Grade Levels to be Served

Projected Growth for Year of Grant Implementation:

	Baseline Enrollment at Time of Application	Projected enrollment SY25-26	Projected enrollment SY26-27	Projected enrollment SY27-28
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	45	45	45	45
7	46	46	46	46
8	46	46	46	46
9	171	321	171	171
10	171	171	321	171
11	171	171	171	321
12	171	171	171	171

Please fill in Student Demographics DataIndicate if actual or expected percentage of the total student population:

	Percentage (%)
Free/Reduced Price Lunch:	94.4%
Special Education:	17.9%
English Learners:	0.5%
Black:	98.5%

Native Hawaiian or Other Pacific Islander:	0%
Hispanic:	1%
American Indian:	0%
Multiracial:	0.4%
Asian:	0%
White:	0%
Male:	42.9%
Female:	57.1%

Management Organization Information

Will the school work with a charter or educational management organization?

No

Short Answer Form

Completed - Feb 27 2025

The rubric has criteria that will be used by reviewers to evaluate the application as a whole for a total of 115 points. Competitive Preference Priority points will be applied for applicants demonstrating they meet the criteria for each. In order for the application to be recommended for funding, applicants must score at least 92 points out of the possible 115 points and all required parts must be addressed.

If more schools meet the criteria to be funded than there are funds available, applications will be ranked to make final decisions about which schools are funded.

Please respond to each applicable question. Some questions ask for a required attachment, which is submitted in a separate file.

Short Answer Form

Section 1: Executive Summary

Please include an executive summary narrative:

Identify 3-5 grant project goals and justify each goal in terms of its value in supporting the planning and implementation of your proposed school or expansion. Be sure to align your budget to your project and ensure that all planned grant spending, including future revisions to your budget, fit clearly within one of your stated project goals. Please include performance measures, and rationale and approach to meeting those goals with CSP funding.

• The Executive Summary must outline how the CSP subgrant goals are aligned to INCS' CSP grant goals. These goals are:

• Increase the number of high-quality charter schools in Illinois educating traditionally underserved students; and,

• Improve the overall quality of Illinois' charter sector

Perspectives Charter Schools (PCS) operates four open-enrollment middle and high schools serving grades 6-12 on Chicago's South Side. For 27 years, PCS has empowered students to navigate life's challenges through rigorous academics and its transformative A Disciplined Life® (ADL) education model—a social-emotional learning framework built on 26 principles. This holistic approach equips students with ethical leadership, self-agency, and the social-emotional tools to thrive in an ever-changing world.

Each of the 26 principles fall within one of the 3 main categories listed above in the chart. Every project, initiative and experience offered by Perspectives to its students ladders up to one of these three key categories, and thereby ADL. This structure ensures a tight alignment of new and existing initiatives to PCS' unique pedagogical philosophy of ADL.

This grant application focuses on expanding enrollment and enhancing programming at one of the Perspectives network's four schools, the Perspectives Leadership Academy (PLA) located at 8522 S. Lafayette Avenue in Chicago. Perspectives integrates the ADL model into every aspect of PLA's academic and extracurricular offerings, fostering a culture focused on building social emotional learning (SEL) capacities in students within Perspectives. By leveraging this grant, PLA will expand access to Perspectives' unique learning environment while addressing barriers under-resourced students face.

PCS will allocate funding to support these goals, including:
Staffing: Grant support will be used to assist in recruiting and supporting new students.
Professional Development: Staff will receive training and access software support for key curriculum instruction and SEL integration tailored to Perspectives ADL pedagogy.
Facilities and Technology: Enhance PLA's existing infrastructure to support the projected student growth and

provide resources for leadership training and experiential learning projects.

	Goal:	Performance Measures:	Rationale:
Goal 1	Expand Enrollment	Grow PLA's freshman enrollment by 150 students from a baseline of 821 overall students in SY24-25 to 971 students by SY27-28 (an 18% increase).	Perspectives serves a predominantly low-income, underserved student population, many of whom face barriers such as food insecurity, housing instability, and community violence. Investing in an expansion at Perspectives' Leadership Academy will ensure that 150 more incoming 9th grade students receive the unique support offered by Perspectives, which helps students become ethical leaders prepared for college, careers, and civic engagement. With the proposed increased enrollment and integration of leadership-focused programming, Perspectives will further address the prevalent systemic educational inequities within Chicago by expanding access to quality education and providing a meaningful pathway to success for all students.
Goal 2	Strengthen Community Partnerships	Leverage existing community partnerships with corporate partners & community based organizations to provide 150 new freshman students with experiential learning and leadership opportunities they would otherwise not have access to.	Perspectives serves a predominantly low-income, underserved student population, many of whom face barriers such as food insecurity, housing instability, and community violence. Investing in an expansion at Perspectives' Leadership Academy will ensure that 150 more

			incoming 9th grade students receive the unique support offered by Perspectives, which helps students become ethical leaders prepared for college, careers, and civic engagement. With the proposed increased enrollment and integration of leadership-focused programming, Perspectives will further address the prevalent systemic educational inequities within Chicago by expanding access to quality education and providing a meaningful pathway to success for all students.
Goal 3	Increase Student Outcomes, Enhance Academic Opportunities & Build Staff Capacity.	1 100% of teachers submit weekly assessment data 2 80% of teachers have 50% or more of their students scoring, on average, 65% on weekly assessments 3 100% of teachers log academic interventions weekly 4 100% of SEL staff log SEL interventions weekly 5 90% of Tier ⅔ students improve GPA for duration of intervention 6 90% of Tier ⅔ students improve attendance for duration of intervention	Perspectives serves a predominantly low-income, underserved student population, many of whom face barriers such as food insecurity, housing instability, and community violence. Investing in an expansion at Perspectives' Leadership Academy will ensure that 150 more incoming 9th grade students receive the unique support offered by Perspectives, which helps students become ethical leaders prepared for college, careers, and civic engagement. With the proposed increased enrollment and integration of leadership-focused programming, Perspectives will further

		7 90% of Tier ⅔ students maintain their suspension rate	address the prevalent systemic educational inequities within Chicago by expanding access to quality education and providing a meaningful pathway to success for all students.
Goal 4			
Goal 5			

Section 2: Educational Philosophy, Key Design Elements, and School Culture

Fully describe and justify the design of the academic program in terms of the educational philosophy, key elements of the program, and how school culture is developed. Be sure to include key design elements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and student population the school will be located within. Describe how the applicant will use the autonomy and flexibility granted to it, and how that is consistent with the definition of a charter school in ESEA § 4310 (2).

(This value must be between 1 and 1500 words)

Philosophy

At the heart of Perspectives Leadership Academy's (PLA) educational program is the A Disciplined Life® (ADL) model, a transformative social-emotional learning framework comprising 26 principles. These principles are woven into every aspect of the curriculum and school culture, guiding students toward ethical leadership, self-agency, and meaningful societal contributions.

ADL teaches students to build positive self-perception, maintain healthy relationships, and develop the tools for productivity. By fostering self-awareness and emotional intelligence, the model prepares students to navigate the complexities of life, overcome challenges, and succeed in a rapidly evolving world.

Key Design Elements

PLA's educational model is designed to create an engaging and supportive learning environment through the following key elements:
Social-Emotional Learning

Daily Integration: ADL principles are integrated into daily lessons, advisory periods, and extracurricular activities.
Behavioral Expectations: PLA emphasizes respect, accountability, and resilience, creating a safe and nurturing atmosphere for learning.
Evidence-Based Practices: Studies from CASEL (Collaborative for Academic, Social, and Emotional Learning) demonstrate that SEL programs increase academic performance by an average of 11 percentage points, while also reducing behavioral issues, making it a critical component of student success.

Rigorous Academics

Differentiated Instruction: Teachers use data and software to tailor lessons to meet diverse student needs, ensuring accessibility and equity.

Enrichment Programs

PLA offers a variety of experiential activities, including arts, athletics, and STEM clubs, which encourage students

to explore their interests and develop well-rounded skills.

PLA provides students with a framework for understanding their strengths and interests and applying those insights to potential career pathways and the relative post-secondary plans that might be needed.

