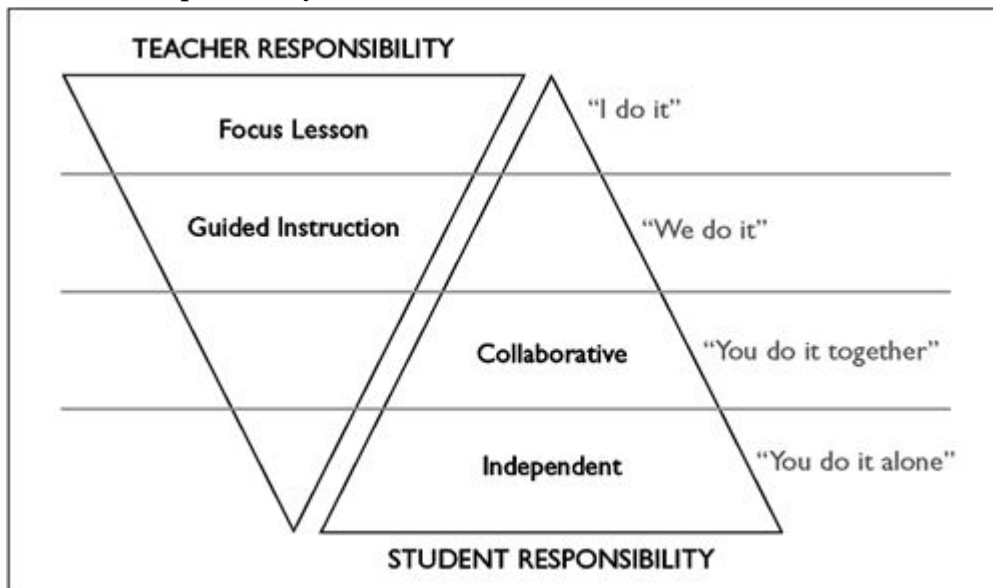
[1] [1] Common Core State Standards and Diverse Urban Students: Multi-Tiered Systems of Support, Sue Gamm, Judy Elliot, Julie Habert, Ricki Baugh, Robin Hall, Denise Walston, Gabriela Uro and Michael Casserly

***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.***

Students in the accelerated programs will perform work that exceeds grade level standards by at least one grade level. In addition to the accelerated curriculum, WPACA emphasizes advanced academic thinking skills and strategies, strong communication and collaboration skills and an increased awareness of local and global citizenship. In addition to a compact curriculum that provides a learning environment that is stimulating and addresses cognitive, physical, emotional and social needs of an accelerated learner, the accelerated program offers the following: admission to the Accelerated Math and Science program, AP Capstone program, Honors and Double Honors program, Academic Decathlon, and the National Honors Society.

***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.***

Gradual Release of Responsibility



Each of our teachers will practice Gradual Release of Responsibility - sometimes called “I Do, We Do, You Do” - to foster student ownership and develop critical thinking in their classrooms. The Gradual Release of Responsibility is a model of instruction developed by P.D. Pearson & M.C. Gallagher in 1983, and featured in Douglas Fisher and Nancy Frey’s 2008 book, *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*. The model calls on teachers to release control of the “heavy lifting” in the classroom - gradually shifting the responsibility of practicing a skill from the teacher to the student. Through modelling their own practice via strategies like Think-Alouds, teachers demystify their academic processes, offering students a way to access, develop, and eventually own their learning. This model of instruction is consistent with WPACA’s focus on student-centered, inquiry-based instruction. Our Advisory and ePortfolio model, our 20% Time structure, and our focus on interdisciplinary project-based assessments, all rely on the Gradual Release of Responsibility to succeed. “Scaffolded instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, whole-group delivery to student-centered collaboration and independent practice” (Ellen Levy, 2007). Research on the effectiveness of this model has demonstrated that Gradual Release improves reading, writing, and literacy skills for low-income students as well as English Language Learners (Fisher & Frey, 2003; Lloyd, 2004; Kong & Pearson, 2003).

## **Socratic Seminar & Paideia**

Paideia is “active learning—engaging students through thought-provoking Socratic seminars, growth of intellectual skills, and mastery of information” (paideia.org). The philosophy is to promote student learning through close reading and thought-provoking inquiry. At WPACA, teachers will be trained to design their units with Paideia in mind, gradually shifting the responsibility of creating the questions from the teacher to the student. The Socratic Seminar is one of the pillars of Paideia instruction, and is defined on their website as “a collaborative, intellectual dialogue facilitated with open-ended questions about a text.” Socratic Seminars have become a very popular form of discussion, even more so since the transition of schools to using Common Core State Standards, and therefore the strategy of Close Reading. At WPACA, our inquiry focus and student-centered learning model aligns with the philosophy and process of a Socratic Seminar.

## **2.2 School 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?***

At WPACA we believe that the single most important way to create a path of success for students is to set high yet attainable expectations; It is the WPACA Way. Students, staff and our parents will follow our “Pillars of Exceptionalism.” It is expected that everyone:

- Commit to our Mission and Vision



- Share their story of victory whenever possible
- Practice being the best all the time
- Persevere through difficult times and champion all challenges

Through these expectations of exceptionalism, the WPACA Climate team will establish and sustain a school environment and culture that promotes creativity, ingenuity, expression and alternative solutions free of harassment, bullying, and discrimination. It is our belief that achievement occurs best when everyone feels safe and free to flourish in a nurturing space for learning. Our school climate will be defined by the collective input from the school administration, staff, students and parents. Most importantly, our school culture and climate will be aligned to Chicago Public Schools School Climate Key Domains. The Culture of Calm Coordinator (CCC) will oversee all school cultural and climate aspects. The Counseling Department and the teaching staff will be accountable for supporting the efforts led by the CCC. Some of the intended cultural norms will be:

- Small Learning Advisory (SLA) will be named after a college/university in the 7th-9th grades. Sophomores-Seniors SLA's will adopt a business or industry of interest. Each SLA will have the option to change their college or business interest each year. During SLA, students will develop SMART goals that will provide a mechanism to facilitate accountability. These SMART goals will be evaluated and revised each quarter. This process helps us to sustain the high expectations of the WPACA Warrior culture.
- Quarterly student-led report card pick up conferences.
- Collegiate banners/pennants of colleges and universities line hallways and classrooms.
- Students will be required to participate in two career field study projects.
- All students will attend a minimum of 12 college trips a year.
- There will be two College Madness Conference Days and WPACA College Decision Day.
- We will host CEO for a Day.
- There will be a monthly Curriculum/Assessment newsletter informing parents and the community of our current instructional and curriculum practices and thrusts.
- WPACA will host full day quarterly conferences centered around educating parents and the community on the school's progress and initiatives around Instruction & Assessment, Technology Practices, Sports Programming, and our Career and College Focus. Students and staff will have the opportunity to showcase what is taking place in the classroom in novel and meaningful ways as Conference Ambassadors and Facilitators.

**Safety and Order** as it relates to WPACA, students will be required to uphold the tenets of our "Will Power" values in everything they do. Students will be reminded of CPS Student Code of Conduct (SCC) violations through notifications that are typically found within within violations found in sports. For example; students will be made aware of SCC infractions within the

classroom through Penalty Flags, Red Cards, False Starts. This will be determined by the teacher and CCC. Our “redirection” room will be called the Penalty Box. We will deal with our SCC violations using MTSS preventive methods and Restorative Justice interventions.

**Relationship** building is crucial for the continual progress and evolution of WPACA. Respect will be tantamount to how everyone interacts with each other. We believe that everyone is equal. In order for WPACA to thrive we all must commit to our mission and each other. To make our learning environment fun and inclusive, students will be referred to as “teammates” and teachers/staff as “coaches.” School administration will be coined “general managers or GM’s”, the Principal will serve as CEO and parents will be “fans.”

