

## Summary Sheet

**Applicant:** Next Door

**Address:** 2545 N. 29<sup>th</sup> Street  
Milwaukee, WI 53210

**Phone:** 414/562-2929

**Contact:** Tracey Sparrow, Ed.D.

**Next Door is an existing school.**

**Proposed Grade Levels:** K4 and K5

**Proposed Number of Students:** 485 (371 FTE)

**Name and Title of Person Authorized to Bind the Corporation:** Tracey Sparrow, Ed.D. President

**Mission:** To support the intellectual, physical, spiritual and emotional development of children so they become self-sufficient, contributing members of the community.

### **Brief Description of the School:**

Next Door (ND) is committed to academic excellence for Milwaukee’s urban children. The agency’s robust early childhood education programs and services extend to the ND K4 and K5 Charter classrooms, providing continuity of care through seamless transitions for children and families. The ND Charter School utilizes a thorough data collection and analysis process. At present, ND Charter School has been chartered by MPS to serve 135 FTE students. Joining the City Charter School system would allow ND to expand its Charter School programming by approximately 285 (171 FTE) K4 students and 200 K5 students in 2016-17, to serve a total of 485 (371 FTE) students in an academic environment that provides programming aligned with the Common Core State Standards and attentive to the social emotional needs of the children we serve.

ND provides comprehensive support to families – each family is assigned to a Family Advocate to ensure that they have the resources they need to facilitate their child’s success. Our Fatherhood Initiative works with fathers to promote their involvement in their child’s life. Next Door also offers Adult Basic Education to support our families in reaching their educational goals. At Next Door, the entire family is a part of the child’s life in school.

## **Section 1: School Operations**

### ***Mission and Vision of the Charter School and the Persons Seeking to Establish a Charter School***

*To support the intellectual, physical, spiritual and emotional development of children so they become self-sufficient, contributing members of the community.*

The Board of Directors of Next Door (ND) seeks to establish a Charter School with the City of Milwaukee to support the existing ND K4 and K5 Charter School program, currently serving 166 students from Milwaukee's central city. ND has been chartered by Milwaukee Public Schools (MPS) since 2006 and is in good standing. ND's current contract with MPS will expire in 2016. ND is seeking a City Charter because our current contract with MPS has not supported our expanded number of students.

Next Door will have two locations for charter school students:

1. 2545 N. 29<sup>th</sup> St., Milwaukee, WI 53210
2. 5310 W. Capitol Dr., Milwaukee WI 53216

Since 1969, ND has worked with Milwaukee children and families to build and foster the educational and relational skills needed for lifelong success through high-quality programming with a dual-generation approach. Research shows that the most critical and rapid brain development occurs during the first five years of a human's life. Reaching Milwaukee's vulnerable urban children and families during these formative early years establishes needed social support for families and a crucial foundation for young children. At ND, high-quality early educational programming coupled with adult education and parental support, merge to form a holistic model centered on preparing children for lifelong success.

## **Governance**

Next Door is a 501 (c) 3 organization (see Attachment B), governed by a Board of Directors and a Policy Council.

*Board of Directors:* Next Door's 27-member Board of Directors has been led by Tom Arenberg, a former business consultant, from 2009-present. Currently, the ND Board has eight committees: Finance and Administration, Program, Nominating, Marketing, Executive Committee, Human Resource Committee, Advancement, and Advocacy. The Board has two attorneys, four CPA's, an Early Education Professor, two parent members and two human resource executives. The Board of Directors meets six times annually, but may meet more frequently as needed. There are Board Bylaws, term limits, and training for new members to support the implementation of the Head Start Performance Standards (HSPS), the Wisconsin Model Early Learning Standards, and State of Wisconsin Child Care Licensing Regulations.

### **2015-16 Next Door Board of Directors**

**President:** Thomas E. Arenberg, Accenture – Retired

**Treasurer:** Robert VanHimbergen, Johnson Controls, Inc.

**Secretary:** Hans Kirkegaard, Cory Graphics

**President:** Tracey Sparrow, Ed.D., Next Door

**Members:** Michael Aldana, Quarles & Brady LLP; Lynn Barney, Creative Insights Consulting; Farrah Bell, Head Start Parent; Angela Bier, M.D., – Retired Pediatrician; Benjamin S. Cordani, Caterpillar Global Mining; Vicky Cordani, Community Advocate; Susan T. Doyle, North Shore Bank; Robert (Bob) Duncan, Children's Hospital and Health Systems, Inc.; Dr. Sadique Isahaku, Ph.D., Milwaukee Area Technical College; Bradley Jansen, CPA, PricewaterhouseCoopers; Julie Krey, Manpower Group; Katherine Lambert, Lambert Law LLC; Lorelle Mahoney, Aurora Health Care – Retired; Rev. Barbara Rasmussen, Our Savior's Lutheran, Ordained Clergy – Retired; Tchernavia Rocker, Harley-Davidson Motor Company; Timothy G. Schaefer, Northwestern Mutual; Kathy Schrader, Greater Milwaukee Foundation – Retired; Michael H. Shapiro, Option Care; Dr. Alan Shoho, Ed.D., University of Wisconsin – Milwaukee; Zach TeWinkel, US Bank; Colette Theus, Head Start Parent

See Attachment A for Board resumes.

*Policy Council:* Next Door has an established Policy Council with parent representation from all our programs, including the charter school. The Policy Council members review and participate in employee candidate interviews, employee hiring and terminations, grant approvals, bylaws, program planning, self-assessment, community needs assessment, school readiness framework, and general monitoring of daily operations including fiscal and human resources. Two parents from the Policy Council are non-voting members on our Board of Directors. Representation is currently drawn from each of five sites' parent committees and our two home-based options for Head Start (HS) and Early Head Start (EHS). The Parent Council meets five times per year. Members are trained at the beginning of each program year to provide information with an emphasis on governance and parent responsibilities, along with information on ND's programming. The Policy Council has a set of bylaws that are reviewed each year. See Attachment C for organizational chart.

#### *Dispute resolution*

Next Door encourages stakeholders to resolve disputes with the parties involved. However, the organization recognizes that it is not always possible to do so. If the dispute cannot be resolved with the parties involved, program supervisors work with the parties to come to a resolution. If again, it is not possible, the appropriate Senior Executive will meet with the parties to come to a resolution. In the rare occasion when this does not solve the issue, the Board President will meet with the parties and again, try to facilitate a resolution. Legal counsel and Head Start regional office will be involved as required. The decision of the Board President will be final.

See Attachment D for:

Personnel Manual

Parent Handbook

Fiscal Policies and Procedures

IDEA Policies and Procedures

Next Door does not have a separate Operations Manual. Operational policies and procedures are included in the Fiscal Handbook and the Personnel Handbook.

***Method used to ensure parental involvement in governance.***

Because many of the programs offered by Next Door are Head Start programs, parental involvement in governance is a requirement. We extend this requirement beyond Head Start and offer all of our families the opportunities for meaningful involvement in the governance of the school through attendance at Policy Council and Parent Committee meetings. We also maintain two parent representatives on the Next Door Board of Directors.

***Describe means used to report on results of involvement***

Head Start standards require that parent participation is tracked and reported as in-kind services to the organization. The value of in-kind services is reported in our Annual Report and the annual financial audit. This metric can be shared with the Charter Review Committee as requested. In addition, the proceedings of all meetings of governing bodies are recorded as minutes which can be made available to members of the organization.

**Operational and Fiscal Management of the School**

**Next Door Leadership Team**

President: Tracey Sparrow, Ed.D.

Responsible for driving the overall mission and vision of the organization.

Vice President of Administration: Laurie Oryall, B.S.

Responsible for overall operations of the organization.

Vice President of Development: Sharon Rise, M.A.

Responsible for overall fund development and marketing and communication strategies.

Senior Management – Administration

Development Director: JoAnn Weishan, MS

Responsible for day to day operations of Fund Development department.

Fiscal Director: Craig Becker, M.S.

Responsible for day to day operations of Fiscal department.

Human Resources Manager: Lucretia Dillon, M.S.

Responsible for day to day operations of Human Resources department.

Information Technology Services Manager: Jesse Weathersby

Responsible for day to day operations of IT department.

Senior Management – Program

Educare Director/Early Head Start Director: Angela Lampkin, M.S.

Responsible for day to day operations of Early Head Start.

Head Start Director: Monica Brooks, M.S.

Responsible for day to day operations of Head Start program.

Education Leader/Charter School Principal: Kate Linscott

Responsible for day to day operations of charter school.

Professional Development Director: Debi Schwid, M.S.

Responsible for meeting professional development needs of staff.

See Attachment E for school leaders' resumes.

**Fiscal Management**

The V.P. of Administration and Finance has over 14 years of experience in managing the human resources and fiscal departments for EHS and HS programs that received perfect federal reviews and *low risk audit status*, signifying a minimum of four years of fiscal audits without findings. Fiscal management is not only guided by Next Door's internal policies and procedures, but by the regulations of relevant federal and state entities.

Next Door is experienced in the successful implementation of Charter School, EHS and HS programming and Head Start Performance Standards (HSPS), as well as applicable federal, state, and local regulations. This includes the Office of Management and Budget (OMB) Administrative

Requirements and Cost Principles. In accordance with OMB, ND maintains a financial management system that provides accurate and complete disclosure of the financial activities of each grant. ND has written policies and procedures for determining allowability, allocability, and reasonableness of costs in accordance with the provisions of the Federal cost principles and the conditions of each grant award. Next Door assures that the school's budget revenue and expenditure accounts directly reconcile to the accounting system line item or objects of expenditure accounts.

See Attachment F for Long Range Business Plan

### ***Budget***

Sources and Uses: The Next Door Charter School budget is built through a blending of funding streams used to support school operations. Within the Next Door organization, Early Head Start and child care subsidy funds are used to support the education of our children ages 0 – 3. Head Start funding and child care subsidy is used to support the education of three year olds and is also used to support a partial day for four year old students. Five year old kindergarten is solely supported by charter school funding. All programs are supplemented through philanthropic dollars that support general operating expenses and in some cases, specific programmatic expenses.

Revenue Estimates: The Head Start contract with Next Door provides the school with a precise amount of funding that can be expected each year. Revenues for the charter school portion of the funding are calculated by determining the per pupil revenue expected from the state as well as the anticipated number of students. Next Door has consistently met enrollment targets. Philanthropic targets are developed based on past contributions and realistic estimates of anticipated increases.

