

City of Milwaukee
Common Council

CHARTER SCHOOL APPLICATION

For the
2015-16 School Year

Deadline: **February 7, 2014**
No later than 4:30 p.m.

Deliver to: City Clerk's Office
City Hall, Room 205
200 E. Wells St.
Milwaukee, WI 53202

The application date and time are firm.
Applications received after the due date and time will not be considered.
Applications delivered to any other location will not be considered.

The Reynonda Lynn Laster-Branch Global Nurse Leaders Academy (GNLA)

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The Reynonda Lynn Laster-Branch Global Nurse Leaders Academy (GNLA)

Introduction:

The Reynonda Lynn Laster-Branch Global Nurse Leaders Academy (GNLA) is a high school designed for students who wish to pursue careers in the nursing profession. The school offers a Common Core high school curriculum, a college prep component, and pre-nursing training. Upon graduation, students will have met the graduation requirements for the state of Wisconsin, along with the prerequisites needed to gain acceptance in the most competitive Bachelor of Science in Nursing (BSN) programs.

GNLA will attract promising minority students in the Milwaukee area who wish to become Registered Nurses. Students will graduate not only with their high school diploma, but with a Certified Nursing Assistant (CNA) designation as well; a necessary prerequisite for entrance into most nursing programs.

There is a dire need for qualified and well prepared nurses across the United States. There are over 1.1 million unfilled nursing positions, according to AYA Healthcare, a travel healthcare provider. Additionally, www.minoritynurse.com states that the number of minority nurses in the U.S. is startlingly low. Currently, 3.6% are Hispanic, 5.4% are African American and 9.6% are male. The need for minority nurses is highest in the Midwest, where less than 5% of the representatives from each of these minorities are employed. The goal of GNLA is to cater to the need in Milwaukee and throughout the Midwest for quality nursing professionals. We will do this by recruiting, training and preparing minority students for a promising career in this field. The need for nursing professionals is great, but we must get the word out to minority students. They need to be made aware that the nursing profession is a viable option for them, and that they will be extremely marketable upon graduation from GNLA and ultimately with a BSN. Our graduates will be prepared and ready to engage in a fulfilling nursing career.

The applicant applying for this high school is The Reynonda Lynn Laster-Branch Global Nurse Leaders Academy. The proposed location is 9660 W. Appleton Ave, Milwaukee, WI 53226, Phone: (414) 803-9668. Contact person is Ms. Edna Hudson.

GNLA will be an innovative high school, serving students in grades 9-12. It will open with an estimated 150 9th grade students and will add a grade of 75 new students each year. Ultimately, GNLA will serve 375 students in grades 9-12. The person authorized to bind the corporation is Ms. Edna Hudson, RN, MSN Ed, and Founding Board Member.

The vision of GNLA is to be the standard for pre-college nursing education. The mission is to prepare 100% of students for high school graduation and college acceptance into a BSN program where critical thinking and clinical reasoning fosters and clearly articulates the goal of the safe practicing nurse.

The school will be conveniently located within a nursing home facility on the adjacent site. GNLA will be able to offer students not only classroom instruction, but also the opportunity for hands-on training on a regular basis, at this facility as well as at other surrounding clinical and community health care facilities.

While the goal of the school is to prepare students for a degree in nursing, GNLA is, at the same time, a college prep academy. This means that the school meets all Common Core and Wisconsin state graduation requirements and provides the rigorous education needed for any college-bound student. Should a graduate of GNLA decide not to pursue nursing, he/she will still be well -prepared for acceptance into a college or university.

SECTION I: SCHOOL OPERATIONS

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

Describe the mission and vision of the charter school. Provide the name and address of the person seeking the charter. For purposes of this application, “person” means the individual or organization seeking authority to operate the charter school.

Mission: The mission of GNLA is to prepare 100% of students for high school graduation and college acceptance into a BSN program where critical thinking and clinical reasoning fosters and clearly articulates the goal of the safe, practicing nurse.

Vision: The vision of GNLA is to be the standard for pre-college nursing education around the world.

The applicant applying for this high school is The Reynonda Lynn Laster-Branch Global Nurse Leaders Academy. The proposed location is 9660 W. Appleton Ave, Milwaukee, WI 53226, Phone: (414) 803-9668. Contact person is Ms. Edna Hudson.

The persons seeking to establish this charter is the Board of the Reynonda Lynn Laster-Branch Global Nurse Leaders Academy. Ms. Edna Hudson, is the Co-Founding Board Member and the President of the GNLA board.

Please See **Attachment A** for GNLA Board Member Resumes and CMO Leadership Team Resumes

Governance

Describe the legal structure of the school. Explain how the school will be governed. Describe the roles and responsibilities of those who will govern the school and those who will manage the school.

The Founding Board, consisting of 7 members, will have direct governance over the school. Once the school is in operation, they will transition to the Governing Board. The Board will be responsible for creating goals for the school and will convey these goals to the school principal and to The CMO, American Quality Schools (AQS) senior staff. The Board will oversee the operation of the school, with assistance from AQS. This will include budgeting, hiring, marketing and outreach, educational planning, parenting committees and fundraising. AQS also provides board training on an on-going basis.

The Founding Board members are committed to opening a school designed for dedicated young people from 9th -12th grade who are interested in entering the nursing profession. The Board consists of distinguished members from the surrounding community, as well as from the careers in which they work. They are professionals dedicated to their respective fields, while at the same time, strongly dedicated to education and the opportunity to offer specialized and top-notch learning to high school students in the city of Milwaukee.

The American Quality Schools Corporation is a not-for-profit educational management organization that was founded in 1999 Dr. Michael J. Bakalis, renowned educator on both the state and national levels.

All Board members have agreed to abide by three overarching expectations: Accountability, Leadership, and Development.

1. Accountability: Attend scheduled Board meetings and participate actively and productively in discussions and votes. Govern the academy by providing direction of policies and procedures and providing oversight of the academy's functions. Focus on critical strategic questions and governance that supports the success of GNLA. Disclose any potential conflicts of interest, whether real or perceived, to the rest of the Board and abide by any decisions the Board may make with regards to the matter in the interest of GNLA.

2. Leadership: Advocate for the school's mission and vision while building public and private support for the charter school within the community. Lend their reputation and credibility to GNLA by reflecting commitment to fostering the school culture of

perseverance, professionalism and social responsibility. Collaborate with fellow board members, and the community to ensure that diverse perspectives are represented on the board. Volunteer up to ten hours a month for committees and consultation on GNLA activities.

3. Development: Cultivate prospective donors, partners, and volunteers and utilize personal and professional networks for the financial, organizational, and educational benefit of GNLA. Contribute to fundraising goals to the best of personal ability at a level that is meaningful and appropriate.

The structure of GNLA will be as follows:

1. The Educational leader of the school is the Principal who as an employee of AQS, is accountable to AQS and the GNLA Board. The Board will provide input on selection of school principal.
2. Reporting to the School Principal will be one Director of Curriculum & Instruction, teaching faculty, a nurse education coordinator, a counselor, clerical staff, and building security. All school personnel are employees of AQS.
3. AQS will report directly to the GNLA Board, who will have ultimate oversight for the school.
4. The Board of GNLA will be the governing authority and policy making body for the school.
5. The day to day operation of the school will be the responsibility of AQS. AQS will hire all personnel, administer all human resource functions, do all financial administration and record keeping, and provide required audits and financial documentation to the Board. AQS and the GNLA Board will set the curriculum, purchase all books, supplies, equipment and furniture and oversee the maintenance of the physical plant of the school. Salary and bonus allocations to the school's personnel will be the responsibility of AQS.
6. On all the above mentioned activities, AQS will work jointly with the Board to develop policies and make decisions.

The Board will maintain a standing Finance Committee to deal with all financial aspects of the School, a standing Academic & Nursing Committee to deal with all curriculum and instruction aspects of the School, and an Executive Committee to deal with all

administrative and personnel aspects of the School. On a scheduled basis, at minimum, once per month, AQS senior staff will meet with the Board. The Board will conduct an end of year evaluation of AQS's management of the school, on the basis of criteria jointly agreed upon by the Board and AQS.

The Board will oversee the education management organization's performance in:

- implementation of the school's curriculum
- hiring staff and developing the staff
- creating a culture of achievement among students, parents, teachers and administrators
- empowering students to make decisions and assume more responsibilities
- encouraging parents to be partners in educating their children
- overseeing the financial accountability of the school
- focusing on the school's stakeholders: the students, parents, property owners, taxpayers, and the business community.
- solving day-to-day crisis management issues

Please See **Attachment B** for GNLA Board Articles of Incorporation, By-Laws, Tax Determination Letter and CMO Non-Profit Status

Include a description of the skills and experiences each board member brings to the board that will help ensure the success of the charter school. Also, please indicate the areas of expertise each member of your board brings to the operation of the school.

The following is a brief summary of the GNLA Board Members

Reynonda Lynn Laster Branch, RN, MSN School Visionary & Co-founder – Honorary Board Member (deceased)

Edna Hudson – Board President: Edna has a lifelong passion for nursing and education. She began her career as a Certified Nursing Assistant in 1993 and, while working, continued her education at Cardinal Stritch University where she completed her BSN in 1999. She worked as a staff nurse for three years at a healthcare facility in Milwaukee and then decided to branch out to do pool, agency and traveling nursing. She then began teaching a nursing assistant course for a private company. It was there that she realized her passion was for educating future nurses so that they were properly prepared to excel in their profession. In 2008 she graduated from Walden University with her Masters of Science in Nursing Education. In March 2014, Edna will pursue her PhD in Nursing Education. She continues to teach as full time faculty for several different

nursing programs. She is an active member of the National League of Nursing which governs nursing education standards for excellence in teaching, scholarship and research.

Wanda Hudson – Board Vice-President: Wanda Hudson is a dedicated RN with over 13 years of experience. She currently is employed at Guardian Health Staff in Milwaukee, WI, where she has worked since 2003. Prior to that, Wanda served as an administrator and teacher at Love to Care Child Center in Milwaukee, WI. She has extensive experience both working and teaching in a variety of fields of nursing, including cardiac, ICU, ER, home health care and hospice. Wanda graduated from Cardinal Stritch University with her BSN, and from University of Wisconsin, Milwaukee with her Master's degree in Early Childhood Education.

Elaine Kinzey – Board Secretary: Elaine has over 30 years' experience in secretarial science and administrative work. She has held positions in various health care and educational organizations in the city of Milwaukee. Most recently she was employed at the Milwaukee County Mental Health Complex as an administrative assistant.