At WPACA, you will see in our **curriculum and instruction** model “traditional” models and approaches will have as much use for us a helmet with no face mask is in the NFL. Part of our mission states that “**learning should be fun and interactive and that there is potential for excellence in everyone.**” We have “redefined” some traditional instructional practices and school role designations to more fun and interesting language that speaks to our sports/athletic environment; for example:

- o Exit Ticket = Highlight Reel\*
- o Lesson agendas = Game-time
- o Teachers = “Coaches”
- o Students = “Teammates”
- o Parents = “Fans”
- o Marker Board Configuration = Game Plan
- o Bell Ringers or “Do Now”= Pre-game Warm-ups

(\*Students summarize lessons at the conclusion of each class. Each a day select number students called the Starting Lineup will discuss for 10 minutes the lesson for the day. Each member of the Starting Lineup will have a role in the discussion. This form of informal assessment will allow teachers to hear and see if they successfully met their lesson objective and determine if student’s actually understood what was taught.)

We believe that education and learning should not have barriers nor should the space where students learn. Therefore, within our **School-wide Environment and Structures**, will be learning and social spaces that will have an open floor plan concept. Many of our larger classrooms will be designed for cross-content instruction and high student engagement. Our unique sports thematic curriculum, entitled **C.H.A.N.G.E. (Courage 7th grade, Honesty 8th grade, Action 9th grade, Negotiate 10th grade, Grit 11th grade, Empowerment 12th grade)** create opportunities for students at each grade level to see, feel, and hear how closely subject areas relate and share commonalities. Students will have an abundance of options to connect with one another in or out of the classroom through our **Makers Labs**. Each classroom will have a mini Makers Lab that resembles our main one in the **Innovation Wing**. In these spaces are where students will have the opportunity to apply what they have learned in the classroom in novel ways that are relative and unique to them. The sole purpose of the Innovation Wing and the Makers Lab is to give students the uninhibited space to innovate, build, create, improvise, research or whatever else their imagination can muster collectively or independently. Enterprise and entrepreneurship is encouraged for students to explore as means or alternative to reaching their goals or aspirations.

Instructional leaders and teachers will utilize an array of digital learning technologies to **collect and analyze data** points on our students to assist with a personalization of student learning. We will be using Schoology as a whole school Learning Management System (LMS). This platform integrates curriculum, assessment tools and a gradebook in one cohesive

communication tool. Within Schoology, teachers, students and parents are able to access and view in real time data collected. It integrates with excellent digital learning tools such as EduCanon, Quizlet, and the anti-plagiarism software Turnitin. We will also utilize all district provided tools, including Student Logger integration, to maintain and track interactions with students. These tools will provide a deep, holistic view of our students.

To help prepare our students with the strongest 21st Century Skills, WPACA will be a 1 to 1 technology school. We are electing to go with Chromebooks for our initial roll-out due to their cost, ease of management, and district support. As CPS is a Google Apps for Education (GAFE) district, the use of Chromebooks in the classroom as a natural fit. Their quick adoption in education has ensured a solid growth of educational tools.

During our Summer Bridge and Freshman Connection classes, we will utilize an introductory unit for basic skills in the Google Suite of productivity schools. Modelled on the Google Certified Teacher program, this curriculum will be the first step toward a student earning their “Digital Driver’s License” which will allow them access to their Chromebook. However, this is not to be seen as a “one and done” method of instruction, but will be deeply integrated into our general curriculum. On our school-wide curriculum template, there is a space for “Integration of Technology/ Digital Literacy Standards.” Regular lessons will be infused with technology to empower students to use these tools for creation of learning instead of simple consumption of knowledge.

In order to more comprehensively utilize the Chromebooks, and the current computer labs at the former Dyett facilities, we will use Schoology as our Learning Management System (LMS). This allows for greater collaboration between all invested members of our learning community. For teachers, it is a means to easily provide class materials, online assessments, share resources with colleagues and perhaps most importantly, communicate easily and efficiently with students and parents.

For students, Schoology will be a key factor for success, as it centralizes all communication regarding their classwork. No longer are students who miss a few days of school left behind. With a Chromebook and access to Schoology, they can continue their studies no matter where they may be. We see this as a key step, not only in technology integration, but student agency as we move forward.

Finally, key members of our learning community, the parents, have unprecedented access to their student’s education. Not only do they receive a weekly email of their child’s progress across all classes, they can actually log into the online Schoology portal and virtually observe class work, sometimes as it is happening.

These shifts are just the beginning, as we integrate technology deeper in our instructional vision. With Chromebooks, information is not saved locally, rather always in the Cloud. This allows for a new way of thinking about the entire learning environment. When a student moves from one class to another in the traditional model, she typically will leave that class at the door. This transition is akin to locally saved information. It exists only in this one specific place. But, as we embrace the metaphor of “Cloud Learning,” we see that educational opportunities are available across platforms and across curriculum at all times.

Of course, the realities of digital access are not to be forgotten. We will work closely with our community and assist them in joining programs such as Comcast’s Internet Essentials program which provides inexpensive home internet access for families eligible to participate in the

National School Lunch Program. It is foundational to our mission to help close the digital divide in the community surrounding our school. Our Quarterly Community Conferences will include digital learning opportunities for the families of WPACA, and surrounding community.

We will work with ITS and Networking to upgrade the network infrastructure to the new Radius Enterprise system in use throughout the rest of the district. This will ensure our ability to fully utilize the wireless capabilities of the Chromebooks to administer the PARCC and NWEA assessments. Members of our design team have now been through the first iteration of the PARCC assessment in CPS, and through first-hand experience and conversations with other schools, have determined the ease of use and stability of the Chromebook Kiosk App “TestNav” to be the most effective and efficient mode of delivery for the PARCC assessments. Chromebooks, also, have been used throughout the district for NWEA successfully for the last two years.

The biggest issue with both PARCC and NWEA testing is the bandwidth. PARCC estimates bandwidth requirements at 50kbps - 100kbps per student, while NWEA requires 256 kbps. Over the last two years, the vast majority of district schools have been upgraded to a minimum of 50 Mbps bandwidth. Assuming we are able to work with CPS to ensure that the former Dyett facilities are upgraded by Year One, then we foresee no difficulties administering either of these benchmark exams.

Perhaps, the bigger issue is the possibility of overloading the Wireless Access Points (WAPs). The older 802.11g WAPs, like those currently in use at the former Dyett facility, all roughly 30 devices at a time. This might be of concern, but the building is large enough that in Year One, we could easily test students in rooms far enough away from each other so as to not clog our WAPs. Of course, the better solution is to install the newer 802.11n WAPs which are the current access points of choice in CPS. These can easily deliver enough bandwidth to around 70 devices. Either way, during testing, we will set the room locations for testing on opposite sides of the building to minimize any potential lags or overloading in order to deliver the best possible testing environment for our students.

As a 21st century school, delivering 21st century instructional models to our students, WPACA will use all the latest communication tools to ensure that our staff, students and community at large are aware of all the wonderful things happening at our school. As mentioned previously, Schoology will serve as a central school hub of learning and communication, but we will also maintain an informational web site, and utilize district tools like Blackboard Connect to make provide important information. Beyond regular newsletters, we will implement the usage of current social media tools (Twitter, Instagram, Facebook) to promote and present our school’s work using the modes of communication currently preferred by our students and community. In this way, we are dedicated to showcasing WPACA.