Charter School Innovations

Flexible Scheduling: PLA utilizes its charter school autonomy to implement a scheduling structure that allows deeper dives into critical content areas that are conducive with fostering an educational experience that promotes creative and flexible thinking.

Innovative Staffing: Dedicated Instructional Leaders (ILs) to provide 1:1 coaching and professional development for teachers and SEL staff to ensure the fidelity of ADL implementation and student support.

Culture

The culture at PLA is focused on building SEL capacities in students. Guided by ADL principles, the school fosters an environment where students feel valued, empowered, and inspired to excel. Specific cultural practices include:

Morning Meetings and Advisory Sessions: These provide daily opportunities for relationship-building, goal-setting, and reflection on ADL principles. At PCS, we strive to build inclusive and affirming communities where all students feel seen and connected. Advisories serve as small familial communities within a school and allow for students to build trusting relationships with their peers and a trusted adult. During advisory, students engage in activities that boost students' SEL competencies, specifically, social awareness and relationship building. ADL Strong Start can be done in advisory class. One important component of advisory is student leadership. The advisory teacher should find ways throughout the year to create structures that allow students to take leadership roles in the advisory process.

Recognition Programs: Celebrations of academic, social, and emotional growth reinforce positive behaviors and achievements with students. Peer-nominated ADL awards are distributed to teachers semi-annually for embodying ADL in their teaching and peer and student interactions.

Restorative Justice: Perspectives recognizes that all of our students are at different paths with respect to their social-emotional learning. Recognizing that our job is to teach students the SEL skills needed to navigate life's challenges successfully, we approach behavioral infractions from a place of care, concern, and restoration of any harm done to an individual or the broader school community In this spirit, restorative justice forms the bedrock of our school culture practices and is consistent with A Disciplined Life.

Semi-annual Retreat: the staff comes together as a full group semi-annually to reflect on instructional priorities and recenter around ADL at an event called Core.

Evidence-Based Support for ADL

Decades of research highlighting the benefits of SEL in improving student outcomes support the effectiveness of the ADL model. As previously mentioned, studies from CASEL (Collaborative for Academic, Social, and Emotional

Learning) demonstrate that SEL programs increase academic performance by an average of 11 percentage points.

PLA-Specific Outcomes: PLA students consistently perform well in promotion and graduation rates, with 100% of graduates accepted into college or postsecondary programs.

Innovative Strategies Enabled by Charter School Flexibilities

As a charter school network, Perspectives, and thereby PLA, has the autonomy to create a specific pedagogical vision it believes in. The accompanying budget and curriculum autonomy allows PLA to build systems and a structure around that unique vision in a way that is unlikely in a larger district. This reality allows PLA to be nimble and flexible in ensuring its students, with their unique set of academic and emotional needs, receive the quality education they deserve.

PLA leverages its charter school autonomies to create a unique and responsive educational experience:

Curriculum Customization: PLA offers a robust SEL support staff structure for students that is commensurate with student need, including restorative coaches & social workers. PLA also offers innovative coursework

Partnership Development: Collaborations with local organizations, colleges, and corporations provide experiential learning opportunities unavailable in traditional settings. An example is Perspectives' long-standing partnership with EY. EY staff engage with students throughout the academic year, hosting them at EY offices, taking them to sporting events, and working with them 1:1 on professional skills development.

Focus on Continuous Improvement: PLA continuously uses data-driven practices and stakeholder feedback to refine its educational program. One example is the creation of small strategic learning cycles that have had a huge impact at PLA. The school went from a comprehensive school to a commendable school in one year as a result of these small strategic learning cycles.

At our organization, we are committed to educating all students through the implementation of High-Quality Instructional Materials (HQIM) that provide a diverse range of resources, enabling educators to create flexible and responsive learning environments. Our curriculum approach is rooted in the belief that every student deserves access to grade-level, standards-aligned content while also having opportunities to engage in meaningful, personalized learning experiences.

Educators are empowered to leverage HQIM across a variety of instructional models, including project-based learning, blended learning, inquiry-driven instruction, and other innovative approaches. This flexibility ensures that teachers can adapt their practices to meet the needs of their students while maintaining rigorous academic expectations. Our curriculum and instructional model emphasize student voice and ownership, fostering classrooms where students are active participants in driving their own learning.

We prioritize equipping both educators and students with the necessary curriculum resources to cultivate environments that value choice, collaboration, and critical thinking. Through this approach, we create dynamic

learning spaces where students develop the skills and confidence to navigate their educational journey and beyond.

Section 3: Curriculum, Instructional Strategies, and Technology

Fully describe and justify the instructional practices and curriculum that will be utilized to meet the school's performance objectives, while also demonstrating alignment to state and Federal requirements. Be sure to include the use of technology and how it will assist with producing strong outcomes for the unique community and student population the school will be located within.

(This value must be between 1 and 750 words)

PLA employs a rigorous curriculum aligned with Common Core Standards to ensure students receive a high-quality education that prepares them for college, careers, and civic engagement.

ELA | StudySync, McGraw-Hill
Materials are engaging and appropriate for the grade level and include instruction, practice, and authentic application of reading, writing, speaking, and listening, as well as language work.

Mathematics | MS: HMH into Math | HS: HMH into Algebra, Geometry, AlgebraII + PreCal
Materials meet ACT focus and coherence expectations, rigor and balance, practice-content connections, instructional supports, and usability indicators. The materials also spend the majority of time on content widely applicable as prerequisites and develop all of the eight mathematical practices.

Science | MS: HMH Into Science and/or Gradient Learning | HS: Physics: HMH Science Dimensions Physics ; Chemistry: HMH Science Dimensions Chemistry; Biology: New Visions, Living Environment
This curriculum supports Common Core's science literacy standards while preparing students for STEM careers.

Social Studies | NewVisions
The curriculum integrates rich primary and secondary texts, maps, images, videos, and other sources into materials that meet Illinois' K-12 Social Studies Framework's objectives and provide students an opportunity to improve literacy skills by focusing on thinking critically while reading, writing, and speaking like historians, in direct alignment to Common Core.

ADL
Each week, students engage in 180 minutes of social-emotional learning to further develop positive self-perception, healthy relationships, and the tools for productivity, building a culture focused on building SEL capacities.
Students develop speaking and listening competencies such as articulating ideas clearly and engaging in meaningful dialogue. Writing standards are reinforced as students reflect on their growth and goals, practicing structured, purposeful communication. Analytical reading and problem-solving skills are nurtured by examining scenarios and articles related to emotional intelligence and productivity.

Instructional Strategies

PLA utilizes evidence-based instructional practices to engage students and meet diverse learning needs. Academic rigor is one of the 3 foundational elements of the Perspectives' network SEL pedagogy, ADL.

Differentiated Instruction
Teachers use formative assessments and data analytics to tailor lessons to individual learning styles and academic levels.
Project-Based Learning (PBL)
Students explore real-world challenges through interdisciplinary projects, promoting collaboration, creativity, and critical thinking.
Culturally Relevant Pedagogy
Lessons incorporate students' backgrounds and experiences, fostering inclusivity and relevance.

Active Learning Techniques
Socratic seminars, peer discussions, and hands-on activities encourage deeper engagement and understanding

Technology is the cornerstone of PLA's instructional intervention strategy and permits instructors to amplify the impact of our intervention strategy in ways that are impossible using traditional instructional techniques.

Using Data to Enhance Instruction
All students take academic screeners in reading and math three times during the school year. The screeners automatically assign students skills to practice that align with their next edges of growth. This eliminates the guesswork of figuring out what works for each student.
PLA uses intervention screener data, and grades, attendance, and standardized test information, to regularly monitor student performance and make informed decisions about student interventions.

PLA leverages assessment data to:
Differentiate Instruction: Teachers tailor lessons to meet the needs of individual students.
Implement Targeted Interventions:
Multi-Tiered System of Supports (MTSS): Students struggling academically or behaviorally receive tiered interventions, including tutoring, mentoring, and small group instruction.
Support Data-Driven Instruction: Teachers receive professional development to improve instructional practices.
Instructional Technology
Google Classroom: Used for managing assignments, facilitating communication, and providing feedback.