Corey Robinson - Board Treasurer: Corey brings knowledge of both finance and health care to the board. A graduate of University of Wisconsin, Milwaukee with a double major in business and finance, he has worked at Aurora Healthcare in Milwaukee for over 20 years serving as a Pharmacy Technician and currently as a Finance/Pharmacy Analyst. Corey is currently pursuing his MBA at Cardinal Stritch University in Milwaukee.

Julian Grace: Julian brings to the board extensive experience in media and marketing, imperative to the success of the school. Currently he works as a reporter for WISH-TV in Indianapolis. He has worked in the media throughout the Midwest. He holds his BA in broadcast journalism from Ball State University in Muncie, IN and is the recipient of the Edward R. Murrow Regional Award for outstanding work in journalism.

James Branch: James is a licensed social worker with his Master's Degree in Social Work from Dominican University in River Forest, IL. Currently he works at Habilitative Systems Inc., where he serves as a Qualified Mental Health Practitioner (QMHP). James brings over 22 years in mental health case work experience and extensive knowledge of the social emotional needs of young adults to the board.

Jacqueline Branch: Jacqueline graduated with her BS from Grambling State University in Grambling, LA. She has worked with the U.S. Postal Service for 16 years and currently holds the position of Transition Coordinator in the Human Resources Department where she develops transition plans in preparation for organizational workforce changes, coordinates employee placement activities and evaluates data to determine staffing needs and to identify and resolve staffing issues.

Please see **Attachment C** for the organizational chart

Explain the school's internal procedures for resolution of disputes relating to governance or management of the school or its policies and practices.

PROBLEM RESOLUTION PROCESS

All staff, parents and affiliates to the school are encouraged to identify ways in which our services, policies, procedures and business environment can be improved. The school is committed to being helpful and understanding in hearing suggestions and problems and to responding to them constructively. In most situations, informal discussions can resolve problem issues satisfactorily.

COMPLAINT PROCEDURES:

All complaints regarding GNLA will follow the normal line of reporting. Issues that parents, staff or any other entity have pertaining to curriculum, administration, school policy, and/or discipline should be carried out in the following steps. An effort will be made to remediate the matter in the most immediate way possible.

- Meet and discuss the matter with the teacher.
- Meet with the principal
- Meet with AQS
- Meet with the Board

If the issue remains unresolved after following those initial lines of reporting, a person may pursue a further review process to the appropriate person or department by submitting a written request.

A written report of the complaint should be made within 14 calendar days of the action, except for an employee termination in which case review of appeal must be requested in seven days of the staff member's learning of the termination. A response to the request will be given within 14 calendar days from the receipt of the complaint at each level of review.

Please see **Attachment D** for Board resolution recognizing adoption of the following manuals as well as copies of each manual: Personnel manual, Operations manual, Parent Handbook, Financial Policies and Procedures Manual and IDEA Policies and Procedures Manual

Describe the method the school will use to ensure parental involvement in the governance of the school and describe the means by which the school proposes to report on the results of this involvement.

Research shows that meaningful parental involvement has a positive impact on a student's achievement. The Principal will convene a Parent Advisory Council (PAC) that will meet to discuss issues and to hear families' concerns and suggestions.

The PAC will meet monthly and will include full participation with the school's administrative team. The PAC will provide not only the members, but also all parents and community stakeholders with the opportunity to be empowered to advise on the school's operations and climate. Any potential issues stemming from community concerns will be handled by the school principal in consultation with the PAC.

To maintain strong channels of communication with parents, teachers will be required to contact families a minimum of once a month by either phone or by email regarding their students' progress even if it is satisfactory or above.

Parent interest surveys will also be collected to match parents with the many volunteer opportunities that occur throughout the year. American Quality Schools' annual customer satisfaction surveys based on the business paradigm of Total Quality Management are administered to teachers, students and parents. Results of these surveys are reported to the Board, the Parent Advisory Council, the staff and students.

The GNLA, as with all schools managed by AQS, will utilize PowerSchool from Pearson Education, as our student information system to track student attendance hours, eligibility for free/reduced lunch, special education and IEP students.

GNLA will provide information in the form of a school report card to parents, community members, the print and broadcast media, and legislators by July 1st each year, or as soon thereafter as information is available to the school. GNLA will provide a printed copy of the school's report card to any person upon request and will make reasonable efforts to supply local businesses with the information so parents and businesses from outside the area who may be considering relocation have access. The report card will meet all state and federal requirements for disclosure of statistics about students, staff, finances, academic achievements, and other indicators.

Operational and Fiscal Management of School

Describe the organizational structure and responsibilities of the management and staff.

When GNLA becomes a full 9-12 High School, staffing will be as indicated below with a Principal, Dean of Students and the various Teacher/Counselor and other administrative support positions required to run a small High School. Total employee count will consist of 33 professional staff and support personnel.

In the first year, the High School will employ the following staff **highlighted in red:** (Attachment J):

| Number of Teachers/ Other | Description High School Staff When Completely Filled Grades 9-12 |
|----------------------------------|--|
| 1 | Principal |
| 1 | Director of Curriculum & Instruction |
| 1 | Dean of Students |
| 1 | Admin Assistant |
| 1 | Social Worker |
| 1 | Counselor |
| 6 | 9th Grade Classroom Teachers |
| 3 | 11 th Grade Classroom Teachers |
| 3 | 12 th Grade Classroom Teachers |
| 3 | Additional Teachers |
| 1 | Librarian |
| 1 | Nursing Faculty |
| 1 | Language Teacher |
| 1 | Fine Arts Teacher |
| 1 | Music Teacher |
| 1 | Computer Teacher |
| 1 | Physical Education/Health Teacher |
| 1 | Special Education Teacher |
| 2 | Special Education Teacher |
| 1 | School Nurse |
| 1 | Security Person |
| | |

While we have not yet selected the Educational Leader (Principal), AQS in consultation with the Board will look for an individual with certain key qualifications. Among these are:

1. Appropriate State of Wisconsin administrative credentials.
2. Experience as a school administrator.
3. A demonstrable love of children and belief in their academic potential.
4. Knowledge of High School curriculum, theory and practice. The Principal must be the educational leader of the school.
5. Experience and ability as an effective administrator of a school organization. We are seeking a person with managerial competence.
6. Demonstrable human relations skills. The Principal must be able to effectively deal with a variety of constituents. Among those are students, staff, teachers, parents, community members and other interested stakeholders.

Christopher Austria, Regional Academic Officer AQS and Edna Hudson, RN, MSN Ed, Nursing Education Consultant, will collaborate with the Educational Leader (Principal) for GNLA to create and develop the academic and nursing curriculum.

Please see **Attachment E** for resumes of Financial Leaders as well as resumes for Mr. Austria and Ms. Hudson.

Describe your school's fiscal management procedures. Provide explanatory material or recent audits that demonstrate knowledge of and compliance with generally accepted procedures for fiscal management, including those related to proper internal controls and investment of funds.

AQS, as the Education Management Organization, will manage the School's finances on a day-to-day basis. AQS will be financially responsible for managing the banking, petty cash, purchasing, payables, fixed assets, payroll and all transaction processing for the school. AQS will provide the Board with regular financial and operational reports and will fulfill all State and Federal reporting requirements.

The Board's Treasurer shall deposit all school funds in the School's bank account in a timely manner and report to the Board on a monthly basis.

- All expenditures and revenues are accounted for through the use of the SAGE 50 (formerly Peachtree) accounting software. Revenues are recognized as they are received and expenditures as they are made (Cash Basis Accounting).
- The Board prior to the release of the funds must approve all expenditures. The school will use a numbered purchase order system, and fund numbers will be coded on all purchase orders. Goods and services, when received, are verified by the appropriate administrator and submitted to the AQS accounting department for processing. The records of all financial transactions are readily available on AQS' automated accounting system which is backed up nightly.

- The school is subject to periodic, independent audits on an annual basis in which an outside, independent auditor will audit the school's finances to ensure compliance with Wisconsin, Federal and GAAP accounting standards. American Quality Schools will assist the Board of Directors in contracting with an independent accounting firm to perform the audit and insure compliance with all state and federal rules and regulations.

Developing the annual budget each year

The budgeting process is both a “bottom up and top down” approach that will start with the Principal and administrative team of the school. Beginning in January, identified personnel at the school will be given budgeting worksheets on those items directly under their control which will have the previous year's budget compared to the actual expense incurred. The teachers and the other school personnel will be asked for their recommendations on expenditures for the upcoming school year. The Principal will then submit completed worksheets with their recommendations to AQS senior management who will review for preliminary approval. AQS will then submit to the school board the proposed budget along with its recommendations. The school board will review and may make adjustments in consultation with AQS. The budget will then go to the entire Board for final approval.

Approving expenditures

All expenditures are recommended to the Principal through the administrative channel established for the school. Eventually, the request for expenditure is submitted to central AQS administration for payment. Any questions that may arise after review by AQS administration are discussed with the Principal prior to processing. The school board is kept informed via regular monthly reports that include the payee, the purpose of the payment, and any other data which is relevant to the payment. Each month the Board votes on the payments to all vendors who have submitted appropriate paperwork and have been processed/vouched by AQS staff. No expenditure is submitted to the central office without the Principal's approval.

Reporting on financial operations

The timely and accurate reporting of financial operations is important to the success of charter schools, and taxpayers are increasingly aware of the fact that the majority of public funds go towards financing public education. Given the heightened awareness of the public regarding the funding of charter schools in particular, AQS redoubles its efforts to provide full transparency and openness in the financial reporting of school operations.

AQS provides finance and operations personnel at every monthly board meeting to answer questions board members (or the public) may have. In addition, board members have routine access to AQS staff throughout any given month to ask questions, offer ideas for improvement,

etc. AQS strives to keep open the lines of communication with the Board and, when necessary, the public.

In addition to formal, annual audits that are conducted, and the normal monthly reporting that is presented to the Board, the Board is kept apprised of any financial, operational or political developments that may impact the school. Also, the Board will routinely make its financial information available to the local press and seek to inform local media about the school's financial condition whenever practical. The school will publish its financial information each year as required.

Please see **Attachment F** for the Long Range Business plan

Please see **Attachment G** for year ending June 2013 CMO Audited Financial Statements

Budget

To support the budget attachments (Attachments H and I), discuss (1) sources and uses of funds; (2) basis for revenue estimates; (3) and contingency plans for revenue shortfalls. Explain the methods for estimating revenues and expenses and plans to manage revenue deficits or other contingencies.

Our plan calls for the school to begin with six sections of 25 students for grade 9 for a total freshman class of 150 students. Subsequent years would see enrollment increases of 75 students per year so that in year 4 of operation the school's maximum projected enrollment of 375 students will have been achieved.

1. 2015-2016 Estimated Budget Projection Based Upon 150 Enrolled Students

(Excel Sheet Attachment H Includes Alternate Budgets on 15% and 30% Below Projected Enrollment Levels).

