

Application for The North Champaign NCA Charter School

The North Champaign Charter School (NCA) is being launched by a steering committee comprised of African American men and women whom are deeply concerned about the state of education for black children in the City of Champaign. Our goal is to bring together a strong leadership team comprised of a Board of Directors, seasoned educational administrators, and teachers who have the experience and the background to teach low achieving culturally diverse students. Champaign Unit 4 has a large low achieving student population which has accelerated over the last 7 years. It is the low-achieving students who are performing way below standards at an alarmingly high percentage that NCA seeks to serve.

Our team has a record of strong relationships with all segments of the Champaign community. The Steering Committee and individuals whom have advised the NCA Steering Committee holds or has held positions of Trust and Responsibility in Champaign institutions including the University of Illinois, a local bank, and Champaign Schools with extensive experience students of a culturally diverse background. We intend to incorporate interactive educational strategies with real life issues being addressed through a strong partnership with the Parents of children who attend NCA.

Mission Statement:

The North Champaign Academy NCA ("NCA") will create a safe, culturally diverse and stimulating learning environment for students that will motivate, and challenge all our children to achieve the highest level of academic excellence. NCA will utilize a holistic approach incorporating family relationships with each child so that the "Village" can grow the young children into mindful, responsible, contributing participants in their education, their community, and the diverse society in which we live.

Theme:

The proposed Theme of NCA will be Entrepreneurship and Finance.

Entrepreneurship is a French word meaning "one who undertakes innovations" This may result in an entirely new enterprise or may be part of revitalizing a mature organization in response to a perceived opportunity or possible gap in the market. The innovation piece of the process then means that there is always some level of creativity or new thinking, and not just a "me-too" approach or one that offers very little that is different.

Finance is defined as "the system that includes the circulation of money, the granting of credit, the making of investments, and the provision of banking. NCA students will learn aspects of the banking system through a micro society which will include a school bank.

NCA will have a foundation of utilizing innovative ideas and starting original approaches towards education engagement with children and their parents. NCA will operate with an entrepreneurial spirit giving teachers the flexibility and support to implement innovative approaches educating low-achieving students. Students will learn about various industries through the micro society including civic

government, finance, the trades and agriculture using the local economy to have engagement with local businesses and community leaders.

Target population: Low income and low achieving students NCA will accept students grades K-5. Our minimum enrollment is 40 students. The maximum enrollment is 400. The target population is low income, low performing students, but the school will be open on a first come first served basis to any families interested in the mission and purpose of NCA

Key Components:

- **Reading and language skills** focusing on individual student development will be a key Pillar of the NCA educational program. The NCA Team will deploy unique, real world and creative teaching strategies to enhance the reading learning experience and develop deeper comprehension into what is being read. Having an understanding that each grade level will have student at various levels of reading skills, NCA will work closely with the family and the student to implement reading times at home as well as in the classroom.
- **Experiential Learning** Starting in kindergarten NCA will establish a school “bank” where children will learn math, math problem solving and math principles utilizing a banking model. The real-life math principles learned will prepare children at an early age about the principles of saving, counting, and cash management.

NCA will seek a local bank partner to work with the students and their families in the areas of financial literacy. One program NCA intends to implement is modeled after the “College Kids” program in St. Louis.

- **Financial literacy** is a key component for low income families to climb the education ladder. Recent research shows that low-income students with \$500 in college savings are three times more likely to enroll in college and four times more likely to graduate from college than students with no college savings. NCA intends to provide every kindergartner enrolled with a college savings account. Each kindergartner's account is seeded with \$50. Through contributions made by the business and philanthropic community, students can earn additional money for college. Program matches, and incentives may include: \$1 for every week of perfect attendance, match contributions up to \$100, and up to \$50 for completing financial education courses either online, in person, or via a smart phone.
- **Musical arts:** NCA will have a strong music program with instruction in singing and instruments which will guide students through the development of creative and critical thinking and learning skills that they will learn to apply to daily living and the core academic subject areas.
- **Seamless school, parental, and community involvement:** A Pillar of NCA will be a Relationship of Trust with children and parents. By utilizing a holistic approach, the NCA Team will meet with parents and their children in their homes gathering an understanding of who they are and strengthening the bonds of Trust by establishing relationships outside of the classroom. Our team has an intimate knowledge of the resources available to families in need and we believe

assisting the families with their home needs will help create the home environment necessary to excel in the classroom.

- **Discipline:** NCA will have a strong but compassionate disciplinary approach. The NCA Team understands that all kids do not start the day equally. Through our proactive holistic approach we will develop the relationship necessary with each child to guide them towards healthy, positive interpersonal communications with students, teachers and their parents. Curriculum
- **Curriculum:** Academically flexible, our standards-driven curriculum will be informed by research-based methods that are differentiated according to the individual needs of each child in our school. (see curriculum section for details)

The NCA Team is committed to preparing all our students to have the skills and qualities necessary so that they will be able to achieve success in middle school, high school and college. We believe the core values and stimulating learning environment that NCA will embody will launch our graduates on a journey to become successful, lifelong learners.

The NCA after school program will be a critical component of assisting children in their homework and extra tutoring needs necessary to achieve academic excellence.

Goals

1. To offer the community an elementary school designed to give students K-5 an educational and cultural foundation that will allow them to be productive and prospering citizens.
2. To be a model to the community for successfully engaging and preparing low income children to have a love for education
3. To be a point of contact for seamless engagement of parents teachers and community organizations who support the educational success of children K-5

Objectives

1. To create a learning institution that gives all students the resources and specific teaching attention necessary to achieve prominent levels of literacy.
2. To create within the learning institution a sturdy foundation in math using various principles including a banking model to achieve high levels of mathematics aptitude.
3. To ensure that all students become exposed and taught reading and writing musical notation and that they have a comprehension of musical arts.
4. To ensure that teachers work collaboratively to adapt highly effective and research-based teaching methods to the individualized needs of their students.
5. To Educate scientific, historical, and multi-cultural literacy with an emphasis on African American Entrepreneurs and North Champaign history for all students across all grades.
6. To establish relationships with families on a holistic basis so that NCA has a partnership with parents in the education and home environment of their children to support student achievement

Performance Standards

NCA fully embraces the Common Core learning standards adopted by the Illinois Board of Education. Our expectation is that students will leave NCA performing on grade level in:

English Language Arts

Mathematics

Fine Arts

Social Science

EDUCATION PROGRAM OF NORTH CHAMPAIGN ACADEMY CHARTER APPLICATION:

Education with the “End in Mind”

Three Dimensions of Student Achievement

When students have completed their academic career and entered adult life, they’ll be judged not by performance on basic skills tests—but rather, by the quality of their work and the quality of their character. This premise serves as the foundation for NCA Education’s overarching vision of increasing student engagement and elevating and expanding student achievement. To realize that vision, we focus on student excellence in three core areas:

1. Mastery of Knowledge and Skills

Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline

Apply their learning: transfer knowledge and skills to novel, meaningful tasks

Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives

Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines

Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)

Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)

Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)

High-Quality Student Work

Create complex work: demonstrate higher-order thinking, multiple perspectives and transfer of understanding

Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution

Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school

2. Invigorating Instruction

Our classrooms will be alive with discovery, inquiry, critical thinking, problem solving, and collaboration. Teachers talk less. Students talk (and think) more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. Student engagement strategies and activities serve to differentiate instruction and maintain high expectations to bring out the best in all students, cultivating a culture of high achievement.

Our leaders, teachers, and students will embrace the concept of student-engaged assessment in education. Why? Because it builds student ownership of learning, drives achievement, and focuses students on reaching standards-based learning targets. Students continually conduct learning assessments and improve the quality of their work through models, reflection, critique, rubrics, and expert assistance. And staff members conduct ongoing data inquiry and analysis, examining factors including student work and results of formal educational assessments. Using this approach, we promote educational equity.

NCA will build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions—such as crew, community meetings, exhibitions of student work, and service learning—ensure that every student is known and cared for, student leadership is nurtured, and contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.

NCA school leaders build a cohesive school vision focused on student achievement and continuous improvement. And they align all school activities with that vision. Leaders use data wisely, boldly shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. Leadership in our schools goes beyond a single person or team; it's a role and expectation for all.

3. 10 Principles or Building Blocks

1. The Primacy of Self-Discovery

Learning happens best with emotion, challenge, and the requisite support. Children discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. The NCA students will undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. The Having of Wonderful Ideas

Teaching in NCA will foster curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. The Responsibility for Learning

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect the NCA school will encourage both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. Empathy and Caring

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups will be small within NCA, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. Success and Failure

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. Collaboration and Competition

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

7. Diversity and Inclusion

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. NCA students will research and value their different histories and talents as well as those of other communities and cultures.

8. The Natural World

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. Solitude and Reflection

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

10. Service and Compassion

Students and teachers are strengthened by acts of consequential service to others, and one of the NCA functions is to prepare students with the attitudes and skills to learn from and be of service.

EDUCATION PLAN

North Champaign Academy views a young learner's early years as a precious resource which deserves the maximum attention and devotion of resources. These are the years in which a solid foundation must be built on which to base a lifetime of learning. The failure to challenge adequately this age group is a national problem identified in numerous reports over the last few decades. Locally, there has been a precipitous decline in the education test scores of children 3rd through 5th grade. NCA will confront that decline utilizing, the skill set of its leadership team, the dedication and passion of their administrative team, and committed teachers with expertise working successfully with low performing children, especially those from low income families.

The Education Plan is modeled after the Princeton Charter School of which NCA seeks to transform into an Ivy League education plan for North Champaign children. Because the NCA facility is located close to Garden Hills and Dobbins Downs in North Champaign we anticipate that most of the students will be students eligible for the free lunch program. Therefore, we intend to utilize an education team well prepared to serve our target demographic. We expect them to be sensitive and understanding of the cultural perspective of the target audience while still having the high expectations of an Ivy League program guideline.

We believe that only through meeting challenges arising from a sequential and cumulative curriculum, with a significant focus on skills and knowledge, do learners acquire genuine self-esteem. Students should celebrate concrete accomplishment and mastery of appropriately defined objectives.

Serious education must begin earlier than is fashionable today - before the learner is faced with the complexities of approaching adulthood. NCA cannot hope to erase achievement differences entirely, but it believes that a stronger educational program will significantly ameliorate them. Today, many students never overcome these differences, and both the student and society pay a price.

The NCA education program features a rigorous approach to the six basic academic disciplines: language arts, mathematics, science, history and geography, foreign languages, and the arts.