Contingency for Shortfall: Next Door develops modeling to define where expenses would need to be contained in response to revenue shortfalls. If the shortfall is in enrollment, staff is adjusted to accommodate the actual number of students when at all possible. As a large organization, ND has flexibility in responding to changes in the charter school because of the diversity of revenue sources and the ability to modify staffing patterns as needed.

***Methods for estimating revenues and expenses***

Next Door has years of operational experience to draw upon when estimating revenues and expenses for the upcoming years. The organization typically uses a baseline budgeting methodology with an attention to individual line items to test whether they are still necessary and whether the assumptions associated with them are correct.

***Explanation of differences between current school year budget and proposed charter school budget***

The current charter school budget does not include any revenue for K4 students at our Capitol site, although we are serving these children through Head Start. Adding the revenue for these students, as well as adding K5 classrooms impacts the revenue. Additional staff will need to be added, including teachers, teacher assistants, and teaching coaches.

***Plans to manage revenue deficits or other contingencies***

As noted above, Next Door is able to respond flexibly to changes in the environment and in funding streams. Careful management of resources and close monitoring of monthly financials helps to ensure fiscal responsibility. Our history of strong and effective financial management speaks to our ability to manage our finances.



## **Facility**

ND has two locations for the charter school. A Charter School through the City of Milwaukee will allow ND to continue operating nine Charter classrooms for K4 and K5 students on the main campus, located at 2545 N 29<sup>th</sup> Street. This Charter contract would also allow ND to expand its Charter programming to the Capitol site, located at 5310 West Capitol Drive. We propose to establish ten K4 classrooms and six K5 classrooms at our Capitol site. Each classroom meets both HSPS and state licensing requirements for space. Each building also has outdoor play space that meets the Head Start Performance Standards, as well as indoor space for gross motor activities in the event of inclement weather. Both schools have fully equipped kitchens that produce meals which are eaten family style in the classrooms. ND offers in-house food service to all center-based program options. Meals include daily breakfast, lunch and a snack and are designed to meet children's nutritional needs. All ND kitchens meet Child and Adult Care Food Program (CACFP) standards, have passed all CACFP inspections and audits, and kitchen staff are trained on food service protocols for children with dietary restrictions. Students with food allergies and sensitivities are provided modified menu options to accommodate their needs.

Next Door has a facilities team that is responsible for ensuring that the building is safe for our children and staff. They provide comprehensive support and response to ensure that building issues are minimized.

Next Door's 29th St. campus has not been inspected recently by the City of Milwaukee, as we have not had any new construction. However, because we are a Head Start grantee, we are monitored regularly to ensure we meet all Health and Safety requirements to which the organization is subject. Please see Appendix F for most recent monitoring report.

## **Insurance**

Next Door maintains all required insurance limits. When a contract is executed, certification will be provided that includes a letter from our insurance broker that certifies there are no exclusions, sub-limits, or restrictions in coverage. The certificate of insurance evidencing all coverage shall include a statement that the City of Milwaukee shall be afforded a thirty day written notice of cancellation, non-renewal or material change by any of the Charter School insurers providing the coverage. ND will ensure that the insurance company is acceptable to the City and will have a current A.M. Best rating of A- or better.

See Attachment P for Insurance Certificate

## **Audits**

ND has consistently been issued clean audits with no management letters and have met all audit requirements and compliance measures.

Please see Attachment R for most recent audit.

## **Section II: Educational Program**

Next Door's core mission is to support the intellectual, physical, spiritual and emotional development of children so they become self-sufficient, contributing members of the community.

Decades of research have demonstrated that low-income children are entering the K-12 school system unprepared to learn, creating an unfair disadvantage right from the very start of their educational experience. Research also shows that some of these disparities can be mitigated through high-quality early education programs with intentional, focused curricula and holistic

service offerings focused not just on the child, but also on the parent. ND's Charter School offers innovative, data-driven teaching practices to ensure each individual child's educational trajectory is enhanced and supported. Through research-based teaching practices, ND helps to ensure that our students enter the K-12 school system ready to learn and succeed, and that their parents are equipped to be their child's best advocate.

The ND Charter School offers comprehensive educational programming to low-income children, with a focus on tailored academics and teaching strategies, as well as social-emotional development. A health component, including an on-site nurse and pediatric clinic, forms an important part of the school's overall approach to school readiness. Unlike most public schools, the ND Charter School requires that a student complete health screenings every year, including screenings for vision, hearing, lead, blood pressure, height, weight, lead levels, and hemoglobin. The school is child-centered and family focused. This underlying principle encourages education-based relationships while strengthening the social competency of students. ND's approach seeks to strengthen children's reciprocal relationships with other children, family, teachers, society, and the school environment, and to ultimately close the persistent achievement gap experienced by minority, urban students across the nation. ND has created a school climate where students and their families feel welcomed and supported to reach their full potential. ND believes that by instilling and nurturing children in their earliest years with the academic and social-emotional skills necessary for school readiness, they will enter the formal school system prepared to learn and thrive.

### *Description of the Charter School*

The Charter School will offer full-day K4 classes – a program designed to minimize daily transitions for students and offer a needed solution for working parents. The Charter School will also offer full-day K5 classes. Eighty percent of ND students are African American with 25 – 27% of our K5 students receiving services for one or more diagnosed disabilities. Classrooms for the Charter School will be located at the same site locations as ND’s Early Head Start and Head Start programs. This approach aligns with a birth-to-school continuum to ensure school readiness is achieved by each ND student.

ND was named a Program of Excellence by Wisconsin in 2010. In addition to the Charter School, ND provides Early Head Start (EHS) services to 287 infants and toddlers and Head Start (HS) services to 1,075 children. ND is home to Milwaukee’s Educare School, as a part of the national Educare Learning Network, funded by the Buffett Early Childhood Foundation. For over 20 years, ND was a HS delegate serving 294 children and families. In 2012, ND became the HS grantee (replacing the Social Development Commission) and increased our HS enrollment to 1,075. The HS expansion has been successful with ND consistently reaching full enrollment and fully implementing the program across five sites in Milwaukee, resulting in more low-income, at-risk children served across the city.

ND’s 2013 EHS federal review concluded with no non-compliances, and in January 2015, the agency was awarded \$4.8M in federal funds to lead another federally funded program, the Early Head Start Child Care Partnership (EHS-CCP). This Partnership will engage early education partners in ten locations across Milwaukee and Ozaukee counties, with support programs and

services designed to raise the quality of care for low-income families with infants and toddlers.

### *Next Door as an Educational Leader*

ND is a state implementation site for the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Model and has on-site staff that are state trainers on the Wisconsin Model Early Learning Standards. ND is committed to CSEFEL's Pyramid Model and Next Door's S.T.A.R core values of being safe, thoughtful, accountable and respectful. This character education also aligns with ND's established Positive Behavior Intervention and Support (PBIS) strategies and partnership with Healing Species. The Healing Species program utilizes the assistance of a rescued dog as a unique way to teach compassion and other character skills. Currently, ND leadership staff are active members in the following community early childhood groups: Wisconsin Alliance for Infant Mental Health, Wisconsin Early Childhood Coalition, Wisconsin Child Care Administrators, and the Black Health Coalition of Wisconsin.

ND Charter School follows the principle that, in early childhood education, the quality of the teacher is the key to the quality of programming within the classroom. The school seeks to create a "learning community" among staff and encourages interdisciplinary teams to collaborate as a way to best serve students and their families. Charter School teachers form a Community of Practice to share strategies and lesson plans, problem solve, and collaborate at the peer-to-peer level. Reflective practice is conducted by supervisors with teaching teams to enhance teacher capacity and to improve classroom practices and student outcomes. Reflective practice allows staff to consider the impact of their behaviors and decisions on student outcomes. Each teacher creates an annual professional development plan with their supervisor and the Principal.

A School Readiness Coach, a Kindergarten Curriculum Leader, and a licensed administrator form the Learning Team at the Charter School and work closely with ND Charter teaching teams to implement a research-based, developmentally appropriate curriculum and best teaching practices. Through a process of ongoing training and technical assistance and data analysis, the Learning Team and Site Directors help teachers to tailor lesson plans, analyze teaching practices based on classroom and student data, and improve overall program-, classroom-, and individual-level outcomes. The curriculum is continually adapted based upon data analysis to ensure that it is meeting the needs of the children served by Next Door. The Learning Team also works closely with ND leadership staff and the Quality Assurance Team to aggregate and present data dashboards and align ND educational practices and assessments with state and national standards.

### **Improving Student Outcomes: Methodology**

#### *Data-Driven Decision Making*

Training, coaching, community of practice, and reflective practice are used to improve or ensure mastery of the implementation of all assessment tools and the effective use of child and family data to inform effective, positive teaching practices. Classroom practices and foci are determined based on a comprehensive series of classroom and student assessments. For both K4 and K5 classrooms, assessments including parent and staff surveys, and the CLASS will be used in the development of School Readiness Goals. Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. The three dimensions of school readiness are: (1) Ready children: focusing on children's learning and development; (2) Ready schools: focusing on environment and teaching

practices that promote learning; (3) Ready families: focusing on parental involvement in children's learning and school experience.

A culture of data-driven decision-making is embedded in the teaching and curricular practices of the ND Charter School to promote continuous quality improvement. The Learning Team revised our locally designed rubrics for reading, writing (language arts), and mathematics to align with the Common Core State Standards in the summer of 2012. This revision and alignment to CCSS added rigor to the expectations of students in the academic areas. As an initial result, the Learning Team saw a drop in student performance scores, but this allowed the team to analyze data to determine areas where classrooms needed supports. The Charter School implemented curriculum modifications and worked with teaching teams to more intentionally use data to enhance student performance. In the 2013-14 school year, ND Charter School student scores increased. The school anticipates that these academic gains will continue as teams continue to rely on both qualitative and quantitative data points to guide instructional practice and strategies, as well as professional development.

Data analysis and aggregation provided by the School Readiness Coach and ND's Quality Assurance Team provides insights into classroom and individualized child goals for teaching teams and Site Directors. Data sharing occurs through reflective supervision with teachers and during quarterly Data Dashboard meetings led by the School Readiness Coach. Teaching, coaching, mentoring and training is tailored based on the information provided by program data as a part of ND's commitment to ongoing monitoring and program improvement.