2. Revenue Assumptions

- We anticipate enrolling 150 students the first year in grade nine (9). For purposes of this budgeting, we have assumed no annual attrition rate. (See Full Capacity Enrollment Plan Attachment).
- The projected per student state allocation is estimated at \$7,931/ student.
- Milwaukee Public Schools currently have an approximate a 70% free and reduced lunch student population. It is likely that our student population qualifying for free and reduced meals will exceed that percentage because we plan to recruit heavily in underserved communities. Being conservative, we have based our Title I allotment on a 75% free and reduced rate and used 2013 school year projections to calculate this revenue.
- The Title monies and secured charter planning grants were also projected based on conservative budgeting with an estimated 150 eligible students and the revenue of other similar schools with similar populations and missions within our zip codes and the MPS district.
- We will engage Food Service Professionals ("FSP") as a contracted food service provider. The revenues are estimated based on the National School Lunch Program, and Food Service Expenditures are estimated at

100% of revenues in year 1. AQS has worked extensively with FSP in its other charter schools and is quite satisfied with their performance.

- We estimate that salaries will be increased by average of 3%.
- We anticipate an average of \$30 per pupil in instructional education activity fees.
- The budget reflects cash and financed expenses for all equipment purchases that may or may not be capitalized. In the current cash based budget, no depreciation is reflected.
- Individual expenses are indexed for inflation based on historical experience for those line items.
- Cash flow deficits that may occur (particularly in start-up mode for the school) from time to time will be resolved through future funding and line of credit sources that will be pursued or funded by the Board.

Please see **Attachment H** for a Detailed Estimated Budget

Please see **Attachment I** for Annual Cash Budget

Please see **Attachment J** for Position listing of full and part-time positions at GNLA

Please see **Attachment K** for proof of GNLA's support in obtaining a line of credit

Attachment L – 0 Not Applicable, GNLA is a new school

Facility

If you do not yet have a facility, describe your ideal facility, as well your plans to obtain an adequate facility. Provide any documentation of pending agreements.

Our ideal facility would be able to house up to 400 students. It would include specialty labs for nursing as well as well as a tech lab for the students that would possibly be tied into a library. We would require 16 classrooms, a cafeteria/multipurpose room, a teacher's lounge, front offices for staff and admin, a workout room for physical education and ample parking for staff and visitors.

Please see **Appendix A** for letter of intent from building owner

Describe any plans you have during the next three years to expand your current facility, open a second facility and/or move to a different facility.

We do not have any plans to expand, open or move our facility over the next three years

Liability Insurance

The Common Council requires minimum liability insurance coverage. All must be written on an occurrence form except for the errors and omission coverage. The City of Milwaukee shall be named as an additional insured under the Commercial General Liability, Auto Liability and Umbrella policies.

The minimum limits of insurance that City requires from Charter School shall be:

Worker's Compensation

Worker's Compensation

Statutory Coverage

Employer's Liability Limits

| | |
|---------------------------|-------------------------|
| Bodily Injury by Accident | \$100,000 each accident |
| Bodily Injury by Disease | \$500,000 policy limit |
| Bodily Injury by Disease | \$100,000 each employee |

Worker's Compensation at Statutory limits and Employer's Liability at \$100,000 per occurrence or sufficient limits to meet Umbrella underlying insurance requirements. Coverage shall be modified to include a Waiver of Subrogation Endorsement in favor of City including its Principals, officers, agents, employees and volunteers.

Commercial General Liability

| | |
|---|----------------------------|
| Commercial General Liability | \$1,000,000 per occurrence |
| General Aggregate | \$2,000,000 |
| Personal & Advertising Injury Limit | \$1,000,000 |
| Products - Completed Operations Aggregate | \$2,000,000 |
| Medical Expense | \$5,000 |

Commercial General Liability shall be on an occurrence form covering the risks associated with or arising out of the services provided under this Contract. This insurance is not to have any exclusions, sub-limits, or restrictions as respects coverage for sexual abuse and molestation, corporal punishment, athletic events, and use of gymnasium equipment.

Auto Liability

| | |
|-----------------------|---------------------------|
| Combined Single Limit | \$1,000,000 each accident |
|-----------------------|---------------------------|

Business Auto Liability insurance including, but not limited to, Uninsured Motorists, Underinsured Motorists, and contractual liability for risks assumed in this Contract covering the use of any vehicle in an amount not less than \$1,000,000 per accident. (Verification of this coverage is needed only if vehicles will be used while providing services under this Contract.)

Umbrella (excess) Liability

Umbrella (excess) Liability \$4,000,000 per occurrence / \$4,000,000

Aggregate

The Umbrella Liability insurance shall provide excess employer's liability, commercial general liability and auto liability coverage.

Fidelity Bond/Crime Insurance

Fidelity Bond / Crime Insurance 50% of the Value of the contract

Crime Insurance, in the form of either a Commercial Crime Policy or Financial Institution Bond, providing coverage for Employee Dishonesty, On Premises, In Transit (Theft Disappearance and Destruction Coverage Form and Robbery and Safe Burglary Coverage Form), Forgery/Alteration, Computer and Funds Transfer Fraud shall be carried for fifty percent (50%) of the total annual program costs of Charter School. Such insurance may be written with a deductible; however, such deductible shall not exceed \$10,000. The City shall be named as loss payee with respect to losses involving property or funds provided under this Contract by DPI. This policy is to cover all employees, officers, and Board members of Charter School and all of Charter School's contractors or subcontractors handling money, securities or other property of Charter School. Proof of such coverage shall be provided to CSRC prior to the opening of Charter School.

School Leader's Errors & Omissions**

| | |
|----------------------|-------------|
| Limit per occurrence | \$1,000,000 |
| Aggregate Limit | \$2,000,000 |

** Principal's and Officer's insurance may be used in lieu of School Leader's E&O provided that the Insurance Company shows proof that all employees and volunteers are protected by the coverage.

All policies, with the exception of the School Leaders Error's & Omissions policy, shall be written on an occurrence form.

Please see **Attachment P** for a Sample Certificate of Insurance and Representative Listing of Coverages carried by AQS for all of its schools as per the requirements below. AQS provides all major coverages for its schools including General Liability, Property, Workers Compensation, Educator's Legal Liability, Automobile and Principal and Officer's Liability. In addition to base coverage limits, AQS also maintains an Umbrella Policy over all coverages of Ten Million dollars.

Please see **Attachment Q** for a Letter from our Insurance agent in regarding no exclusions, sub-limits, or restrictions in coverage as noted in the following paragraph

Audits

For existing and new charter school applicants:

Three financial requirements for new applicants:

- Independent Audit engagement letter for first fiscal year (Attachment R)
- Auditor report on school's long range business plan and first year budget (Attachment S)
- Auditor report on planned, documented internal controls policies and procedures (Attachment T)

Please see **Attachment G** for American Quality Schools' Audit and Management Letter for the year ended June 30, 2013.

CPA Selection

Criteria for selection of a CPA are available from the technical reviewer. Acceptability Criteria include experience of the auditing firm in the field of education and results of a recent peer review, among other things.

The selection of an independent auditing firm will ensure the auditing firm is of high quality, experienced in the audits of schools and other non-profit entities, has been successfully peer reviewed and, ideally, is local to the community.

The selection of the auditing firm is usually within the purview of the Board of Directors of the school. AQS, with its extensive experience in the charter school arena in multiple states, can leverage its expertise in **assisting** the Board in the auditor selection process. In addition to recommendations AQS can get from auditors it currently uses, other sources for auditing firms familiar with state auditing requirements can be obtained from the various state agencies that require audits of the institutions they oversee. In addition, other schools of comparable or larger size may also serve as references and should be helpful in assisting us to find the appropriate auditing firm to perform the work.

For any potential firms, AQS will assist the Board of Directors in its due diligence and review of candidates, and if requested, offer its recommendation of a "short list" of firms that have the professional capabilities and reputation needed. AQS will generate an RFP (Request for Proposal) for interested firms from which it will develop the "short list" of candidates. After reviewing the RFP responses, AQS will interview responding firms by phone or in person in order to assess the overall quality and "fit" of the firms. AQS will then offer its recommendations to the Board for its consideration and ultimate choice/engagement of the auditing firm.

Prospective Requirements

Each school awarded a charter must agree contractually to submit an annual independent audit and management letter to the Charter School Review Committee within 90 days of the close of the fiscal year(s)

American Quality Schools will agree contractually to submit an annual independent audit and management letter to the Charter School Review Committee within 90 days of the close of the school's fiscal year.

Auditor Engagement Letter

Please see **Attachment R** for the Auditor's Engagement Letter for the School.

Auditor Review of Plans

Please see **Attachment S** for the Auditor's Report on the LRP and Annual, First Year Budget.

Auditor Report on Internal Controls, Policies and Procedures

Please see **Attachment T** for the Auditor's Report on the Internal Controls, Policies and Procedures.

SECTION II: EDUCATIONAL PROGRAM

Description of Educational Program

Describe the educational program you plan to use in the charter school. The description should include: **Academic goals.** Goals should be clear, measurable standards of performance for students.

The overarching academic goal of GNLA is to produce students who work collaboratively, think critically, reason clinically, and achieve academically in order to promote and nurture a community of lifelong learners for tomorrow's global society, which will ensure student success in college, careers, and beyond.