Assessment Tools

Mastery Manager: Platform to create standards aligned formative and summative assessments

Branching Minds MTSS: Students who need additional academic or SEL support receive interventions that deliver support, and track the effectiveness of these interventions

Improve Assessments

Perspectives developed a dashboard system that tracks academic progress and allows leaders to intervene when student learning is not taking place on a weekly basis. Dashboard success if reflected by:

Students consistently achieve growth targets on IAR assessments, demonstrating academic progress.

ADL-based assessments measure social-emotional growth.

Data analysis ensures that underserved & special needs students receive the support needed to thrive.

Ensure Accessibility

The gap in educational equity is partially addressed by ensuring students can leverage resources online with Chromebooks in the classroom setting.

Digital tools are selected for easy interfaces and compatibility with assistive technologies for students with disabilities.

Justification of Technology Use

Teachers are unable to plan for the incredible diversity of student skill levels in their classrooms on a daily basis using traditional lesson planning methods. Consequently, PLA relies on innovative teaching practices and technology to ensure personalized learning can be scaled.

Technology is most effective when it transforms learning rather than just replacing traditional methods.

Section 4: Assessment and Data

Fully describe and justify how your school will have rigorous goals and adequate performance management to ensure students' academic success. Describe your assessment choices, data collection and analysis, and use of data to inform instruction, differentiate and evaluate the school as a whole.

(This value must be between 1 and 750 words)

PLA employs a comprehensive performance management system consisting of formative, interim, and summative assessments to monitor student learning, inform instruction, and evaluate progress toward academic goals. These goals focus the collective efforts of the entire school community on a weekly basis, enabling school leaders to intervene decisively when student learning is at risk.

Goals for the 2025-2026 school year are designed to directly impact instruction and strategically advance student learning. Goals are enumerated in the school's annual strategic plan, but they may also be shaped by on-the-ground conditions that emerge as the school year unfolds.

Goals
1. 100% of teachers submit weekly assessment data
2. 80% of teachers have 50% or more of their students scoring, on average, 65% on weekly assessments
3. 100% of teachers log academic interventions weekly
4. 100% of SEL staff log SEL interventions weekly
5. 90% of Tier ⅔ students improve GPA for duration of intervention
6. 90% of Tier ⅔ students improve attendance for duration of intervention
7. 90% of Tier ⅔ students maintain their suspension rate

Data Collection and Analysis
Collection Methods - (Goal 1) Teachers administer weekly standards-aligned assessment, (Goal 2) Tableau aggregates student performance data to determine percent of students above 65%, (Goal 3) Teachers enter intervention data into Branching Minds on a weekly basis, (Goal 4) SEL staff enter intervention data into Branching Minds on a weekly basis, (Goal 5) Tableau aggregates GPA data for students enrolled in interventions, (Goal 6) Tableau aggregates attendance data for students enrolled in interventions, (Goal 7) Tableau aggregates suspension data for students enrolled in interventions

Vehicles for Data Response - Teacher-IL Meetings, Principal Meetings, Network Leadership Meetings, IL Do Tanks, MTSS Meetings, Leader SEL Staff Meetings, Behavior Health Team Meetings

Reporting Tools - Mastery Manager, Tableau, Network Dashboard, Branching Minds

Work at the school level, including work in classrooms, is aligned to network-wide goals in the monitoring cadence the previous section outlines. School leaders also equip teachers with myriad strategies to monitor student learning in the moment in the classroom.

Formative Assessments

Daily exit tickets, quizzes, student reflections, and class discussions allow teachers to Identify learning gaps in real-time and provide targeted interventions accordingly

Weekly and Quarterly Assessments

Measure student progress and provide actionable data to further drive student growth.

Summative Assessments

State and District Assessments: SAT, PSAT, and IAR align with state and federal accountability standards.

Portfolio Assessments: Leadership projects, essays, and presentations assess students' ability to apply ADL principles and academic knowledge.

Data Collection and Analysis

PLA prioritizes data-driven instruction and continuous improvement through a systematic approach that is inclusive of:

Data Collection

Teachers collect daily formative data to assess student mastery of lesson objectives.
Interim and summative assessment data are collected centrally and analyzed at the school-wide level.

Data Analysis

Teachers and instructional leaders conduct weekly data meetings to analyze assessment results, identify trends, and develop intervention plans.

Student Growth Targets

Individualized growth targets are set for all students, with specific goals for underserved populations.

Data Transparency

Teachers use digital dashboards to share real-time data with students and families, fostering accountability and engagement.

Using Data to Inform Instruction

PLA embeds a culture of continuous improvement by leveraging assessment data to:

Differentiate Instruction: Teachers tailor lessons to meet the needs of individual students, including those requiring additional support or advanced challenges.

Implement Targeted Interventions:

Multi-Tiered System of Supports (MTSS): Students struggling academically or behaviorally receive tiered interventions, including tutoring, mentoring, and small group instruction.

Support Data-Driven Instruction: Teachers receive professional development in analyzing and acting upon data to improve instructional practices.

Impact on Student Outcomes

PLA's data-driven approach ensures accountability and measurable student success:

Stanford University completed an analysis of student growth and Perspectives was identified as a "gap busting" school; meaning PCS eliminated learning disparities for its students and moved its achievement ahead of their respective state's average performance.

Students consistently achieve growth targets on standardized assessments.

Student SEL progress is measured with the Panorama survey and associated indicators of student engagement, such as attendance rates and on-track to graduation status, to get a holistic picture of each student's SEL.

Data analysis ensures that underserved students receive the support needed to thrive.

Section 5: Effectively Serving All Students

Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. Fully describe and justify your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.

(This value must be between 1 and 1500 words)

Commitment to Equity and Inclusion

Equity is central to PLA's mission. Guided by the A Disciplined Life® (ADL) model, PLA implements intentional strategies to ensure that every student, regardless of background or ability, receives the academic and social-emotional support necessary to thrive.

Supporting Educationally Disadvantaged Students

Students from Low-Income Backgrounds

Needs Identification: PLA uses school-wide assessments, community surveys, and family input to identify specific challenges low-income students face, such as food insecurity, housing instability, and lack of access to technology.

Intervention Strategies:

Free and Reduced Meals: PLA ensures all eligible students receive daily nutritious meals through participation in federal programs.

Technology Access: PLA provides access within the school setting to digital tools and Chromebooks for students.

Wraparound Services: Partnerships with community organizations provide students with mental health counseling, housing support, and mentorship opportunities.

English Learners (ELs)

Identification: Every student newly enrolling in a Perspectives school must complete a Home Language Survey. It is through the HLS that we are able to identify new English Learner students. In addition, In accordance with the CPS Bilingual Education Policy, every student whose Home Language Survey response includes "yes" to one or more of the questions must be screened for English language proficiency to determine eligibility and placement in Bilingual Education Services. A student shall be deemed eligible for enrollment in Bilingual Education Services based on his or her screening results. PLA's principal ensures that the required annual Bilingual Education Services eligibility notices, as provided in the Bilingual Education Handbook, are issued to the parents/guardians no later than 30 calendar days after the beginning of the school year (or within 14 calendar days of enrollment for students who enroll after the 30th calendar day from the first day of school). The annual notifications will include information required in 105 ILCS 5/14C and will be provided in both English and the parent/guardian's preferred language.

Support Programs:

Sheltered Instruction: Teachers incorporate language development strategies into content areas, ensuring EL students can access grade-level curriculum.