**Academic Goals**

## 2015-2016 School Readiness Action Plan

### SOCIAL EMOTIONAL

**School Readiness Goal: 85% of children will demonstrate the social competence needed to regulate own emotions and behaviors at or above the developmental expectation.**

Objectives and Dimensions	Data Observations and Program Expectation 2014-15 results	Response to Data: Action Steps/Strategies															
<p><b>1. Regulates own emotions and behaviors</b>  <b>Dimension:</b>  <b>1.a. Manages feelings</b></p>	<p><b>% of children at or above the developmental expectation</b></p> <table border="1" data-bbox="569 618 1192 735"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>87%</td> <td>92%</td> <td>95%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>61%</td> <td>68%</td> <td>75%</td> <td>No</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	87%	92%	95%	Yes	4 yr olds	61%	68%	75%	No	<ul style="list-style-type: none"> <li>• Lots of professional development was given at pre-service and in the fall:               <ul style="list-style-type: none"> <li>○ Purchasing of additional Second Step kits</li> <li>○ Second Step training</li> <li>○ <i>The Road Ahead</i> social emotional presentation</li> <li>○ Focused observations and feedback</li> <li>○ Promoters training</li> </ul> </li> <li>• Increased support by creating Positive Behavior Intervention Specialist position</li> <li>• PBST meetings</li> <li>• Rtl process</li> <li>• Practice Based Coaching implementation (TLC)</li> <li>• Aurora Mental Health Support</li> <li>• Visual Management around CLASS</li> <li>• PD day at end of the year: reflections on positive social emotional practices</li> </ul>
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<p><b>1. Regulates own emotions and behaviors</b>  <b>Dimension:</b>  <b>1.b. Follows limits and expectations</b></p>	<p><b>% of children at or above the developmental expectation</b></p> <table border="1" data-bbox="569 821 1178 946"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>82%</td> <td>86%</td> <td>92%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>69%</td> <td>78%</td> <td>84%</td> <td>No</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	82%	86%	92%	Yes	4 yr olds	69%	78%	84%	No	
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<p>Connection to other sources:  <b>Self-Assessment:</b> The following area to improve was identified in the self-assessment: need to improve teaching practices with challenging children. This was addressed by the list of accomplishments listed above.</p>																	



## COGNITION AND GENERAL KNOWLEDGE (MATHEMATICS)

**School Readiness Goal: 85% of children will demonstrate an understanding and application of number concepts and operations at or above the developmental expectation.**

Objectives and Dimensions	Data Observations and Program Expectation 2014-15 results	Response to Data: Action Step/Strategies															
<b>Objective:</b> <b>20. Uses number concepts and operations</b> <b>Dimension:</b> <b>20.a. Counts</b>	<p><b>% of children at or above the developmental expectation</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>74%</td> <td>84%</td> <td>88%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>56%</td> <td>70%</td> <td>80%</td> <td>No</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	74%	84%	88%	Yes	4 yr olds	56%	70%	80%	No	<ul style="list-style-type: none"> <li>Professional Development provided by Erikson Institute scheduled for January 23: Making Sense of Number Sense: Developing Numerical Literacy in Preschool and Kindergarten</li> <li>Creation of focused observation checklists for math</li> <li>Practice Based Coaching implementation (TLC)</li> <li>Discussions with Erikson for future professional development: March 20 and preservice and some possible webinars and blackboard distance learning</li> <li>Erikson Math Institute summer of 2015</li> <li>Additional Smart Boards put in 4 year old classrooms</li> <li>Smart Board training with math focus</li> </ul>
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Connection to other sources: <b>Self-Assessment:</b> The following area to improve was identified in the self-assessment: improve the use of child data to develop individualized take home activities. This is being addressed by having more data meetings to analyze data and take home activities are screened and monitored by site directors.																	

# LANGUAGE

**School Readiness Goal: 85% of children will demonstrate the ability to comprehend language and use an expanded, expressive vocabulary at or above developmental expectation.**

Objectives and Dimensions	Data Observations and Program Expectation 2014-15 results	Response to Data: Action Steps/Strategies															
<b>8. Listens to and understands increasingly complex language</b> <b>Dimension:</b> <b>8.a. Comprehends language</b>	<p><b><i>% of children at or above the developmental expectation</i></b></p> <table border="1" data-bbox="548 464 1144 591"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>74%</td> <td>79%</td> <td>88%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>63%</td> <td>76%</td> <td>86%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	74%	79%	88%	Yes	4 yr olds	63%	76%	86%	Yes	<ul style="list-style-type: none"> <li>• CLASS overview training focusing on concept development, quality of feedback, and language modeling</li> <li>• CLASS observations with feedback</li> <li>• Practice Based Coaching implementation (TLC)</li> <li>• Visual Management around CLASS data</li> </ul>
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	74%	79%	88%	Yes													
4 yr olds	63%	76%	86%	Yes													
<b>9. Use language to express their thoughts and needs</b> <b>Dimension:</b> <b>9.a. Uses an expanded expressive vocabulary</b>	<p><b><i>% of children at or above the developmental expectation</i></b></p> <table border="1" data-bbox="548 672 1134 799"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>70%</td> <td>72%</td> <td>85%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>81%</td> <td>90%</td> <td>95%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	70%	72%	85%	Yes	4 yr olds	81%	90%	95%	Yes	
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	70%	72%	85%	Yes													
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<p>Connection to other sources:  <b>Self-Assessment:</b> The following area to improve was identified in the self-assessment: improve the use of child data to develop individualized take home activities. This is being addressed by having more data meetings to analyze data and take home activities are screened and monitored by site directors.</p>																	

# LITERACY

**School Readiness Goal: 85% of children will demonstrate emergent reading and writing behaviors at or above the developmental expectation.**

Objectives and Dimensions	Data Observations and Program Expectation 2014-15 results	Response to Data: Action Step/Strategies															
<b>Objective:</b> <b>18. Comprehends and responds to books and other texts</b> <b>Dimension:</b> <b>18.a. Interacts during read-alouds and book conversations</b>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>82%</td> <td>84%</td> <td>92%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>86%</td> <td>92%</td> <td>98%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	82%	84%	92%	Yes	4 yr olds	86%	92%	98%	Yes	<ul style="list-style-type: none"> <li>Read aloud training during pre-service</li> <li>Focused literacy observations</li> <li>PALS data analysis</li> <li>Practice Based Coaching implementation (TLC)</li> <li>Data meetings</li> <li>Smart Boards installed in 4 year old rooms</li> </ul>
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	82%	84%	92%	Yes													
4 yr olds	86%	92%	98%	Yes													
<b>Objective:</b> <b>18. Comprehends and responds to books and other texts</b> <b>Dimension:</b> <b>18.b. Uses emergent reading skills</b>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>82%</td> <td>87%</td> <td>93%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>67%</td> <td>88%</td> <td>95%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	82%	87%	93%	Yes	4 yr olds	67%	88%	95%	Yes	
TSG Data	Fall	Winter	Spring	85% Goal Met?													
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4 yr olds	67%	88%	95%	Yes													
<b>Objective:</b> <b>19. Demonstrates emergent writing skills</b> <b>Dimension:</b> <b>19.b. Writes to convey meaning</b>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>68%</td> <td>78%</td> <td>86%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>67%</td> <td>81%</td> <td>85%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	68%	78%	86%	Yes	4 yr olds	67%	81%	85%	Yes	
TSG Data	Fall	Winter	Spring	85% Goal Met?													
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4 yr olds	67%	81%	85%	Yes													

Connection to other sources:

**Self-Assessment:** The following area to improve was identified in the self-assessment: improve the use of child data to develop individualized take home activities. This is being addressed by having more data meetings to analyze data and take home activities are screened and monitored by site directors.

## APPROACHES TO LEARNING

**School Readiness Goal: 85% of children will demonstrate positive approaches to learning at or above the developmental expectation.**

Objectives and Dimensions	Data Observations and Program Expectation 2014-15 results	Response to Data: Action Steps/Strategies															
<b>11. Will demonstrate positive approaches to learning.</b> <b>Dimension:</b> <b>11.a. Attends and engages</b>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" data-bbox="541 529 1129 656"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>84%</td> <td>91%</td> <td>94%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>61%</td> <td>84%</td> <td>86%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	84%	91%	94%	Yes	4 yr olds	61%	84%	86%	Yes	<ul style="list-style-type: none"> <li>• Teachers made wish lists for new materials to be added to the classrooms to encourage sustained interest.</li> <li>• Attention to the interest areas was given making sure they reflected the study or theme of lesson plans</li> </ul>
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	84%	91%	94%	Yes													
4 yr olds	61%	84%	86%	Yes													
<b>11. Will demonstrate positive approaches to learning.</b> <b>Dimension:</b> <b>11.b. Persists</b>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" data-bbox="541 740 1129 867"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>79%</td> <td>84%</td> <td>90%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>51%</td> <td>75%</td> <td>80%</td> <td>No</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	79%	84%	90%	Yes	4 yr olds	51%	75%	80%	No	
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	79%	84%	90%	Yes													
4 yr olds	51%	75%	80%	No													
<p>Connection to other sources:  <b>Self-Assessment</b> The following area to improve was identified in the self-assessment: Students need a variety of experiences and materials to encourage interest and enthusiasm.</p>																	

## PHYSICAL DEVELOPMENT

**School Readiness Goal: 85% of children will demonstrate fine motor strength and coordination at or above the developmental expectation.**

Objectives and Dimensions	Data Observations and Program Expectation 2014-15 results	Response to Data: Action Steps/Strategies															
<b>7. Demonstrates fine motor strength and coordination</b> <b>Dimension:</b> <b>7.a. Uses fingers and hands</b>	<p><b><i>% of children at or above the developmental expectation</i></b></p> <table border="1" data-bbox="548 529 1142 656"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>86%</td> <td>88%</td> <td>92%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>68%</td> <td>83%</td> <td>91%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	86%	88%	92%	Yes	4 yr olds	68%	83%	91%	Yes	<ul style="list-style-type: none"> <li>• New supplies were purchased to strengthen fine motor and writing skills.</li> <li>• Practice Based Coaching implementation (TLC)</li> <li>• Smart Boards installed in 4 year old rooms</li> </ul>
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	86%	88%	92%	Yes													
4 yr olds	68%	83%	91%	Yes													
<b>7. Demonstrates fine motor strength and coordination.</b> <b>Dimension:</b> <b>7.b. Uses writing and drawing tools</b>	<p><b><i>% of children at or above the developmental expectation</i></b></p> <table border="1" data-bbox="548 740 1142 867"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>98%</td> <td>99%</td> <td>99%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>77%</td> <td>89%</td> <td>94%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	98%	99%	99%	Yes	4 yr olds	77%	89%	94%	Yes	
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	98%	99%	99%	Yes													
4 yr olds	77%	89%	94%	Yes													
<p>Connection to other sources:  <b>Self-Assessment:</b> The following area to improve was identified in the self-assessment: Students need opportunities to develop fine motor skills.</p>																	

## ***Curriculum***

The Charter School’s curriculum concentrates on literacy and math development and uses data-driven practices along with teacher training and technical assistance to enhance the early-learning environment. ND is committed to staying abreast of best practices, trends, and research from the field in order to provide a comprehensive high-quality early childhood educational program to Milwaukee’s most vulnerable children. The Wisconsin Model Early Learning Standards (WMELS) guide the school readiness goals defined by the Charter School for K4 and the Common Core State Standards (CCSS) guide school readiness goals for K5 classrooms.