We will also broadcast all of our sporting events using The Cube, a free online community for high school events. Our goal of educating students in all aspects of Athletics extends to media creation, as well. Students will film, edit, and serve as commentators of all sporting events. These real world, hands-on learning experiences will deepen student knowledge, as well as continue promoting all the great aspects of our school.

Finally, in order to tie all of these disparate tools together, we will develop a school app that can be run in any browser or smartphone platform. Ideally, this challenge will be met over time using student input and feedback. Ideally, this app could be built-in to our school's Computer Science curriculum and be developed for and by the students themselves. As a tool, it would grow with our students, becoming the digital heart of WPACA.

There is a complete outline of our T.E.A.M. Digital Literacy/Citizenship Framework in the appendix.

**See Appendix 2.2A**

***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 supports? Which staff members will support these efforts?***

WPACA has an ambitious, innovative college to careers program that will feature a Sports Entrepreneurship Academy, Sports Business Incubator Program, and "Life in the Big Leagues" internship/field study program. These programs will be facilitated by the Director of Sports. Our "Front Office" will serve as an advisory board, consisting of Sports professionals, area business leaders, College/University officials, community members and students. The Front Office will provide business intelligence, college & career guidance, outreach support and donor partnerships. There will be internal evaluation tools to verify and improve delivery of services as well as ensure that teaching and learning is taking place at rigorous levels. Another vital feature to our college to careers program business and college partnerships, our social networking and virtual conferences.

Students who attend WPACA will have the option to participate in the **Morehouse/Spelman College Mentor Initiative** will expose students to what college life is about as well as help students navigate their middle and high school experience. Participating high school students will receive academic and socio-emotional support from the college students via distance learning and social media. The end result is to ultimately help the high school student graduate from high school and become a candidate for admission to Morehouse and/or Spelman College. Additionally, WPACA will serve as a training ground for aspiring teachers from **Morehouse and Spelman College in our joint teacher residency program**

***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 and 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.***

Student socioemotional status will be monitored and addressed by a counseling department that is available and willing to help all students. Counselors will be a visible presence in the hallways and will deliver curriculum in the classrooms. Counselors will run small groups and partner with community based organizations to deliver socioemotional supports. Counselors will not be involved with any punitive actions as this will contradict the developing of advocacy type relationships with students. Non academic goals for students may be to improve attendance, decrease tardies, and decrease tier 3 behavior infractions.

***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?***

**Who is responsible for overseeing the implementation of the programs?**

C-HOUSE is the agency of record responsible for structuring and executing all afterschool and summer enrichment programming. The mission of C-HOUSE is similar to that of WPACA in that it aspires to see the strengthening of local and global communities via direct investments into children's academic, athletic and social preparedness.

At present, C-HOUSE operates one of the newest yet most dynamic training programs for boys and girls who want to acquire elite level basketball skills. C-HOUSE also operates the premier summer camp that combines academic enrichment, elite level athletic training and structured service learning in a single facility. C-House has the knowledge, skill sets, and staff to execute the afterschool and summer programs and offers the following general guidelines and information about each.

**Which staff members will support these efforts?**

After school programming will be headed up by Mr. Mark Coleman, Founder of C-HOUSE. Mr. Coleman combines 25+ years of sales leadership, management and strategic planning with experiences in finance.

WPACA will offer regularly scheduled after school programs and a summer camp for all students. The WPACA model for after school programming will satisfy several important objectives:

**(1) ADVANCE THE CORPORATE MISSION**

By offering a variety of after school sports options, WPACA will advance its corporate mission of exposing young men and women to leadership roles within the diverse framework of global sports organizations.

**(2) TEACH AND PREPARE YOUTH FOR THE DUALITY OF SPORTS**

To teach and prepare young men and women to value and appreciate the duality of sports by preparing them to perform as elite level athletes within their chosen sport while simultaneously nurturing their desires and abilities to successfully matriculate to a career at the closure of their life as an actual athlete.

**(3) PROVIDE SUPERVISION TO COUNTER DELINQUENT BEHAVIORS**

On an as needed basis, WPACA’s program will provide and fulfill needed supervision and instruction to young men and women during hours that have been clinically and critically defined as peak times for deviant and/or delinquent behaviors to occur. Structured after school programming

**NOTE:** Existing research suggests that after school sports programs are productive initiatives to support character development, social competency and academic improvement. Likewise, data concludes that these programs have been an asset in reducing delinquent behavior, substance abuse and other types of behaviors that are generally perceived to be counter-productive.

After school programming will include the following guidelines

**Gender: Male & Female**

**Ages: 12 thru 18**

ACTIVITY	AGES	FREQUENCY	SEASON	DESCRIPTION
Swimming Instruction	12-13	Mon - Fri	Year Round	Participants will sign up and be grouped according to skill level. Participants will learn basic to advanced swimming techniques to include advanced breathing and mechanics of the four basic strokes (freestyle, backstroke, butterfly and breaststroke).
Swimming Instruction	14-15			
Swimming Instruction	16-18			

ACTIVITY	AGES	FREQUENCY	SEASON	DESCRIPTION
Basketball Instruction	12-13	Mon - Fri	Year Round	Participants will sign up and be grouped according to skill level. Participants will learn basic to advanced basketball skills to include dribbling, shooting, rebounding, defending and team oriented play. All participants will
Basketball Instruction	14-15			
Basketball Instruction	16-18			

				compete in league play against in-house teams.
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ACTIVITY	AGES	FREQUENCY	SEASON	DESCRIPTION
Flag Football Instruction	12-13	Mon - Fri	Year Round	Participants will sign up and be grouped according to skill level. Participants will learn basic to advanced skills such as throwing, catching, blocking, seizing the flag, specific team sets. All participants will compete in league play against in house teams.
Flag Football Instruction	14-15			
Flag Football Instruction	16-18			

ACTIVITY	AGES	FREQUENCY	SEASON	DESCRIPTION
Baseball/Softball	12-13	Mon - Fri	Spring	Participants will sign up and be grouped according to skill level. Participants will learn basic to advanced skills such as approach, fitness, bat selection, swing mechanics etc.
Baseball/Softball	14-15			
Baseball/Softball	16-18			

ACTIVITY	AGES	FREQUENCY	SEASON	DESCRIPTION
Track and Field	12-13	Mon - Fri	Spring	Participants will sign up and be grouped according to skill level. Participants will learn basic to advanced skills for both long and short distance competitions. All participants will compete in local open meets.
Track and Field	14-15			
Track and Field	16-18			

ACTIVITY	AGES	FREQUENCY	SEASON	DESCRIPTION
Soccer	12-13	Mon - Fri	Spring	Participants will sign up and be grouped according to skill level. Participants will learn basic to advanced skills including the rules and fundamentals of soccer, ball handling, other drills under close instruction. Skills will be taught in a friendly and fun way, emphasizing teamwork and fair play.
Soccer	14-15			
Soccer	16-18			



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

### **Parent/Guardian Expectations**

Parents are very important stakeholders in the educational matriculation of their children. It is expected to help ensure our students are receiving a quality educational experience that parents show genuine interest in their child's education by establishing time and quiet space at home conducive for completing homework and studying, assist with drill and review and monitor academic, attendance and behavior progress, give positive and constructive support and appropriate praise for effort and accomplishments.

It is the responsibility of parents to ensure that all student fees are paid for, model the importance of education by supporting WPACA's mission, vision and core values academic, attend all cultural and sporting events, and attend Local School Council and parent meetings.

### **Parent Handbook and Orientation**

These expectations will be clearly set through the development of a Parent Handbook. This handbook will be reviewed at a Parent Orientation for each grade level. The parents will be required to attend this orientation in order for students to receive their schedule. If parent cannot attend orientation they must communicate with counselor to set up alternate meeting time. This handbook will include all rules and policies of WPACA, staff contact information, important dates, and a place to for parents to take notes.