Perspectives's Transitional Program of Instruction model provides ESL instruction in core content areas for ELs and is aligned to all adopted Illinois Content and Language Standards. ELs receive scaffolding and, when possible, native language support during instruction in core content areas, including Language Arts, Social Science, Science, and Math. Instruction includes the history and culture of the native land and of the United States. Perspectives uses the WIDA English Language Development Standards to plan lessons for all EL students in the language proficiency domains of listening, speaking, reading, and writing. In accordance with the CPS Bilingual Education Policy, an English Learner shall be enrolled and participate in Bilingual Education Services until such time as the student achieves a level of English language proficiency on the state-prescribed assessment that enables the student to perform successfully in classes in which instruction is only conducted in English. ELs are assessed annually with the state-prescribed English language proficiency assessment to monitor their progress in listening, speaking, reading, and writing. A student shall be transitioned from the Bilingual Education Services when he or she has demonstrated a level of English language proficiency at or above the state-designated exit criteria. Perspectives Charter School network utilizes a comprehensive approach to support EL students, ensuring rigorous content instruction aligned with Illinois Learning Standards and Common Core Standards. Supporting EL students through differentiated instruction, targeted consult meetings, and a focused grammar curriculum ensures that students receive rigorous, standards-aligned content instruction. EL students receive differentiated instruction within the general education setting. This includes accommodations by general education teachers or additional support from a second teacher in the classroom. Strategies: The use of graphic organizers, sentence starters, explanations and elaborations of terms and content language, modeling of topic discussions, and academic language anchor charts. These strategies are aligned with Illinois Learning Standards and Common Core Standards, ensuring that EL students access the same rigorous content as their peers while receiving the necessary support. Consult Meetings with EL Instructors: EL students have intermittent consult meetings with EL instructors to address specific content areas of need, particularly in reading and writing-intensive subjects like history or literature. During these sessions, instructors focus on content-specific language, reading strategies, and idiomatic language within the text. This targeted support aligns with Common Core Standards for literacy in history/social studies and English language arts, helping students meet grade-level expectations. Grammar and Verb Tense Focused Curriculum: For students showing need through ACCESS testing or coursework samples, a grammar and verb tense-focused curriculum is provided. Resources: "Grammar for Writing" by McDougal Littell and the No Red Ink online program is used to address misunderstandings or gaps in knowledge. These resources are aligned with the Common Core Standards for English Language Arts, particularly in writing and language standards. They provide structured support to help EL students build foundational grammar skills essential for academic success.

Communication with EL Families

Multiple channels, such as emails, phone calls, and flyers in the primary languages spoken by the families, ensure effective communication with EL families.

Justification: This demonstrates PLA's commitment to equitable access for EL families and supports compliance with federal and state language access requirements.

Lottery and Registration Process

Our lottery is managed electronically through SchoolMint, ensuring transparency and equity. Communication regarding the lottery, including waitlist notifications, is translated upon request into the primary languages EL families speak.

Justification: The focus on equitable access and open enrollment via SchoolMint demonstrates PLA's alignment with charter school policies and inclusivity for all students, not just ELs.

Home Language Survey

All registration staff are trained to administer the Home Language Survey, which is a requirement for every newly enrolled student. Surveys are signed and dated to ensure accuracy and compliance.

Justification: This highlights the intake process for identifying EL students, directly supporting the EL narrative.

EL Screening and Placement

In accordance with CPS Bilingual Education Policy, students responding 'yes' to one or more Home Language Survey questions are screened for English proficiency using the state-prescribed screener to determine eligibility and placement.

Justification: This establishes the structured approach to identifying and supporting EL students, ensuring compliance with state and federal guidelines.

Parent Notifications

The principal ensures that annual notices regarding Bilingual Education Services eligibility are issued to parents/guardians within the required timeframe in both English and the family's preferred language.

Justification: This demonstrates PLA's alignment with legal requirements and a commitment to family engagement in the EL program.

Instructional Model for ELs

The Transitional Program of Instruction provides ESL instruction in core content areas, aligned with Illinois Content and Language Standards. EL students receive daily ESL instruction with scaffolding, accommodations, and, when possible, native language support.

Justification: This describes the program's implementation, meeting the INCS CSP requirement to articulate how PLA will serve educationally disadvantaged students.

Students with Disabilities

Comprehensive Special Education Program: PLA ensures full compliance with federal and state requirements under the Individuals with Disabilities Education Act (IDEA).

Individualized Education Plans (IEPs): Each student with disabilities receives a tailored plan designed in collaboration with families, teachers, and support staff.

Inclusion Model: Special education students are integrated into general education classrooms with appropriate accommodations and support.

Staff Training: Teachers receive regular professional development on differentiated instruction and assistive technologies.

At-Risk Students

Early Identification: PLA uses attendance data, behavior monitoring, and academic performance to identify at-risk students.

Intervention Strategies:

Multi-Tiered System of Supports (MTSS): A three-tier intervention system provides targeted academic and behavioral support.

Advisory System: Small-group advisory sessions provide students with mentoring, social-emotional learning, and goal-setting opportunities.

Alternative Pathways: PLA offers credit recovery programs and flexible scheduling to support students struggling to stay on track for graduation.

Student Retention and Positive Behavioral Interventions

PLA's proactive approach to discipline prioritizes student retention and minimizes exclusionary practices:

Restorative Justice: PLA uses restorative practices to address conflicts, repair relationships, and reduce suspensions.

Positive Behavioral Interventions and Supports (PBIS): Clear expectations and positive reinforcements promote a culture of respect, trust, and accountability.

Trauma-Informed Practices: Staff are trained to recognize and respond to trauma, ensuring students feel supported and understood.

ADL: Staff rely on the social emotional category within ADL to encourage students to reflect & apply the relevant principles to relevant situations in their lives. A couple of examples of relevant principles includes Be Reflective, Take Responsibility, and Communicate Effectively.

Nutrition and Transportation Plans

Nutrition: PLA partners with local vendors and federal meal programs to provide free meals to all students, ensuring

access to healthy, balanced meals.

Transportation: We provide families with information on how to obtain reduced-price Ventra cards. Students who require transportation per their IEP are provided transportation by CPS. We support students with Ventra cards if needed.

Impact on Student Success

Through these comprehensive strategies, PLA ensures that every student has the tools, resources, and support to succeed:

Increased Academic Achievement: Data-driven interventions and targeted support improve student performance.

Higher Retention Rates: Restorative practices and SEL address chronic absenteeism and suspensions.

Social-Emotional Growth: ADL principles empower students to build confidence, maintain healthy relationships, and achieve personal success.

Section 6: Staffing and Professional Development Plan

Fully describe and justify your approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, describe the process in which all staff will be supported in their ongoing professional development.

(This value must be between 1 and 800 words)

Staffing Plan

Perspectives Leadership Academy (PLA) has developed a feasible staffing structure that aligns with its educational model and long-term growth objectives. Staff roles are carefully defined to support academic rigor and social-emotional development through the A Disciplined Life® (ADL) principles.

Key Leadership Positions/Structure and Ratios

Teachers: Highly qualified educators in core content areas, trained to integrate ADL principles into instruction. Student-teacher ratios are maintained at level that ensures individualized support.

Social Workers and SEL Specialists: Directly support students' emotional needs and ensure consistent ADL implementation.

Special Education and EL Specialists: Ensure compliance with IEPs, implement intervention strategies, and support English learners.

Instructional Coaches: Collaborate with teachers to strengthen pedagogy, facilitate data-driven instruction, and promote continuous improvement.

Principal: Ensure staff have the support they need to ensure accountability and implementation of the ADL model; and deliver on our commitment to a holistic education rooted in ADL.

Managing Principal: Provide support and guidance for principals, ensuring they have what they need to lead their schools successfully and execute school improvement plans to the benefit of students.

Recruitment Strategies

PLA leverages its charter school autonomy to attract and retain top instructional talent:

Incentives Based Approach: PCS provided a sign-on bonus for certified teachers during the last school year and increased its percentage of certified teachers starting the school year by 15% relative to 2023.

Mission-Driven Recruitment: Prospective candidates are selected for their alignment with the ADL principles and commitment to serving underserved populations.

Diverse Hiring Practices: PLA recruits educators of diverse backgrounds to reflect and support its student population. Perspectives teachers increasingly reflect its student body, with 61% of teachers network wide being Black.

Partnerships with Universities: PLA partners with local colleges and alternative certification programs to expand the candidate pipeline.

Professional Development Plan

PLA's professional development (PD) framework ensures that all staff are equipped to deliver rigorous academics, implement the ADL model with fidelity, and address students' diverse needs.

New Teacher Onboarding

Historically, we have grounded our new hires in our philosophy of ADL and during the year, our school and network teams provide professional development training to translate that vision into the classroom.

Ongoing Professional Development

PLA's PD approach focuses on three key areas:

ADL and SEL Integration: Teachers receive training on implementing ADL principles in lesson plans, student advisories, and enrichment programs.

Data-Driven Instruction: Staff are trained to analyze ACT, IAR, and quarterly and formative assessment data to inform differentiated instruction.