The heart of the program is a sequential and cumulative curriculum. In each area, our school emphasizes skills as well as knowledge and ideas. Our objective is not a program in which repetition and drilling are by any means the only tools, but we believe that current thinking in mainstream education has diminished their role to an unreasonable extent. In every field of human endeavor, the achievement of excellence involves experiences of this kind. To write well, one must write frequently and be exposed to the tools with which experienced writers construct polished prose. The same is true in the arts, in mathematics, and so on. To that end NCA will embellish its theme of Entrepreneurialism and Finance to create a micro-society within the school utilizing a Bank, EMS, Grocery Store, and other real-life institutions to teach math, writing, science and the arts. Financial literacy will be a key component in the family engagement and the micro society will incorporate incentives for family participation in financial literacy classes and other social programs where needed.

Leadership and service will be part of the NCA student experience. Within the school, students are encouraged to participate in school improvement projects, and may propose projects of their own, such as leading a reading presentation to community groups, creating reading circles or participating in a

discussion group. The school will cultivate a limited number of meaningful community service relationships, so that students may experience the satisfaction of contributing beyond the school walls.

Innovative Strategies for High Student Achievement

NCA is committed to teaching methods that provide students the support and challenges they need to master grade-appropriate skills, ideas, and facts in every subject area. The school atmosphere will encourage academic achievement, recognizes the importance of hard work and personal responsibility, and holds out high expectations for every student and teacher. NCA cannot hope to erase achievement differences entirely, but it believes that a strong education program will significantly ameliorate them.

A feature of the NCA program that distinguishes it from most public schools is that family engagement will be a top priority. Family needs will be assessed and services available countywide will be made available to help stabilize the home if needed. Computer and Financial Literacy classes for Parents will be provided with participation incentives built in so that parents of the children will have certain skills needed to help their children learn. Several strategies will be used to promote high achievement for all students:

Tutoring: During daily reading period (half hour), students may receive tutoring from the faculty. This is perhaps the most important NCA instructional innovation. Its use is not limited to remediation. Even students with a strong achievement record sometimes need this kind of one-on-one instruction. A staff member will provide this tutoring on a daily basis.

Flexible and highly mobile groupings: When appropriate the teacher may use either achievement-level or special-interest groupings as a tool to ensure that all students receive appropriate and stimulating instruction.

The faculty establishes public milestones to punctuate a student's progress and to give students and the whole NCA community an opportunity to celebrate academic achievement. Milestones are not competitive; they are goals that students, with the help of teachers, set for themselves and meet successfully. A well-presented report showing proper use of data analysis, a grammatically correct tall-tale showing proper use of the elements of a story, or an instrumental musical performance, are examples of such milestones.

Teaching Methods

The NCA faculty will have the opportunity to meet creatively the challenge of achieving timely mastery of the knowledge and skills specified in the EL curriculum. To help meet this challenge, assessment is integrated with the curriculum to confirm student progress and ensure accountability of the school. In a sequential and cumulative curriculum such as ours this is particularly important. Partly through assessment, NCA teachers identify students for whom additional tutoring or challenges may be appropriate. Assessment is also used to evaluate the effectiveness of different teaching methods and curriculum materials.

The majority of instruction time is spent teaching the American Reading curriculum to the entire class. However, a feature of the NCA program that distinguishes it from most public schools, is that early intervention is provided, even in the absence of a diagnosed disability. This happens in several ways:

Tutoring: During reading period (half hour), students may receive tutoring from the faculty. This is perhaps the most important NCA instructional innovation. Its use is not limited to remediation. Even students with a strong achievement record sometimes need this kind of one-on-one instruction.

Program adjustments: The school views all subject areas as important, but success in reading, writing, and basic mathematics are seen as crucial for K-4 students. During these years, special steps are taken to support any student who appears to be at risk in these areas. If the daily tutoring period proves insufficient, the NCA teacher, in consultation with the Head of School and parents, may consider adjusting the student's academic weekly schedule, so that some additional time is made available for faculty tutoring. Utilizing the Lifelines after school program NCA will be able to use that 3pm – 5pm time for additional study and instructional time. Other situations may warrant schedule changes as well. An appropriately modified program is provided for any student with an individual educational plan which requires it.

Flexible and highly mobile groupings: When appropriate the teacher may use either achievement-level or special-interest groupings as a tool to ensure that all students receive appropriate and stimulating instruction.

It is NCA policy that homework should complement and supplement, but never replace the teacher's obligation to cover material in the classroom. Classwork allows sufficient practice to acquire proficiency, with homework providing reinforcement and enrichment. Through classwork and homework, the teacher helps students to develop effective learning and work habits.

Common public milestones are established by the school to punctuate a student's progress in a highly visible way, and to give students and the rest of the NCA community an opportunity to celebrate academic achievement. Milestones might, for example, consist of an essay to be published (with the student's permission) on the school's Web site, or a piece of artwork for display at a school exhibition.

Parents and students will support the teachers' efforts towards maintaining an appropriate atmosphere and level of safety and authority in the classroom.

The NCA faculty and community will openly value and recognize academic success.

Curriculum

The NCA curriculum reflects the belief that knowledge and skills are best acquired in an incremental and cumulative manner. Continuity and coherence of the curriculum from grade to grade are emphasized. The lack of curricular coherence is the most fundamental distinction between most U.S. public schools and the best private schools or public school systems of many other nations. The curriculum minimizes fragmentation of an academic discipline into independent and unrelated units; the emphasis is on using previously acquired knowledge and skills for further learning.

Language Arts:

NCA intends to enter into a Curriculum Partnership with **American Reading**. The protected site (below) contains sample CCSS aligned scope and sequences Kdg-5th grades, videos, lessons, Teacher Frameworks, Biliteracy supports (Spanish Solutions) and other useful information.

https://www.americanreading.com/core-adoption/kmelendez_illinois/

Username: arc
Password: Feb2018!

American Reading Company's Independent Reading Level Assessment is a game-changing formative assessment for reading that changes the daily behaviors of teachers, students, and administrators. The IRLA is one tool that works with every student, at every reading level, K–5, in English and Spanish. The IRLA delivers specific and actionable data that tells the teacher where a student is, why, and the sequence of skills/behaviors she needs to learn next to accelerate her reading growth.

Access information on results from all of ARC's Partnership Schools here:
<https://www.americanreading.com/documents/Beat-the-Odds-Schools.pdf>.

Access testimonials from teachers, administrators, and parents with firsthand experience with ARC programs here: <https://www.americanreading.com/research-and-results/testimonials/>.

Additional results included: [Experience Working with Disadvantaged Students](#).

APPROACH/METHODOLOGY

Philosophy Regarding Literacy Instruction

When using ARC's program materials, teachers and students are equipped with resources that are developmentally appropriate, tailored in a way that differentiates for and supports all students—meeting them where they are and moving them forward in a relentless march toward grade-level proficiency, and ultimately ensuring college and career success for all.

ARC's materials place students and their individual needs at the center of instruction. All students—developing readers, students with IEPs, gifted and talented students, English Language Learners—have access to and practice with grade-level standards and complex text daily. They also work at independent levels every day.

ARC's materials incorporate several *research-based best practices in literacy and learning* to create a highly effective reading program:

- 1. Educational research demonstrates that the amount of time children read has an enormous impact on their reading ability.** The U.S. Department of Education NAEP Reading Report Card for the Nation (1999) found that at every age level, reading more pages in school and for homework each day was associated with higher reading scores. The largest-ever international study of reading found that the single most important predictor of academic success is the amount of time children spend reading books—more important, even, than economic or social status (Atwell, 2007).

2. **Children need to read books that match their level of reading skill—books they can read comfortably with a high level of accuracy and comprehension.** ARC avoids one-size-fits-all solutions, allowing teachers to individualize instruction for every child. In the same classroom, advanced readers can read above-grade-level books, while struggling readers can find books that allow them to develop their reading skills.
3. **Choice is a powerful motivator.** ARC believes that independent reading needs to grow out of students' interests and life experiences. Students are motivated to read books that they've chosen based on their own preferences and tastes. One of the best ways to create a love of reading is to allow students to consider, select, and reconsider the books they read.
4. **Teacher/student conferences provide ongoing monitoring and assessment of student progress.** ARC's Literacy Solutions build in the structure and time for regular one-on-one conferences. These conferences allow teachers to assess student progress and determine next steps for student learning based on the CCSS for Reading. Problems are caught early, and interventions are promptly and aggressively put in place.

Independent Reading practice that matches students with books of appropriate levels of text complexity and Independent Writing Practice centered on the use of evidence from text establish the foundations of ARC's model of school transformation for sustainable academic achievement. Built on the Common Core State Standards, ARC's curriculum materials and instructional frameworks accelerate the implementation of the *three crucial instructional shifts* required for CCSS implementation:

- ☐ Building knowledge through content-rich nonfiction and informational texts
- ☐ Reading and writing grounded in evidence from text
- ☐ Regular practice with complex texts and academic

vocabulary Approach to Professional Development

ARC lays the cornerstone for the development and promotion of a culture of reflective practice by focusing all participants on the goal of all students reading, writing, discussing, thinking, investigating, and solving problems on or above grade level, mastering the Common Core State Standards.

ARC's approach to professional development:

- Is research-based and job-embedded.
 - Helps schools balance their instructional core with supports for both grade level rigor and differentiated support.
 - Focuses on evidence of student learning and the use of formative assessment as the keys to effective instruction and interventions.
 - Creates and sustains professional learning communities that support principals as leaders and teachers as reflective practitioners.
- Supports RTI strategies with strong Tier-1 and Tier-2 real-time assessment
- Includes routine student data review to inform instruction.
 - Is provided by master teachers, principals, and superintendents through a Gradual Release of Responsibility model.
- Is embedded in accountability frameworks built on the Common Core State Standards.

Research Base

ARC's Literacy Solutions and Professional Development services are built on decades of research into the instructional practices that best support student achievement. A sampling of the research base includes:

- Adams, M.J., Treiman, R., & Pressley, M. (1998). Reading, writing, and literacy. In I.E. Sigel & K.A. Renninger (eds.), *Handbook of Child Psychology, Fifth Edition, Volume 4, Child Psychology in Practice* (275-355). New York: Wiley.
- Allington, R.L. (2001). *What really matters for struggling readers: Designing research-based programs*. New York: Longman.
- Cummins, J. (2010). *Language, power, and pedagogy: bilingual children in the crossfire*. Clevedon: Multilingual Matters.
- Daniels, H., Arthur Hyde., & Zemelman S. (2005). *Best Practice: Today's Standards for Teaching & Learning in America's School*. Portsmouth, NH: Heinemann.
- Fischer, D., & Frey, N. (2011). *Better learning through structured teaching*. ASCD.

- Freire, P. (1998). Teachers as cultural workers: letters to those who dare teach. Boulder, CO: Westview Press.
- Fullan, M. (2011). Change Leader: Learning to Do What Matters Most. John Wiley & Sons.
- Fullan, M. (2014). Leading in a Culture of Change. Hoboken: Wiley.
- Marzano, R.J. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.
- Peters, S.G. (2006). Do you know enough about me to teach me? Orangeburg, SC: The Peters Group.
- Senge, P. M. (2006). The fifth discipline: the art and practice of the learning organization. New York: Doubleday/Currency.