### **Positive Communication**

Parents often only receive communication from the school when reporting something negative about the student and this can certainly lead to a parent not wanting to communicate with the school. In order to build a more positive relationship with parents, WPACA mentors will be required to communicate a positive message home about each student at least once a month.

***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 - 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 - Friday. In addition to daily classes, please reference any time spent in elective courses, advisories, receiving social-emotional supports, after-school activities, etc.***

Teachers will teach 5 of 6 classes, with 100 min. of prep time every other day; no official meetings will take place during that time - the only exception being REACH evaluation meetings. Each day there will be time for shared teacher planning time called “Teacher Collaboration Labs”. During this time whole staff PD, Interdisciplinary Team Meetings, Grade Level Meetings, Department Meetings may transpire.

Students will meet for 45 minutes with their Advisory Family during Small Learning Advisory (SLA), then have a passing period and work on their personal 20% project. (This is time where students have the autonomy to explore, research or develop a project around something of personal interest. The SLA advisor will serve as a facilitator for students during this time.) The After School segment on the schedule is actually part of a student's' schedule. This is the non academic time where students can pursue their interest in a sport, join our after school program with C-House, participate in a team practice and/or games, join a school club(s) or take advantage of free time in our Innovation Wing.

As WPACA is a sports themed school, sports will certainly be offered as extracurricular activities. However, other activities will also be offered to produce well rounded students and appeal to multiple student interests.

Proposed activities will include:

- Sports
  - Boys and girls basketball
  - Baseball/boys and girls softball
  - Football (also flag football)
  - Cheer & Pom Pom
  - Swimming/Water Polo
  - Track & Field
  - Wrestling
  - Archery
- Journalism
- Sports Radio and TV
- Yearbook
- Boys II Men (a group to guide the socioemotional development of young men)
- Ladies' Lounge ( a group to guide the socioemotional development of young women)
- Photography
- Competitive Choir
- Competitive Band
- Dance
- Drama

**Please see Appendix 2.2 f for full description**

### **2.3 Assessment and School-wide Data**

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

***Please also note that tests of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment system for grades 3-8 and in Algebra I and English/Language Arts are being piloted in some schools across the District in school year 2014-2015. Applicants should describe PARCC-readiness in terms of hardware and bandwidth capacity and ensure that the school will be ready to implement high-capacity online student testing.***

The CPS School Quality Rating Policy (SQRP) is the District's policy for measuring annual school performance. We will use its five-tiered performance system to monitor our student test score performance, student academic growth, closing of achievement gaps, school culture and climate, attendance, graduation, and preparation for post-graduation success. The Design Team understands and appreciates the use of performance data and have been strategic in identifying and prioritizing our targeted goals. We will take the necessary measures to help teachers understand and effectively use data to improve their instructional practice. In year one, we will implement structured protocols for evaluating interim assessments and classroom data. Our protocols will focus on strategies aimed to improve curriculum, student performance and teacher instruction. There will be a strong concentration on the examination of student work. There is a commonly held assumption that high quality, authentic student work is a direct result of an effective and thorough instructional plan. During our Teacher Collab Labs teachers will utilize the Equip Student Work Protocol, looking for high rigor and relevance, skill development and student authenticity. We will align all our assessment protocols to the goals outlined in our CIWP. ***See Appendix 2.3*** for additional metric goals for such categories as on-track rates, graduation rates, and attendance.

***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.***

**Please refer to Appendix 2.3 B**

***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.***

Our instructional team led by our Master Teacher and ILT will be purposeful in working with teachers on critical instructional practices. The driving factor for improvements in instructional practices is purposeful observations and evaluations in conjunction with our REACH evaluations. We will use varied sources of data to drive instructional practice and to ensure the design and integration of formative and summative assessments being used in classroom instruction frequently. Some of our sources of data include but not limited to checks for understanding through student conversations, observing student interaction and participation, unit and final examinations, and benchmark assessments.

## **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 above require specific training, please incorporate into the PD program description.*

Our professional development program has been designed to address the “mastery” aspect of our T.E.A.M. concept. It is the expectation for students and staff to practice “mastery of self.” In doing so, our professional development program is designed to address the following school goals:

1. Develop a performance (project) based curriculum aligned to common core and district standards.
2. Create authentic and relevant learning opportunities that reflect the mission and vision of the school
3. Cultivate classrooms and prepare students intellectually for the rigors of college and careers by overtly teaching reasoning and critical thinking in every classroom.
4. Develop an assessment system to gather data for the purpose of continually refining the instructional process and student achievement outcomes.

Professional development will be delivered by Life Long Learning & Associates a consulting group with 20 years of experience at the secondary level in curriculum alignment, research based instructional methodologies, classroom assessment design, and critical thinking. Life Long Learning and Associates will structure professional development opportunities for continuous improvement and teacher action research that is closely aligned to the CPS Action Pillars 1 & 4. Our professional development model will include the following components;

1. Professional learning opportunities (workshops, in-service etc.)
2. Facilitated opportunities for designing classroom resources (PLAN)

3. Classroom experimentation and cognitive coaching (DO)
4. Collection and analysis of student work (STUDY)
5. Refinement of classroom resources (ACT)

This model will also facilitate the development of a staff culture that recognizes the benefits of continuous improvement and collaborative problem solving. Similarly, it will provide a vehicle for collecting, analyzing and acting on formative assessment data as a tool for improving curriculum, project and lesson design.

Specific training opportunities to be delivered by Life Long Learning and Associates will include:

### **Goal #1 Aligning to Common Core and CPS Action Plan Pillar 1**

*How to integrate the Common Core informational text standards with content standards in every classroom.*

*Introduction to Academic Learning Cycles as a template for scaffolding reading, thinking, speaking, listening and writing standards*

### **Goal #2 Creating authentic and relevant learning opportunities**

*How to design performance-based tasks and assessments for the classroom*

*How to scaffold learning experiences to ensure students successfully complete long range projects and tasks.*

*How to create and calibrate scoring tools used to assess student work resulting from complex performance tasks and assessments.*

### **Goal #3 Cultivating intellectual rigor and critical thinking in the classroom**

*Introduction to the four major reasoning skills used by critical thinkers.*

*Instructional strategies that promote, refine and deepen the quality of thinking in your classroom.*

*Assessing the quality of student thinking using the Elements of Thought, Standards for Thinking and Intellectual Traits.*

### **Goal #4 Developing an Assessment System that is aligned to CPS Action Pillar 4**

*Creating high quality classroom assessments tools that are both valid and reliable.*

*Data collection, organization and analysis of assessment data.*

*Using assessment data to drive professional dialogue, and refinement efforts.*

Many of these areas for targeted professional development overlap in terms of curriculum development, alignment and the building a data driven school culture. It is in recognition of this fact, we have decided to use Life Long Learning and Associates as our primary source for staff development as we implement our innovative design for an academic high school. Life

Long Learning & Associates is well known for providing customized professional development and their breadth of expertise working with high schools.

***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.***

Teacher quality is one our most vital thrusts in our CIWP process. For school-based leaders working to maximize student learning and achievement, identifying opportunities to maximize student learning and achievement, identifying opportunities to encourage and support classroom level teacher improvement is a top priority (Graham 2007). Therefore it is incumbent on the WPACA administration to help its teachers further develop the instructional skills they possess or need for effective classroom practice.

***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.***

This unique curriculum development and implementation will require advance training (2 days) and ongoing support (4 days) during the first two years of implementation.