Culturally Responsive Pedagogy: PD sessions ensure teachers incorporate students' lived experiences into instruction, fostering equity and inclusivity.

Leadership Development for Staff

PLA provides pathways for teacher leadership, including roles as mentors, department chairs, or instructional coaches.

Leadership Program Managers and administrators participate in capacity-building training to strengthen their ability to manage school-wide initiatives, such as the Leadership in Action Program.

Individualized Coaching and Feedback

Teachers receive bi-weekly coaching sessions on instructional strategies, classroom management, and ADL alignment.

Classroom observations and feedback loops ensure continuous professional growth.

Staff Retention

PLA prioritizes retaining top talent through the following strategies:

Competitive Compensation and Benefits: We complete an annual market competition study to ensure that our teacher salaries remain competitive.

Recognition Programs: PLA celebrates teacher successes through awards, leadership opportunities, and public recognition.

Supportive School Culture: A collaborative, mission-driven culture rooted in trust and ADL principles fosters strong staff satisfaction and retention.

Impact of the Staffing and PD Plan

PLA's strategic approach to staffing and professional development ensures:

High-Quality Instruction: Teachers are equipped to deliver rigorous, culturally relevant, and SEL-integrated instruction.

Consistency in ADL Implementation: Professional development ensures that the ADL model is embedded across all grade levels and content areas.

Improved Student Outcomes: With skilled educators and robust leadership, PLA delivers measurable improvements in student achievement, retention, and social-emotional growth, as is evidenced by being rated as a commendable school by ISBE.

Section 7: Financial Management and Monitoring Plan

As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. Fully describe your school's plan to be compliant, strategic, and responsible with finances and business services.

(This value must be between 1 and 1000 words)

Financial Capability and Management

Perspectives Leadership Academy (PLA) has developed a robust financial plan that ensures the responsible management of grant funds, ongoing sustainability, and alignment with organizational goals. PLA's leadership team and governing board oversee financial operations, focusing on transparency, accountability, and strategic resource allocation.

Ensuring Sustainability and Growth

PLA's leadership is well-prepared to sustain long-term success and growth through:

Strategic Planning

The leadership team's focus on data analysis, performance monitoring, and stakeholder engagement ensures continuous improvement and strategic resource allocation.

Grant Implementation

Leadership will oversee the successful implementation of this grant, ensuring alignment with enrollment goals.

Organizational Resilience

PLA's leadership leverages partnerships, funding diversification, and staff development to create a sustainable foundation for future growth. Perspectives has numerous long-standing partners in the business community who consistently donate their time and financial resources.

Multi-Year Operating Budget

PLA has created a conservative and sustainable budget that aligns with the grant project goals and anticipated enrollment growth. Key components include:

Revenue Assumptions: PLA leverages a combination of state funding, federal Title I funding, and philanthropic contributions. The CSP grant will complement existing revenue streams to support enrollment growth and program expansion.

Expense Projections: PLA has prioritized grant funding for high-impact investments, including:

Staffing: Salaries and stipends for recruitment and student support.

Professional Development: Capacity-building training for staff to ensure fidelity in implementing ADL and leadership programs.

Consultants to provide support and guidance.

Facilities: Enhancements to learning spaces for experiential and project-based learning.

Technology and Materials: Procurement of leadership curriculum, devices, and software for instruction and

assessment.

Sustainability Plan: PLA will use the CSP grant as a catalyst for long-term growth. Increased enrollment and partnerships will generate additional state and philanthropic revenue to sustain program operations beyond the grant period.

Monitoring Grant Expenditures

PLA has established strong systems to ensure compliance with grant requirements and to monitor the effective use of funds:

Financial Oversight

The Network Finance Team and Principals work together to formulate the budgets for grants. Once implemented, School Staff ensure the work for which the grant was made is implemented and successful. Financial aspects of the grant are managed by the Network Finance Team, working with the Principal and Business Office at the School.

Monthly Budget Reviews: Financial reports are reviewed monthly by financial management and the CEO to track expenditures against approved budgets.

Compliance and Audits: Perspectives undergoes annual independent audits to verify compliance with all federal, state, and grant-specific requirements.

Grant-Specific Monitoring

A Grant Manager will be designated to oversee the CSP grant. Responsibilities include:

Ensuring alignment between grant expenditures and project goals.

Documenting all purchases and maintaining compliance records.

Submitting timely reports to the Illinois Network of Charter Schools (INCS).

Budget Alignment

PLA has ensured that all planned grant expenditures directly align with the stated project goals:

Goal 1 (Expand Enrollment)

Goal 2 (Strengthen Community Partnerships)

Goal 3 (Increase Student Outcomes, Enhance Academic Opportunities & Build Staff Capacity)

Facilities Plan

PLA's facilities are designed to meet the needs of its growing student body and support the implementation of its leadership programs:

Current Facility: PLA operates at a central location (8522 S. Lafayette Avenue) accessible to its target student population. The facility has ample space for project-based learning, advisory sessions, and extracurricular activities. Seven new classrooms were completed last school year and are ready for new students.

Enhancements: Grant funding will support flexible learning spaces equipped with technology and resources for

leadership training.

At-Risk Student Investment

PLA's financial plan prioritizes resources for educationally disadvantaged students, ensuring equity and access:

Wraparound Services: Funds will support social workers and partnerships with community organizations to address food and housing insecurity barriers.

Technology Access: PLA will invest in additional Computers for staff and Consultants to support our data driven approach and Chromebooks, to ensure the incremental increase of 150 students will have access to academic and intervention resources

Targeted Academic Interventions: Resources for at-risk students will be allocated to tutoring programs, credit recovery, and academic and SEL intervention supports.

Experiential opportunities: Will expand experiential opportunities to ensure access for our new students.

Risk Mitigation

PLA has identified key financial and operational risks and developed proactive strategies to address them:

Enrollment Variability: PLA has a strong recruitment plan to meet projected enrollment targets and will adjust staffing as needed.

Revenue Fluctuations: Diversified funding streams (state, federal, and private) ensure financial stability.

Cost Controls: The finance team monitors expenses and implements cost-saving measures to maximize grant impact.

Impact of the Financial Plan

PLA's strategic use of CSP grant funding will drive measurable outcomes, including:

An 18% increase in enrollment over three years.

Expanded academic and leadership opportunities for students.

Improved student retention, graduation rates, and post-secondary readiness.

With substantial financial management systems and a commitment to sustainability, PLA will ensure the implementation of the proposed activities while maximizing the grant's long-term impact.

Section 8: Board Capacity and Governance Structure

A competent, trained governing board is essential to the success of a public charter school. Fully describe how your school has developed a strong governing board with a diverse set of skills. Be sure to include how board members understand their roles and responsibilities and have developed a transition plan and ongoing professional development to maintain board strength going forward.

(This value must be between 1 and 750 words)

Governing Board Composition and Expertise

The governing board at Perspectives Charter Schools, and thereby PLA, is composed of dedicated professionals with diverse expertise who provide strategic oversight, ensure compliance, and guide organizational growth.

Board Composition

Size and Roles: The PCS's governing board has 18 members, including leaders with expertise in education, law, finance, real estate, healthcare, strategy, and community development.

Committees: To ensure targeted oversight, PCS's board operates through specialized committees, including:

Finance Committee: Monitors budgets, audits, and financial sustainability.

REDI/Education Committee: Oversees curriculum implementation, student performance, and progress toward academic goals.

Governance Committee: Manages board recruitment, training, and self-evaluation.

External Affairs: Manages fundraising, partnerships, external communications, and events.

Demographics:

Female 61% | Male 39%

POC 44% | White, non-hispanic 56%

Selection Process

Board members are selected based on their professional experience, alignment with the Perspectives' network mission, and commitment to educational equity.

The Governance Committee actively recruits individuals who fill identified skills gaps to ensure balanced representation and expertise.

Board Roles, Policies, and Procedures

The Perspectives Board follows clear policies and procedures via Board approved bylaws to provide effective oversight and guide PLA school operations:

Roles and Responsibilities

The Board ensures compliance with federal, state, and local requirements, including Open Meetings and Open Records laws.

Responsibilities include:

Monitoring financial health and approving budgets.