### ***Curriculum – K4***

The primary curriculum for Charter School K4 classrooms is the Creative Curriculum for Preschool (CC) accompanied by Everyday Mathematics. The primary assessment is Teaching Strategies GOLD (TSG), which ensures age-appropriate objectives are identified within each domain based on typical development for children ages four to five. K4 students are also assessed using the Phonological Awareness Literacy Screening (PALS) and the ASQ-3 and ASQ-SE.

### ***Curriculum – K5***

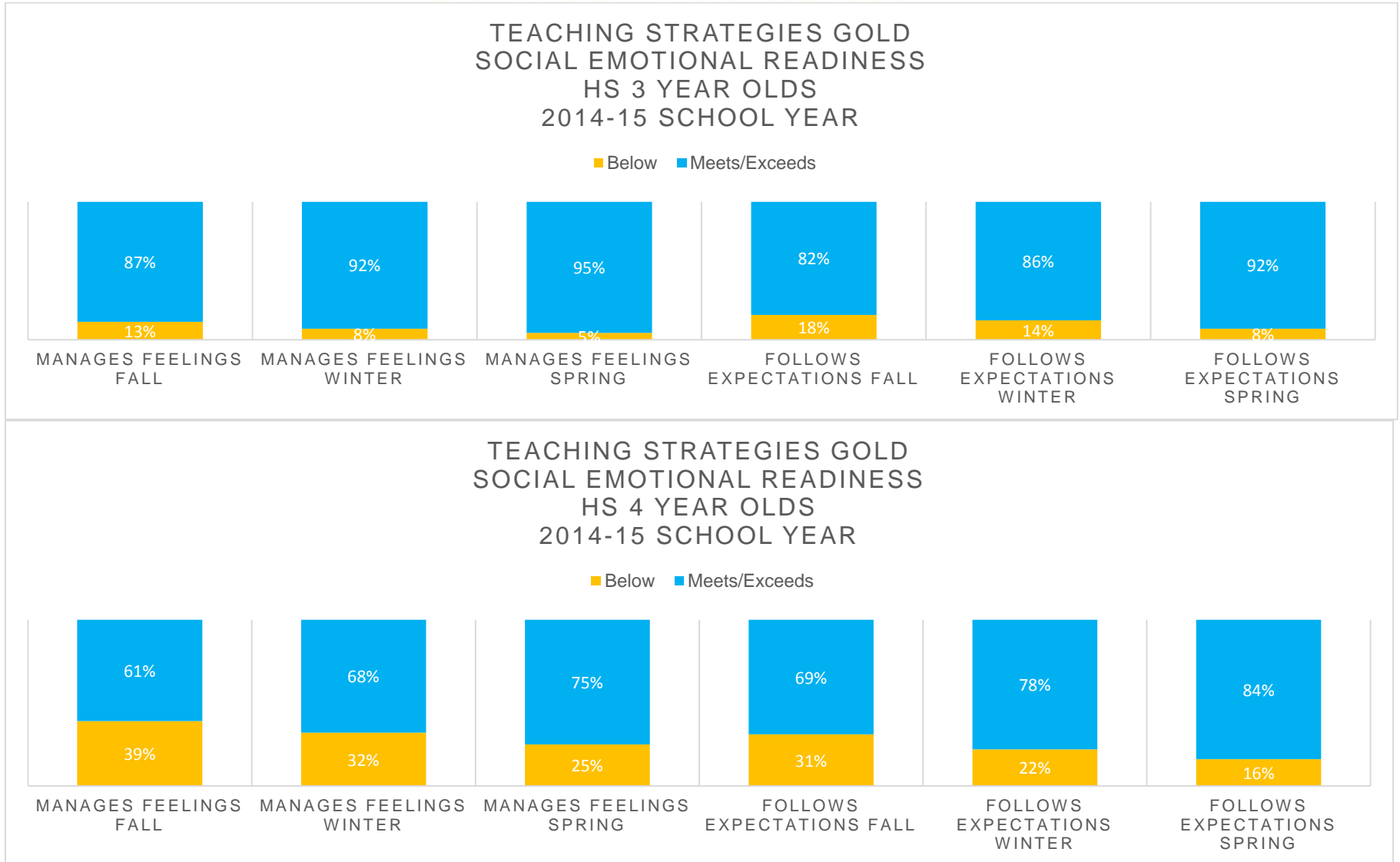
The primary curriculum for Charter School K5 classrooms is guided by the Common Core Wisconsin State Standards. Specifically, K5 teachers use the LEAD 21 reading, Lucy Culkins’ Writer’s Workshop, and Everyday Mathematics curriculums. Assessments for K5 classrooms include the Fountas and Pinnell Reading Inventory, PALS, and local summative assessments based on reading, writing and math benchmarks.

### ***Instructional Methods***

Next Door Charter School teachers work in collaboration with their colleagues by sharing information and taking part in multi-disciplinary teams. Supervisors follow the Reflective Supervision model, and teachers are expected to understand the individual pupil's needs so that communication is intentional, age-appropriate, and responsive. Teachers adapt lesson plans for individual students, as needed, and always seek to match, challenge, and support students.

## Educational Results

### SOCIAL EMOTIONAL GRAPHS

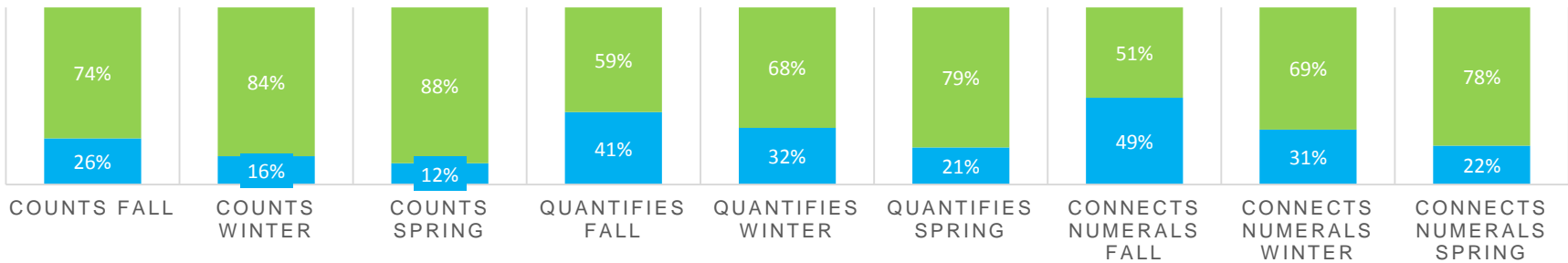




## COGNITION AND GENERAL KNOWLEDGE (MATHEMATICS) GRAPHS

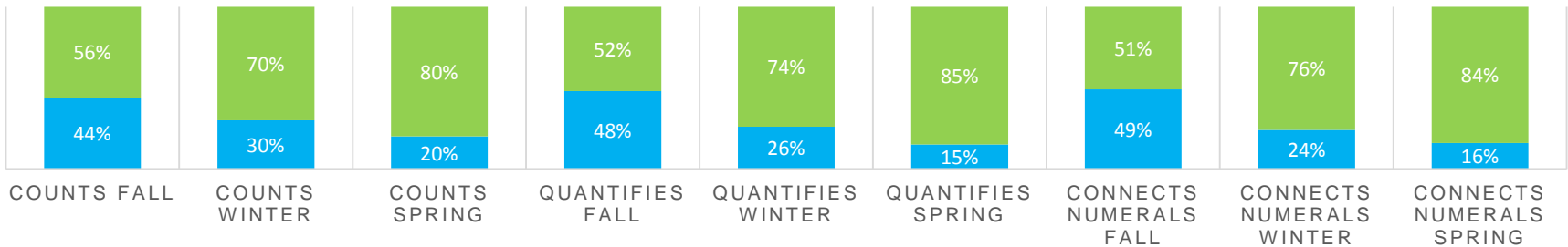
**TEACHING STRATEGIES GOLD  
MATHEMATICS READINESS  
HS 3 YEAR OLDS  
2014-15 SCHOOL YEAR**