Standards for Professional Learning

By providing research-based, proven-effective professional development and technical assistance built on adult learning theory and aligned with the National Staff Development Standards, ARC transforms schools into places where all adults are deeply engaged in learning. The approach is guided by the principle that: *For teacher learning to truly matter, it needs to take place in an active and coherent intellectual environment—one in which ideas can be exchanged and an explicit connection to the bigger picture of school improvement is made* (Education Week, 2004).

ARC works with districts and schools to design a professional development (PD) plan that meets the specific needs of each individual initiative. The PD is highly adaptable and flexible to meet the needs of the district and/or school. The total number of PD days, time of year, language of instruction (English and/or Spanish) and recommended service types of PD can all be modified to best serve the district and/or school. Webinars are used when stakeholders cannot attend on-site or when the need arises for the district and/or school.

ARC's PD is primarily job-embedded, working elbow-to-elbow with teachers and leadership teams in their schools and classrooms. ARC recommends on-going PD throughout the length of the school year to partner with stakeholders throughout the entire implementation process. ARC professional development follows a Gradual Release of Responsibility model, starting out with a workshop, moving into grade group meetings and/or "fishbowl" demonstration lessons, and finally into one-on-one support and status checks, as needed.

ARC's Professional Development is supported by the following instructional materials/literacy solutions. Professional development with a data analytics focus will also require a SchoolPace (ARC's online performance management/progress monitoring system) purchase. A Professional Development Plan will be customized to match the set of solutions purchased.

Comprehensive Core Curriculum

ARC's Comprehensive Core Curriculum (ARC Core) is a backward design, project-based curriculum that maximizes learning time by incorporating content area research into daily reading and writing instruction. Every day, students engage with rich content, complex texts,

and rigorous writing instruction while carefully sequenced lessons, leveled libraries, and a state-of-the-art formative assessment system provide appropriate supports to ensure all students succeed.

ARC Core includes one introductory unit (ARC Literacy Lab) and three Research Labs thematic-inquiry curriculum units a year. Each unit combines whole class work with complex texts with independent and small group research, creating communities of learners with deep knowledge about Science, History, and Literature.

ARC Core utilizes several of ARC's Literacy Solutions in conjunction. **Each bulleted item, as well as the sub-bulleted items, may be purchased independently of the others:**

- ☐ ARC Literacy Lab: Introductory curriculum Unit to establish the routines for engagement and community building.
 - 100 Book Challenge: Reading achievement system.
 - ☐ Independent Reading Level Assessment (IRLA): K-12 developmental scope and sequence for reading acquisition as articulated by the Common Core State Standards. Teachers use the IRLA as a formative assessment that regularly measures the extent to which students can independently demonstrate reading proficiency and growth.
 - ☐ IRLA/Foundational Skills Toolkits: Through regular formative assessment conferencing using the IRLA, teachers are able to use the IRLA Toolkit to differentiate instruction (e.g., pull a small-group) to target the specific skills each student needs.
 - ☐ Leveled Classroom Libraries
 - ☐ SchoolPace: ARC's online performance management system that provides actionable student performance data for all stakeholders.
- ☐ Research Labs: Thematic-inquiry curriculum, Units 2-4.

Opportunities for Formative Assessment:

SchoolPace® is an online performance management system that provides student performance data for all stakeholders. Teachers, school administrators, and district administrators can access dashboards, reports, and graphics that show detailed information about reading progress. SchoolPace gives real-time, actionable insight into the volume of reading being completed, the amount of growth being made, and which reading standards are being mastered.

Most of these analytics are driven by data from the **eIRLA** and **eENIL**, a powerful formative assessment conferencing tool.

- ☐ With the **eIRLA**, teachers can track which standards each student has mastered, and use embedded assessments to provide evidence of that mastery.
- ☐ Using the **eENIL** measure students' skill-by-skill achievement using the Common Core State Standards for reading literary and informational text, as well as those Language and Foundational Skills standards key to reading success in Spanish.

In all American Reading Company **Research Labs grades 2nd-5th**, students will respond to a prompt at the end of the week (Fridays). The prompt will be assessed using the available rubric within the Research

Lab. Students are given the rubric in advance to ensure all requirements are met. Teachers use the rubric to provide students with intentional, focused feedback to support development of better writers.

NCA Approach to implementing the American Reading Curriculum

When students and teachers are engaged in work that is challenging, adventurous and meaningful, learning and achievement flourish. Our mission is to create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world.

The American Reading Curriculum is designed to encourage critical thinking and applications of acquired knowledge and skills. However, we avoid integration of different academic disciplines as an end in itself. Integration is used when it promotes understanding and accomplishment. For example, mathematical skills and concepts are used extensively in the science curriculum and reading and writing skills are an integral part of the curriculum in all academic disciplines. Learning about string instruments in music might, for example, be integrated with the study of acoustics in science, and lead to understanding of the relationship between the length of a string under tension and the pitch of the sound the string produces when plucked. Bank transactions involving investment for example will demonstrate the understanding the mathematical principles of multiplication and division.

Instructional materials, including textbooks, reading lists, and enrichment materials, are an essential element of the NCA curriculum. The NCA process of selection is based on the following criteria: 1) correspondence with the school's achievement targets for each grade, 2) subject accuracy, 3) clarity of exposition, and 4) vocabulary and ideas that build from grade to grade. Materials used for class and homework are selected to provide the practice needed to master a subject. Faculty and members of the extended NCA community may contribute supplemental curriculum materials. These are subjected to the same review and approval process used for other instructional materials. The school builds its curricular equity through the inclusion of material relevant to African American culture providing its students a lens upon which to establish pride in excellence.

The grade-level outcomes are defined in part by referring to existing national and international efforts. In language arts the focus is on reading, comprehension, writing, grammar, and speech. The mathematics curriculum includes numerical operations, measurement, probability and statistics, algebra, geometry, and selected topics in discrete mathematics. A special emphasis is placed on problem solving, including age appropriate challenge problems. Quantitative reasoning combined with observation and experimentation are stressed in the physical sciences, life sciences, earth sciences, and astronomy. The students study the political, economic, geographic, cultural, and technological forces that have shaped the history of the world and of the United States. The cultural perspectives of these components will incorporate a focus on History on the African Continent and African American Black History in the United States. Both performing and survey components in the visual arts, music, drama, and dance are included. The development of self-discipline along with effective study, organization, and work habits is a stated outcome at NCA.

The NCA approach to technology also includes specific skills to be acquired and concepts to be mastered. Computers connected to the Internet are used as tools where appropriate, but not as ends in themselves. Beyond working with specific computer programs, the students come to understand the algorithmic paradigms on which they are based - ideas which will outlive the programs or machines themselves.

The curriculum also includes nutrition, physical and health education with a focus on healthy everyday living. Physical education overlaps the arts in the areas of dance and movement.

NCA curricular objectives in specific areas are described in the sections below. Before classes begin in the Fall of 2018, our CEO, our educational partner American Reading together with the Board of Directors, will finalize the NCA educational program for the school year 2018-19. The Board of Directors of NCA shall have the authority to adjust the NCA education program within the stated goals and objectives of the school.

English

English language skills are the most essential part of a child's early education. Students must learn to read so that they can read to learn. They must have a fluent written and oral command of standard English. They must read the literature that forms the knowledge base of a literate citizen. The Expeditionary Learning English curriculum is a carefully sequenced, comprehensive program for teaching children to read, write, and speak standard English. The main elements of the curriculum are: the use of literature to enliven reading, to inform, and as a model for writing; reading for comprehension, vocabulary, and entertainment; writing for communication and for creative expression, with emphasis on organization, syntax and spelling. The English program uses a core list of imaginative, challenging literature selected to expand students' vocabulary and knowledge of the world. The students read poetry, folk tales, fables, legends, plays, classic and modern novels, speeches, essays and other works of nonfiction. At every level the reading list is from multiple cultures with an emphasis on African American culture moving from children's literature to serious literature by the fifth grade. Literature is studied not only for content but also for style, and appropriate literary prose is presented as a model for the student's own writing.

Since proficient reading skills are the gateway to education, NCA uses the most effective method for teaching reading: systematic phonics instruction integrated with reading and writing. The curriculum offers either two or three hours of literacy instruction per day, depending on the grade level. The Grades K-5 curriculum offers two hours per day of content-based literacy (module lessons and K-2 Labs) plus one hour of structured phonics (K-2 Reading Foundations Skills Block). Together, these three hours of curriculum are considered comprehensive, meaning that they explicitly teach and formally assess all strands and standards of English language arts (ELA) standards for each grade level. By learning the phonetic keys to language, children become fluent readers, able to focus on meaning as word recognition becomes automatic.

In Kindergarten and first grade, children learn to read by developing both a sight vocabulary and knowledge of phonics. In the early grades, teachers read poetry, folk tales, fables, and legends out loud

to give students experience with a variety of literature and to inspire their interest in reading. Class discussions, guided by the teacher's thoughtful questions, promote analytical thought, comprehension, and listening skills. By third or fourth grade the children read individually then the class discusses themes, plots, and character motivations; they make inferences, form generalizations, and distinguish fact from fiction. Students read and summarize biographies. As they advance in school, the students read, discuss, interpret, analyze and compare literature of all forms, including plays, fiction, poetry, and nonfiction. By the end of fifth grade students are careful readers, able to analyze the structure and style of literature.

The acquisition of writing skills progresses in conjunction with reading. Students in Kindergarten and first grade write simple sentences. In second and third grade, they write stories, poems, letters, and book reports, and begin to learn the formal writing process of outlining, drafting, revising, and editing. Students in fourth grade refine composition skills such as paragraphing, dialogue, and more complex sentence structure. Emphasis is on expository and expressive writing that is well organized with introductions, conclusions, and a coherent flow of ideas. Students write every day, and assignments are selected to encourage writings of all types, imaginative and expressive as well as expository and analytical. Grammatical instruction begins in first grade. As their knowledge of sentence and paragraph structure, grammar, spelling, and vocabulary progresses, students are expected to apply these skills to their writings in all subject areas. By the end of eighth grade, students' writing should exhibit coherent thought, appropriate vocabulary, correct syntax, and style. Teachers stress the connections between precise thinking and correct syntax.

The development of oral speaking skills is an integral part of the school's program. Informal practice during class discussions is enhanced by students reading out loud, giving simple oral reports, and giving formal presentations as their skills mature. Memorizing and reciting poems and pieces of literature is often enjoyed by children and it enhances their grasp of the sounds and rhythms of speech.