In an effort to achieve this overarching goal, we have established the following goals for years 1 through 5 intended to ensure academic success for all:

| Goals | Metrics | Grades | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|-------------------------------|--------------------------------------|--------|--------|--------|--------|--------|
| % of students making Fall to Spring EXPLORE expected Gains in Reading & Mathematics | EXPLORE | 9th | 85% | 85% | 90% | 92% | 92% |
| % of students making Fall to Spring EXPLORE expected Gains in Science | EXPLORE | 9th | 75% | 75% | 78% | 85% | 92% |
| % of students making Fall to Spring PLAN expected gains in Reading & Mathematics | PLAN | 10 th | n/a | 80% | 85% | 90% | 92% |
| % of students making Fall to Spring PLAN expected gains in Science | PLAN | 10th | n/a | 85% | 89% | 91% | 92% |
| % of students making Fall to Spring Plan to ACT expected Gains in Reading & Mathematics | ACT | 11 th | n/a | n/a | 80% | 85% | 88% |
| % of students making Fall to Spring Plan to ACT expected Gains | ACT | 11 th | n/a | 80% | 85% | 88% | 95% |
| Average ACT Score | ACT | 11th | n/a | 19.5 | 20 | 22 | 24 |
| % of students making Fall to Spring TEAS V expected Gains in Reading, Math, Science, English and Language Arts | TEAS V | 11 th 12 th | n/a | 80% | 85% | 88% | 90% |
| Average TEAS V | TEAS V | 11th | n/a | n/a | 78% | 80% | 82% |
| Average TEAS V | TEAS V | 12th | n/a | n/a | n/a | 86% | 88% |
| % of students making Spring NLN RN Pre-Entrance Exam (Specific to nursing, verbal, math, science) | NLN RN Pre-Entrance Exam | 12 th | n/a | n/a | n/a | 90% | 92% |
| Freshmen on Track | Student Grades | 9th | 75% | 80% | 85% | 88% | 91% |
| Sophomores on Track | Student Grades | 10th | n/a | 80% | 85% | 88% | 91% |
| % of students passing SMARTER Balanced | SMARTER Balanced | 9th-12th | 80% | 85% | 88% | 91% | 95% |
| % of students accepted to a two/four year college | College Acceptance Rate | 12th | n/a | n/a | n/a | 100% | 100% |
| % of students taking dual credit or honors courses | | 9th-12th | n/a | 10% | 15% | 18% | 20% |
| Graduation Rate | 5 Year Cohort Graduation Rate | 12th | n/a | n/a | n/a | 80% | 90% |

An educational goal is defined as the gap which exists between two states, the current level and the desired level. To this end, after reviewing the national, state, and local achievement statistics of students from urban areas, particularly of minority descent, achievement goals were set which acknowledge that many students who initially enroll in GNLA may be ill prepared to succeed instructionally in a college preparatory environment. As such, the goals are more modest in years one and two but become far more rigorous by year three. By the third year of instruction at GNLA, we anticipate being able to close the achievement gap between the student's level of proficiency when entering GNLA and the desired level of achievement.

The summer before entry into GNLA, all students will be required to attend a 3 week Freshman Prep Boot Camp. The results of the Freshman Prep Boot Camp will be used to design a yearlong educational plan for the new students. In addition, using classroom-based and school-based benchmark assessments, students at risk of getting off track for graduation will be placed in supplemental classes that support and accelerate learning in core subjects. Teachers will integrate affective development into instruction and in one-on-one student conferences.

Progress toward these metrics will be reviewed through weekly, monthly, and semester data meetings to ensure the school is making the expected gains in all categories by utilizing a variety of assessments. Students identified through these analyses as making unsatisfactory or only partially proficient student performance on assessments for math, reading, and writing will be referred to the RTI coordinator to estimate need for interventions, including the number of sections and kinds of academic support courses which will be needed in upcoming year.

GNLA will implement a comprehensive assessment program which capitalizes on the usage of various formative, summative, and norm referenced assessments. These assessments will provide teachers and parents real-time information regarding student performance and will be used to ensure instruction is both rigorous and student centered. Please see the chart below for the purpose and usage of the assessments that will be utilized.

PROPOSED ASSESSMENT CALENDAR

| <u>Assessment and Grade Levels</u> | <u>Summer</u> | <u>Aug</u> | <u>Sept</u> | <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb</u> | <u>Mar</u> | <u>Apr</u> | <u>May</u> | <u>Jun</u> |
|--|---------------|------------|-------------|------------|------------|------------|------------|------------|------------|--------------------------------|------------|------------|
| Interim Assessments Reading, Writing, Math (Grades 9-12) | | | | | | | | | | | | |
| EXPLORE Reading, English, Math, Science (Prior to Entrance and Grade 9) | | | | | | | | | | | | |
| PLAN Reading, English, Math, Science (Grades 10-11) | | | | | | | | | | 10 th Grade Only | | |
| PSAE (ACT and WorkKeys) Reading, English, Math, Science (Grade 11) | | | | | | | | | | | | |
| End of Course Assessments Reading, Math, Science, Social Sciences (Grades 9-12) | | | | | | | | | | | | |
| NWEA Reading, Math (Grades 9-11) | | | | | | | | | | | | |
| SMARTER Balanced (Grades 9-11) | | | | | | | | | | | | |
| Workplace Competencies Portfolio Evaluations (Grades 10-12) | | | | | | | | | | | | |
| TEAS V Grades 11-12 | | | | | | | | | | | | |

We believe it is imperative to use data as a means of making decisions for instruction, assessment, programs, policies, and student placement. Various types of data, both aggregate and disaggregate, will be reviewed on an ongoing basis to ensure the results are being used to make the needed changes for all sub-populations and to monitor progress toward school improvement goals. Changes made resulting from this process will be documented. This will be done as part of the building level school improvement plan and will include:

- A representation of all data reviewed
- The findings based on the data
- A description of how the areas deemed as weaknesses will be addressed (strategies or action steps and how their effect will be measured)
- The impact of the changes and
- A description of further action to be taken.

The strategies or activities to be implemented will be defined based on teacher/team evaluation of the available data identifying students' strengths/weaknesses, etc. (Note: The classroom teacher will collect a wealth of data through in-class assessments, observations, one-on-one student teacher conferences, etc.). The AQS Regional Academic Officer will also be consulted for appropriate strategies and methods of implementation. Annually, the school will evaluate the effectiveness of their strategies and level of goal attainment before revising and updating the school improvement plan.

The individuals involved in the data analysis process will include, but will not be limited to Regional Academic Officers, Principal, Director of Curriculum & Instruction, and teachers. The types of data to be analyzed will include state and district advanced placement results, EPAS results, PSAC results, common assessments, dropout data, freshmen on track, sophomores on track, attendance, and post-graduation studies.

Realizing that using data to make needed changes is an on-going process, the administrators and staff members will use this information to fine-tune the curriculum, lesson plans, and instructional strategies. The same data analyses will be used to facilitate teacher collaboration and team planning as some reports can be used to facilitate identification of best practices. The results will also be used to assist in determining future staff development activities.

We will disseminate the data to parents by:

- Mandatory parent/teacher conferences in both fall/spring. At fall conferences parents are given a copy of their students fall baseline NWEA score. The report is discussed with the parent and at this time parents are made aware of their students NWEA goal for the year and what strategies will help increase the chance a student will meet their target. At spring conferences the goals are reviewed and there is further discussion about the student's progress (or lack thereof) and what both the school and the parents can do to ensure a students continued success.
- NWEA/RTI Training for New Parents. Parents that are new to the school have the option of attending an NWEA and RTI (Response to Intervention) training where NWEA testing and reporting is discussed along with the process of RTI and the different tiers that students move through before being referred for Special Education testing.
- All homeroom teachers are required to contact every student's parents once a month to discuss academic progress and relay any other pertinent information to parents through this monthly contact.
- We will use the schools website to further inform parents of upcoming academic issues like NWEA testing, Report Card/Progress Reports, Common Core Standards, Test of Essential Academic Skills (TEAS V), for pre-nursing students, and any other academic information that parents should know.

College readiness is at the crux of the high school curriculum and educational design. It will be achieved by organizing and structuring the school as close to college as possible. The rigor of the curriculum, the emphasis on effective reading and analysis, the focus on research and extensive writing, hands on learning, the utilization of team teaching and mixing lectures and small group seminars will emulate those approaches used by the best of our colleges and universities.

Engaging students in different learning methods and perspectives, such as inviting guest lecturers who are experts in the health care field, along with using certified high school teachers, will offer students the best of both worlds. They will gain valuable insight to the health care profession from the working world perspective, while at the same time learning and mastering their core courses and lifelong learning competencies

Specifically the key components of our educational program will include:

1. Team-Teaching and Interdisciplinary Studies
2. Extensive small group seminar student instruction
3. Structured and monitored independent study
4. A problem-based and concept-based curriculum
5. Elective On-line learning through Massive Open Online Course (MOOC), an online course aimed at large-scale interactive participation and open access via the web. MOOC courses are taught by professors from prestigious universities like Harvard, University of North Carolina, and University of Wisconsin-Madison.
6. Strong emphasis on higher order thinking through extensive reading, writing, and oral presentations
7. Dual credit opportunities with community and local colleges
8. The extensive utilization of health care professionals as adjunct and part-time instructors for school elective courses.
9. Strong counseling and career exploration support
10. A college-model schedule including:
 - a) Classes for various lengths of time offered in sequences other than M-F set periods
 - b) Late afternoon and select Saturday offerings
 - c) Extensive opportunities for mentored independent study
 - d) A semester system schedule of classes and examinations
11. A re-defined role for the high school teacher as instructor in a discipline, as a structured mentor to a core group of students, and as a developer of Problem-Based Learning curriculum
12. A Collaborative Teaching/Learning approach through extensive use of the Paideia Teaching strategies
13. A Health Care Cluster for pre-nursing students

14. A structured service-learning and internship program for all students
15. Where appropriate, the matching of students with instructors who have similar “learning styles” (This is a reference to the work of Howard Gardner and his exploration of multiple intelligences)
16. Hands-on Nursing Simulator

The flexible schedule of classes, the division of the school year into a semester system, the choice of honors and AP courses and dual credit opportunities with colleges, the early preparation of students for the SAT, ACT and TEAS V college entrance exams will all create an environment and atmosphere which is more collegiate than the overwhelming majority of American high schools today. The number of electives taught by outside professionals and practitioners as well as college instructors will prepare students for what college is really like. The option students have to focus on a health care career cluster will allow them to understand a field which they may choose to follow in their college years

Curriculum. Explain whether your school will have a particular curricular focus. Describe subjects and skills that will be taught and identify content

The curriculum of the high school is one that is built on the recommendation of the *High Schools That Work* and the *American Diploma Project*. The centerpiece of *HSTW* is a challenging curriculum that focuses on preparing high school students for further education and the workplace. Added to this model, are the nursing and health care related requirements and special projects that will prepare students for the nursing profession

The HSTW-recommended curriculum

- At least four English courses, with the content and performance standards of college-preparatory English that emphasize reading, writing and presentation skills. Students should read the appropriate books as assigned annually, write short papers weekly and write one or more research papers annually. Students revise work until it meets standards.
- At least four mathematics courses including, Algebra I, Algebra II, a geometry and a fourth higher-level mathematics course, Dimensional Analysis and Dosage Calculations, designed to prepare students for postsecondary studies in nursing.

- Students completing Algebra I in grade eight will be required to complete four additional years of mathematics.
- Students take Analysis & Dimensional Dosage Calculation their senior year.
- At least four college-preparatory science courses including science inquiry, biology, microbiology and chemistry. Additionally anatomy/physiology will be required. Students conduct lab experiments and investigative studies; read, critique and discuss three to five books or equivalent articles about scientists, scientific discoveries and how science is used in the real world; keep lab notebooks; make presentations; and complete research projects and written reports. Students design and conduct group or individual projects.
- At least three college-preparatory social studies courses emphasizing reading and writing to learn. Students will read appropriate assigned books or equivalent articles, write weekly, make presentations, complete research projects, and prepare at least one major research paper in each course.
- At least one computer course or demonstrated proficiency in computer technology beyond simple keyboarding
(This course should be taken early in high school so that students will be able to use computer-based technical skills in other classes.)