***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.***

The ILT and administration will develop a mechanism to evaluate the effectiveness of our professional development program.

## **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.***

As administrators, teachers, counselors, and other staff members, we commit to making Washington Park Athletic Career Academy a positive educational environment that helps our students to prosper throughout their educational experience. We will devote our energies to serving the educational needs of each and every student in a supportive and collaborative community. We commit to coming to school every day, on time and prepared to teach the necessary knowledge and skills needed to succeed in life and support the work of each colleague.

Teachers and staff will be afforded the opportunity every other day for 90 minutes to meet and share ideas and information with each other during our Teacher Collab Lab periods. Here is where whole staff PD, Interdisciplinary Team Meetings, Grade Level Meetings, Department Meetings will take place.

It is the Design Team’s belief that through our Professional Learning Communities (PLC) for all teachers and staff will allow for opportunities for everyone to explore topics of shared interests targeted around school goals or issues with aim of improving and/creating a better school environment for everyone. Each PLC will be supported and encouraged to implement their idea as long as it is structured as a SMART goal. The PLC will have an opportunity to share their initiative with the whole staff and undergo a Tuning Process to determine the validity of what they aspire to do.

**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 at capacity. Provide a brief narrative statement regarding your rationale for the school’s projected enrollment for years one through five.***

We anticipate in year one 80-100 7th graders and 200 freshmen. Our goal is recruit approximately 250 students year 1 and 2. Years 3-5 we will only target 200 incoming students in order maintain the integrity of our ideal functioning capacity of 800-900 students. Based on the responses from surveys of over 100 parents in the community and citywide, WPACA is the ideal educational option for their child and would either transfer and/or enroll their rising 7th grader or incoming freshmen. Having existed within CPS Network 9, there will be a natural pipeline for neighboring elementary school principals of preK-6 or K-8 schools with graduating 8th graders to partner with WPACA as an ideal option to recommend their parents to send their child to.

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels
2016-2017	250	300	7 & 9
2017-2018	500	700	7,8,9 &10
2018-2019	700	900	7,8,9,10 & 11
2019-2020	900	1100	7,8,9,10, 11 & 12
2020-2021	900	1100	7,8,9,10,11 & 12
At Capacity	900	1100	

***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?***

The WPACA Design Team has developed a recruitment framework that mirrors our Will Power (core values). The framework is comprised of five targeted goals that speaks to the type of student who will benefit the most from our T.E.A.M. environment. The goals are centered around our primary recruitment experience called “**Countdown to Draft Day**” Campaign. The campaign will showcase our Will Power core values, reflecting the opportunities to Act like a Global Citizen, Think Like a CEO, Create Like a Visionary, Perform like a Leader. The year long campaign will include the following components, all leading towards our “draft day” event where we announce and showcase our newly minted incoming students or “draftees”: **Targeted Sports Careers and Collegiate Sports Shadow Experiences, Targeted School Visits for incoming 7th and 9th graders, interactive school website and mobile app, recruitment webinars** and infomercials.

We take into consideration the competitive nature of other neighborhood and selective enrollment schools, parochial and private schools and high performing charter schools carefully craft our brand planning to be inclusive despite our academic and career focus being rooted in sports themes and pedagogy. It is our main goal to attract T.E.A.M. oriented students, including those with disabilities, students with Individualized Education Plans (IEPs), English Learners (EL), from the Washington Park area and across the city who desire and educational experience that is student centered, fun and engaging, sports related. We understand and embrace the urgency to developing strong relationships with nearby communities and elementary schools, therefore we will host quarterly WPACA Community Engagement Conferences to showcase the learning, the work and most importantly the fun that takes place daily at our school. The Campaign is illustrated in the figure below.

*C. Admissions Policy (Contract School Only): Please describe the proposed school’s application, enrollment, 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. NOT APPLICABLE*

## **2.7 Serving Specialized Populations**

**Describe how the proposed school will provide a free, appropriate public education in the least restrictive environment to students with disabilities. With FAPE being a standard set by federal law, eligible students with disabilities are entitled to a “free appropriate public education” also referred to as FAPE. The proposed school will focus on what is appropriate in the framework of special education programming by adhering to the law for both FAPE and the Least Restrictive Environment (LRE) requirements.**



**The Individuals with Disabilities Education Act of 2004 (IDEA 2004) defines FAPE at 20 U.S.C Section 602(9): “the term ‘free appropriate public education’ means special education and related services that (a) have been provided at public expense, under public supervision and direction, and without charge; (b) meet the standards of the State educational agency; (c) include an appropriate preschool, elementary school, or secondary school education; and (d) are provided in conformity with the individualized education program required under section 614(d).”**

**Least Restrictive Environment (LRE) is the requirement in federal law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers and that special education students are not removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily. [20 United States Code (U.S.C.) Sec. 1412(a)(5)(A); 34 Code of Federal Regulations (C.F.R.) Sec. 300.114.]**

**Describe how the proposed school will accommodate students with disabilities who require extended school year services.**

The IEP team will determine eligibility for ESY services. The proposed school will support ESY decisions as a provision for a special education student to receive instruction during ordinary school “vacation” periods.

The Extended School Year (ESY) program provides special education and related services to students with disabilities beyond the public agency’s normal school year. The Individuals with Disabilities Education Act (IDEA) states that school districts must provide extended school year services if a student qualifies for these services in order to receive a free appropriate public education (FAPE). In some cases, interruptions in the school schedule, such as summer break, will result in children with disabilities losing the progress they have made on their Individual Education Plan (IEP) goals. When the regular school year begins, the amount of time it takes to recover these skills is significant. ESY services must be provided only if a student’s IEP team determines, on an individual basis, that services are necessary for the provision of a free and appropriate education (FAPE) to the student. The IEP team will determine which services will be provided; the team will also determine the length of the extended school year. The team may decide that the student will continue with all services outlined on the student’s IEP that were received during the regular school year, or it may decide that the student will only receive a portion of services or one specific service. This decision is based on the data collected by the IEP team related to the student’s needs outlined on the student’s IEP.

***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.***

***i. Explain how the proposed school will assess, review, revise, and implement IEPs.***

Under the leadership of the Principal and Director of Special Education or a Chicago Public School case manager, special education services and supports should be consistently reviewed according to IDEA guidelines to make sure that students are receiving services and supports to help them advance towards their annual goals, progress in the general education curriculum and participate in extracurricular and non-academic activities. Once it is determined that a student meets the criteria to receive special education and related services, the Individualized Education Program will become the road map showing where the student is and where he or she is going. The IEP will change based on the students needs and the school will be prepared to implement with fidelity the needs of the student.

Under the supervision of the Principal/Director of Special Education or CPS Case Manager, IEP teams will monitor students present level of academic and functional performance, annual goals, measure of progress, the students access to the general education curriculum, modifications or supports that will and can be provided, assessment information, transition and postsecondary supports and services.

***ii. Describe how the proposed school will provide a free, appropriate public education in the least restrictive environment to students with disabilities.***

At WPACA, we treat all students the same. We will diversify our curriculum and instruction as well as our socio-emotional supports and recreational offerings to accommodate each student's need.

***iii. Describe how the proposed school will accommodate students with disabilities who require extended school year services.***

The IEP team will determine eligibility for ESY services. The proposed school will support ESY decisions as a provision for a special education student to receive instruction during ordinary school "vacation" periods.