The program specifies milestones for reading, composition, and speaking to allow students to demonstrate their proficiency and celebrate their achievements. A milestone familiar to many educators is the Kindergarten or first grader who reads his or her first book and is added to the 'official list of readers.' A sequence of milestones is specified by the staff along with guidelines for judging successful completion.

Mathematics

Like English language skills, a solid foundation in mathematics is a prerequisite for success in our increasingly analytical world. Just as NCA is dedicated to early achievement in reading, early mastery of arithmetic skills and basic mathematical problem solving are viewed as essential first steps.

The concepts are reinforced by problems and practice materials. The students and teachers have the opportunity to use a variety of appropriate text sequences to accommodate different learning styles and rates of progress.

NCA students master the basic mathematical skills including problem solving; applying mathematics to everyday situations; alertness to the reasonableness of results; estimation and approximation; appropriate computational skills; geometry; measurement; reading, interpreting, and constructing tables, charts, and graphs; using mathematics to predict; and computer literacy. NCA adds to this list the

NCA School Bank which will provide an engaging model using rates of return analysis to teach probability and statistics. Our students will need these to confront many of the complex social and technical issues facing society. The micro society will be a critical tool utilized in a variety of formats to reinforce the mathematical principles through real life situations. For example, the NCA school bank could invest in 100 shares of Apple on a hypothetical basis. As an owner of Apple, the class can evaluate the historical sales performance of iPhones, and use the mathematical principles described above to create charts and analysis of iPhone Sales and create projections for future Phone sales.

The hour spent on mathematics each day includes a balance between discovery directed by the exchange of ideas between the teacher and the class, and direct presentation of material by the teacher. In addition, using the tools of the micro society, several hours each month are used for mathematical games, special topics, and experiments. The program is rich in the use of concrete materials and applications to develop concepts and to connect children's intuition to abstract mathematics. Instruction cycles between using problems to motivate knowledge and using the knowledge base to solve problems. The problem-solving activities are carefully selected to challenge children to think creatively and to extend their knowledge. Applications for problem solving are to science, other aspects of the real world, and internal applications to mathematics itself.

The fundamental elements of computer science that underlie all of today's machines and software are incorporated into the mathematics curriculum. These supplement the discrete mathematics in the main curriculum and include modular arithmetic, data representation, the stored program computer, and most importantly, the concept of an algorithm. The student who understands these will adapt easily to changes in computer hardware, languages, and application software.

The study of mathematics offers many opportunities for the definition of concrete public milestones. In early grades these consist mainly of arithmetic mastery.

NCA will contract with a Math Educational Partner to provide the math curriculum in a process designed by the Principal and Academic Advisor.

History and Geography

NCA will teach history, geography, and social studies, from Kindergarten through the fifth grade. Children are introduced to history through stories and by fifth grade embark upon more serious study. The emphasis is on political, economic, geographic, cultural, and technological forces which have shaped the history of the world and of the United States with an emphasis on the Continent of Africa and African American Black History.

History and geography are taught from Kindergarten to grade 3 through good stories: folk tales, legends, myths, accounts of historical events, and biographies. These form an introduction to the beliefs and traditions of many cultures. The stories are read aloud to the youngest classes and introduce children to dramatic expression and public speaking. Reading and listening to these stories builds a child's sense of the world as a community and introduces new vocabulary and basic cultural knowledge. Each year there are stories from all around the world and the United States, and in grade 1 to 3 there are also specific regions of concentration. These regions are Africa and Latin America in first grade Africa and Europe in the second grade, and Asia and the Americas in third grade. The third - fifth grade history program could include a supplemental curriculum from the University of Illinois Black Studies program. Activities and

discussions promote understanding of the history, government, daily life, culture, economy and geography of the various regions. The micro society will include a Government Building which will incorporate government functions in public safety, public works and finance on a domestic basis and trade and diplomacy, on an international basis.

The transition from stories to a more detailed and factual study of history occurs during fourth grade. Here students read biographies, study African American leaders and historical figures, and study the history and geography of the United States and the role of Illinois in its formation and heritage. Because of our State's rich history, this is a wonderful opportunity for NCA students to study history in a context that is familiar and tangible.

Starting with fifth grade, the students pursue a chronological study of world history and geography. The fifth-grade studies civilizations up to approximately 500 B.C., including Mesopotamia, North Africa, China, India, and Mediterranean civilizations; As they study the history of each region, the students analyze the interdependency between political and cultural developments and the physical environment. As part of the history curriculum, and at all grade levels, students are introduced to our system of government, along with others in the world.

NCA students learn geography in conjunction with their study of history. Map skills start with simple location and advance to interpretation of coordinates, elevations, economic and climatic data, etc. These mapping skills promote geometric concepts such as scale, coordinate systems, and two-dimensional projections of three-dimensional objects.

Science

NCA will adopt a "minds-on, hands-on" approach to science education; it stresses quantitative reasoning as well as experimentation and observation. Students are encouraged to be curious about the natural world surrounding them and come to understand the importance of science in many different careers. The NCA experience will be for some students a good first step towards a career in science, but every student will learn through practice the "scientific method" - which is really a disciplined approach to discovery that applies to almost all walks of life. The NCA micro society will be a strong tool in utilizing the real-world situations for applied science.

Our approach uses three essential components of science education, identified in the Iowa Guide to Curriculum Development in Science: "knowledge, skills, and application of scientific information in resolving problems. Knowledge refers to the facts, theories, and principles of science. The skills or processes of science include activities embodied in the scientific method, which encompasses the ability to formulate and state hypotheses and to evaluate them by experimentation or observation. Application is the use of science content and processes not only in work but also in personal, social, and political decision making."

In science as in any other subject, children learn in an incremental manner. In early grades (K-3), science should be fun and stimulating, designed to make children explore and wonder about the world; to learn to ask questions, and seek answers. Backyard birds, magnets, the solar system, simple machines, and dinosaurs are topics which have intrigued children for years. In grades 4-5 the approach becomes more rigorous. Students start to ask quantitative questions and develop the ability to determine if they have

enough information to answer them. As student's mathematical skills increase, they are applied more extensively in the science program.

Four major areas are covered: physical sciences, life sciences, earth sciences, and astronomy. Some topics from each area are included each year. Emphasis is placed on understanding how facts are interrelated through natural laws and mathematical relationships. For example, the concept of energy is first used to discuss the conservation law in physical and chemical transformations, and then in the metabolism of living organisms, and finally in the food web. Other examples include the use of probability in genetic studies, or the application of conservation of momentum to understand rocket propulsion. The process skills emphasized are: observing, measuring, classifying, recording, predicting, hypothesizing, inferring, and experimenting. Knowledge and skills mastered are used to discuss issues of social concern, such as burning of fossil fuels.

During selected science periods, students are introduced to computers and their underlying software and hardware concepts. More science period class time is devoted to computer study in the early years, since it is "hands-on," and because students are capable of mastering many computer-usage concepts and skills. In K-1, students are familiarized with the operation of a computer, exposed to basic related vocabulary, and become comfortable with a small number of application programs including a drawing package. In grades 2-3, additional skills and vocabulary are taught, and students begin to use word processing software to prepare reports. During third grade, keyboard skills are emphasized. By the end of fourth grade, all students are proficient at word processing, capable of creating and manipulating a database and spreadsheet, and use its graphing component. Current strategies for navigation and search on the Web are presented to students beginning in third grade. However, the speed of change in this area requires a dynamic approach to establishing curriculum content.

The Arts

The arts are a fundamental component of the educational program at NCA. The curriculum includes visual arts, music, theater/drama, and dance. Creative writing as well as some elements of drama are integrated into the language arts curriculum. Our goal is to achieve art literacy for all students, i.e., to educate not only providers, but also recipients of the arts

Arts education is best accomplished through participatory experiences. All NCA students actively "make art" from the earliest years. For example, in music students are provided with choral singing experience, as well as age-appropriate instrumental instruction. All students learn to read music and the rudiments of music theory. They learn composed music and also explore the principles of combining sounds through their own improvisation and composition activities. In visual arts, students learn the elements of drawing, painting, and sculpture. A variety of techniques for creating two or three-dimensional art are taught; creative explorations coexist with instruction in specific techniques.

In addition to the "art making" component, students learn the elements of each art form's language - the vocabulary, the grammar, and the syntax of music, visual art, drama, and dance. Differences and similarities among examples of the arts from around the world are analyzed. Uses of the arts, and conventions and fashions in the arts are discussed in conjunction with the study of art history. Students learn how to use the acquired knowledge, art vocabulary, and analytical skills to develop an aesthetic appreciation of the arts.

African Art and African American Art Culture will be a cornerstone of the Arts program using dance, music, art, drama and film to educate students on the important contributions of black people in the Arts.

The Music Curriculum is based on the National Association for Music Education (NAFME) Performance standards for general music. Each of the four foci will be addressed by grade level

**Creating
Performing
Responding
Connecting**

For instrumental students, by the end of Fifth grade, NCA students will:

- Learn and exhibit proper technique regarding instrument placement, embouchure, breathing **(NAFME 2a)**
- Demonstrate proficiency in playing major scales in the circle of 5ths **(NAFME 2b)**
- Develop facility on their chosen instrument by **(NAFME 2b)**
 - Learning by sight and memory concert Bb, Eb, and F scales
 - learning by sight and memory all age appropriate IMEA scales
 - learning by sight and memory the pentatonic scale
 - learning by sight and feel, basic rhythmic patterns common to jazz styles
- Participate in a rehearsal and performing ensemble designed to give students the opportunity to perform appropriate compositions in standard jazz, Latin jazz, and blues **(NAFME 2c)**
- Experience ensemble playing in a variety of musical styles such as traditional jazz, blues, Latin, and Popular music **(NAFME 2c)**
- Perform music literature in the genres of Blues, jazz, Latin jazz, and contemporary popular music **(NAFME 2c)**
- Play by ear simple melodies and harmonies **(NAFME 2d)**
- Exhibit knowledge of basic chord structures and patterns through the use of harmonic instruments such as auto harp, guitar, and piano **(NAFME 3a)**
- Exhibit a knowledge of improvisation based on the blues scale and other melodic and harmonic patterns **(NAFME 3b)**
- Demonstrate, in a nurturing setting the ability to improvise over simple songs in blues and jazz **(NAFME 3b, c)**
- Compose and perform a simple blues group piece **(NAFME 4a)**
- sight read simple melodies and jazz rhythms **(NAFME 5b, e)**
- Learn to notate music and musical expressions through activities such as copying parts, transposing pieces into the keys of their respective instruments, transcribing simple melodies and or improvised solos, and editing parts with the appropriate articulation symbols **(NAFME 5d)**

Demonstrate a knowledge of basic music theory such as note values, time signatures, musical staves, musical articulation symbols, expressions, key and rhythm recognition, melodic
- Participate in ear training exercises designed to teach intervals based upon the diatonic scale utilizing computer applications both at workstations and on-line **(NAFME 6c)**
-

Curriculum Resources and Literature for Instrumental Music

Beginning Students:

*Wind and percussion “Essential Elements 2000 Comprehensive Band Method”

*Guitar students:

*Piano students:

Theory book: Master Theory Book 1, Charles S. Peters and Paul Yoder

Individualized music enrichment

Garage Band

“Band in A Box” workstations

www.themusicinteractive.com Staff Wars on-line music theory exercises

After school musical activities featuring private lessons, rhythm and drumming and ensemble rehearsals will also be available

The NCA Facility includes a theatre that can be used to produce and perform plays and music groups for the parents and community.

