

CONFIDENTIAL

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THE NORTHWESTERN ACADEMY OF INTERNATIONAL STUDIES

A Transformational Blueprint for Reclaiming Academic Excellence

Presented by

The Northwestern High School Advisory Board

October 10, 2013

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I. OVERVIEW OF EDUCATIONAL CONCEPT

A. Objective: To Transform Northwestern High School into a gold-standard city-wide academy that is founded on many of the core educational principles, curriculum elements, and professional teaching standards set forth in the International Baccalaureate Organization's (IBO) International Studies Model for diploma program high schools.

- 1. Embracing global diversity**
- 2. High quality instruction and standards for academic excellence**
- 3. Multi-disciplinary curriculum that combines common core instruction with international studies focus**

a) Foreign languages (e.g., Hebrew, Russian, Arabic, Chinese dialects, Urdu, Farsi, Hindi, Spanish, French, Portuguese, Japanese)

b) International trade and business transactions (legal framework, international currency issues, transactional documents, trade agreements, tariffs, port administration)

c) Comparative government, civics, and world events courses

d) World Cultures and Civilization (geography, history, religion, literature, art, music, dance, sports, drama)

e) Comparative economics courses

*f) JROTC Leadership Academy (core concentration)***

4. Co-Curricular Activities

a) Music / Dance

b) Sports / Athletics

c) Theater / Communications

d) Formalized mentoring programs (academic and career development)

e) International student exchanges

f) White House, State Department, Foreign Embassy internships, United Nations Internship Program

g) School participation in People to People Student Ambassador Program

- B. Integrating JROTC Leadership Academy programs as a core concentration within the overall Academy of International Studies to prepare future military leaders and enlisted servicemen to more effectively achieve mission objectives when immersed in foreign multi-cultural environments. Providing a strong educational platform for Northwestern students will also increase their eligibility for college ROTC scholarships.**

II. THE NEED

- A. Significant international demographic component is essential to prospects for sustained population growth of Baltimore City: i.e., the Mayor's objective of 10,000 new households
- B. Large expansion of the Port of Baltimore (with widening of Panama Canal), will lead to significant increases in international cargo traffic and the need to maximize foreign import / export opportunities; this will create unprecedented workforce demands (port management, homeland security, and related career opportunities)
- C. Workforce development to service increasingly diverse global consumer demands and the needs of international business partners in a highly competitive global economy
- D. Building bridges across cultural divides in an increasingly diverse city
1. African (Nigerian, Ghanaian, Ethiopian), / Caribbean
 2. Jewish and Eastern European Immigrants
 3. Hispanic
 4. Asian – Pacific Rim (China, Japan, India, Pakistan, Korea)
- E. Low utilization of educational resources caused partly by failure to bridge cultural gaps and divisions
- F. Park Heights Community Ethnic / Cultural Divide
1. Racial tensions
 2. Crime

3. Segregated housing and schools (** Note: There was a withdrawal of millions of dollars in HUD Community Development Block Grant (CDBG) funds last year from Baltimore City. The City's failure to desegregate certain communities, like Upper Park Heights, was noted in HUD's Analysis of Impediments report, and the City was ordered to take corrective action. In determining the highest and best use of Northwestern High School, there needs to be serious consideration given to the legal and fiscal implications for Baltimore City's budget if meaningful steps are not taken to encourage greater diversity in the neighborhoods immediately surrounding Northwestern High School. Rejection or indifference towards efforts to upgrade the largest public educational institution in the community through the adoption of a multi-cultural educational model such as the proposed Academy for International Studies would, in all likelihood, result in closure of the school. Under these circumstances, and given the community's acknowledged difficult past history in bridging cultural divides between Jewish and African-American constituents, HUD may well view such closure of Northwestern to be a deliberate impediment to community desegregation.)