■ Below   ■ Meets/Exceeds



**TEACHING STRATEGIES GOLD  
MATHEMATICS READINESS  
HS 4 YEAR OLDS  
2014-15 SCHOOL YEAR**

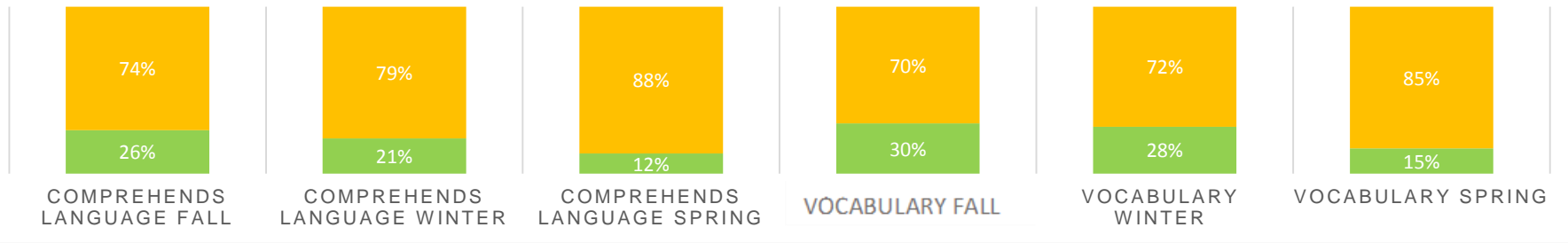
■ Below   ■ Meets/Exceeds



## LANGUAGE GRAPHS

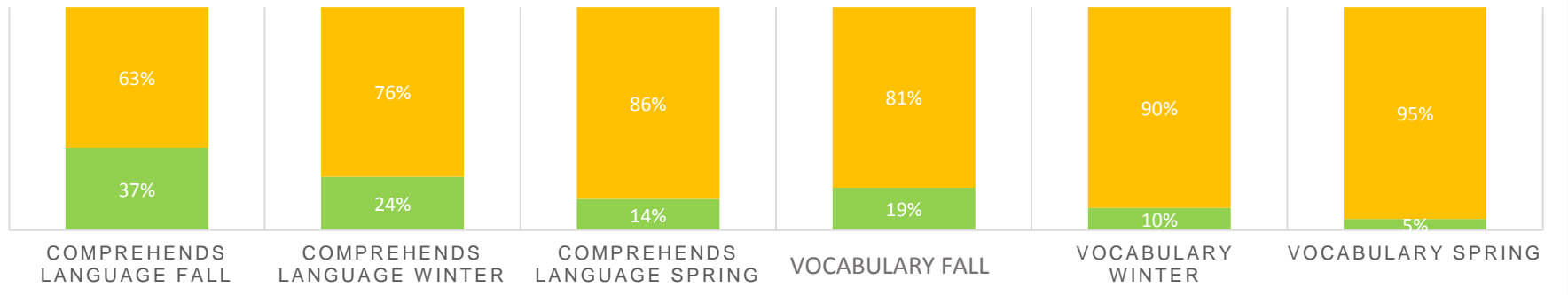
TEACHING STRATEGIES GOLD  
LANGUAGE READINESS  
HS 3 YEAR OLDS  
2014-15 SCHOOL YEAR

■ Below ■ Meets/Exceeds



TEACHING STRATEGIES GOLD  
LANGUAGE READINESS  
HS 4 YEAR OLDS  
2014-15 SCHOOL YEAR

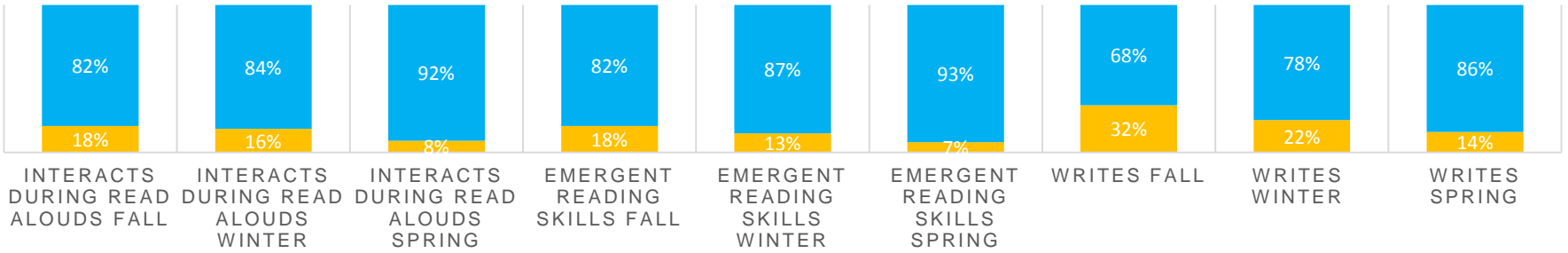
■ Below ■ Meets/Exceeds



# LITERACY GRAPHS

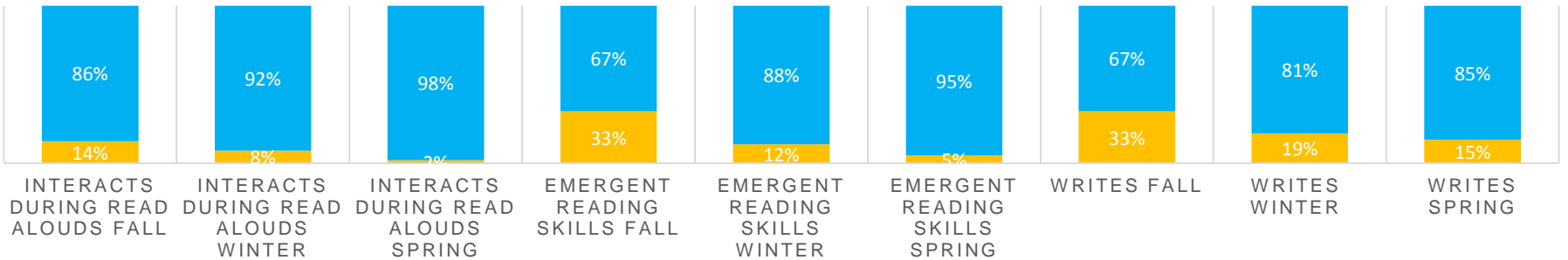
TEACHING STRATEGIES GOLD  
LITERACY READINESS  
HS 3 YEAR OLDS  
2014-15 SCHOOL YEAR

Below Meets/Exceeds



TEACHING STRATEGIES GOLD  
LITERACY READINESS  
HS 4 YEAR OLDS  
2014-15 SCHOOL YEAR

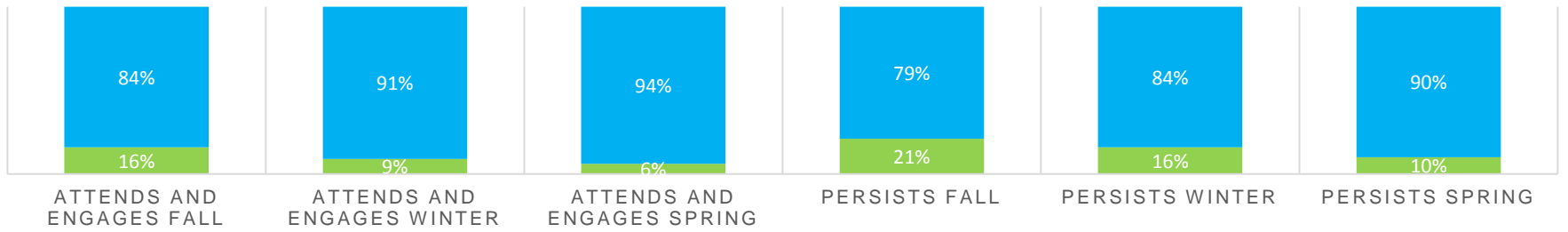
Below Meets/Exceeds



# APPROACHES TO LEARNING

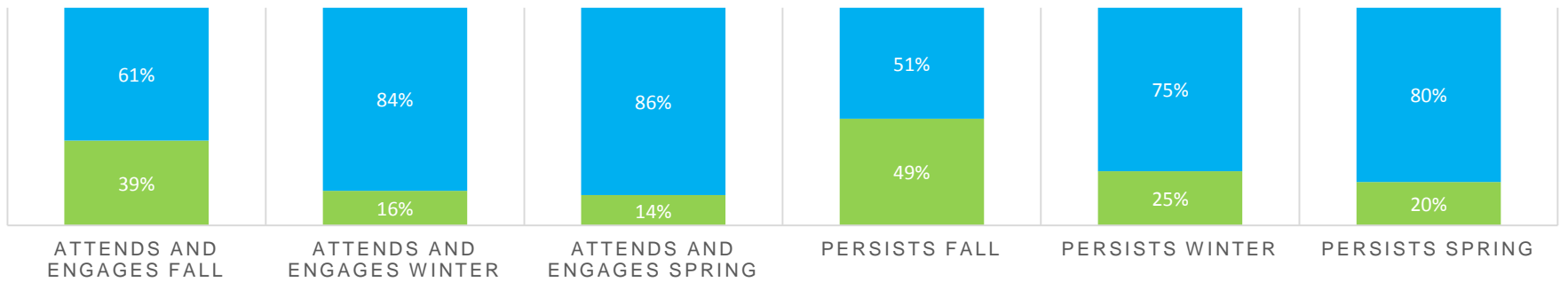
## TEACHING STRATEGIES GOLD APPROACHES TO LEARNING READINESS HS 3 YEAR OLDS 2014-15 SCHOOL YEAR

■ Below ■ Meets/Exceeds



## TEACHING STRATEGIES GOLD APPROACHES TO LEARNING READINESS HS 4 YEAR OLDS 2014-15 SCHOOL YEAR

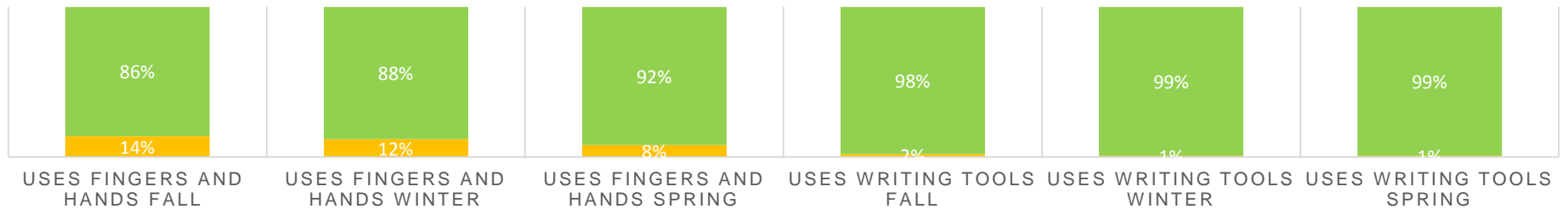
■ Below ■ Meets/Exceeds



# PHYSICAL DEVELOPMENT

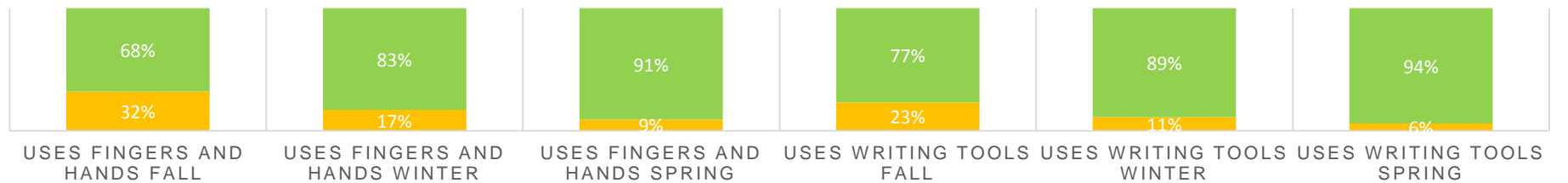
## TEACHING STRATEGES GOLD PHYSICAL DEVELOPMENT READINESS HS 3 YEAR OLDS 2014-15 SCHOOL YEAR