Health and Physical Education

NCA will provide a comprehensive health and physical education program. Most health topics are covered in the science curriculum; certain topics such as substance abuse prevention and family-life education may be scheduled during science or physical education class time. Students learn about health promotion and disease prevention, human growth and development, nutritional science (to develop healthy eating habits), accident and fire prevention, and physical activity concepts (to develop physical fitness). Part of the program focuses on nonviolent strategies for conflict resolution. Students learn about the purposes and proper uses of medicines, and also about deleterious effects of alcohol, tobacco, and other mood-altering drugs. Specific topics such as prevention of drug and alcohol abuse, prevention of cigarette use, safety training, and information about Lyme disease, AIDS, and HIV transmission are enhanced with presentations by some of the many community services available in Champaign County.

Students learn about age-appropriate aspects of human sexuality and family life as part of the health program, provided parents/legal guardians agree to their participation in this part of the program.

NCA will offer physical activity every day. The school's daily schedule promotes physical activity throughout the day, through free play between classes as well as organized programs. During the midday recess, as well as during one of the 15-minute breaks, students exercise or participate in fitness activities, sports, or free play. In addition, one 45-minute period per week will be devoted to elements of dance, rhythmic and creative movement, martial arts, team sports, or personal fitness programs that develop cardiorespiratory endurance, muscular strength and endurance, and flexibility. For example, the students receive instruction in basic skills such as throwing, catching, and running that are common to a range of physical activities. The importance of safety is stressed.

After School Program - TBD {Janette Ellerbe and Rochelle Johnson will write and complete}

School Calendar, Schedule, and Hours of Operation

School Calendar

The school day will run from 7:30 A.M. to 3:15 P.M. with an after-school program 3:15 – 5:15. Among the specific features of the schedule are activity breaks separating major blocks of instructional time to allow children to release energy, socialize, and exercise. Tutoring or individual reading time is built into the schedule so that students may be tutored without missing valuable classroom learning. Studio art and science experiments are accommodated in longer blocks of time as needed.

Although it will vary according to grade level, the following schedule illustrates the time spent in each subject area. The time blocks are not rigid; especially in the lower grades, teachers modify them as needed.

Typical Schedule

7:30 - 8:15

Breakfast and Administration

8:15 - 9:15

Mathematics

9:15 - 9:30

Break/Snack

9:30 - 10:30

English, discussion, grammar, spelling, writing, speaking

10:30 - 10:45

Break/Games

10:45 - 11:30

History/Geography

11:30 - 12:15

Lunch/Recess/Games

12:15 - 1:00

Science (Health class once every two weeks)

1:00 - 1:45

Individual Reading and Tutoring

1:45 - 2:45

Language Arts

2:45 - 3:15

Music/Art/Fitness & Dance/Drama

3:15 – 5:30

After School Program

The expected hours of operation are 7:30 A.M. to 6:00 P.M.

Classroom Structure:

There will be one class of each grade of approximately 16/17 students with one teacher assigned. There will be a seventh teacher who will conduct small reading and study groups with individual students in various subjects throughout the day. This intensive study is intended to assist those whom are the farthest behind and will serve the student with one on one engagement with the teacher in a setting of 7-9 children. The teacher will be able to update the students' progress so that when in the regular class that teacher will have real time data on the student's achievement level on the workplan. We believe this type of structure will allow for those students that are significantly below grade level to receive the intensive teacher attention necessary to help them catch up.

Active breaks are incorporated into the schedule to allow students to release energy, socialize, and exercise so that they may be more attentive during instruction time.

The NCA curriculum minimizes fragmentation of an academic discipline into independent and unrelated units; the emphasis is on using previously acquired knowledge and skills for further learning.

Assessment is integrated with the curriculum to identify students for whom additional tutoring or challenges may be appropriate in a timely fashion. Assessment is also used to evaluate the effectiveness of different teaching methods and curriculum materials.

Instructional materials, including textbooks, reading lists, enrichment materials, and faculty or community-contributed supplements are reviewed carefully.

Partnerships

The NCA Founders have identified and contacted a range of local social service and health care providers, all of whom have indicated that their services would be available to the students and families of NCA.

SPECIAL EDUCATION –

The North Champaign Academy (“NCA”) will create a safe, culturally diverse and stimulating learning environment that will motivate, and challenge all of our children to achieve the highest level of academic excellence. NCA believes that this can best be met through a school program wide enough in scope to encompass the intellectual, physical, civic, social, and aesthetic education of children.

NCA recognizes that some students have unique educational needs. NCA will provide FAPE (Free and Appropriate Education) to children requiring special education. Students requiring special education services will attend regular education classes, participate in extracurricular activities and receive services in a regular education setting to the maximum extent possible. The appropriate education for each student will be written in the student’s Individual Education Program (IEP).

Evaluation and Eligibility

Request for Evaluation

Anyone who knows the student well can request that they be evaluated for a disability. These requests will be made in writing with some specific reasons why one believes the child should be evaluated. Once an assessment request is made, the NCA has 15 days to either provide an assessment plan or deny the request. The assessment plan will include a number of evaluation areas (for example, Language/Speech Development and Social/Emotional/Adaptive/Behavior). NCA will only evaluate the areas which are directly linked to the request submitted.

Assessment Process

An Assessment Team will complete the assessment process. The assessment of a student is conducted to determine whether or not the student has special needs that qualifies them for special education services. Testing should result in identification of the student's present levels of academic and/or behavioral need and identify interventions that are intended to support the student to be successful. The process involves collecting essential information from parents/guardians and from qualified district personnel who completed one or more assessments: parents, general education teacher, nurse, psychologist, speech language specialist, occupational therapist, social worker etc. Assessment administered, and pertinent information gathered during this process are:

- Formal/informal test(s) administered in a one-on-one setting
- Review of school records and district assessments
- Parent interview
- Teacher interview
- Observation of the student in the classroom and possibly other settings, such as the playground

- Health and developmental history
- Hearing and vision screening
- Review of outside evaluations (when available)
- Achievement data

NCA will complete the assessment and hold a meeting to discuss the results of the assessment within 60 days. If the student is found to be eligible for special education, NCA will present, at an initial meeting, an outline of what the student's Individualized Education Plan (IEP) will consist of.

Service Delivery

Least Restrictive Environment:

All students will be educated to the maximum extent appropriate for each individual student in the general education setting where activities, instruction, and remediation naturally occurs for children of similar ages without disabilities.

General Education with consultation/accommodations:

The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading, and behavioral management as specified in the IEP. Special education teacher support may include assisting with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support in the general education classroom:

The student receives special education support for the general education curriculum in the general education setting. The special education teacher or support service provider, will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or group of students, through models such as lead teacher, collaboration, or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support outside the general education classroom: The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting. The special education teacher/service provider is responsible for monitoring the student's progress on the IEP goals.

BOARD OF DIRECTORS

The NCA Steering Committee Members Nathaniel Banks, Rochelle Johnson, Lekevie Johnson, Artice James, and Craig Walker. They will in consultation with its advisory team will develop the By-Laws of North Champaign Charter School which will contain the manner and election process of the Board of Directors. Characteristics of the Board Service will include:

Commit to a 2 or 4-year term.

Attend monthly Board meetings and occasional special Board meetings.

Members of the Board of Directors will be deeply involved and proactively assisting in guiding the direction of the school's mission and vision. The Steering Committee has identified a strong group of individuals for potential Board Members whom have expressed interest in possibly serving on the NCA Charter School Board.

The Board will be organized consistent with the State of Illinois Law. The Board will follow the By Laws of the Charter School. The Board will adopt the required policies including ethics and conflict of interest policies. The Board will develop a strategic plan. The Board will likely have Committees on, Governance, Finance, Academic Excellence, Development and Family Engagement.

The Board will make key decisions i.e. sets the policy of the school; sets performance expectations consistent with the with the sponsor for the school and the director; adopts an annual budget and monitors/reviews the budget regularly; approves all expenditures; reviews and accepts the annual audit; reviews student/school performance regularly; reviews the annual report and adopts a school improvement plan; reviews the performance of the director at least annually. The Board meetings will be conducted following an orderly process including a published agenda, minutes of previous meetings, and a defined meeting process.

ORANIZATIONAL STRUCURE -

Steering Committee - Create the School Application, develop the By Laws of the Charter School Fund development costs.

Board of Directors - Provides School Governance and Community Engagement.

School CEO - Oversees all aspects of School operations in conjunction with School Management Company, School Mates.

Principal - Oversees all aspects of School Educational operations and reports to CEO and Board. {See Job Description}

Teachers - Provide in class teaching as well as small group and one on one tutoring. {See Job Description}

Dean of Students - Work with staff to provide student oversight and engagement within the school. Work outside the school to engage with families to participate in after school activities like financial literacy

programs and computer classes.

Community Engagement Liaison- will coordinate with NCA Board members, Administrators, and Staff regarding the utilization of resources within the community for the students and families of NCA.

Academic Advisor – Advisor to the School on Curriculum and Education Best Practices and Research.

FACULTY & ADMINISTRATION:

Staff Job Descriptions – Appendix B

SUMMARY {More to Come}

1.CEO

1.Dean of Students

1 Principal

2 Administration Managers

2 Special Education Specialists

7 Teachers Grades K-5

FACILITIES – NCA has identified 2 sites for the NCA Charter School location.

Site A:

Lifelines has entered into an option agreement to purchase a property located at 1400 Moreland Blvd in North Champaign. The property is highly visible, has convenient access to I-74 and I-57, and is located just west of the N. Prospect Ave Retail Corridor. Lifelines will exercise the option and close on the property within 30-60 days of NCA Charter Approval.

Lot Size: Approximate 42,900 SF (3 lots with 205' of frontage on Anthony Dr.) Brief Legal: Lots 4, 5, and 6 of Sterns Industrial Sub, Champaign, IL Building Size: Total: 15,050 SF. Office: 7,520 SF (built in 1964) Flex Space/Production/ Storage/Assembly area: 7,530 SF. PIN: 41-20-02-130-027 RE Tax: \$11,758.08 (2016 payable 2017).

Space for elementary students is typically sized at 75-100 square feet per child. At 100 students that would be 10,000 square feet. With a building size of 15,000 square feet NCA will have more than enough space for its student population.