The Extended School Year (ESY) program provides special education and related services to students with disabilities beyond the public agency's normal school year. The Individuals with Disabilities Education Act (IDEA) states that school districts must provide extended school year services if a student qualifies for these services in order to receive a free appropriate public education (FAPE). In some cases, interruptions in the school schedule, such as summer break, will result in children with disabilities losing the progress they have made on their Individual Education Plan (IEP) goals. When the regular school year begins, the amount of time it takes to recover these skills is significant. ESY services must be provided only if a student's IEP team

determines, on an individual basis, that services are necessary for the provision of a free and appropriate education (FAPE) to the student. The IEP team will determine which services will be provided; the team will also determine the length of the extended school year. The team may decide that the student will continue with all services outlined on the student's IEP that were received during the regular school year, or it may decide that the student will only receive a portion of services or one specific service. This decision is based on the data collected by the IEP team related to the student's needs outlined on the student's IEP

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

Counselors will be the first responders in cases of drugs, truancy, pregnancy, homelessness or poverty. Counselors will assess the situation and if a response is needed that is outside of the counselor's realm of experience, the student will be referred to an outside agency.

Students who are homelessness or poverty stricken are automatically recipients of benefits from the district. Counselors will aid in making sure teachers/staff are notified appropriately and that student has a safety plan for immediate shelter.

There are district programs to provide dental and vision services for students, the counselors and the Diverse Learner Case Manager would be responsible for making sure WPACA students receive these supports.

***v. Explain how the proposed school will identify and meet the needs of EL students, including curricula and instructional programs/practices to accommodate this group.***

After undergoing the necessary diagnostics to determine our EL students needs, meet with parents to discuss the results, we will in conjunction with the family's advice, diversify the curriculum and instruction as well as our socio-emotional supports and recreational offerings to accommodate the EL student's need.

***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.***

***i. How will the proposed school ensure immediate enrollment as well as sensitive, inclusive treatment of homeless students? What steps will the school take to retain this population?***

Homeless students would be granted immediate enrollment. The school counselor will work closely with the parent and student's former school to obtain academic records for proper course placement.

**ii. How will homeless students be included in all proposed school programs and activities and receive additional support services?**

Homeless students will be encouraged to participate in all programs and activities.

**iii. How will the proposed school's administration annually prepare and train staff regarding the needs and rights of homeless students?**

Each year, the staff would receive training via the Students In Temporary Living Situations Liaison.

**iv. How will parents of students who are homeless be included in any governing or advisory bodies as well as other school activities which are available to all families in the proposed school?**

ALL parents will be encouraged to participate in all programs such as LSC and PAC. We will make it a priority that their input is always welcomed.

**v. How will the proposed school provide transportation to a student and, if appropriate, the student's parents, if it is the "school of origin" for the homeless student?**

We will provide CTA transit cards.

**3.1 Targeted Communit(ies)**

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

WPACA will be a citywide open enrollment 7-12 grade school. There will be no boundaries.

**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.**

WPACA is an open enrollment 7-12th grade school that will be a viable educational option for all students in Chicago. The immediate communities in which WPACA will receive students from are: Bronzeville, Fuller Park, Hyde Park, Kenwood, and Washington Park. Below are brief summaries of the surrounding neighborhoods as described in Wikipedia.

**Bronzeville** is a neighborhood located in the Douglas and Grand Boulevard community areas on the South Side of the City of Chicago around the Illinois Institute of Technology and Illinois

College of Optometry. It is accessible via the Green and Red lines of the Chicago Transit Authority, as well as the Metra Electric District Main Line. In 2011 a new Metra station, Jones/Bronzeville Station, opened to serve the neighborhood on the Rock Island and planned SouthEast Service.

In the early 20th century, Bronzeville was known as the "Black Metropolis", one of the nation's most significant areas of African-American urban history. Between 1910 and 1920, during the peak of the "Great Migration", the population of the area increased dramatically when thousands of African Americans escaped the oppression of the South and emigrated to Chicago in search of industrial jobs. The Wabash YMCA is considered the first African-American Y in the U.S.<sup>[5]</sup> It continues as a center today due to the continued support of many of the Black churches in the area.<sup>[6]</sup> The Wabash YMCA is widely credited as the birthplace of the commemoration of black culture, what would later become Black History Month.

**Hyde Park** is one of Chicago's most racially diverse neighborhoods. Its population is 46.7% White, 30.4% African American, 12.4% Asian American, 6.3% Hispanic, and 4.1% of other races or of more than one race. There are significant differences between the racial demographics of the part of Hyde Park south of 55th Street (most of which is part of the University of Chicago campus) and the part of Hyde Park north of 55th Street. Residents south of 55th Street are predominantly White and Asian American, with only a relatively small percentage being African American. North of 55th Street, on the other hand, African Americans make up approximately half of the population. The population of the northwestern corner of Hyde Park (north of 55th Street and west of Drexel Avenue) is almost 100% African American.

Hyde Park's location in the center of the predominantly African American South Side of Chicago as well as its large population of well-to-do African American residents have made it an important cultural and political hub of Chicago's African American community. Many of Chicago's prominent African American politicians, including former Chicago Mayor Harold Washington, former U.S. Senator Carol Moseley Braun, and U.S. President Barack Obama, currently live or have in the past lived in Hyde Park.

**Fuller Park** Fuller Park is a neighborhood due south of Comiskey park, the home of the American League Chicago, White Sox baseball. One of Chicago's smallest community areas, this narrow two mile strip lies between the Dan Ryan Expressway and the Rock Island Railroad Metra lines to the east and the Chicago and Western Indiana Railroad to the west. The community derives its name from the small park named for Melville W. Fuller, Chicago Attorney and U.S. Chief Justice.

**Washington Park** is a well-defined community area on the South side of Chicago in Cook County, Illinois, USA, which gets its name from the neighborhood. It includes the 372 acre (1.5 km<sup>2</sup>) park named Washington Park, stretching east-west from Cottage Grove Avenue to the Dan Ryan Expressway, and north-south from 63rd Street to 51st. It is home to the DuSable Museum of African American History. The park was the proposed site of the Olympic Stadium and the Olympic Aquatics Center in Chicago's bid to host the 2016 Summer Olympics. Including the park, the community area hosts two listings on the National Register of Historic Places. It includes and is surrounded by smaller neighborhoods that have gone through notable and often turbulent racial transitions.

**Kenwood** is one of Chicago's 77 well-defined community areas. It is located on the shore of Lake Michigan on the South Side of the city. Its boundaries are 43rd Street, 51st Street, Cottage Grove Avenue, and the lake. Kenwood was originally part of Hyde Park Township, which was annexed to the city of Chicago in 1889. Kenwood was once one of Chicago's most affluent neighborhoods, and it still contains some of the largest single-family homes in the city. It

contains two Chicago Landmark districts – Kenwood and North Kenwood. A large part of the southern half of the community area is in the Hyde Park-Kenwood Historic District.

***C. Community Assets/Needs: What are some of the existing assets within the targeted community(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?***

Some of the community assets we intend to take full advantage of is the Green Youth Farm program which shares the same campus space, The DuSable Museum, University of Chicago and the University of Chicago Hospitals, Quad Communities Development Corporation, the Chicago Urban League, The Jewish Community Council, The Hyde Park CACC, the aldermanic and state representative offices, and the Museum of Science and Industry.

***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) and meet educational and support needs?***

Based on the community focus groups conducted, parents and students alike raved about the concept of learning through sports concepts and the ability to explore sports careers that were unknown to them. Another big hit among students was the notion behind the Innovation Wing and the ability to choose their academic path based on what they want to do career wise. Both parents and students are enamored with idea of sports and having the opportunity to incorporate it in their studies and social environment on a daily basis. There is great land space provided by Washington Park for us to utilize in offering a plethora of athletic programs for students to partake upon.