Below Meets/Exceeds

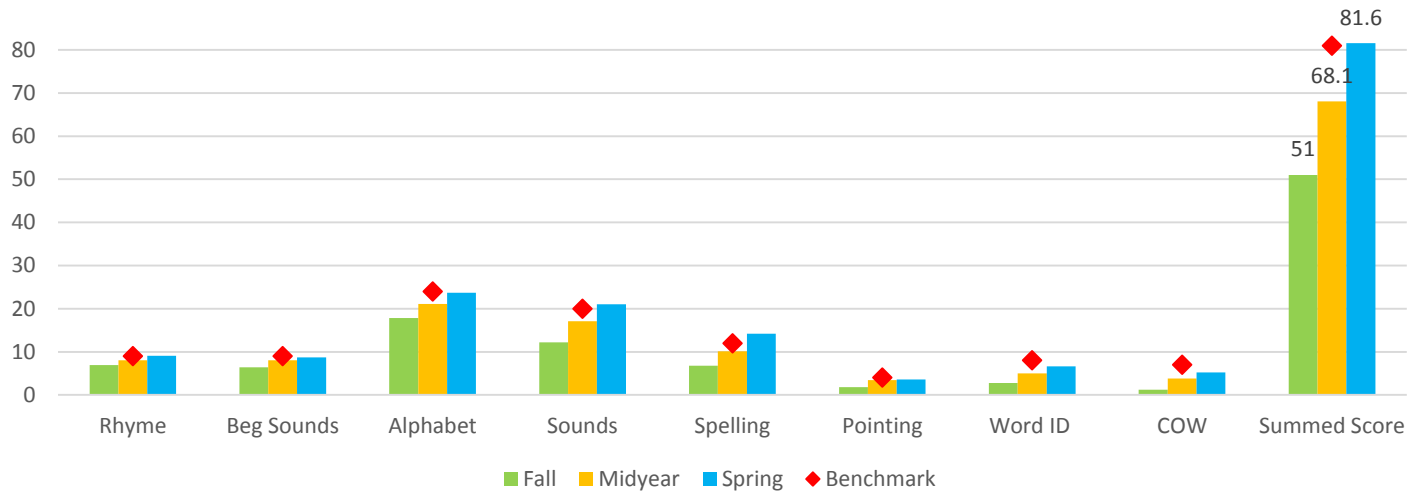


## TEACHING STRATEGES GOLD PHYSICAL DEVELOPMENT READINESS HS 4 YEAR OLDS 2014-15 SCHOOL YEAR

Below Meets/Exceeds



Next Door  
 Average Score All K5  
 PALS 2014-15 School Year  
 Benchmark is the Spring Benchmark



### **Compliance with Milwaukee CRC requirements**

The Next Door Charter School is always working to improve our student outcomes. Measuring academic performance for preschool aged children can be challenging due to the wide range of appropriate development at this age and caution must be exercised in interpreting and analyzing results. We would welcome guidance from the CRC in developing and/or refining outcome measures that truly reflect the progress of our children. We have a culture of data measurement and analysis which provides a strong foundation for working with the CRC.

### **Responsible Staff Person**

Kate Linscott, the Educational Leader for our charter school, will be responsible for reporting student achievement data and other educational reporting items to the CSRC representative.

### **Technology used for purposes of maintaining student information**

The Child Plus database is used for demographics and some assessment/screening data collection such as ASQ. As the nation's most widely used Head Start/EHS program management software, ChildPlus.net helps achieve compliance, boost productivity and improve agency performance. The comprehensive reporting supports Next Door in effectively measuring, analyzing and improving performance to promote student progress and achieve compliance.

Teaching Strategies Gold is an assessment tool used by ND teachers to enable them to increase the effectiveness of their assessments while having more time to spend with children.

**Assessment Plan:**

*Assessment of the Classroom Environment*

Monitoring program and classroom quality is conducted using a classroom observation tool, Early Childhood Environmental Rating Scale – Revised (ECERS) and the Classroom Assessment Scoring System (CLASS). The **CLASS** is a research-based tool that uses three domains to evaluate teacher engagement with children. Research shows that teachers who score in the average range or higher have a greater impact on children’s school readiness. CLASS data is collected two times during the program year and drives decisions related to staff professional development. Child assessments, based on teacher observations, are completed three times annually by K4 teachers and entered into the TSG website. The School Readiness Coach will oversee classroom observations and recording of anecdotal notes to ensure compliance with the tools and accuracy of reporting.

*Assessment of Student Performance*

Assessment Tool	Age Group	Frequency
CLASS	K4, K5	2x/school year
Teaching Strategies Gold (TSG)	K4	3x/school year
Student Proficiency System (SPS) – local measures	K5	2x/school year
Phonological Awareness Literacy Screening (PALS)	K4, K5	3x/school year

To drive the rigor and performance of our programs, ND uses a balanced assessment system that includes district required assessments and classroom-based components. ND uses a Student Proficiency System (SPS) to report student proficiency in mathematics, reading, and language arts. Proficiency levels are determined by locally designed rubrics based on the Common Core State Standards. ND includes information gathered from PALS assessment on this rubric to gather a comprehensive understanding of what our program wants children to know and do before they leave ND.



Teaching Strategies Gold (TSG) is an authentic, ongoing observational system for assessing children from birth through kindergarten. The tool is used in ND Charter School K4 classrooms to guide teacher observations of children in the context of everyday experiences, which is an effective method of learning what children know and can do. TSG is based on 38 objectives of development and learning that include predictors of school success and are based on school readiness standards. Teachers are provided with immediate feedback on each student's progress and lesson planning is developed around the evolving individual progress goals.

Phonological Awareness Literacy Screening (PALS-K) is a measure of children's knowledge of several important literacy fundamentals: phonological awareness, alphabet recognition, concept of word, knowledge of letter sounds and spelling. PALS-K provides a direct means of matching literacy instruction to specific literacy needs and provides a means of identifying those children who are relatively behind in their acquisition of these fundamental literacy skills. The ND Charter School administers the PALS-K in K4 and K5 classrooms three times each year, in the Fall, Winter and Spring, to track and assess student progress in literacy. These results are compared to benchmark data from MPS students and presented quarterly to teaching teams, as well as the Education subcommittee of the Board of Directors.

#### Leveled Literacy Intervention System (LLI) – K5

Under the direction of the School Readiness Coach, the Charter School utilizes the Fountas & Pinnell Leveled Literacy Intervention System (LLI) – a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students

expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

For the 2014-15 school year, ND began serving children based on the results of a letter/sound recognition assessment given to every K5 student. Teachers identified their top three candidates for intervention. This was the first time that the letter/sound recognition assessment was given to all students by Reading Intervention. Each identified child was further assessed with a full Marie Clay Observation Survey including Concepts about Print, Writing Vocabulary and Hearing and Recording Sounds in Words. This presented a more complete picture of the student's strengths and opportunities in literacy through observation.

For the 2014-2015 school year, assessment was ongoing through use of Running Records and Miscue Analysis within the curriculum. Results were shared with teachers and special services, and intentional collaboration and conversation take place between classroom teachers, special services, and intervention. Weekly summaries for each student are prepared and shared with the classroom teaching team. In addition, each classroom teaching team was provided a full copy and explanation of the Marie Clay Observation Survey results to inform their instruction.

After fourteen weeks in LLI, students were ready to rotate out and others rotate in after winter 2014 PALS/Benchmark assessment results were known. In doing so, ND was able to serve 48 students last school year, double the previous year. Results demonstrated increased literacy skills.

## Program Evaluation

The *ND 2013-2016 Strategic Plan* includes data from the Community Needs Assessment, the results of our School Readiness and Parent, Family and Community Engagement Frameworks, program and fiscal audits, community, parent and staff surveys, and the annual HS Performance Information Report. The Strategic Plan includes five goals: (1) Implement a culture of measurement – continuing to increase quality and implement efficient and effective program planning through the use of valid and reliable data; (2) Improve communication both internally and externally by developing improvements in processes using technology, effectively communicating outcomes and a consistent message about the importance of early childhood; (3) Build employee capacity in attracting, developing and retaining staff that share a unified vision; (4) Invest in and grow private sector funding through a cross-function approach that focuses on donor stewardship and aligns with our needs and positions ND as a leader; and (5) Develop and strengthen our systems and infrastructure necessary to support our growth in an effective and efficient manner. These five goals are continuously worked on throughout the year. A senior leadership staff convenes a monthly meeting with diverse group of employee participants to provide and implement solutions.

## *On-going Program Monitoring*

ND utilizes a Community Needs Assessment (CNA) and annual Self-Assessments to ensure service improvement, ongoing monitoring and outcome-based evaluations to measure current program status. ND completes a full CNA every three years and updates the assessments annually. The CNA uses data from policy groups, state demographic data, ND's Performance Information Report, and includes informal information on trends from periodicals and blogs to keep current with the needs

of families in our community. ND's annual Self-Assessment includes parent input on classroom environments, nutrition, parent activities and other parent concerns. The Self-Assessment process distributes and collects blind surveys from staff, Board and community members to ensure input in all areas of management, education and parent and community involvement. Also included is data from ND's last Performance Information Report, child outcome report, teacher assessments, parent surveys, fiscal audits, and nutrition audits.

On-going monitoring and intentional reporting systems are monitored by a Quality Assurance Team. Both hard files and database information are reviewed quarterly to ensure accuracy and compliance of child and family information. These systems of monitored accountability are threaded through all ND practices and procedures in all areas of health, development, education, disabilities, family services, fiscal, human resources, and facilities. Child and family outcomes are tracked using research-based assessments and surveys, with data collection, analysis and aggregations supported through our School Readiness Coach and Quality Assurance Team.