Site B: As required by Statute, NCA has identified alternative space at Jericho Church which would be able to house our minimum charter application amount of 40 students if necessary.

TRANSPORTATION – NCA will contract with First Student for our transportation needs. They are an experienced operator and currently provide bus services for Urbana Schools.

Because the NCA student population will be likely be 100% At risk students we plan to provide door to door transportation for our students and have budgeted accordingly.

For more than a century, First Student has partnered with local school districts to deliver safe, quality and effective student transportation solutions. The First Student approach applies our national resources to locally defined priorities, enabling us to make a lasting and positive impact in the communities we serve.

FOOD SERVICE – Projected Revenue from the free lunch program is \$105,000. We will Create a plan to utilize an outside vendor to provide a healthy breakfast and lunch.

Finance Plan and Budget

You will find the budget details attached in an excel spreadsheet of the application. The staffing plan is outlined in the Faculty section of this proposal. The staffing plan in the Excel Workbook is not applicable to this proposal but it shows the various benefits and other information which will be part of the compensation package.

Financing Plan -

Lifelines is working with Sierra Mar Partners (SMP) to advise and assist in securing the financing necessary to execute the NCA development and operating plan. Craig Walker, Principal at SMP, is a Senior Vice President at IFS Securities with over 25 years of investment banking experience and has financed over \$10 Billion for public and private institutions. Specifically, He has financed charter schools and other issuers similar to a charter school credit with over \$200 million in unrated debt private placement financings since 2012. SMP has strong relationships with a vast investor pool and currently has interest/commitments from investors for the NCA Charter School Project. Because of the strong financial model of the proposed NCA, Sierra Mar Partners will seek to include local investors so that NCA has community partners that broaden the stakeholders whom are working towards the success of NCA.

Financing Timeline -

Feb - May - Predevelopment costs of Lifelines NCA Charter School Project will be funded by Sierra Mar Partners pursuant to a loan agreement with Lifelines.

May - Aug - Post Approval development costs including the purchase of the NCA Facility will be funded by a Sierra Mar Partner investor pool and various State and Federal Grants. The ISBE Charter School Start Up Grant, which Lifelines will be submitting an rfp for on March 5, is available for up to \$1 million for initial start up costs which include but are not limited to facility improvements, technology hardware systems, furniture and classroom equipment.

THE NORTH CHAMPAIGN NCA CHARTER SCHOOL

Aug - December - Operating Costs will be funded primarily by revenues from the Per Capita Tuition Credit as outlined in the proposed budget. Liquidity will be available to NCA through Revenue Anticipation Notes as/if needed.

Financial Operating Costs Ratios - % of Projected Gross Revenue

Facility Costs - 10%

Primary Administrative Costs - 10%

Transportation Costs - 10%

Reserves - 5%

Total - 35%

% of Revenue available for Education-65% - 70%

NCA Revenue Sources

A. Funding for public school pupils via the Per Capita Tuition Charge for students enrolled at NCA.

B. Special education funding provided by federal and/or state government that is directly allocable to special education students enrolled at the NCA.

C. Talent Development funding (f/k/a/ gifted and talented funding) provided by federal and/or state governments that is directly allocable to gifted and talented students enrolled at the NCA.

D. At-risk funding provided by federal and/or state governments that is directly allocable to at-risk students enrolled at the NCA.

E. Funding provided by federal and/or state governments that is directly allocable to students enrolled at the NCA with limited English proficiency.

F. All other federal and/or state grant sources, including, but not limited to, Title I and any startup funding allocable to the NCA by the State of Illinois.

G. All other funding, grants and donations received by the NCA to support or carry out programs at the NCA.

Budget –

The State Charter School Law defines At – Risk Students; "At-risk pupil" means a pupil who, because of physical, emotional, socioeconomic, or cultural factors, is less likely to succeed in a conventional educational environment.

Due to the Mission, location, and demographics of the three lowest performing schools in Unit 4 within 2 miles or less of the NCA location we expect 100% of the NCA student population to be “at risk pupils’. As such the State law allows for Charter Schools of this type to receive up to 125% of the Per Capita Tuition Credit of Unit 4. The costs of educating at risk students is substantial and because of the intensive instruction and curriculum necessary to educate at risk students the state made provisions by capping the revenue Charter Schools receive at 125% of PCTC. NCA is seeking 125% of the PCTC for the school operations. Budget Highlights:

- Balanced Budget with a 5% Operating Reserve
- Core Fixed Costs Metrics are at or below industry standards. These Include Facilities costs @ 7%, and Core Administrative Costs @ 10%,
- Charter School Operating Grants, Fundraising and Development Revenue is not included as revenue even though we expect a minimum of \$100,000 annually from these sources.
- Projected Gross revenue of approximately \$1,484,725 from the PCTC is a small percentage of the \$100 million plus operating budget of Unit 4 and as such will have a no impact on the Unit 4 operations.

SCHOOLMATES/LIFELINES Management -

SM/LIFELINES shall be responsible and accountable to the Board for the management, operation, administration and performance of the NCA in accordance with the Charter. SM/LIFELINES responsibility is expressly limited by: (i) the NCA's budget which is to be submitted and approved by the Board.

Educational Goals and Program.

SM/LIFELINES will implement the educational goals and program as set forth in the NCA's Charter (the "Educational Program"). In the event SM/LIFELINES reasonably determines that it is necessary to make material modifications to the Educational Program, SM/LIFELINES shall inform the Board of the proposed changes and obtain Board approval. An essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency. SM/LIFELINES are interested in results and not in inflexible prescriptions. SM/LIFELINES will provide the Board with updated reports on progress towards implementing each of the NCA's educational goals set forth in the Educational Program.

SM/LIFELINES shall be responsible for implementing the Educational Program and the management, operation, accounting and administration of the NCA. Such functions include, but are not limited to:

- A. Implementation and administration of the Educational Program, including, without limitation, the acquisition of instructional materials and equipment and supplies necessary to implement the Educational Program, as well as administration of all extracurricular and co-curricular activities and programs approved by the Board.
- B. Selection, hiring, management and supervision of all SM/LIFELINES employees assigned to perform Services at the NCA and management of all personnel functions.
- C. All aspects of the NCA's business administration including procurement, state reporting requirements and contract services.
- D. Operation and maintenance of the school building.
- E. All aspects of the accounting operation, including general ledger management, financial reporting, payroll, employee benefits and payroll tax compliance.
- F. Transportation and food service.
- G. Marketing and development costs in the Budget.

Budget

Projected Budget. SM/LIFELINES shall provide the Board with an annual projected Budget. For the NCA's first academic year, the Budget shall be submitted on a timeline acceptable to the Board and Authorizing Body.

Budget Detail. The Budget shall contain detail as required by the Charter and applicable law, including without limitation the Uniform Budgeting and Accounting Act. The Budget shall include all projected expenses and costs including, but not limited to, the projected cost of all Services to be provided by SM/LIFELINES.

Approval. The Budget shall be prepared by SM/LIFELINES and presented to the Board for approval. The Budget shall be amended from time to time as deemed necessary by the Board or SM/LIFELINES or to comply with the Uniform Budgeting and Accounting Act.

Student Recruitment.

SM/LIFELINES and the Board shall be jointly responsible for the recruitment of students. Students shall be selected in accordance with the procedures set forth in the Charter and in compliance with the Code and applicable law.

Pupil Performance Standards and Evaluation.

SM/LIFELINES will implement pupil performance evaluations that permit evaluation of the academic progress of each NCA student. SM/LIFELINES shall be responsible and accountable to the Board for the academic performance of students who are enrolled at the NCA. SM/LIFELINES will utilize assessment strategies required by the terms of the Charter and applicable law. The Board and SM/LIFELINES will work together to identify academic goals and methods to assess the pupils' academic performance.

Accurate Financial Records. SM/LIFELINES shall keep accurate financial records pertaining to its operation of the NCA, together with all NCA financial records prepared by or in possession of SM/LIFELINES (the "Financial Records") and shall retain all the Financial Records according to the Charter and applicable law to which such books, accounts, and records relate. SM/LIFELINES and the Board shall maintain the proper confidentiality of personnel, students, and other records as required by law.

Information on Schoolmates and Life Line Inc –

SchoolMates –

THE NORTH CHAMPAIGN NCA CHARTER SCHOOL

SchoolMates is non-profit 501-(c) (3) charter management organization based in Chicago, IL. The senior partners collectively over 50 years of experience managing quality education options. Our partners are experienced in education and facility operations, finance, recruiting and curriculum. We are successful at making your education environment fluid by handling all aspects outside of the classroom.

SchoolMates currently has CMO contracts with Bronzeville Academy and Betty Shabazz Charter School. Our Bronzeville Academy management team will be the primary contact and administrator for the CMO contract with North Champaign Academy. We are dedicated to bringing our core knowledge and expertise in Charter School Management to the North Champaign Charter School effort.

The Mission of Bronzeville Academy Charter School of is to prepare scholars for success beyond college through rigorous, innovative, engaging and culturally rich STEAM instruction across all core subject areas coupled with high quality sports programming.

S.T.E.A.M. is a curriculum based on the idea of educating students in six specific disciplines - Science, Technology, Engineering, Art & Mathematics. At Bronzeville Academy, we incorporate enrichment and athletics as well. We have a commitment to giving our young scholars a best-in-class education to strategically prepare them for excellence in contributing to our greater society.

Life Line, Inc. is a federally licensed 501 (c) (3) non-profit organization committed to creating small learning communities of adults and students' intellectual, ethical, and social growth.

MISSION

Life Line, as a multicultural and diverse learning community, prepares adults and students for academic, social, and personal success by providing a safe, supportive, challenging and meaningful environment.

For information on any of our programs offered please call the church office at (217) 355-3328.

PROGRAMS

- **Life Line Senior Program** is a comprehensive program that meets the social, educational, health, recreational and social service needs of persons 55 years of age and older; and help maintain the dignity and independence of senior living in the community. This program meets every Thursday from 12:00 p.m. to 2:00 p.m.
- **Life Line Summer Camp** is a 5-week summer enrichment program. It is designed for students attending Kindergarten through Eighth grade. The program is structured to continue academic discipline during the summer in addition to providing recreational and social/emotional needs of underserved youth in the Champaign Garden Hill's neighborhood. The Camp will provide children a safe nurturing environment where breakfast and lunch are served. Our collaboration partnership is with the City of Champaign and Champaign Community Matters.
- **After School Tutoring Program** is partnership with the Unit #4 School district for elementary age students that meets on Tuesdays and Thursdays from 4:00 p.m. to 6:00 p.m. (This program is offered during the calendar school year)

- **Computer Classes** is committed to serving residents of Champaign County. This state of the art introductory computer class will allow users to gain access to technology and information while also assisting in the national digital divide initiative. Classes will be on Tuesdays from 6:00 p.m. to 7:00 p.m.