Evaluating PCS CEO.

Ensuring progress toward academic, operational, and social-emotional goals.

Performance Monitoring

The board reviews school policies, leadership performance, and student outcomes annually.

A Conflict of Interest policy ensures ethical governance; board members annually sign compliance forms.

CEO Evaluation

The board evaluates the CEO using measurable performance goals tied to academic achievement, financial management, and school culture.

Investing in Board Development

Board Training

All board members receive annual training in key areas, including governance best practices, financial oversight, and charter school compliance.

Specialized training addresses emerging needs, such as DEI (Diversity, Equity, and Inclusion) and strategic planning.

Self-Evaluation

The Governance Committee of the Board monitors Board participation and the contributions of each Board Member to identify strengths and areas for improvement.

Transition Plan

The Governance Committee identifies and mentors future leaders to maintain institutional knowledge and strategic direction.

Impact of the Board's Oversight

Perspectives' board plays a critical role in ensuring PLA's success by:

Driving Strategic Growth: The board's leadership supports PLA's enrollment expansion, program development, and sustainability.

Ensuring Accountability: Regular academic and financial performance monitoring ensures PLA meets its goals.

Promoting Equity: The board's focus on mission alignment ensures that all decisions prioritize student success and community impact.

With a diverse, skilled, and actively engaged Perspectives board, PLA is well-positioned to implement the proposed grant activities, sustain long-term growth, and deliver measurable student outcomes.

Section 9: School Leadership and Management

Fully describe and justify the intended leadership structure of your school. Share a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.

(This value must be between 1 and 750 words)

School Leadership Structure and Management

Perspectives Leadership Academy (PLA) operates with a strong, well-defined leadership team that collectively ensures effective management, high-quality instruction, and alignment with PLA's mission of fostering ethical leadership through the A Disciplined Life® (ADL) model.

Leadership Team Composition

Managing Principal: Provides oversight, guidance, and support to the Principal

Principal: Oversees all academic and operational functions at PLA, ensuring alignment with the ADL model and school performance goals.

Assistant Principals: Manage instructional coaching, teacher development, and student support.

Director of Social-Emotional Learning (SEL): Ensures the integration of ADL principles into school culture and academic instruction.

Instructional Coaches: Provide targeted coaching and support to teachers to ensure high-quality instruction aligned with PLA's vision.

Division of Responsibilities

The leadership team has clear and complementary roles:

Principal: Strategic planning, staff evaluations, academic outcomes, and family engagement.

Assistant Principals of Instruction: Responsible for developing instructional coach capacity to accelerate student learning and ensure academic intervention is implemented with fidelity

Assistant Principals of Culture: Responsible for developing a positive school culture through the coaching and development of SEL staff, including restorative coaches and social workers, and ensuring SEL intervention is implemented with fidelity.

Directors & Vice Presidents: Provide operational support, compliance oversight, and SEL support, ensuring academic rigor and a nurturing school culture.

Processes for Leadership Accountability

Performance Evaluation

The ADL Education Model provides a clear framework for enabling the Perspectives network CEO to conduct annual principal evaluations.

For rigorous academics, principals are evaluated on student learning outcomes such as standardized assessment results and student GPA;

For social-emotional learning, attendance, suspension, and graduation rates and the Five Essentials survey are used to evaluate principal performance;

For experiential opportunities, college enrollment, college persistence, dual credit and after-school programs participation are considered; and

For operational excellence, budget compliance and teacher certification rates are referenced.

Data-Driven Decision-Making

The leadership team regularly analyzes student performance data, behavior metrics, and attendance rates to identify strengths, challenges, and areas for intervention.

Weekly leadership meetings focus on progress monitoring and strategic planning.

Leadership Capacity to Address Operational Challenges & Risk Mitigation

PLA's leadership team has a proven track record of working hand in hand with the Perspectives network to effectively identifying and mitigating operational challenges:

Risk Identification and Response

Enrollment Growth: PLA's leadership has implemented a robust recruitment strategy to meet enrollment targets, including community outreach, marketing campaigns, and retention-focused initiatives.

Staff Development: Leadership ensures teachers receive targeted coaching and professional development to deliver high-quality instruction.

Resource Management: The Perspectives CEO & Vice President of Operations & Strategy ensure that facilities, technology, and resources are allocated efficiently to support growth and programming needs.

Commitment to Continuous Improvement

PLA's leadership embraces a growth mindset. It uses stakeholder feedback, student data, and teacher input to refine instructional practices and schoolwide programs. The success of this approach is exemplified in PLA's recent improvement from a comprehensive school to a commendable school in 1 year.

Impact of Leadership and Management

PLA's leadership & governance structure ensures:

High-Quality Program Delivery: Clear roles and accountability drive the successful implementation of a holistic academic experience and will support the expansion efforts.

Improved Student Outcomes: Strong leadership supports rigorous academics, SEL, and experiential learning that prepare students for college, careers, and civic engagement.

Organizational Stability: Strategic planning and data-driven decision-making position PLA to meet enrollment growth targets and deliver sustainable impact.

Section 10: Needs Analysis

Required Attachment: Needs Analysis & any additional supporting documents for the Needs Analysis

As part of the subgrant application, eligible applicants must complete a comprehensive needs analysis that will explain in detail their family and community engagement plan, how they have garnered local community support, determined potential enrollment and student demographics, and how charter school operations will reflect the needs of the community (Application Requirement (a)(3)(ii)(G)). Provide a needs analysis and description of the need for the new school, replication, or expansion; including how the proposed project would serve the interests and meet the needs of students and families in the communities the charter school intends to serve. Applicants may submit information and documents previously submitted to an authorized public chartering agency to address needs as an attachment.

PCS.Needs Analysis.pdf

Filename: PCS.Needs Analysis.pdf **Size:** 277.9 kB

Section 11: Growth Plan

Describe how the charter school will grow its enrollment and how it intends to implement its growth plan. The applicant will include current recruitment and enrollment practices.

(This value must be between 1 and 800 words)

Perspectives Leadership Academy (PLA) has developed a three-year growth plan to expand access to its proven A Disciplined Life® (ADL) education model. The growth plan aligns with PLA's mission to foster ethical leadership and address equity gaps for underserved students on Chicago's South Side.

Timeline & Specific Enrollment Targets

PLA will increase enrollment by 18% over three years to accommodate the growing demand for its unique programming:

Current PLA enrollment: 821 students

Grade-level breakdown at PLA:

Middle School: 137 students

High School: 684 students

Projected Enrollment Growth

3-Year Enrollment Projection (150 new Freshman students):

SY 25-26 | Year 1 | 971 students

SY 26-27 | Year 2 | 971 students

SY 27-28 | Year 3 | 971 students

Grade

Baseline Enrollment SY24-25 | MS: 137 students | HS: 684 | Total: 821

Projected Enrollment SY25-26 | MS: 137 students | HS: 834 | Total: 971

Projected Enrollment SY26-27 | MS: 137 students | HS: 834 | Total: 971

Projected Enrollment SY27-28 | MS: 137 students | HS: 834 | Total: 971

Key Milestones

Year 1 (SY25-26): Build capacity & infrastructure to support incoming 150 9th-grade students through expanded recruitment strategies, outreach initiatives, and programming enhancements.

Year 2 (SY26-27): Sustain enrollment growth, refine programming in grades 9-11

Year 3 (SY27-28): Sustain enrollment growth, refine programming in grades 9-11

Implementation Plan

Recruitment and Outreach

PLA will implement a targeted, community-centered recruitment strategy to attract students from underserved

neighborhoods:

Community Partnerships: Collaborate with local organizations, feeder schools, and churches to engage families and provide program information.

Family Events: To accommodate working families, host informational sessions, school tours, and open houses during evenings and weekends.

Multilingual Communication: Provide recruitment materials in multiple languages to ensure accessibility for English learner families.

Staffing and Capacity Building

Hire consultants to support the delivery of key curriculum and support the new 150 students.

Assist with overseeing program design, implementation, and partnerships.

Provide professional development to teachers and staff to ensure fidelity in delivering leadership programming and ADL integration.