Following is the GNLA course plan which combines both the HSTW recommendations as well as pre-nursing requirements

Educational Framework/Course Plan – Reynonda Lynn Laster-Branch Global Nurse Leaders Academy

| Table 1-1 | 9th (Dream It.) | 10th (Believe It.) | 11th (Action It) | 12th (Succeed It) |
|---------------------------------------|---|---|---|--|
| English | English CT) | Writing (CT) | Speaking and Listening (CT) | Language Arts (CT) |
| Math | Algebra I (CT) | Algebra II (CT) | Geometry (CT) | Healthcare Dimensional Analysis and Dosage Calculations (CT & CR) |
| Science | Science Inquiry (CT) | Biology (CT) | Microbiology (CT) | Chemistry (CT) |
| Social Science | US History | Black History | Economics | Basic Healthcare Policy, Politics, and Stats |
| | | | Personal Financial Literacy I | Personal Financial Literacy II |
| | | | | |
| Culture Diversity & Ethics | Culture and Diversity I | Culture and Diversity II | Ethics in Global Health | Ethics in Nursing |
| Humanities | Self-Management for Life and School Success/ Introduction to Service Learning (CT) | Building Positive Relationships | Personal, School, and Community Civility | Global Civility |
| Second Language | Spanish I | Spanish II | Conversational Spanish for the Healthcare Professional I | Conversational Spanish for the Healthcare Professional II |
| Health and Physical Education | Physical Education for Secondary Education I | Physical Education for Secondary Education II | Introduction to Human Growth/Development I | Human Growth/Development II |
| Arts Education | Music | Drama | Theatre | Visual |
| Career, Technical Education | Introduction to Computers and Information Technology/ Service Learning Project in the Community (CR) | Introduction to the Nursing Profession Role of the Nursing Assistant I [Basic A&P 1] (NA 1 Skills = 40 hours) (CR) | Role of the Nursing Assistant II [Basic A&P 2] (NA 2 Skills = 40 hours) (CT & CR) | C.N.A. Practice Skills/Demonstration/Practicum = 40 hrs/2 wks (TR & F) (CR) <i>[Sit for WI C.N.A. Certification Exam]</i> |

8th Grade -----3 - Wk Freshman Prep Boot Camp - To identify and address known barriers to aid in the success of the student.

Program Plan ---Linking Common Core State Standards + A Career Course of Study + Vocational Training (NA=120 hours)

9th grade – English , Algebra I, Science Inquiry, US History, Culture Diversity I, Self-Management for Life and School Success/Introduction to Service Learning; Spanish I, PE, Music; **Vocation:** Service Learning Project in the Community

10th grade – Writing, Algebra II, Biology, Black History, Culture Diversity II, Building Positive Relationships; Spanish II, PE, Drama; **Vocation:** Role of the Nursing Assistant I[Basic A&P I]

11th grade – Speaking and Listening, Geometry, Microbiology, Economics = 9wk/Personal Financial Literacy I/Money, Banking, Savings, etc... = 9wk; Ethics in Global Health, Personal, School, and Community Civility; Conversational Spanish for the Healthcare Profession I, Introduction to Human Growth & Development I, Theatre; **Vocation:** Role of the Nursing Assistant II [Basic A&P 2]

12th grade – Language Arts, Healthcare Dimensional Analysis and Dosage Calculations, Chemistry, Basic Healthcare Policy, Politics, and Stats = 9wks/Personal Financial Literacy II = 9wks; Ethics in Nursing; Global Civility; Conversation Spanish for the Health Care Professional II, Human Growth & Development II, Visual, Ethics in Nursing; **Vocation:** C.N.A (Practice Skills and Demonstration); (Clinical Practicum = 40 hrs [Application of Critically Thinking and Clinical Reasoning]) – **Outcome:** Take WI C.N.A. State Certification.

Research-based evidence for the success of HSTW

Students who complete the HSTW-recommended academic core and either an academic or career/technical concentration have higher mean reading, mathematics and science achievement scores than students who do not meet either or both conditions. Additionally, students are more likely to have mean scores at the Basic and Proficient levels than students who do not complete such a core and concentration.

Students have significantly higher achievement in mathematics, reading and science at high schools that have more deeply implemented the HSTW design than do similar students at schools that have not, regardless of students' ethnicity or level of parents' education. Using student and faculty survey data from the 2002 HSTW Assessment, HSTW identified 50 school sites that have more fully implemented the HSTW design and compared student achievement at those sites with that of students at 50 other schools with low-level implementation. The findings are presented in the HSTW publication, *High School Reform Works — When Implemented: A Comparative Study of High- and Low-implementation Schools*, available at www.sreb.org. Among the findings:

- African-American students at high-implementation schools, compared to those at low-implementation schools, were 20 percent more likely to meet the *HSTW* reading goal (279)⁶ and 23 percent more likely to meet the *HSTW* mathematics goal (297).⁷ White students at high-implementation schools, compared to those at low implementation schools, were 15 percent more likely to meet the *HSTW* reading goal and 13 percent more likely to meet the *HSTW* mathematics goal.
- Both African-American and white students at high-implementation schools, when compared to African- American and white students at low-implementation schools, were 12 percent more likely to meet the *HSTW* goal in science.

The study shows that course-taking patterns matter. Taking at least a semester of algebra in the middle grades and four years of rigorous mathematics courses in high school translates into higher achievement in mathematics for all students. When African-American students take algebra in the middle grades and four years of higher-level mathematics in high school, significantly more perform at the Basic and Proficient level on a NAEP-referenced exam.

Method of instruction. Describe the teaching methods you will use to attain academic goals.

We will use the following teaching strategies along with the “AQS 6” philosophical principles that are a basis for instruction in all of the AQS managed schools.

A) Problem-Based/Project-Based Learning

Statistical summaries regarding student interest, relevance, rigor, engagement, and retention in high school indicate that learning through engagement works best with

students. Instructional strategies of problem-based and project-based learning (PBL) achieve 3 key results:

- 1) It increases student motivation because students are actively engaged in an inquiry approach to learning and often doing it as part of a collaborative team.
- 2) It makes learning relevant – Students express little interest in many high school courses because they see no connection to their lives today or in the future. When properly executed, PBL makes a direct connection of the problem to be addressed and solved to the real world of the student.
- 3) It promotes higher order thinking – PBL is the antithesis of the multiple-choice, fill-in the blanks, answer the questions at the end of the chapter teaching. It requires following a systematic process of problem identification, fact-finding, synthesis of results, creation of scenario options, and finally reaching definitive conclusions.

B) The Case Study Approach

It follows a similar approach of analysis as PBL, but after the set of issues and facts, dilemmas are presented to the student who then must analyze those factors and reach some conclusions. Case study strategies are widely used in law schools and business schools and have been successfully implemented in AQS schools at the elementary and high school levels.

C) The Paideia Strategies

This approach consists of three key elements:

- 1) Didactic – This traditional teacher centered approach lectures students about a given topic. This is a legitimate approach which would be utilized minimally in our proposed school. It results in the transmission of key and important information, but is a passive activity on the part of the student and, when overused, results in student boredom.
- 2) Teacher Facilitated Coaching –The teacher would act as any coach does – not actually doing the activity, but rather giving guidance, direction helping those who are actually involved in the activity. Here, students working independently or in teams would be engaged in a PBL or case-study inquiry and the teacher would coach them toward finding solutions to the problem or case presented.
- 3) Socratic Discussion – The teacher conducts smaller group round table discussions of some problem or issue, constantly having the students think

through, debate, and think through again, the issue by delivering a constant flow of questions. The teacher, by constantly questioning students' dialogue and responses, forces them to think broadly, re-consider facts and conclusions, and finally guides them to attempt to determine an answer to the initial question posed by the teacher. This method, when done by a prepared and practiced teacher, stimulates the greatest level of higher order thinking.

D) Independent Study

We believe students need opportunities to enthusiastically investigate topics that are of interest and that motivate them. Students at the school will seek out a faculty advisor for a particular project. Together they will formulate an independent study project plan and timeline for completion. The faculty advisor will help the student identify, clarify, and formulate the topic or problem of interest and schedule to meet with the student at various intervals in the semester while the student works on the project independently. Such a process will also be offered to a team of students who express an interest in jointly pursuing some topic.

To implement the proposed instructional strategies with fidelity, the school will ensure that the following will occur:

- a. teachers will be given department and grade team meeting times to collaborate and coordinate; the meeting times will occur when students are attending seminars and independent studies.
- b. classroom furniture needs to be movable to accommodate specific classroom arrangements for Paideia, Problem, and Project-Based Learning.
- c. the school will subscribe to an online library like Apollo or Ebscohost to provide the students "peer-reviewed" materials for their research.
- d. teachers will attend professional development seminars provided by AQS, to hone their skills.
- e. the school's daily schedule will be flexible in order to accommodate the specific needs of each of the instructional strategies.
- f. adjunct faculty will be used as expert advisers, mentors, and instructors to support the full-time teaching staff.

E) Accelerated Learning

GNLA will address the opportunities for accelerated learning in a number of ways:

1. Honors and Advanced Placement Classes – Honors classes will be offered in core subjects in each of the four year sequence. AP courses in core areas will be offered in the junior and senior year.
2. Independent Study – Students working with a faculty mentor can pursue a high-level project that may be beyond the interest or ability level of other students. The result can be a research paper, a concrete hands on project, a student developed video, etc., that relate to the healthcare field.
3. On-Line Learning – Certain classes will be available on-line, if they do not have sufficient student enrollment for a full class.
4. Dual College Credit Available - Students at the upper grade levels will be able to enroll in community and/or local colleges to take coursework and receive both college and high school credit.
5. Exemption Options – In select cases, students at GNLA will be eligible to display proficiency in selected subjects by passing a series of tests both in the academic curriculum and in the competencies element of the curriculum. Students who successfully establish their proficiency in the tested area will be exempt from taking the class or completing a given activity, but will receive full credit for their success.
6. Fast Track Graduation – The calendar for the GNLA will be structured on a semester system. The exceptionally gifted and ambitious student, by attending the school summer session per year for a period of three years will have earned enough credits to earn an early diploma and finish high school in less than 4 years and then begin a university program full-time.

F) GNLA “Pre-Nurse” Educational Framework

“To become a professional nurse requires that you think like a nurse” (Heaslip, 1993). GNLA intends to equip the “pre-nurse” with this form of thinking and reasoning before the student enters into their first undergraduate nursing program.