SPONSOR (Unit 4 School District) OVERSIGHT PLAN

Not later than August 1 of each year, the Sponsor and the School will review the Sponsor Oversight Plan for the year. The School is encouraged to recommend ways to improve the oversight plan and process. Within 10 days of meeting with the School to discuss the oversight plan, the Sponsor will finalize the oversight plan for the year and provide it to the School

2. The Sponsor and the director of the School will meet Quarterly to review the progress being made based on the Mission Goals of the School and Program Model Performance Indicators. The Sponsor will identify any areas of concerns regarding the progress and provide such information in writing to the director and board chair.

3. Reports to the Sponsor:

a. A Quarterly Financial Statement regarding revenue and expenditures (September 30, December 31, March 31 and June 30) The School will also provide reports regarding the implementation of the Mission Goals of the School and Program Model Performance Indicators based on a schedule and format agreed to by the School and the Sponsor.

4. The Sponsor will attend the NCA Board meetings on a quarterly basis. The School will include "Sponsor Report and Discussion" on the Board agenda. The sponsor will provide sponsor reports and feedback as well as engage in discussion regarding the school. The Board will be encouraged to discuss the Sponsor procedures including recommendations for Sponsor improvement.

6. The Sponsor will make quarterly site visits to view the School operation, discuss school/sponsor issues and meet with staff, parents, community and students (if applicable).

7. The Sponsor will review the annual budget of the School and provide advisory comment if the Sponsor deems necessary.

8. The Sponsor will review the Quarterly financial reports provided to the Board and will comment if deemed necessary.

9. The Sponsor will review and comment on the School Annual Report with special emphasis on the student performance information and identify any areas where the Sponsor has concerns.

10. The Sponsor will designate a Liaison to NCA. This person is the primary contact with the School. The liaison's current role with the Sponsor is _____. The liaison's related education and experience for the role of School liaison will be provided to the School.

Mission Goals of the School and Program Model Performance Indicators:

a. The Charter contract provides clear expectations of the school. The contract provides clear expectations of the sponsor. Parents, staff, board and students (when appropriate) have a clear understanding as to the program model and mission of the school. The curriculum supports the mission and program model. State standards, school board standards and sponsor standards are embedded into the curriculum of the school. Staff development is provided in support of the mission and program model

Governance of the School Performance Indicators:

Evaluation of School/Student Performance Indicators

(1) The school will have a process for determining the student's academic levels of performance when they enter school in order to establish a baseline from which improvement can be determined. "Enter school" means at any time, not just at kindergarten. (2) Performance is assessed against the expectations of the Board (3) ESSA expectations provisions are addressed but a growth model of analysis is used for drawing conclusions. (4) Percentage of students making less than one year's growth per year of instruction, one year's growth and more than one year's growth per year of instruction is provided (5) Progress is compared with national, state, district and other cohorts (international) where applicable (6) A growth model or value added growth model method of data analysis should be used (7) Multiple indicators should be included in the evaluation design and should include actual student work , portfolios, etc. in

addition to test scores (8) The evaluation should include a review of the effectiveness of the teaching and learning models used at the school

Assessment Tools.

NCA will use the same assessment protocol required by public schools in Illinois. The PARC assessment will be administered in accordance with state expectations.

NCA will use the assessment tools articulated by American Reading Company with teachers on a daily/weekly/monthly basis. In addition, NCA will utilize the NWEA Assessment program on a quarterly basis to gauge student progress and help determine w

NWEA is an assessment system that's all about measuring what matters—so you can support growth and skill mastery for every student. This collection of purpose-built measures from NWEA illuminates every student's learning needs, helping teachers to target instruction and administrators to make well-informed system-wide decisions.

c. Student Personal and Social Responsibility Goals: (i.e. community service).

d. Student/family Responsibility Goals (1) Student attendance (example): • 95% of the students attending 95% of the time exceeds expectations • 95% of the students attending 90 to 94% of the time meets expectations

• 95% of the students attending 85 to 89% of the time indicates a need for improvement • 95% of the students attending less than 85% of the time is not acceptable

e. School Climate and Satisfaction Goals (Example) (1) Students in Grades K to 5 will indicate the level of their satisfaction with the school in the areas of safety, acceptance and learning. • greater than 90 % satisfaction exceeds expectations • between 80 to 89% meets expectations • 70 to 79% indicates need for improvement • below 70% is not acceptable (2) Parents of all students will report a positive school climate and challenging academic program: • greater than 90% satisfaction exceeds expectations • between 80 to 89% meets expectations • 70 to 79% indicates a need for improvement • Below 70% is not acceptable

(3) Attendance at parent-teacher conferences during the year • greater than 90% attendance exceeds expectations • between 85 to 89% meets expectations • between 75 to 84% indicates a need for improvement • below 75% is not acceptable

(4) Student attitudes about their future

f. Student follow-up Goals (i.e. Students going on to post-secondary without remedial courses required)

4. Finance Performance Indicators

- a. The school has a budget approved by the board, the budget is being followed or amended when necessary based on student enrollment changes or other appropriate reasons.
- b. The school finances are appropriately managed. School invoices are being paid within 30 – 45 days.
- c. The school will not incur an annual operating deficit.
- d. State finance reports are filed appropriately and on time
- e. The school is not being used as a method of providing education or generating revenue for students who are being home-schooled.
- f. State/federal taxes, pensions, insurance, etc. are paid as required.
- g. The Board monitors the budget on a regular basis
- h. The budget includes revenue for anticipated future needs. The patterns of expenditures are consistent with the mission, program and goals of the school
- j. The School audit includes a copy of all School agreements for management services. If the audit report identifies one or more findings of a material weakness the School must submit a written report to the Sponsor how the material weakness will be resolved. All findings of previous years audits have been appropriately addressed and do not reappear in the current audit.

5. Operations of the School Performance Indicators

- (1) Data on the following reflects appropriate management: (a) Staff qualifications/licensure are in compliance (b) Staff assignments and turnover do not change at a high level (c) The class size or staff/student ratios is as provided in the approved charter (d) Enrollment process is followed and planning is accurate (e) Transportation system is functioning well (f) Complaint and resolution procedures are followed (g) Board policies are being implemented (h) The School has appropriate insurance
- (2) Compliance with state and federal standards (a) State and federal laws are being followed i.e. special education, discipline, food/nutrition based on state or federal audits/compliance reviews (b) Non-discrimination laws are appropriately followed (c) Evidence of required immunizations are on file for all students

(3) Management Systems (a) The school has appropriate software to manage state reporting (b) The school has internal operations that result in a well-managed school (c) State reporting is completed accurately and timely based on IDE information

(4) Facilities (a) Health and Safety laws are being adhered to (b) The School has adequate space.

CONCLUSION

The State of Illinois Charter School Law states “ (a) The General Assembly finds and declares as follows:

(1) Encouraging educational excellence is in the best interests of the people of this State.

(2) There are educators, community members, and parents in Illinois who can offer flexible and innovative educational techniques and programs, but who lack an avenue through which to provide them within the public school system.

The parents of children in North Champaign believe in education excellence but as the data of Unit 4 at risk students demonstrates, these children are at the lowest level of literacy and math and they lack a viable avenue to receive innovative educational techniques which apply to them.

(3) The enactment of legislation authorizing charter schools to operate in Illinois will promote new options within the public school system and will provide pupils, educators, community members, and parents with the stimulus to strive for educational excellence.

(b) The General Assembly further finds and declares that this Article is enacted for the following purposes:

(1) To improve pupil learning by creating schools with high, rigorous standards for pupil performance.

(2) To increase learning opportunities for all

pupils, with special emphasis on expanded learning experiences for at-risk pupils, consistent, however, with an equal commitment to increase learning opportunities for all other groups of pupils in a manner that does not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education services.

As the North Champaign Academy Charter School proposal outlines, we have assembled a team of educators, community members and parents who have the experience and the heart to implement a school environment that will provide a stimulus for educational excellence. The NCA Charter School Mission is to expand the learning experiences for at risk pupils in a manner that engages the whole Champaign County Community. Our enrollment will be open to all students without any hint of discrimination, but we understand that the need for innovative educational techniques from an administration and faculty is necessary to have maximum impact for low achieving at risk students from North Champaign whom are predominantly African American.

(3) To encourage the use of teaching methods that may

be different in some respects than others regularly used in the public school system.

(4) To allow the development of new, different, or

alternative forms of measuring pupil learning and achievement.

(5) To create new professional opportunities for

teachers, including the opportunity to be responsible for the learning program at the school site.

(6) To provide parents and pupils with expanded

choices within the public school system.

(7) To encourage parental and community involvement

with public schools.

(8) To hold charter schools accountable for meeting

rigorous school content standards and to provide those schools with the opportunity to improve accountability.

The NCA Charter school as our proposal outlines embodies all of the values and principles detailed in this section of the law. We will be using alternative forms of measuring pupil learning and achievement with the American Reading Curriculum as our backbone, our teachers will be advised by a Harvard Education School PHD candidate who is the NCA Academic Advisor and others whom will encourage the use of different teaching methods than Unit 4 employs. Themes of Entrepreneurship and Finance will provide our teachers to have the flexibility and direction to innovate and apply unique teaching methods in the classroom to achieve academic excellence.

(c) In authorizing charter schools, it is the intent of the General Assembly to create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating children within the public school system. The General Assembly seeks to create opportunities within the public school system of Illinois for development of innovative and accountable teaching techniques. The provisions of this Article should be interpreted liberally to support the findings and goals of this Section and to advance a renewed commitment by the State of Illinois to the mission, goals, and diversity of public education.

The NCA Charter School Application embodies not only the necessary details and components of the Charter School Law, but most importantly the Spirit of the Illinois Charter School Law. We are at a critical emergency level of crisis in terms of literacy and math for black children in North Champaign. The establishment of this Charter School will provide of Beacon of light and hope for the thousands of children of color whom are struggling in Unit 4. The NCA team has a deep and strong track record in the Standard of Excellence and will utilize those talents to bring together an educational experience for at risk students that will transform not only their lives, but their families and the community as a whole. We will nurture the dreams of at risk students by exposing them to a variety of industries with people who look like them, inspiring dreams of achievement in life which in turn will motivate them to WANT to learn and achieve their dreams.

The NCA Team desires a relationship of collaboration and cooperation with Unit 4 and its staff which we believe will help NCA provide the best possible and most efficient educational experience for our students. We look forward to the application process and we are optimistic the Champaign School District will approve this proposal and work with us to make NCA the best it can be.

APPENDIX A – Select Statutory Questions/Answers

(1) The name of the proposed charter school, which must include the words "Charter School".

North Champaign Academy Charter School (NCA)

(2) The age or grade range, areas of focus, minimum and maximum numbers of pupils to be enrolled in the charter school, and any other admission criteria that would be legal if used by a school district.