Facilities and Resource Enhancements

Invest in curriculum and intervention software to support the increased number of students

Invest in technology and materials needed to deliver leadership training and academic instruction effectively, and commit to providing Chromebooks within the classroom setting to assist with student learning.

Community Engagement

PLA's growth plan prioritizes meaningful family and community engagement to ensure the program meets the needs of stakeholders:

Family Advisory Groups: Parents and guardians will provide input on program development, ensuring alignment with student and community needs.

Student Leadership Councils: Students will have opportunities to shape programming and share feedback on their experiences.

Community Partnerships: PLA will leverage partnerships to provide students with internships, mentorship, and real-world leadership opportunities.

Alignment with Grant Objectives

PLA's growth plan aligns directly with the CSP grant goals of increasing access to high-quality educational opportunities and promoting student success:

Goal 1: Expand PLA's enrollment by 18% to serve more underserved students.

Goal 2: Strengthen partnerships to create pathways for college and careers through leadership fellowships and experiential learning.

Goal 3: Increase Student Outcomes, Enhance Academic Opportunities & Build Staff Capacity

Measurable Outcomes

PLA will track progress toward its growth goals using the following metrics:

Goal 1: Expand Enrollment

Grow PLA's freshman enrollment by 150 students from a baseline of 821 overall students in SY24-25 to 971 students by SY27-28 (an 18% increase), focusing recruitment efforts on underserved communities on Chicago's South Side.

Goal 2: Strengthen Community Partnerships

Leverage existing community partnerships with corporate partners & community based organizations to provide 150 new students with experiential learning and leadership opportunities they would otherwise not have access to.

Goal 3: Increase Student Outcomes, Enhance Academic Opportunities & Build Staff Capacity:

Description

1

100% of teachers submit weekly assessment data

2

80% of teachers have 50% or more of their students scoring, on average, 65% on weekly assessments

3

100% of teachers log academic interventions weekly

4

100% of SEL staff log SEL interventions weekly

5

90% of Tier ⅔ students improve GPA for duration of intervention

6

90% of Tier ⅔ students improve attendance for duration of intervention

7

90% of Tier ⅔ students maintain their suspension rate

Impact of the Growth Plan

PLA's intentional, data-driven growth plan will result in:

Expanded access to high-quality education rooted in the ADL model.

Increased opportunities for underserved students to develop social-emotional skills for students to understand themselves, and others, and use that information to create a unique path to personal fulfillment in college or career and life..

Stronger community engagement and partnerships that provide resources and opportunities for PLA students and families.

Conflict of Interest Questionnaire

Completed - Feb 27 2025

OVERVIEW

Each board member of a charter governing board must complete this form as part of a school's application to the INCS CSP grant program. It is meant to identify any actual or potential conflicts of interest in the school.

DEFINITIONS

1. Employee. The school leader and all other employees of the charter, regardless of classification and regardless of whether employed on a full time or part time basis.

2. Entity. Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.

3. Board. The governing board of the charter school.

4. Management Organization. Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.

5. Not-for-Profit Corporation. A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.

6. Relative. Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.

7. School. The charter at which the individual completing this form serves as a governing board member.

Conflict of Interest Questionnaire

CONFLICT-OF-INTEREST QUESTIONNAIRE

Please use this [template](#) to complete this questionnaire in its entirety for board members. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please check Yes or No and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist.

Attach all conflict of interest questionnaires and additional sheets as necessary.

[Speakman Sheree.pdf](#)

Filename: Speakman Sheree.pdf **Size:** 605.9 kB

[Killion Andrew.pdf.pdf](#)

Filename: Killion Andrew.pdf.pdf **Size:** 584.2 kB

[Ward Andrew.pdf](#)

Filename: Ward Andrew.pdf **Size:** 604.6 kB

[Jones DeEtta.pdf](#)

Filename: Jones DeEtta.pdf **Size:** 603.1 kB

[Trice Kareem.pdf](#)

Filename: Trice Kareem.pdf **Size:** 676.8 kB

[Silverberg Alex.pdf](#)

Filename: Silverberg Alex.pdf **Size:** 472.5 kB

[Murray Capo Kathleen.pdf](#)

Filename: Murray Capo Kathleen.pdf **Size:** 603.7 kB

[Handy Michelle.pdf](#)

Filename: Handy Michelle.pdf **Size:** 490.0 kB

[Adams Hall.pdf](#)

Filename: Adams Hall.pdf **Size:** 99.0 kB

[Debi Mitra .pdf](#)

Filename: Debi Mitra .pdf **Size:** 682.0 kB

[Maryah Phillips .pdf](#)

Filename: Maryah Phillips .pdf **Size:** 477.2 kB

[Waller Kim.pdf](#)

Filename: Waller Kim.pdf **Size:** 604.0 kB

[Goldman Ikram.pdf](#)

Filename: Goldman Ikram.pdf **Size:** 595.9 kB

[Smith Vanessa.pdf](#)

Filename: Smith Vanessa.pdf **Size:** 591.7 kB

[Irmer Adrienne.pdf](#)

Filename: Irmer Adrienne.pdf **Size:** 552.5 kB

[George Wright.pdf](#)

Filename: George Wright.pdf **Size:** 605.1 kB

[Stevens Deborah.pdf](#)

Filename: Stevens Deborah.pdf **Size:** 497.5 kB

[Mack William.pdf](#)

Filename: Mack William.pdf **Size:** 2.8 MB

[Fezell Rick.pdf](#)

Filename: Fezell Rick.pdf **Size:** 4.2 MB

Proof of Notification to Authorizer of Application to CSP Competition

Completed - Feb 26 2025

ESEA § 4310 (6) requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant charter school has notified them of application submission. Please provide email proof of notification to Authorizer of Application to CSP Competition.

[Perspectives Charter Schools E-mail - Authorizer Notification](#)

Filename: Perspectives_Charter_Schools_E-mail_-_Au_8aCNL5w.pdf **Size:** 245.9 kB

Evidence of Nonprofit Designation

Completed - Feb 22 2025

Please upload evidence of your nonprofit designation.

[IRS 501c3 Determination Letter](#)

Filename: IRS_501c3_Determination_Letter.pdf **Size:** 25.9 kB

Student Discipline Policy & Plan

Completed - Feb 24 2025

Please upload your schools student discipline policy and plan.

[Student Discipline Policy & Plan](#)

Filename: Student_Discipline_Policy__Plan.pdf **Size:** 526.7 kB

Transportation plan for all students

Completed - Feb 24 2025

Please upload a transportation plan for all students.

[Transportation Plan](#)

Filename: Transportation_Plan.pdf **Size:** 243.8 kB

RFA Budget

Completed - Feb 28 2025

Please create your budget using the **[RFA Budget template](#)** and upload the task to complete – the budget should align to and address how it will support the school in meeting their stated project goals

Instruction for filling out the Budget tab:

Please fill out the budget line items in the 7 categories: personnel, fringe benefits, travel, equipment, supplies, contractual and other. For each budget line item, fill out the estimated cost for the planning year, implementation year 1 and implementation year 2 of the grant. The Department of Education recommends 50% of total funds spent in the planning period, 25% spent in implementation year 1 and 25% spent in implementation year Your budget submission should be within 5% of this range for each category to be considered for funds.

For each budget line item, add in a justification/calculation and explain the budgeted items role in achieving grant outcomes. For the Calculation Formula: provide a brief rationale behind the proposed expenses ($100,000 annual salary x 9 months; Math textbooks @$100 each x 200 students, etc.). For the Role in Achieving Grant Outcomes: provide a brief description as to how this expenditure will support the school in reaching grant outcomes. Please review the sample budget for an example before completing the Budget tab.

Please reach out to the INCS team at cspgrant@incschools.org with any questions.

[PCS](#)

Filename: PCS.Budget.INCS_Grant_Application_SY25-_kkn2ia8.xlsx **Size:** 42.3 kB

Budget Narrative

Completed - Feb 27 2025

Write a detailed project narrative explaining how the funds will be used to meet the project goals; the budget narrative should address each budget period – planning and implementation. The narrative should provide a description of planned activities and expenditures through each budget period, along with a justification for those activities and expenditures. The Planning Period may be no more than 18 months. The Implementation Period begins on the first day of school. Total grant lengths are up to 36 months, inclusive of the Planning period with the option, upon approval, to extend for up to 60 months total. In no instance will a grant period exceed 60 months.