GNLA operational definition of the “pre-nurse” is a student who aspires to be a nurse and begins to work towards that goal as a 9th through 12th grade high school student.

GNLA takes pride in building the element of thought processes of the “pre-nurse” by threading, throughout the academic and nursing curriculum, the four key concepts of critical thinker, clinical reasoning, community, and outcomes.

Critical Thinking is an essential part of the preparation of the nurse. Critical thinking is the, “disciplined, intellectual process of applying skillful reasoning as a guide to belief or action (Paul, Ennis & Norris, 1989; 1990). GNLA intends to develop the “pre-nurse” student to think systematically and logically in order to become self-directed learners who are able to question and reflect on their own understanding of complex situations. We will do this by integrated the nursing process (assessment, diagnosis, planning, implementation, and evaluation) throughout required courses in the curriculum.

Clinical Reasoning involves the ability to use the critical thought process in order to formulate relevant, defensible, well-reasoned views about a given clinical problem. When these views are examined from every angle, the result is a safe, practicing nurse. The Quality and Safety Education for Nurses (QSEN) project supports and addresses the challenge of preparing future nurses with the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of nursing practice in different community and clinical settings. GNLA will ensure that our methods of instruction include QSEN application content that will allow the “pre-nurse” student to demonstrate their abilities to be self-directed thinkers who will always think about safety as the key to building their future nursing practice.

Community is who nursing is and whom we serve on a day-to-day basis. GNLA prides itself on making sure that the “pre-nurse” student will understand the meaning of community by providing many different outreach opportunities through our service learning programs.

Outcomes dictate the success of any personal or professional venture. It provides the data that we need in order to improve ourselves. GNLA uses a pre-nursing prep teaching strategy called Achieve, from ATI Nursing Education, which will help the student build skill preparation for nursing beginning in the 9th grade and throughout 12th grade. The Teas V helps to create data related to the foundational thought process of the “pre-nurse” student in the academic areas of reading, mathematics, science, english and language arts. In addition, it introduces the “pre-nurse” student to the admission exam requirements for many schools and colleges of nursing. To further support the success of the “pre-nurse” at GNLA, the last piece of outcome data we use with the senior “pre-nurse” student comes from the National League of Nursing RN Pre-Entrance Exam. This

test will specifically provide data related to the students ability to be successful throughout their undergraduate nursing education experience.

“AQS 6” Philosophical Principles:

The philosophical principals of relevance, rigor, engagement, choices, character, and competencies are infused into the curriculum to ensure educational structure, focus, and success of student outcomes.

RELEVANCE must be incorporated into instruction, offering students an understanding of how academics relate to the world around them. **RIGOR** is essential to ensure college- and career-readiness skills. **ENGAGEMENT** through place-based and play-based learning is central to our instructional program, as student engagement and motivation is key to achievement. **CHOICES** through problem-based learning enable students to have input in what they need to succeed in school; our philosophy is to offer students opportunities to learn in different settings and in varying learning styles. We also strongly believe in the need for **CHARACTER** building in students. Lastly, we expect students to achieve certain **COMPETENCIES** prior to entering high school. Our “competencies” approach is based on research by Harvard educator Tony Wagner who lists four essential competencies: competencies for lifelong learning, citizenship competencies, competencies for personal growth and health, and workplace competencies.

The competencies in which Tony Wagner refers to are detailed below and are a significant part of our methodology and philosophy:

Workplace Competencies –

- (a) Completing one or more work internships
- (b) Solving a complex problem using teamwork
- (c) Using technology to organize and present information relevant to solving a problem
- (d) Analyzing a problem using statistics, trend data, and probability
- (e) Writing a postgraduate work or study plan and preparing a resume
- (f) Developing leadership skills

Competencies for Lifelong Learning –

- (a) Presenting, both orally and in writing, an independent research project
- (b) Passing a test on the key features of a geographical map of the world
- (c) Filling out a timeline of important events in history and analyzing an important event in history from multiple points of view
- (d) Demonstrating understanding of the scientific method
- (e) Filling out a 1040 tax form, creating a household budget, and opening a checking account
- (f) Passing a second language proficiency test

Citizenship Competencies –

- (b) Completing a community service project
- (c) Registering to vote
- (d) Demonstrating an understanding of an important current issue
- (e) Passing a proficiency test on the principles of democratic government

Competencies for Personal Growth and Health –

- (a) Completing an independent artistic or musical project
- (b) Demonstrating proficiency in a lifelong sport
- (c) Passing a proficiency test on basic principles of human health
- (d) Contemporary life skills

Students will set goals for each competency for their freshmen through senior years and each year an assessment will be made to determine the student's progress in their four year goal. This assessment will be done through an end-of-year portfolio for each of the four years.

Our overall educational philosophy grows out of our overall educational goals. Thus relevance, rigor, engagement, choice, character, and competencies are ways to achieve the following school goals:

All students will be grade proficient in the basic skills and core high school curriculum

All students will develop a sense of self worth

All students will develop a sense of moral and ethical behavior

All students will develop a sense of reciprocal obligation to family, school, and country

All students will develop an appreciation and tolerance for various viewpoints, races, religions, and ethnic origins in our multi-cultural nation

All students will develop necessary college/work/career/life competencies enabling them to become productive members of the American global society

The achievement of the implementation of this overall philosophy will be determined in a number of ways:

1) A high school graduation rate of 90%. This number will represent the percentage of those students who begin at the school as freshmen/sophomores who complete the entire high school sequence. Too often claims are made of high graduation and college attendance of a school when in fact those numbers merely represent those students who remain in the school with no mention of the % that have dropped out from the freshmen year.

2) A college or post-secondary training program or employment for 90% of the graduating students.

3) Student school satisfaction surveys with a goal of 85-98% of students expressing positive feelings about the entire school program and environment.

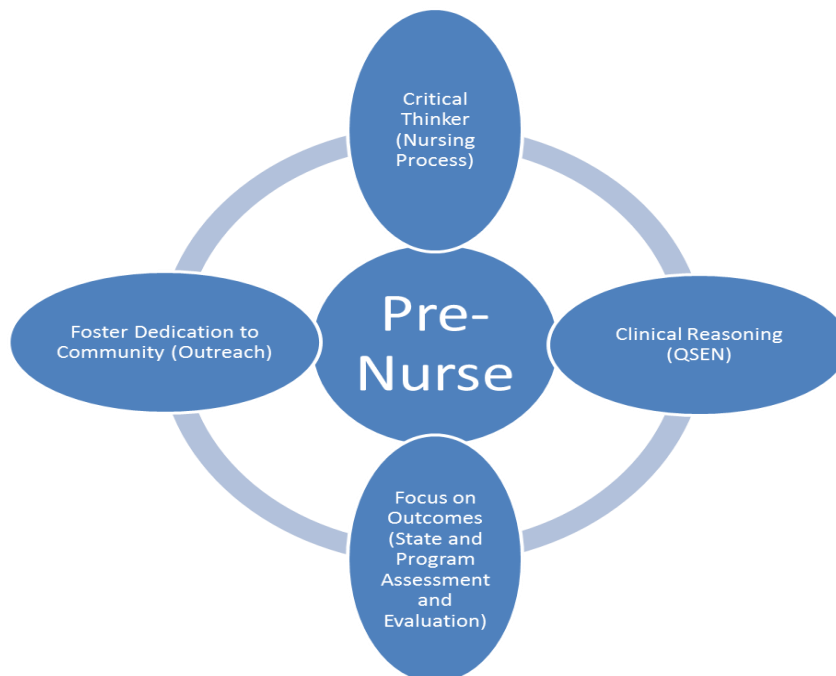
4) A successful completion of 90% of the "competencies" that are a part of the school program.

5) Comprehensive collection and use of data for analysis and tracking and student social and emotional issues, and the achievement of designated competency requirements.

“AQS 6” Instructional Implementation:

| | |
|--|--|
| 1) PLACED-BASED LEARNING | <ul style="list-style-type: none"> Place-based learning is an educational approach that uses all aspects of the local environment, including local cultural, historical, and sociopolitical situations and the natural and built environment, as the integrating context for learning. |
| 2) PROJECT-BASED LEARNING | <ul style="list-style-type: none"> Project-based learning is an instructional model that involves students in investigations of compelling problems that culminate in authentic products. |
| 3) PLAY-BASED LEARNING | <ul style="list-style-type: none"> Through play-based learning, children develop an understanding of the social and physical conditions that define their world. Children may play alone or in a group. The adult's role is to guide and extend the play activities. Adults continually evaluate children's play to discover what it is children are learning and to then help shape and extend this learning. |
| 4) PROBLEM-BASED LEARNING | <ul style="list-style-type: none"> Problem-based learning is an approach that challenges students to learn through engagement of a real problem. It simultaneously develops both problem-solving strategies and disciplinary knowledge skills by placing students in the active role of problem solvers confronted with an ill-structured situation that simulates the kind of problems they are likely to face in complex organizations. |
| 5) PAIDEIA METHOD | <ul style="list-style-type: none"> Paideia represents a philosophy and strategy for structuring the school organization and utilizing various teaching strategies, including <i>Didactic Instruction</i>, <i>Intellectual Coaching</i>, and <i>Paideia Seminar</i>. |
| 6) POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS) | <ul style="list-style-type: none"> PBIS is a proactive systems approach to establishing the behavioral supports and social culture, and needed for all students in a school to achieve social, emotional, and academic success. As a Response to Intervention model, PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students. |

Educational Framework (threaded throughout curriculum) – CT, CR, FO, FDC



Educational Results

Describe the specific measures the school will use to measure academic progress and determine whether the school attains its educational goals. Describe the rationale for choosing these measures.