THE NORTH CHAMPAIGN NCA CHARTER SCHOOL

NCA will accept students grades K-5. Our minimum enrollment is 40 students. The maximum enrollment is 425. The target population is low income, low performing students, but the school will be open on a first come first served basis to any families interested in the mission and purpose of NCA. In the event there is a greater number of applicants than available space NCA will hold a Lottery in accordance with State Law.

The goals, objectives, and pupil performance standards to be achieved by the charter school.

Goals

4. To offer the community an elementary school designed to give students K-5 an educational and cultural foundation that will allow them to be productive and prospering citizens.
5. To be a model to the community for successfully engaging and preparing low income children to have a love for education
6. To be a point of contact for seamless engagement of parents teachers and community organizations who support the educational success of children K-5

Objectives

1. To create a learning institution that gives all students the resources and specific teaching attention necessary to achieve prominent levels of literacy.
2. To create within the learning institution a sturdy foundation in math using various principles including a banking model to achieve high levels of mathematics aptitude.
3. To ensure that all students become exposed and taught reading and writing musical notation and that they have a comprehension of musical arts.
4. To ensure that teachers work collaboratively to adapt highly effective and research based teaching methods to the individualized needs of their students.
5. To Educate scientific, historical, and multi-cultural literacy with an emphasis on African American Entrepreneurs and North Champaign history for all students across all grades.
6. To establish relationships with families on a holistic basis so that NCA has a partnership with parents in the education and home environment of their children to support student achievement.

Performance Standards

NCA fully embraces the Common Core learning standards adopted by the Illinois Board of Education. Our expectation is that students will leave NCA performing on grade level in:

English Language Arts

Mathematics

Fine Arts

Social Science

A description of the charter school's plan for evaluating pupil performance, the types of assessments that will be used to measure pupil progress towards achievement of the school's pupil performance standards, the timeline for achievement of those standards, and the procedures for taking corrective action in the event that pupil performance at the charter school falls below those standards.

In addition to the assessment tools and timelines and evaluation standards outlined within this proposal, the NCA students will participate in all PARC testing and other state testing requirements.

The Board will develop an evaluation policy that will be ongoing closely monitoring the progress of the students. If pupil performance begins to fall below standards then the Board will utilize its Academic Advisor and analyze the performance of the Principal and Staff, prepare an action plan to correct deficiencies, and utilize the resources necessary to address inadequacy within the Education Plan.

(9) Evidence that the terms of the charter as proposed are economically sound for both the charter school and the school district, a proposed budget for the term of the charter, a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the school district, are to be conducted, and a plan for the displacement of pupils, teachers, and other employees who will not attend or be employed in the charter school.

The budget and finance plan described within this proposal will serve as the NCA baseline budget. Beyond the facility costs, most of the remaining costs are variable costs that can and will be adjusted based on the student population size. At our minimum proposed size of 40 students that will generate an estimated \$600,000 in gross revenue which would create a facility fixed cost metric of 17% of gross revenue. That is a very strong operating metric at the minimum level and at our projected level of 100 students the FFC metric is 6%. As the School grows the variable costs will increase and as such the budget operating ratios will stay consistent and the School will produce a balanced budget with a 5% operating reserve.

(12) An agreement between the parties regarding their respective legal liability and applicable insurance coverage.

NCA will have all the necessary liability and applicable insurances.

(11) An explanation of the relationship that will exist between the charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees and their recognized representative, if any.

All employees of NCA Charter School will be "at will" employees subject to the State of Illinois laws for this employment status category.

(14) The proposed effective date and term of the charter; provided that the first day of the first academic year shall be no earlier than August 15 and no later than September 15 of a calendar year, and the first day of the fiscal year shall be July 1.

NCA is proposing an effective date of the Charter May 1, 2018 and the term run for five years until July 1, 2023.

NCA will establish its Academic Year no earlier than August 15 and no later than September 15 of a calendar year, and the first day of the fiscal year shall be July 1

(14.5) Disclosure of any known active civil or criminal investigation by a local, state, or federal law enforcement agency into an organization submitting the charter school proposal or a criminal investigation by a local, state, or federal law enforcement agency into any member of the governing body of that organization. For the purposes of this subdivision (14.5), a known investigation means a request for an interview by a law enforcement agency, a subpoena, an arrest, or an indictment. Such disclosure is required for a period from the initial application submission through 10 business days prior to the authorizer's scheduled decision date.

NO DISCLOSURES TO REPORT

Appendix B – Board/Administration/Faculty/Staff Resumes and Job Descriptions

The North Champaign Academy Elementary Principal is the primary individual responsible for leading the successful elementary educational program. The person holding this position is also responsible for ensuring a trusting and openly communicative environment among all the stakeholders.

DUTIES AND RESPONSIBILITIES

1. Serves as the academic leader of North Champaign Academy

- Implements the elementary curriculum, instruction, and assessments in a manner consistent with North Champaign Academy's mission statement
- Participates in vertical teaming throughout the K-5 program

- Represents North Champaign Academy and communicates its mission and programs to the school community and to the community at large as well
- Assists with the design of the K-5 master schedule
- Presents key performance indicators on the strategic plan to the board of directors and community
- Serves as building administrator for after school events
- Serves as a non-voting member of the board of directors

2. Provides curricular and instructional leadership to the charter school that maximizes student achievement

- Implements the elementary school curriculum evaluation, mapping and development
- Implements the board approved curriculum, instruction, and assessment in a manner consistent with the North Champaign Academy mission and vision
- Collaborates with staff to develop, implement and facilitate professional development and workshops.
- Leads the elementary charter school faculty to ensure the delivery of curriculum through appropriate instructional approaches, serving the various learning styles and needs of North Champaign Academy students

3. Fosters a positive and cooperative team atmosphere and sets clear, high expectations for all staff.

- Participates in hiring and determines class assignments
- Ensures that the staff follows all the policies established by the board of directors and complies with relevant state requirements
- Leads formal and informal teacher observations and professional goal plans; completes formal evaluations
- Mentors teachers directly or provides for mentoring in instructional approaches, classroom management and character role modeling
- Works in conjunction the Board of Directors to provide or arrange for professional development and leadership opportunities that support specific teacher needs and professional goals

4. Implements positive school culture at the elementary level

- Interacts with school community members to build supportive relationships
- Facilitates ongoing communication and collaboration between staff, administration and board of directors
- Fosters communication and collaboration among staff, families and students to support school goals; encourages participation from all stakeholders in school programs and activities

5. **Participates in open enrollment and attends school events as necessary**
7. **Ensures effective supervision of the elementary student body at all times**
8. **Provides input and guidance on establishing the annual education budget.**
9. **Handles student discipline issues at the elementary level**
10. **Assists with staff and Board of Directors with planning school special events and extracurricular activities**
11. **Oversees elementary parent/teacher conferences**
12. **Other duties as assigned by Board of Directors**

SUPERVISORY RESPONSIBILITIES

This position has direct supervisory responsibility for elementary school teachers and staff and special services.

REPORTING STRUCTURE

The North Champaign Academy Elementary Principal reports directly to the Board of Directors

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

- Master's degree required
- Principal/administrator license required
- Minimum of three years teaching experience required
- Administrative experience in a school setting required
- Willingness to obtain continuing education as needed to perform well in the position
- Commitment to North Champaign Academy's mission and vision
- Demonstrated flexibility and experience in effectively solving challenging problems through a positive, collaborative approach
- Demonstrated responsiveness to accountability requirements and strategic planning
- Demonstrated experience in the instruction of students with varied learning styles and levels of mastery
- Expert-level written and oral communication skills
- Strong interpersonal and team building skills

- Excellent organization skills and consistency in meeting deadlines
- Knowledge of and commitment to character development
- Demonstrated initiative and skills in the following areas: relationship and community building, educational leadership, communication, conflict resolution, creativity, problem solving, decision-making and time management
- Entrepreneurial outlook and charter school commitment
- Ability to assess grade level needs in order to plan and organize accordingly

LANGUAGE SKILLS

The person holding this position must have the ability to read and interpret documents such as safety rules, policy and expectation documents, school improvement plans, key performance indicators, the strategic plan, staff agreements, evaluation rubrics, district, state and national policy documents that define required actions, charter school laws and documents, budget documents, curriculum proposals and relevant human relations procedures. Ability to effectively document classroom observations, analyze data to improve instructional practices and correspond with staff from all levels. Must have ability to read current literature and lead book studies on a given topic. Must have the ability to effectively document all required paperwork based on job responsibilities. Must have expert level written and oral communication skills and be able to effectively correspond with all stakeholders from all levels. Must have the ability to speak effectively before groups of staff, board of directors and parents.

Job Title: CLASSROOM TEACHER

JOB SUMMARY: To plan, organize and implement an appropriate instructional program in an elementary learning environment that guides and encourages students to develop and fulfill their academic potential. Work is performed under the supervision of the principal and/or assistant principal.

Knowledge Skills and Ability Required:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill,

and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- B.A/B. S degree in teaching from an accredited institution or related field teaching Illinois State certification in teaching in appropriate subject area.
- Ability to establish and maintain cooperative and effective working relationships with others.
- Ability to communicate effectively orally and in writing.
- Must have the ability and proven ability to report to work on a regular and punctual basis.
- Perform all other related work delegated or required to accomplish the objectives of the total school program.
- Knowledge and implementation of relevant technology.
- Meet professional teacher education requirements of the school and state.
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Essential functions of the job may include but are not limited to the following:

- Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning.
- Develops schemes of work, lesson plans and tests that are in accordance with established procedures.
- Instruct and monitor students in the use of learning materials and equipment.
- Use relevant technology to support and differentiate instruction.
- Manage student behavior in the classroom by establishing and enforcing rules and procedures.
- Maintain discipline in accordance with the rules and disciplinary systems of the school.
- Provide appropriate feedback on work.
- Encourage and monitor the progress of individual students and use information to adjust teaching strategies.
- Maintain accurate and complete records of students' progress and development.
- Update all necessary records accurately and completely as required by laws, district policies and school regulations.
- Prepare required reports on students and activities.
- Participate in department, school, district and parent meetings.
- Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs.
- Establish and communicate clear objectives for all learning activities.
- Prepare classroom for class activities.
- Provide a variety of learning materials and resources for use in educational activities.
- Observe and evaluate student's performance and development.
- Assign and grade class work, homework, tests and assignments.

Other functions of the job include but are not limited to the following:

- Demonstrate preparation and skill in working with students from diverse cultural, economic and ability backgrounds.
- Encourage parent and community involvement, obtain information for parents when requested, promptly return phone calls and answer emails.
- Participate in appropriate professional activities.
- Participate in extracurricular activities such as social activities, sporting activities, clubs and student organizations as directed.
- Other duties as assigned.