### **3.2 Parent and Community Engagement and 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 business located within a half-mile radius of the facility formerly known as Dyett High School.***

Answer is discussed below

***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?***

WPACA Design Team conducted four focus meetings and an online survey to gather its data on the community's interest for our school design. The Design Team also conducted petitions in the community to garner support and data. It was clear from meetings and surveys conducted from neighboring residents that is the will of the community to keep a neighborhood public school at the site of Walter H. Dyett High School. Parents and students alike like the concept of learning through sports concepts and the ability to explore sports careers that were unknown to them. Two other big takeaways were students interest in the Innovation Wing and the ability to choose their academic path based on what they want to do career wise. More importantly both parents and students are enamored with idea of sports and having the opportunity to incorporate it in their studies and social environment on a daily basis. There is a strong concern from area students and parents about traveling across gang lines and was happy to hear that a significant portion of students will come from the nearby neighborhoods. Many parents and students expressed interest in the school providing opportunities to explore and participate in non-traditional CPS sports such as Archery, Rowing, Gymnastics, Mixed Martial Arts, and Lacrosse. We intend on offering such sports in years 2 and 3. Parents also expressed that their should be several opportunities for college trips, tutoring (whether online or with a live person), an immersive foreign language program with student exchange options. As part of College Going process, all WPACA students from grade 7-12 will attend a minimum of 8 college visits a year.

We have developed within our daily schedule times in which a student may take advantage of our tutoring programs and options during either Lunch, Advisory or After School.

In years 2 and 3 we intend on offering Mandarin and French respectively with goal of announcing our student exchange program by the end of school year 2.

***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.***

*See Appendix 3.2 for sign petitions*

***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.***

Two of the main partnerships that will benefit the students of WPACA is our connection with Morehouse and Spelman College through our mentorship initiative and the teacher residency program. In year one we will collaborate with Dr. Nichole Pinkard of DePaul University in bringing her Digital Youth Network as part of our Digital Literacy curriculum. In year 2 we plan to partner with DePaul University's College Computing and Digital Media to provide onsite training and college preparation for our students. Additionally we will working with Green

Youth Farms, Quad Communities Development Corporation, University of Chicago Hospital, Provident Hospital, and The Woodlawn Voices and Visions Project.

## **Leadership and Operations**

### **4.1 Design Team Capacity**

#### ***A. List the members of the design team filing this proposal.***

**(Attach resumes of design team members and any other individuals who have made a substantial contributions to this proposal as well as those whose resumes are not included elsewhere in the proposal (e.g. advisors, consultants) in the appendix. Label each resume with the individual's affiliation with the proposed school.)**

**Charles C. Campbell**, Lead Designer

**Stanley Smith**, Curriculum and Instruction Designer

**Ashon Harrison**, Operations and Budget Designer

**Billy J. Evans**, Culture & Climate, College Readiness, Parent Engagement Designer

**Mark Coleman**, Extra-Curricular, After School Programming Designer

**Dr. Bryant Marks**, Advisor

**Dr. Deborah Williams**, Advisor

**Dr. Gwendolyn Kinnard**, Advisor

**Dr. James Kinnard**, Advisor

### **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.***

WPACA will operate as a Chicago public school. It was clear from meetings and surveys conducted from neighboring residents that it is the will of the community to keep a neighborhood public school at the site of Walter H. Dyett High School. Area parents were concerned about the traveling distances their children would have to incur on a daily basis. However, we discovered a strong interest in our school model and many parents who live outside of the community where the school will be housed expressed that such model should be available to all students in Chicago. With that sincere desire of so many parents as well as the combined years of experience working in Chicago Public Schools it our decision to open Washington Park Athletic Career Academy as an open enrollment 7-12 Chicago public school.

#### ***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.***



**Organizational structure of WPACA:**

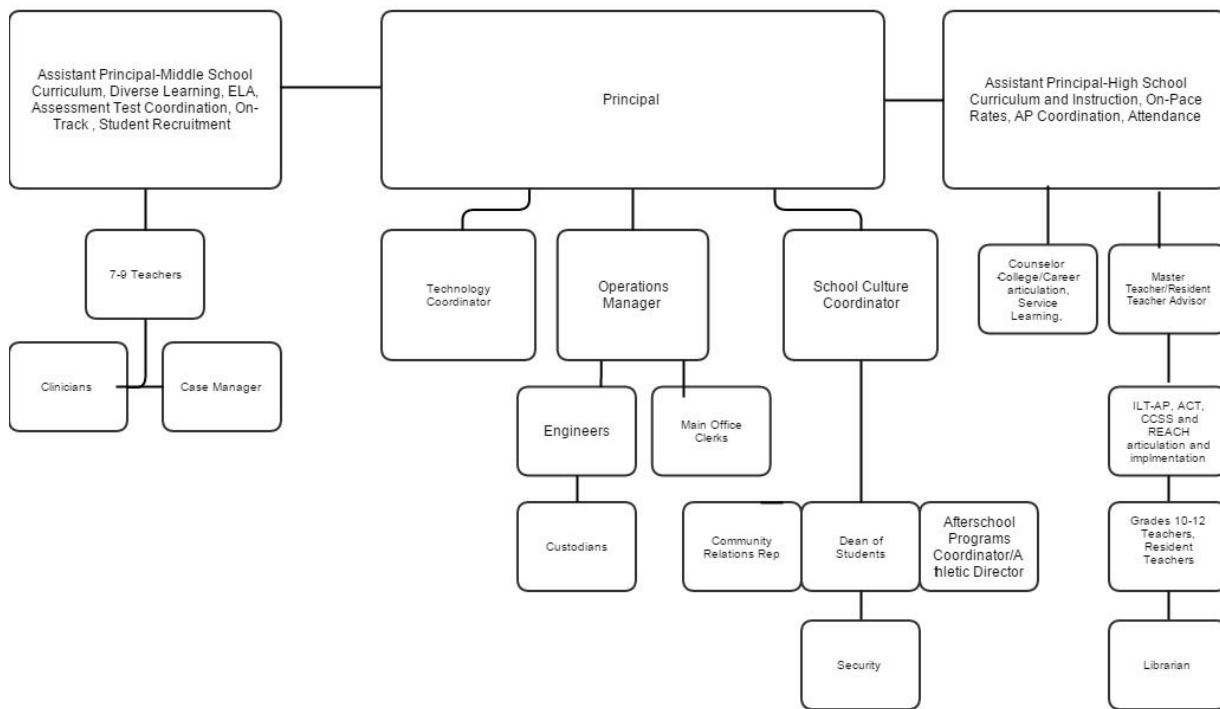
**Principal**

Assistant Principal, Middle School (School Clinicians, Case Manager, 7-9 grade teachers)

Assistant Principal, High School (Counseling team, Master Teacher, ILT, 10-12 grade teachers, Librarian)

Technology Coordinator, Operations Manager (Engineers, Clerks, Custodians) and School

Culture and Climate Coordinator (Community Relations Representative, Dean of Students, After School Programs Coordinator, Athletic Director and Security)



***C. School Governance and Oversight: Provide a comprehensive description of the proposed school’s governance and oversight structure. (District school will be required to report to the Board of Education and Have a Local School Council (LSC) or Appointed School Council (ALSC) )***

***i. Traditional Local School Council (LSC) Structure: If the school will have a traditional LSC, discuss the design team’s role in interacting with or participating in the LSC during the start-up of the school and after school opening. Discuss how the LSC will support the proposed school’s mission, how often it will meet, and how it will monitor the performance of the school.***

WPACA will be governed by the Chicago BOE and its LSC. We will work closely with the LSC in creating our CIWP, budget forecast and school goals and priorities according to the SQRP. Our goal is to meet at least quarterly to evaluate our progress on our CIWP and the SQRP.