Assessment Administration

The Director of Curriculum and Instruction, with the assistance of the Boards Data and Assessment Committee, will administer the NWEA, Explore, Plan, ACT, Interim, and SB and TEAS V assessments. Classroom teachers will administer formative, unit based, end of course, and portfolio assessments.

| TYPE OF ASSESSMENT | GRADE | FREQ. | PURPOSE | USAGE |
|---|-------------------------------------|----------------------------------|--|---|
| Norm referenced assessment: e.g. NWEA | 9 th – 11 th | FALL WINTER SPRING | To monitor academic growth over time and predict standardized assessment performance | Data from this assessment will diagnose instructional needs and placement for supplemental programs; assist in making data informed decisions at classroom and school level; identify skills and concepts that students have learned. |
| ANNUAL STANDARDIZED TEST e.g. Explore, Plan, ACT, SMARTER Balanced, WKCE | 9 th – 12 th | FALL SPRING | To know what levels students are performing at in Math, Reading, Writing and Science, in addition to predict if students have the skills to be successful or prepared to take college level courses. | Data from this assessment illustrates mastery of standards assessed at the end of the year. This data can be used to inform effectiveness of instruction after it has occurred but not while it is occurring. Teachers can use data from their incoming class of students to help inform readiness levels related to standards or concepts to be taught. |
| INTERIM ASSESSMENT DATA: | 9 th – 12 th | Every 4-6 weeks | To provide results that enable educators to adapt instruction and curriculum to better meet student needs. | Interim assessments will be used to determine mastery of new concepts and measure growth of previous concepts taught in reading. Results from these assessments help teachers understand which concepts were mastered in that time period in order to better understand what to re-teach prior to the end of year standardized test |
| Formative/ Summative Unit Based Assessments | 9 th – 12 th | Weekly or/ and end-of-unit tests | To evaluate student's knowledge and learning on specific skills and standards in reading, language arts, math, science, and social studies | Results are used to determine which skills/standards to re- teach during the next unit. Teacher and grade level teams can ask specific questions related to this data such as: What concepts did students learn? How did I teach those concepts? Which concepts are students still struggling to learn? This data will also help determine what to re-teach |
| End of Course Assessments | 9 th -12 th | SPRING | To evaluate the extent to which students meet established curriculum standards. | Results will be used to determine the knowledge, skills, and abilities of the students at the end of the course. The results will also be used to gauge whether or not the curriculum was taught to that the standard was assessed. |
| Portfolio Evaluations | 9 th – 12 th | SPRING | To evaluate student's mastery of the of concepts in Nursing Education and the 21 st Century Skills. | To determine student mastery of the 21 st Century Skills needed to close the Achievement Gap and to inform instructional practice. |
| Competencies Assessment | 9 th – 12 th | SPRING | To evaluate special school goals | To determine students readiness for post-secondary school and career |
| TEAS V | 11 th – 12 th | FALL SPRING | To evaluate students knowledge of Nursing Education | To maximize learning by building basic nursing students success skills |

Growth Targets

The high school will use the expected gains framework from the EPAS assessments to set grade level performance goals for all students. Students in grade 9 will take the Explore assessment in the fall and spring, students in grade 10 will take the PLAN assessment in the fall and spring, and students in grade 11

will take the PLAN and TEAS V in the fall and the ACT and TEAS V in the spring. Using the EPAS framework, we will utilize fall scores to set spring targets for students in all grade levels in Reading, Mathematics, Science, Social Science and English Language Arts.

Additionally, we will establish student growth targets for the NWEA assessments which will be determined using the mean growth norms provided by NWEA which depict the growth of similar groups of students from each grade level. Spring growth targets will be modified for students who reach their growth target during the winter test administration. Within 5 years, we expect the grade level averages to be at or above the national average in all subjects tested.

When SMARTER Balanced is fully implemented in Wisconsin, we will use the Wisconsin required SB growth targets and growth models. This will ensure that GNLA students' performance meet or exceed the District and State's growth targets.

Intervention and Remediation Plan

Students who fall within or below the bottom 2 quartiles in Reading and Math according to the Goal Performance on the NWEA assessment are considered students in need of intervention. These students will receive a student specific action plan that will target specific skills that the student needs to master. As a result of the action plan, we will generate strategies for teachers, students, and parents to improve student performance. Additionally, selected students will receive small group instruction as a part of Tier II Response to Intervention (RTI) in four to six week intervals. Student progress will be monitored weekly by the RTI team and groups will be restructured as student needs change.

Students who do not make expected gains on the EPAS assessment system will be placed into school based interventions which include but are not limited to small group instruction, before and after school tutoring, and RTI tiered interventions.

Explain how your school intends to incorporate CSRC assessments in your school's accountability system and/or decision-making

Results from the CSRC assessments like EXPLORE, PLAN, ACT, TEAS V and WKCE will be incorporated on the teacher's performance evaluation. For example, 30% of teacher performance evaluation will be based on student achievement on the CSRC and other local assessments. In addition, CSRC assessment results will be utilized to monitor the overall progress of the school and the efficacy of the school administration. The EMO and the School Board will design and implement this monitoring and evaluation system.

Furthermore, CSRC assessments results will guide curriculum and instructional decisions and initiatives. Curriculum purchases, like books and supplies, and supplemental instructional hiring, like an after-school teacher, will be based on the data from CSRC assessments. Finally, CSRC assessments results will also inform student schedules and the school's course offerings.

Identify the staff person and board representative or committee that will be responsible for reporting required student achievement data and other educational reporting items to the CSRC representative.

Communication of Results

Data collected as a result of the assessment plan will be communicated to students, staff, and parents as follows: 1) Student reports with goals will be shared with students and parents during parent teacher conferences and mailed to those who do not attend, 2) Parents of students who fall within the 35th percentile or lower in any subject will be required to attend a parent conference to discuss student performance and develop a Response to Intervention Tier II plan, 3) Overall performance will be shared with teachers during the professional development immediately following the receipt of results, published in the weekly newsletter for parents, posted to the school's website, and presented during a parent town hall discussion, and 4) A comprehensive assessment analysis will be shared with a CSRC representative after the Fall, Winter, and Spring testing cycles.

Provide a description of the computer applications/programs the school plans to use for purposes of student information management.

To manage student information like grades, schedule, and attendance records, the school will use PowerSchool, a web-based student information system by Pearson. With PowerSchool, school administrators, teachers, students, and parents, have real time access to student information, thus improving the flow of relevant information from school to home. Additionally, PowerSchool is also compatible with any computers, tablet, or mobile devices which will allow easier and faster access to the web-portal.

Please see **Attachment U** for results from required assessments at one of the CMO's high schools

Local Measures Matrix for High Schools

| Core Local Measures For All Years of School Operation: | Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2- and 3-digit numbers) | Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.) | Frequency of Measurement or Assessment (e.g., daily, weekly, monthly) | Students to Whom Measurement or Assessment Applies (e.g., grade level) |
|--|--|--|--|---|
| 1. Literacy | 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 3. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | NWEA (Map Testing), | Three times a year: Fall, Winter and Spring | 9th Grade |
| | | Weekly Benchmark Tests, | Weekly | |
| | | Unit Assessments Achieve | On-Going | |
| | | SMARTER Balanced | Yearly | |
| | 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine the meaning of words and phrases as they are used in the text, including | NWEA (Map Testing), | Three times a year: Fall, Winter and Spring | 10th Grade |
| | | Weekly Benchmark Tests, | Weekly | |

| | | | | |
|-----------------|--|-----------------------------|--|------------|
| Literacy | <p>figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>3. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> | Unit Assessments Achieve | On-Going | |
| | | SMARTER Balanced | Yearly | |
| | <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>3. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | NWEA (Map Testing), | Three times a year: Fall, Winter and Spring | 11th Grade |
| | | Weekly Benchmark Tests, | Weekly | |
| | | Unit Assessments | On-Going | |
| | | SMARTER Balanced | Yearly | |

| | | | | |
|-----------------------|---|--|--|------------|
| Literacy | <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>3. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> | ACT | Spring | 12th Grade |
| | | Weekly Benchmark Tests, | Weekly | |
| | | Unit Assessments | On-Going | |
| 2. Mathematics | <p>1. Order fractions</p> <p>2. Find and use the least common multiple</p> <p>3. Work with numerical factors</p> <p>4. Exhibit some knowledge of the complex numbers</p> <p>5. Add and subtract matrices that have integer entries</p> <p>6. Solve multistep arithmetic problems that involve planning or converting common derived units of measure (e.g., feet per</p> | <p>Explore NWEA Weekly Benchmark Assessments Unit Assessments SMARTER Balanced Achieve</p> | <p>Explore: Fall NWEA: Fall, Winter, Spring Weekly Benchmark Assessments: Weekly</p> | 9th Grade |

| | | | | |
|---------------------------|---|--|---|--|
| <p>Mathematics</p> | <p>second to miles per hour)*</p> <p>7. Build functions and write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)*</p> <p>8. Use several angle properties to find an unknown angle measure</p> <p>9. Count the number of lines of symmetry of a geometric figure</p> <p>10. Use symmetry of isosceles triangles to find unknown side lengths or angle measures</p> <p>11. Recognize that real-world measurements are typically imprecise and that an appropriate level of precision is related to the measuring device and procedure</p> <p>12. Calculate the average given the frequency counts of all the data values</p> <p>13. Manipulate data from tables and charts</p> <p>14. Compute straightforward probabilities for common situations</p> | | <p>Unit Assessments: On-Going</p> <p>SMARTER Balanced: Yearly</p> | |
|---------------------------|---|--|---|--|

| | | | | |
|---------------------------|--|--|---|-------------------|
| <p>Mathematics</p> | <p>1. Apply number properties involving prime factorization</p> <p>2. Apply number properties involving even/odd numbers and factors/multiples</p> <p>3. Apply number properties involving positive/negative numbers</p> <p>4. Solve word problems containing several rates, proportions, or percentages*</p> <p>5. Build functions and write expressions, equations, and inequalities for common algebra settings (e.g., distance to a point on a curve and profit for variable cost and demand)*</p> <p>6. Interpret and use information from graphs in the coordinate plane</p> <p>7. Use relationships involving area, perimeter, and volume of geometric figures to compute another measure (e.g., surface area for a cube of a given volume and simple geometric probability)</p> <p>8. Use the Pythagorean theorem</p> <p>9. Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles</p> <p>10. Apply basic trigonometric ratios to solve right-triangle</p> | <p>Plan</p> <p>NWEA</p> <p>Weekly Benchmark Assessments</p> <p>Unit Assessments</p> <p>SMARTER Balanced</p> <p>Achieve</p> | <p>Plan: Fall</p> <p>NWEA: Fall, Winter, Spring</p> <p>Weekly Benchmark Assessments: Weekly</p> <p>Unit Assessments: On-Going</p> <p>SMARTER Balanced: Yearly</p> | <p>10th Grade</p> |
|---------------------------|--|--|---|-------------------|