Assessment	Test	Purpose	Constructs Assessed	Personnel	Administration	Population Assessed
Screening Tool	Ages & Stages Questionnaires Third Edition (ASQ-3)	Developmental screening tool to highlight a child's strengths and concerns	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Gross motor</li> <li>• Fine motor</li> <li>• Problem Solving</li> <li>• Personal-social</li> </ul>	Parent Teacher	Within 45 days of enrollment	Head Start 3s K4
Screening Tool	Ages & Stages: Social-Emotional	Child monitoring system for social emotional behaviors	<ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Compliance</li> <li>• Communication</li> <li>• Adaptive Functioning</li> <li>• Autonomy</li> <li>• Affect</li> <li>• Interaction with People</li> </ul>	Parent Teacher	Twice per year	Head Start 3s K4
Observational Assessment	Teaching Strategies Gold	Child development tool for observing and planning	<ul style="list-style-type: none"> <li>• Social-emotional</li> <li>• Physical</li> <li>• Language</li> <li>• Cognitive</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Science and Technology</li> <li>• Social Studies</li> <li>• The Arts</li> </ul>	Lead Teacher Assistant Teacher	Three times per year	Head Start 3s K4
Standardized Screening Progress Monitoring Outcome	PALS-Pre-K	Assess children's knowledge of emergent literacy skills	<ul style="list-style-type: none"> <li>• Name Writing</li> <li>• Alphabet Knowledge</li> <li>• Beginning Sound Awareness</li> <li>• Print &amp; Word Awareness</li> <li>• Rhyme Awareness</li> <li>• Nursery Rhyme Awareness</li> </ul>	Lead Teacher	Data collected in two consecutive weeks two times per year  Administration time variable	K4
Standardized Screening Outcomes	PALS K	Measure of children's knowledge of literacy skills and identify children who are behind in their acquisition of the fundamental literacy skills	<ul style="list-style-type: none"> <li>• Rhyme Awareness</li> <li>• Beginning Sound Awareness</li> <li>• Spelling</li> <li>• Lower Case Recognition Alphabet</li> <li>• Letter Sounds</li> <li>• Concept of Word</li> <li>• Word Recognition in Isolation</li> </ul>	Lead Teacher	Data collected in two consecutive weeks three times per year  Administration time variable	K5
Standardized Reading Assessment	F&P Benchmark Assessment System	Assess student's reading levels for reading instruction and intervention	<ul style="list-style-type: none"> <li>• Reading level</li> <li>• Sight Word Recognition</li> <li>• Literacy Behaviors</li> </ul>	Lead Teacher	Three times per year	K5
Informal Local Math Assessment	K4 Math Assessment	Assess mathematics skills to guide individual and classroom instruction	<ul style="list-style-type: none"> <li>• Counting</li> <li>• Number Recognition</li> <li>• Patterning</li> <li>• Sorting</li> <li>• Shapes</li> <li>• Colors</li> </ul>	Lead Teacher Assistant Teacher	Three times per year	K4
Informal Local Math Assessment	K5 Math Assessment	Assess mathematics skills to guide individual and classroom instruction	<ul style="list-style-type: none"> <li>• Number and Numeration</li> <li>• Operations and Computations</li> <li>• Data and Chance</li> <li>• Measurement</li> <li>• Geometry</li> </ul>	Lead Teacher Assistant Teacher	Three times per year	K5
Proficiency Level System	Student Proficiency Scores (SPS)	Locally designed CCSS rubrics to determine student's proficiency level	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Reading</li> <li>• Language Arts (Writing)</li> </ul>	Lead Teacher	Twice per year	K5
Computerized Adaptive Assessment	Measure of Academic Performance (MAP)	Track academic growth	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Mathematics</li> </ul>	Lead Teacher Assistant Teacher	Three times per year	K5



### **Other Accountability Measures**

The Next Door Charter School proposes to measure the following factors, not only for accountability but to drive continuous program improvement:

<b>Measure</b>	<b>Benchmark</b>	<b>Relationship to Quality</b>
Attendance	90% Average Daily Attendance	Students need to be in school to maximize opportunities for learning.
Parent Involvement	X hours annually	Parents need meaningful opportunities to contribute to their child's school life and to support their learning.
Parent Satisfaction	75% of parents satisfied with program in first year of measurement to establish benchmark Increases in subsequent years to meet 95% satisfaction	Our objective is to make Next Door Charter School the first place parents think of when they are looking for early childhood education, so we need to ensure that we are meeting their needs.

### **Qualifications of Teaching Staff**

*Staff Qualifications* The Charter School Principal, Ms. Linscott, has a MS in Curriculum and Instruction and a BS in Elementary Education. Ms. Linscott has eight years teaching experience in Wisconsin Public Schools, holds a current DPI teaching license, a DPI Administrators license, and has 20 years of experience in educational supervision. Ms. Linscott has the required DPI training for mentoring and reading Professional Development Plans for Initial Educators as outlined in DPI Rule 34. The ND business plan supports the hiring of DPI licensed teachers and the Charter School has these teachers on staff subject to sub. (7)(a) and (am) and ss. 118.19(1) and 121.02(1)(a) 2. All lead teachers hired to teach at the ND Charter School meet the teacher education and teacher licensure requirements of the Wisconsin State Department of Public Instruction. All ND Charter School teachers are licensed by the Wisconsin Department of Public Instruction and hold Bachelor's Degrees in Early Childhood or related fields. When prospective teachers apply, part of the hiring process includes obtaining copies of all teaching licenses, verifying information on DPI License LookUp and performing background checks. Every staff member is also expected to pursue other continuing education opportunities in order to enhance their professional expertise. All staff currently employed at the Next Door Charter School are appropriately licensed.

Appropriate licensure and ability to pass a background check are the minimum requirements for a prospective employee. Our rigorous interview process is designed to discern whether the employee has the skills and disposition to work with children and families who live in poverty, and whether their temperament and philosophy are a fit with the ND team. Prospective employees participate in at least two interviews, and deliver a sample lesson to children. References are thoroughly checked as well. We know we will only be successful with our children with the highest quality instructional staff.

### Staff Evaluation

Next Door Charter School staff are evaluated on an annual basis using a standardized process that is located in our ADP HRIS system. Evaluation is guided by the tenets of our STAR Behavior system – Safe, Thoughtful, Accountable, Respectful.

Please see Appendix A for information on Performance Evaluations.

### Admission Procedures

#### *Recruitment and Admission Policy*

ND recruitment efforts are multi-dimensional, utilizing a combination of area-wide marketing and personal selling that includes: print media, radio, television, outdoor advertising, direct mail, brochures, flyers, door-to-door canvassing, participation at fairs and festivals and word of mouth. Head Start designates a geographic area for enrollment eligibility. In Next Door's recruiting activities, every effort will be made to enroll students who are reflective of the community's ethnic and racial backgrounds. Next Door certifies that it will enroll and serve students who are considered "at-risk." Students are also recruited to the Charter School through ND's Early Head Start and Head Start programs. Providing continuity of care is a core tenet of ND's educational philosophy. As such, as students graduate from ND K3 preschool classrooms, social workers will work closely



with parents to present the family their options for K4 and K5 programming available through ND and within the broader community.

Because most students start at ND as Early Head Start or K3 Head Start most students are enrolled in the ND Charter School based on the eligibility criteria of Head Start for families between 100 – 130% of poverty.

Families of Early Head Start/Head Start students are given priority for enrollment based on selection criteria developed to enroll the most vulnerable and needy families in the urban Milwaukee area based on ND's community needs assessment. Foster children, homeless children, children with disabilities, and families on SSI receive priority. Creating a neighborhood school is accomplished by giving additional priority points to students who are currently involved in ND programs, have a sibling enrolled at ND, or live in the area. Because most children start in the school at the age of three, it is unusual to have openings at the K4 and K5 level. However, when openings occur, if there are more students than there are seats, a lottery will be held on July 1 to fill any open seats.

As a Head Start and Early Head Start grantee, Next Door is required to enroll no less than 10% of the student population as children with disabilities.

### **Disciplinary Procedures**

At Next Door, we believe that the first step in considering disciplinary procedures is a positive and healthy school climate. This is especially true, as we are serving the youngest children who need support and understanding to become students. We have several teams who work hard to address student needs, particularly children with challenging behaviors. Next Door did not suspend or expel any children in the 2015-16 school year. The teams are described below, as well as the formal disciplinary procedures.

See Appendix B for Disciplinary Procedures.

Next Door's Disabilities and Mental Health (DMH) team has been recognized for exceptional mental health services and work with challenging children through state and corporate awards. The DMH team works with

parents, social workers, and teaching teams to develop and implement IEPs for children with suspected and diagnosed disabilities, identify mental health concerns, and make referrals to appropriate clinicians. ND contracts with Rogers' Memorial Hospital Behavior for certain referrals of children and to provide support for children with multiple or severe disabilities.

#### *Positive Behavior Intervention and Support (PBIS) Team*

Using a trauma-informed approach and the RtI Pyramid model, the Next Door Positive Behavior Intervention and Support (PBIS) Team supports classroom teaching teams to address the severe behavioral issues manifested by identified ND students. The ND Charter School will benefit from the expertise of the PBIS staff through a focused approach involving site directors, parents, teachers, mental health staff, and family support staff to discuss the student's needs, create behavior plans and explore individualized and classroom strategies to support each student's needs. In the 2013-2014 school year, there were 50 students referred to PBIS for mental health, behavior or trauma-related concerns. Significant data collection and analysis occurs to measure outcomes and track student progress.

Next Door also believes that families are integral to establishing and maintain a positive school climate.

#### *Family Engagement*

Successful outcomes for students are enhanced with authentic partnerships between the school and parents. As a part of the school's dual-generational approach, the Charter School actively seeks to engage parents in their child's development and values the parent as the expert on his/her child. As previously mentioned, every ND Charter School family is assigned a degreed social worker (SW) who works closely with parents to guide their development and achievement of family goals, promote increased involvement in their child's health and education, and encourage family self-sufficiency. The SW also helps parents utilize community resources, secure a medical home, set up a plan to overcome obstacles, and build a connection to school. Together SW

and classroom teachers create an interdisciplinary team that build lasting relationships with parents to help support their role as their child's advocate and lifelong teacher.

### *Next Door Dual-Generation Approach*

Recognizing the parent as a child's first and primary teacher, ND offers a variety of program options and opportunities to promote parent engagement and enhance parent competencies and attainment. In supporting parents as their child's best advocate, ND equips families with tools and skills that can be employed in the mainstream school system and beyond. Each ND family is connected to a social worker who conducts home-visits bi-annually, or as often as needed for their support. Together with parents, they develop individualized family goals focused on the child's developmental needs and the family's social and economic needs. ND offers an Adult Education/GED program on-site to increase the literacy level of parents. ND's Fatherhood Education Programs provide innovative ways for fathers to become engaged with the education of their child(ren) and the mother of their child(ren), as well as connecting them to outside resources they may need.