***D. School Governance Structure (Contract School Only): Describe the structure of the Governing Board at the proposed school, and identify any proposed Board committee and their roles. NOT APPLICABLE***

### **4.3 Leadership**

***A. 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. (For District Schools: the CEO will work with the design team to identify the initial leadership of the school. The CEO will have final discretion over the school leadership appointment) Attach and label the principal candidate’s resume in the appendix***

The leadership for WPACA must embody the school’s mission and vision in his/her instructional beliefs and social practices. They must be an instructional leader capable of articulating the school’s core values to all stakeholders with confidence and passion. The proposed leader for WPACA is Charles C. Campbell. It is his vision and dream to create such a dynamic school for urban children for many years. He has a proven track record of:

- Establishing and maintaining “an upbeat, welcoming, solution-oriented, no-blame, professional school community.”
- Developed district-wide pilot programs for CPS and the Mayor’s Office to advance greater parent involvement with schools, increase back-to-school attendance, and curbing school violence.
- Created and supervised district/school wide learning improvement plans that focuses on benchmarks for student growth and performance.
- Balanced district program budgets to create a surplus and project future changes with the department’s balance sheet for optimal operation.
- Facilitated Chicago Board of Education’s communication and community engagement plan for the effective school transition procedures for CPS’ initial school closures and the launch of Renaissance 2010 initiative.

- Develop and leveraged external business relationships and community negotiations to advance school/district initiatives.

#### **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.***

See Appendix 4.4

***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.***

See Appendix 4.4

***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.***

We will launch an aggressive recruitment strategy in October 2015 with goals of recruiting teachers who are technologically savvy, has strong interest or awareness of sports culture and pedagogy, keen data analysis skills, effective classroom management and instructional skills, and willingness to serve in other capacities outside of the classroom. Candidates will be required to respond to a relative urban school scenario, present authentic student work, and provide a mini-lesson on developing either study skills, writing skills or close reading skills. In addition, the interview process will include a panel of classroom teachers, parents who committed to sending their child to WPACA and select community members.

The recruitment and interview strategy is summarized in a diagram found in Appendix 4.4 c.

#### **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.***

Upon be awarded the RFP, the Principal will hire the School Clerk I, School Counselor, Assistant Principal, Culture and Climate Coordinator, Operations Manager and Master Teacher, this is the team that will be responsible for ensuring the school will open on time. The Principal and Assistant Principal will work with HR to advertise vacancies, collect resumes and start the interview process. The Culture and Climate Coordinator, School Counselor will began an aggressive marketing campaign within the communities in which we intend to serve. The Operations Manager will manage the purchase of furniture, equipment, supplies and technology needed for a successful school opening. The team as whole will work collaboratively to develop an effective student registration process, student and parent orientation and introductory community event.

Task	Timeline	Person(s) Responsible
August 2015	Hiring of Leadership Team	Principal will work with CPS HR Specialist
September 2015	School walk through with CPS Facilities Management to map out building repairs  School walk through with ITS to determine necessary technology upgrades  Order furniture, equipment and supplies	Principal, Operations Manager and Technology Coordinator
September 2015 - October 2015	Launch teacher recruitment campaign  Develop school marketing and student recruitment campaign  Installation of office furniture and equipment	Leadership Team  Culture and Climate Coordinator and School Counselor  Operations Manager, Technology Coordinator, Engineer and custodial staff
September 2015 - December 2015	Creating school curriculum, assessments, professional development plan, student and parent handbooks, establishing community and business partnerships	Leadership Team

January 2016	Open House Presentation and Registration Event	Leadership Team
February 2016 - March 2016	Start installation of classroom furniture and installation	
April 2016 - May 2016	Finalize all teacher and support staff new hires	Leadership Team
June 2016	New Hire Staff Event	Leadership Team
July 2016	Assignment of Classrooms  Prepare hallway bulletin boards  Ensure all furniture is in place and all classrooms and lab equipment is installed and working properly	Leadership Team  School Clerk, Counselor  Technology Coordinator and Operations Manager
August 2016	Ensure that all construction and technology work is completed  Open building to teachers to prepare classrooms and distribution of supplies  Teacher Professional Development Institute  Parent and student Orientation	Operations Manager  Principal  Leadership Team  Culture and Calm Coordinator and School Counselor
September 2016	WPACA Opens!	

***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 relative cost structure.***

Washington Park Athletic Career Academy is a proposed district school, the school is not responsible for acquiring outside agencies for accounting/bookkeeping, auditing and payroll services. Custodial/Maintenance, Food Service and Security staff assignments are based on enrollment numbers and are provided by Central Office. See Appendix section 5.1 for health care benefits and insurance costs.

## **5.1 Financial Forms and Narrative**

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

The WPACA budget reflects the allocations for salaries, supplies, equipment, professional development services, extended day programs, and credit recovery and related expenses. The budget also reflects the need for 1:1 technology, the cost of community engagement activities, college tours and class field trips. The needs of students in temporary living situations are also supported by the budget. An aggressive fundraising plan will be put in place quarterly to help support our athletic programs, clubs and other school initiatives.

**See Appendix section 5.1**

## **6.1 Space Requirements**

**A. 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.**

There are 38 classrooms, of which 34 are on the 1st floor that will be used for instruction. The four classrooms on the lower level will be used for Art, Music, Science and CTE Health Sciences. The regular classrooms will be 105, 106, 107, 108, 109, 110, 111, 112, 114 and 116, 129, 130, 131, and 132. Rooms 113 and 115, 125 and 127, 126 and 128, 141 and 143 are all separated by a partition. The partition will be removed and these classrooms will serve as our cross-content classes, where teachers will be team teaching and students will experience how subjects can interrelate. Rooms 133, 134, and 135 will serve as our computer labs. What is currently called Minor Hall can be split into 4 classrooms (rooms 101-104). This space will serve as a our school meeting/performance area, since the building layout does not have an auditorium. Rooms 120, 122, 148, and 043 serve as our Science Laboratories. Rooms 042 and 044 will be a part of our Innovation Wing and inhabit our full scale Makers Lab and Research and Development Center. The Art and Music room will be in 045 and 003 respectively. Our CTE Health Science/Sports Science Center will be housed in 014. There are two lunchrooms available for our students. We will not utilize Lunchroom B until year 2. Our administrative offices will be the Main Office, 006 (department heads offices) 039, 100, 136, 137, 138, 140, 142, 144, and 147. The library is on the lower level and will house our Writing Center, Librarian's Office, Student Council Offices and a Copier Room. The teacher's lounge will be across from Lunchroom A. There will be a Parent Resource room housed in room 046 and their will be a Dance/Aerobics Studio in room

002. The principal's office will be in room 137 with an adjacent all purpose conference room in 139. The Main Entrance and Main Office will be on the 51St side of the building (Northside). This is where all students and some visitors will enter the building. All staff and an optional visitor's entrance will be on the south side of the building facing Washington Park proper.

In its current existence, the Walter H. Dyett High School building will be excellent learning venue for the Washington Park Athletic Career Academy. There are some improvements that need to made that are outlined in the Facilities Improvement document. It would be a great edition for WPACA to include an auditorium and full size football field with a IHSA certified track with the necessary field event structures We have obtained an estimate for the build out of an auditorium. Anchor Mechanical estimates a lump sum addition for the Auditorium area based of the national average including but not limited to a median cost index based on 10,000 sq. ft. at \$994,403.00 . With a 10% Overhead, a 5% Profit expectation, and a 1% bonding cost for a total cost of \$1,153,507.48. This averages out to be \$115.35 per sq. ft. finished.

**See Appendix section 6.1**