4. High vacancy rate / population census decline

G. Cross-cultural leadership vacuum in governance, business, and community

III. THE SOLUTION

- A. Building upon the history of NWHS's founding legacy of integration and co-operation across cultural divides in pursuit of academic excellence (1969 – 1979) (50% black and 50% Jewish student population at its inception)
- B. Training an open-minded, culturally sensitive, multi-lingual, globally aware workforce and cadre of leaders that are empowered with the necessary skillsets to govern and to lead Baltimore into an increasingly multi-cultural world and global economy
- C. Building strategic alliances and community partnerships across cultural divides to support the success of the school (attracting and recruiting faculty, students, and funding)
- D. Upgrading a campus that provides ample open-air spaces and a unique barrier-free suburban environment conducive to creative thinking and collaborative learning; re-designing that instructional space to fit its new educational focus and needs (e.g., state of the art language lab facilities)

IV. WHY NORTHWESTERN???

A. NWHS Advisory Board

1. **Who we are:** distinguished alumni, elected officials, and concerned citizens of great professional accomplishment and significant influence and standing in the community
2. **Why we care:** strong sense of gratitude for the education we received at Northwestern; highly motivated by sense of moral obligation to “give back” to those students that follow behind us; the preservation of our living legacy of academic excellence is important to us, and can only be achieved through close interaction and support of current students and parents.
3. **Why we will make a difference** in the transformation of the school-- We acknowledge the following truths: that the school needs us now more than ever; that there is no waiting for Superman to fix the problems of this school and this community; that at this stage of our lives, we must do what Northwestern trained us to do – build community bridges, reach back, and lift up the next generation; that the Northwestern motto (“To strive, to seek, to find, and not to yield...”) is ingrained in our DNA. We are passionate Wildcats that never, ever yield.

B. Reconnecting the School with its history – reinforcing standards and expectations of academic excellence

C. Unique interpersonal relationships among alumni, educators, elected officials, community leaders, mentoring organizations, foundations, business leaders, and other key stakeholders

D. Ideal location and campus layout

V. THE ASK

- A. One year for completion of strategic plan for transformation of Northwestern High School into the Northwestern Academy of International Studies, with full cooperation of BCPS and negotiated responsibilities for NWHS Advisory Board and BCPS during this planning phase

- B. Immediate suspension of plans to close Northwestern High School and similar immediate suspension of plans to transition NWHS students to alternative schools, accompanied by a formal public announcement of the one-year study period for completion of strategic plan / feasibility study for establishment of new educational model at NWHS
- C. Immediate investment by BCPS in critical and necessary upgrades to NWHS building to provide a conducive learning environment for current students (e.g., heat, window repairs, daylight fluorescent lighting, removal of rotten wooden panels in windows, portable AC units, etc.) A complete detailed punch list of critical items will be provided to BCPS by the Advisory Board in the very near future.
- D. Quarterly benchmarks to be negotiated regarding respective roles and deliverables from NWHS Advisory Board and BCPS in conducting due diligence and in completion of strategic plan

VI. ADDITIONAL RESEARCH

- A. IBO requirements for international studies curriculum, faculty, and physical building and campus
- B. Identification of potential feeder schools and student populations for new high school
- C. Other high school models from around the nation for international studies programs
- D. Optimal demographics for school (target size of student population, ethnicities / nationalities, socio-economic status, academic diversity)
- E. Optimal physical facility design for curriculum elements and proposed co-curricular activities

- F. Strategic alliances and community partnerships supportive of new school concept (e.g., Elijah Cummings Youth Program, Greater Baltimore Committee, Jewish Community Center, Black Chamber of Commerce, Hispanic Chamber of Commerce, Esperanza Center, Asian Chamber of Commerce, Johns Hopkins University School of International Studies, Weinberg Foundation, Annie P. Casey Foundation, Black Professional Men, Inc., World Trade Center Internship and Mentoring Program, Art Abramson, Hon. Helen Bentley, Hon. Rikki Spector, Wes Moore, Gen. Colin Powell, Maryland Port Authority, JROTC, U.S. State Department, foreign embassies in Washington, DC.)
- G. Revised capital and operational budgets for new school
- H. Training of faculty and recruitment of adjunct faculty for international studies instruction and JROTC
- I. Public and private sources of funding to augment instruction, curriculum, and physical plant upgrades
- J. Other considerations for transition?

VII. WHAT BCPS NEEDS FROM US?

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