### ***Plan to Educate Children with Disabilities***

Next Door has a long history of educating children with disabilities and has established procedures for complying with all IDEA requirements. As an MPS charter, the school has historically partnered with MPS to provide services, and follows the district's special education policies and procedures. The ND Charter School has special education staff, including teachers, speech language pathologist and a psychologist to ensure that children's needs are met. If children require other services, the school contracts for them with other agencies. Next Door ensures that the charter school consistently has adequate staff, both contractual and employees, to meet the needs of children with special education needs.

## ***Community Partners***

Next Door has strong community partners, working with us to support our children and families. These partners include, but are not limited to:

- Children's Hospital of Wisconsin
- MJ Care
- Marquette University
- University of Wisconsin – Milwaukee
- Healing Species
- Medical College of Wisconsin/CHIMC
- United Neighborhood Centers of Milwaukee
- Wisconsin Early Childhood Association
- NML
- Herzfeld Foundation
- Buffett Early Childhood Fund
- Educare
- Harley Davidson

## SECTION III: CERTIFICATION

Charter schools must abide by the following provisions of state law and the policy of the City of Milwaukee (open records for contractors with city, background checks). Please read the following list carefully. Initial each section of the list to certify that you understand these requirements and that the school will honor them. Please sign and date the certification in the space provided and return this section with your application. (Attachment R)

\_\_\_\_\_ I certify that the school named in this application will not charge tuition to charter students. (Schools may charge tuition for students not eligible for charter status. Charter schools may accept students under other programs such as the Milwaukee Parental Choice Program. However, schools may not receive tuition payments for the same students from more than one program. Schools may also charge reasonable fees for such items as field trips or extracurricular activities.)

\_\_\_\_\_ I certify that the school named in this application will abide by statutory eligibility requirements in determining who is a charter student. State statutes provide that students must meet the following tests: the student is a city resident.

\_\_\_\_\_ I certify that the school named in this application will administer required state examinations. (State law requires charter schools to administer the state's examinations for fourth, eighth and tenth graders.)

\_\_\_\_\_ I certify that the school named in this application is or will be nonsectarian.

\_\_\_\_\_ I certify that the school named in this application will not discriminate in its admission policies or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

\_\_\_\_\_ I certify that the school named in this application serves at-risk students or, if it does not now serve at-risk students, will serve at-risk students who apply and meet other admission requirements. (State statutes define at-risk students to include students in grades 5 - 12 who are one or more years behind their age group in the number of high school credits attained, or two or more years behind their age group in basic skills levels, and who are also one or more of the following: dropouts, habitual truants, parents or adjudicated delinquents.)

\_\_\_\_\_ I certify that the school named in this application will abide by health and safety codes that apply to public schools, including immunization requirements.

\_\_\_\_\_ I certify that the school named in this application is located in the City of Milwaukee.

*Continued*

\_\_\_\_\_ I certify that the applicant is not a for-profit entity.

\_\_\_\_\_ I certify that the school named in this application will abide by city requirements for access to records of a contractor with the city.

\_\_\_\_\_ I certify that the school named in this application has conducted criminal background checks on current employees and volunteers and will conduct criminal background checks on all new employees, and that the school will assign only those employees and volunteers who, in the judgment of the school have nothing in their background, including but not limited to pending charges or convictions of criminal offenses, which would render them unfit to work or otherwise have contact with the school's students and employees.

\_\_\_\_\_ I certify that the school named in this application will submit information required by contract, including an annual financial audit, to the sponsor by the date established in the contract.

\_\_\_\_\_ I certify that I understand that the award of a charter school contract is contingent meeting benchmarks identified in the charter school contract.

\_\_\_\_\_ I certify that the school named in this application will comply with federal regulations that apply to charter schools authorized by the City of Milwaukee, including, but not limited to, the provisions in the *No Child Left Behind Act* that apply to schools in need of improvement (The 2001 passage of the Elementary and Secondary Education Act, also known as *No Child Left Behind*, contains significant sanctions for schools that do not meet its requirements; charter schools are required to comply with its provisions. For guidance from the US Department of Education, please see Charter School Policy Guidance for NCLB.)

\_\_\_\_\_ I certify that the school named in this application will comply with the requirements of the CSRC regarding tasks required by the academic monitoring and operations monitoring consultants and any additional monitoring requirements that the CSRC develops as needed during the lifetime of the school's contract with the City of Milwaukee.

**I hereby certify that I agree to abide by the requirements above and understand that failure to do so may result in revocation of the charter.**

\_\_\_\_\_  
Applicant Legal Name

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Date

## SECTION V: CHECKLIST

**Applicant Instructions:** In the second column, identify the location of the required item in the application. This could include page number in application or attachment. Several items are not applicable to start-up schools; you will be required to provide them before the school can open. Timelines for these items will be outlined in the charter school contract.

Required Item Description	Location(s) in application	Present*
One page summary description of the charter school including: mission/vision, board chair, school leader, location, and educational program description. Also provide contact information for application team, including name, email, and phone number.	Page 1	
Mission and vision of the charter school	Page 2	
Name of "person" applying to operate the charter school	Page 1	
Articles of Incorporation	Appendix E	
By-Laws	Appendix D	
Tax determination letter	Attachment B	
Evidence of CMO non-profit status, if applicable	N/A	
Board member resumes	Attachment A	
Board resolution adopting the organizational handbooks and manuals	Attachment D	
Personnel Manual (includes qualifications to be met by persons employed in the school; policies the school will follow in conducting background checks, staff recruitment and retention, and procedures for ensuring instructional staff are appropriately licensed)	Attachment D	
Operations Manual	Not applicable	

Parent Handbook	Attachment D	
Financial Policies and Procedures Manual	Attachment D	
IDEA Policies and Procedures Manual	Attachment D	
Evidence of conflict of interest policy	Appendix C	
Evidence of internal dispute resolution policies	Page 4	
Evidence of how parents will be involved in school governance	Page 4-5	
Organizational Chart of management and staff	Attachment C	
Educational leader resume	Attachment E	
Business manager resume	Attachment E	
Describes the organizational structure and responsibilities of the management and staff.	Page 5-6	
Describes the school's fiscal management procedures.	Page 6-7 Attachment D	
<p>Identify the following items in the Financial Policies and Procedures Manual</p> <ul style="list-style-type: none"> <li>• Annual budgeting and budget reporting</li> <li>• Cash flow budgeting and reporting</li> <li>• GAAP and their application for this institution</li> <li>• Internal controls over major financial processes including cash receipts and disbursements, investments, donation/fundraising, facilities/equipment, procurement-accounts payable, billing-account receivable, payroll, travel expense reimbursement, insurance risk management, grants accounting and reporting, enrollment controls, general ledger-budgetary and accounting controls</li> <li>• City of Milwaukee Charter School financial reporting requirements and procedures developed to comply with these requirements</li> <li>• Financial reporting to the Board of Directors</li> </ul>	<p>Page 119-121 Page 92-94</p> <p>Page 35-127</p> <p>Page 11, Page 130-132</p> <p>Page 11</p>	(7 items)



<ul style="list-style-type: none"> <li>Accounting and financial management qualifications, including professional development requirements for affected staff.</li> </ul>	Page 11-12	
Long range business plan	Attachment F	
Detailed budget with key assumptions with two alternate budgets based on 15% below and 30% below project enrollment levels	Attachment L	
Assurance that school's budget revenue and expenditure accounts directly reconcile to the accounting system line item or objects of expenditure accounts	Page 7-8	
Annual cash budget showing monthly receipts, disbursements and beginning and end of month cash balances with key assumptions	Attachment I	
Budget includes 2% fee for authorizer	Yes, Attachment F,L	
Position listing of all part- and full-time staff	Attachment J	
Sources and uses of funds	Page 7	
Basis for revenue and expense estimates	Page 8	
Contingency plan for revenue shortfalls	Page 8	
Number of expected charter school students	Page 1	
Monthly cash flow projections for first year of operation as a charter school	N/A	
School Budget for the current school year, if applicable	Attachment L	
Explanation of differences between current school year budget and proposed charter school budget	Page 8	
Facility description	Page 9	
Proof of ownership or tenant status	Attachment M	
Building Inspection letter affirming code compliance	Attachment O and Appendix F. Provided upon contract negotiation	
Occupancy permit	Attachment N	

Plans to expand or move	Page 9– facility description for expansion	
Certificate of insurance with adequate coverage	Attachment P	
Letter from insurance provider	Provided upon contract approval	
Evidence that City shall be afforded thirty (30) day written notice of cancellation, non-renewal, or material change by any of the Charter School insurers.	Page 10	
Independent Audit engagement letter for first fiscal year	Attachment R	
Auditor report on school’s long range business plan and first year budget	Attachment R	
Auditor report on planned, documented internal controls policies and procedures	Attachment R	
Academic goals are present	Page 16-21	
Curriculum	Page 22	
Method of instruction	Page 23	
Description of specific student assessment measures	Page 32-34	
Explanation of how school’s accountability system incorporate CSRC assessments	Page 31	
Identification of staff person and board rep. or committee reporting to CSRC	Page 31	
Student Information Management Software ID	Page 31	
Existing student achievement data, if applicable	Page 24-30 Attachment U	
Other accountability measures	Page 35-39	
Listing of instructional staff	Attachment J	
Description for ensuring all instructional staff are licensed	Page 39-40	
Assurance that identified staff are licensed; plans for those who need emergency certification	Page 39	

Admission Procedures	Page 40-41	
Description of lottery process for over-enrollment	Page 41	
Description to achieve racial and ethnic balance reflective of the school district	Page 40	
Certification that the school will accept at-risk students	Page 40	
Description of admission procedures for students with IEPs.	Page 41	
Description of disciplinary procedures	Page 41-42 Appendix B	
For existing schools, a summary of disciplinary actions taken during the previous school year	Page 41	
Evidence of relationship with other agencies to provide services	Page 44 Attachment W	
Curriculum adaptations	Page 41-42	
Proposed staffing adequate to meet obligations under IDEA	Page 43	
Data on students with special needs for existing schools	Appendix G	
Certification signed and dated	Page 45-46	
<b>FOR applicants currently operating a school</b>		<b>YES/NO*</b>
The applicant has created a new organization to operate the charter school		No
The applicant has communicated to parents that students will need to enroll in the charter school		No
<b>FOR applicants currently operating a sectarian school</b>		<b>YES/NO*</b>
Application describes a program which is nonsectarian in its practices, programs, admission policies, employment practices and all other operations		
Website communicates nonsectarian nature of school		
Name of school communicates nonsectarian nature of school		

\*To be completed by technical reviewer