[PCS](#)

Filename: PCS._Budget_Narrative.pdf **Size:** 120.6 kB

Five-year Budget

Completed - Feb 25 2025

Provide a five-year operational budget based on the school application type – New School, Replication, or Expansion.

[5 Year Budget 02](#)

Filename: 5_Year_Budget_02.24.2025.pdf **Size:** 167.6 kB

List of Governing Board Members & Affiliations

Completed - Feb 27 2025

2024-2025 Board of Directors List 10

Filename: 2024-2025_Board_of_Directors_List_10.31._EMd5buB.pdf **Size:** 171.6 kB

Governing Documents (Bylaws)

Completed - Feb 27 2025

181919148_3_Perspectives Sixth Amended and Restated Bylaws10-28-22 (2)

Filename: 181919148_3_Perspectives_Sixth_Amended_a_fNS1ByY.pdf **Size:** 164.2 kB

Organizational Chart

Completed - Feb 22 2025

3

Filename: 3._Org_Chart_Final.pdf **Size:** 62.9 kB

Description of key staff responsible for administering and overseeing the subgrant, including their responsibilities and duties

Completed - Feb 28 2025

Perspectives Key Staff

Filename: Perspectives_Key_Staff.pdf **Size:** 116.5 kB

Resumes of Leadership Team

Completed - Feb 28 2025

Tracy Fletcher Resume

Filename: T._Fletcher_Resume_-_Feb_2025.pdf **Size:** 152.6 kB

Resume-DStevens-CPA-02

Filename: Resume-DStevens-CPA-02.2025.pdf **Size:** 156.4 kB

Holly Copeland

Filename: Holly_Copeland.BoardResume.pdf **Size:** 85.4 kB

Eron D

Filename: Eron_D._Powell_Resume.pdf **Size:** 122.0 kB

Victoria Jackson Resume

Filename: Victoria_Jackson_Resume.pdf **Size:** 165.5 kB

A description of the roles and responsibilities of partner organizations and charter management organizations, including the administrative and contractual roles and responsibilities of such partners.

Completed - Feb 27 2025

[Partner and Charter Management Organizations (Not Applicable)](#)

Filename: Partner_and_Charter_Management_Organizat_QtwjW0R.pdf **Size:** 19.5 kB

CSP Certification & Assurances Document

Completed - Feb 27 2025

Please fill out the CSP Certification & Assurances document using the attached template and upload when complete.

[PCS INCS_CSP_Certification_and_Assurances](#)

Filename: PCS_INCS_CSP_Certification_and_Assurances.pdf **Size:** 309.3 kB

Board Approved Financial Policies and Standard Operating Procedures (Required for replication and expansion only)

Completed - Feb 27 2025

[Perspectives Fiscal Policies and Procedures](#)

Filename: Perspectives_Fiscal_Policies_and__Procedures.pdf **Size:** 497.0 kB

Copy of Lease or Facilities contract (if applicable)

Completed - Feb 27 2025

[Copy of Lease or Facilities contract (Not Applicable)](#)

Filename: Copy_of_Lease_or_Facilities_contract_Not_hxAKmjX.pdf **Size:** 17.4 kB

Competitive Preference Priorities

Completed - Feb 28 2025

In addition to the up to 115 points that may be assigned in the required components of this application, applicants have the opportunity to earn up to 14 Competitive Preference Priority Points. Competitive Preference Priority points will be applied for applicants demonstrating they meet the criteria for each of the following sections. Please fill out the competitive preference priorities that fit the new, replicating or expanding school you are proposing. This portion of the application is optional.

Competitive Preference Priorities

Competitive Preference Priority 1: Serving Rural Students

2 Additional Points may be awarded for schools that recruit from rural or unincorporated regions. Applicant must demonstrate that it intends to locate in or near rural or unincorporated regions and how it intends to meet the unique needs of the student population that it recruits from there.

N/A

Competitive Preference Priority 2: Serving High School Students

2 Additional Points may be awarded for schools that intend to serve high school students. Applicant must demonstrate how its new, replicated, or expanded school will serve high school students (grades 9 through 12).

Perspectives Charter Schools (PCS) provides a robust high school education that prepares students for college and career success. The school's commitment to college readiness is evident in its dual credit program, where 36% of students earn college credits while still in high school. This early exposure to college-level coursework saves families money and builds students' confidence in their success in higher education. Every senior at Perspectives receives college acceptance letters, ensuring students have access to transformative postsecondary opportunities. With a 99% high school graduation rate, PCS far exceeds district and national averages, particularly for schools serving similar demographics. It demonstrates its effectiveness in supporting high school students toward graduation and beyond.

Competitive Preference Priority 3: Utilizing Diverse School Models

2 Additional Points may be awarded for schools that intend to use diverse school models (such as a Montessori school, a STEM school, medical arts school, etc) . Applicant must demonstrate how its school model(s) will meet the needs of students.

PCS's approach to education is uniquely holistic, integrating rigorous academic instruction with a strong focus on social-emotional learning through its A Disciplined Life® (ADL) model. This innovative model is research-backed and has been instrumental in closing achievement gaps. The effectiveness of PCS's educational framework has been validated at the highest academic levels—Stanford University identified Perspectives as a "Gap Busting" school, meaning it successfully eliminates learning disparities in reading. Additionally, PCS's emphasis on real-world experiences, career exposure, and leadership development further enhances student outcomes, providing a distinctive educational model that meets the diverse needs of learners.

Competitive Preference Priority 4: Partnering with Traditional Public Schools

3 Additional Points may be awarded for schools that intend to serve at-risk populations. Applicant must demonstrate evidence how it will serve at-risk student populations. Proof of partnering with traditonal public school will be required.

N/A

Competitive Preference Priority 5: Serving At-Risk Populations

3 Additional Points may be awarded for schools that intend to serve at-risk populations. Applicant must demonstrate that the school is serving at least 80% of students who qualify as at risk. For the purposes of this requirement, schools should use the definition of at risk or educationally disadvantaged as described in section 1115(c)(2) of the ESEA: a student in one or more of the following categories - economically disadvantaged, children with disabilities, migrant students, English learners, neglected or delinquent students, homeless students, and students who are in foster care.

PCS serves a population of over 90% of students as low-income, aligning with the definition of at-risk or educationally disadvantaged under ESEA Section 1115(c)(2). The school's holistic approach ensures that students who face economic hardships, homelessness, or other barriers receive the academic and social-emotional support necessary for success. PCS's data demonstrates its effectiveness—85% of students show measurable improvements in their social-emotional skills, and the school has a 99% graduation rate despite serving a high-need student population. Additionally, the $20 million in scholarships awarded to PCS students in 2023 helps remove financial barriers to higher education, ensuring that at-risk students can pursue and complete postsecondary education.

Together, these outcomes paint a picture of an institution that doesn't just promise transformation – it delivers it consistently and measurably. Perspectives Charter Schools represents more than just an educational option; it offers a proven pathway to academic achievement, personal growth, and long-term success for South Side students. By choosing Perspectives, families aren't just selecting a school – they're choosing a partner committed to unlocking their children's full potential and creating opportunities that can transform generations.

Competitive Preference Priority 6: Opening or Replicating Charter Schools in Designated Priority Areas

3 Additional Points may be awarded for schools that intend to open or replicate charter schools in designated priority areas. Applicant must demonstrate where it will open or replicate a charter school in one of the following designated priority areas: Cahokia, Champaign, Decatur, DeKalb, East St. Louis, Kankakee, Peoria, Proviso Township, Rock Island, Rockford, Urbana, and Waukegan in greater Illinois and CPS Networks 3, 11, 12, 13, 15, 16, and 17.

Perspectives Charter Schools is committed to serving students on Chicago's South Side, including areas within CPS Networks 3, 11, 12, 13, 15, 16, and 17. By continuing to expand its proven educational model in these high-need areas, PCS ensures that more students have access to an academically rigorous and socially supportive learning environment. The success of PCS in improving student outcomes—academically and personally—demonstrates that expanding the model into priority areas will have a meaningful impact, helping close achievement gaps and create pathways to lifelong success.