| | | | | |
|--------------------|--|--|---|------------------------|
| Mathematics | <p>problems</p> <p>11. Use the distance formula</p> <p>12. Calculate or use a weighted average</p> <p>13. Interpret and use information from tables and charts, including two-way frequency tables</p> <p>14. Apply counting techniques</p> <p>15. Compute a probability when the event and/or sample space are not given or obvious</p> | | | |
| | <p>1. Apply properties of rational numbers and the rational number system</p> <p>2. Apply properties of real numbers and the real number system, including properties of irrational numbers</p> <p>3. Apply properties of complex numbers and the complex number system</p> <p>4. Multiply matrices</p> <p>5. Apply properties of matrices and of matrices as a number system</p> <p>6. Solve complex arithmetic problems involving percent of increase or decrease or requiring integration of several concepts (e.g., using several ratios, comparing percentages, or comparing averages)*</p> | <p>ACT</p> <p>NWEA</p> <p>Weekly Benchmark Assessments</p> <p>Unit Assessments</p> <p>SMARTER Balanced</p> <p>TEAS V</p> | <p>ACT: Spring</p> <p>NWEA: Fall, Winter, Spring</p> <p>Weekly Benchmark Assessments: Weekly</p> <p>Unit Assessments: On-Going</p> <p>SMARTER Balanced: Yearly</p> <p>TEAS V : Spring</p> | <p>11th-12th Grade</p> |

| | | | | |
|--------------------|--|---------------------------|----------|---|
| Mathematics | <p>7. Build functions and write expressions, equations, and inequalities when the process requires planning and/or strategic manipulation*</p> <p>8. Analyze and draw conclusions based on properties of algebra and/or functions*</p> <p>9. Solve multistep geometry problems that involve integrating concepts, planning, and/or visualization</p> <p>10. Distinguish between mean, median, and mode for a list of numbers</p> <p>11. Analyze and draw conclusions based on information from tables and charts, including two-way frequency tables</p> <p>12. Understand the role of randomization in surveys, experiments, and observational studies Exhibit knowledge of conditional and joint probability</p> | | | |
| 3. Writing | a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence | Journals | On-Going | 9th-12th Grade (Achieve content and concept prep will be on-going) |
| | | Weekly Assessment Prompts | Weekly | |
| | | Writing samples, | Ongoing | |

| | | | | |
|---------------------|---|---|---|--|
| Writing | <p>b. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>c. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | Performance portfolios | Winter Semester and End of Year | |
| | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | Research Paper | Once a Year during end of semester or end of school year. | 10th-12th Grade (Achieve content and concept prep will be on-going) |
| 4. IEP Goals | 100% of the school's students with IEP will meet their IEP Goals | NWEA, Weekly Benchmark Assessments, Performance Portfolio | NWEA: Fall, Winter, Spring Benchmark Assessments: On Going Performance Portfolio: On-Going Review | 9th-12th Grade (Achieve content and concept prep will be on-going) |

Special Education

Students receiving special services will be taught by qualified and trained staff. The goal of serving the special needs population is to ensure the LRE (Least Restrictive Environment) for each student. Therefore, students will be fully included in the classroom whenever possible, but extra instruction will also be available in the resource room, according to needs cited in the student's IEP (Individual Education Plan). The school will partner with local professionals to deliver additional specialized services such as speech, occupational or physical therapy and psychological testing services as needed.

The school will work in accordance with the rules and regulations of the IDEA (Individuals with Disabilities Education Act) as well as Wisconsin state law. Teachers must be highly qualified and licensed in special education in the state of Wisconsin. Assistance for the special education staff is given by the AQS Director of Student and Special Services, along with an educational legal counsel who oversees compliance of special education mandates.

Other Accountability Measures

Describe other factors the school plans to measure, such as parental satisfaction, attendance, parental involvement, community services, etc. (*Measures may vary widely from application to application. However, they should reflect what the school considers to be significant.*)

Other factors GNLA will plan to measure throughout the academic year:

- At the beginning of the year the school will host an Open House where parents/guardians have an opportunity to meet teachers and staff.
- There will be mandatory fall and spring parent/teacher conferences providing parents/guardians an opportunity to discuss their students' academic and social emotional growth.
- A career day will be scheduled for students -one in the fall and one in the spring inviting health care facility nursing representatives to speak on different career options as a nurse.
- A college day will be scheduled for students -one in the fall and one in the spring inviting BSN nursing faculty to speak on nursing education.
- Quarterly or monthly student recognition assemblies will be held to recognize student achievement.
- The school will create an advisory council of parents and nurses to aid in student guidance and to ensure school quality.
- Parent satisfaction surveys will be given every year to gain feedback in regard to the school's educational mission, goals, and educational progress.
- Students will have the opportunity to work with outside organizations such as hospitals and the adjacent nursing home to fulfill their requirement for community service.

Qualifications of Teaching Staff

Demonstrate that the staff meets requirements in state statute and administrative rules. State law requires that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction. Instructional staff are defined as those who have instructional duties and those who supervise those with instructional duties.

While we have not hired any administrative, instructional, or support staff, all of our staff will meet the Wisconsin state statute and administrative rules pertaining to their specific positions.

All instructional staff will have the experience, training and skills appropriate to perform their duties. This will be done by insuring that they have teacher certification in the state of Wisconsin. If a teacher is hired who has certification from another state, he/she will be required to obtain certification in Wisconsin by the start of the school year. The hiring of our teachers will also be considered based on National Board Certification, whether they have college majors/degrees in the fields appropriate to the subjects they are teaching, and evidence of technical training and competence. GNLA will also utilize non-certified, practicing medical professionals to teach on a lecture-basis in order to give students a look at subject matter from the eyes of specialists actively working in their profession.

Before being officially hired, instructional staff will be required to show proof of college transcripts and teacher licensure

The ideal teacher for GNLA will enjoy interacting with youth. This educator will understand the goals of the school and he/she will know how these goals connect with the Wisconsin State Educational Standards. Seeing this connection, the ideal teacher will develop projects that promote critical thinking skills while challenging students to apply, analyze, evaluate, and synthesize concepts.

Our teachers will foster an exciting and comfortable learning environment while using their expertise on age-appropriate subject matter. The teachers will work ardently to develop students' academic, social, physical, leadership, and self-actualization skills. These efforts will be performed in conjunction with other teachers, administrators, parents, and students.

Finally, the ideal teacher will know the students' skill levels, interests, natural abilities, and proclivities as this knowledge is pertinent for helping students to progress as far as possible. This knowledge will be acquired through continual observations, student interactions, parent interactions, projects, and assessments. Ultimately, the ideal teacher will realize that teaching our youth is one of the most important efforts available. This knowledge and these efforts will help to create a dynamic learning community.

Describe the school's procedures for ensuring that all instructional staff are appropriately licensed.

The recruitment of qualified staff is done in several ways. American Quality Schools maintains a full time staff recruiter who works on staff recruitment year round. The recruiter is in continual contact with schools of education, attends teacher fairs and conducts searches using a variety of internet recruitment vehicles. Each year the AQS recruiter examines the school needs for the coming year as closely as possible and begins the process of organizing the recruiting effort for the coming school year.

The company attends many teacher job fairs throughout the Midwest. AQS acquires exhibit space at these and other appropriate venues to recruit teachers and other school personnel who fit the criteria as described above. AQS in its literature emphasizes the commitment needed to teach in its schools. In addition, pointed advertisements will be placed in targeted Milwaukee news outlets including cable TV and newspapers.

Teachers are screened based on several criteria. As mentioned, they all must hold the appropriate teaching license, and exhibit above average grades as evidenced by their college or university transcripts. Every attempt will be made to secure those individuals with outstanding records of achievement as students. Also, all prospective AQS employees will be required to pass a criminal background check, a child abuse registry check and must not be registered as a sexual offender or predator on any database prior to beginning their employment. In addition to the face-to-face interview of candidates who pass the initial screening we will administer the AQS developed Basic Skills Test to evaluate the writing, reading comprehension and math skills of the potential candidate.

The non-teaching staff can be divided into two broad categories; administration and support staff. The administration staff is comprised of the Principal, Director of Curriculum & Instruction, and Counselor, while the support staff are the administrative assistants and security personnel.

Persons hired for administrative positions need to have the attributes of being visionary, possess both effective oral and written communication skills, and have strong leadership abilities to help guide and support the school's mission. Support staff will have a solid customer service focus, the ability to follow directions, and will possess a strong attention to detail. As with the teaching staff, all non-teaching staff will be required to pass a criminal background check, a child abuse registry check and must not be registered as a sexual offender or predator on any database prior to beginning their employment.

Attachment V – N/A, our staff will be licensed upon hiring. The assurances will be provided to MCC before GNLA opens

Please describe any additional requirements that the school imposes and explain how the school proposes to evaluate staff. These procedures should be included in the personnel manual.

The GNLA will follow the guidelines that are stated under PERA. AHSPCP's formal teacher evaluation system aligns to the Charlotte Danielson method of teacher evaluation. There are several components to the formal teacher evaluation including Instruction and Assessment, Classroom Management, Professional Attributes and Planning and Preparation. The persons primarily responsible for overseeing the evaluation process of faculty and staff are the school principal and Regional Academic Officer. Adhering to the provisions of PERA, the evaluators have successfully completed the *Growth Through Learning Teacher Evaluation Training*.

The GNLA, like all AQS managed schools will operate on a performance-based evaluation system. The process has been used by AQS from its inception as an organization fifteen years ago with great success. The foundational philosophy of the evaluation process is that teachers must be evaluated in a multi-dimensional way. We do not subscribe to the position that the evaluation should be done solely or primarily on student test scores. Certainly student achievement is very important and must form a part of that teacher evaluation, but the sole and primary emphasis on such scores, without serious considerations of conditions which influence those scores, has resulted in teacher frustration, anxiety, sometimes dishonesty, and an exceptionally high number who choose to leave the profession.

The AQS model considers student academic growth but also considers other factors which constitute what a good teacher in the teaching "profession" should be. At the beginning of the year, teachers are given copies of the evaluation form which is used so that they have an early and clear understanding regarding those elements that are a part of their evaluation. Teacher evaluation is an on-going year long process. The school principal, the Regional Academic Officer, the staff and the students themselves take part in the evaluation process. At the conclusion of each semester, the teacher will have a conference with the appropriate supervisor to assess teacher performance. The teacher will also do a self-evaluation for discussion with the supervisor. Thus, during the academic year, the teacher will have received feedback regarding their performance prior to the final full year evaluation which will take place at the conclusion of the second semester. Once again teachers will be able to self-evaluate and have an end-of-year conference with their supervisor for the final evaluation. This final evaluation will result in a determination of the percentage raise the individual will receive, if any, as well as the financial bonus amount, if earned.

Please see **Appendix B** for sample evaluation forms and a point/salary/bonus determination

Admission Procedures

Describe your admission procedures.

Data clearly reveals that long-term academic success of a school is enhanced by not immediately opening a 9th-12th grade high school, but by beginning with freshman and expanding each year so that by year four, we will have a freshman through senior high school, and our seniors will be graduating with the knowledge base that the GNLA standards require.

Our plan is to begin with a freshman class of 150 students. The second year we will add a new class approximately 75 freshmen, bringing enrollment to about 225. The third year with a new class of 75 freshmen enrollment will be at 300. The final year we will take in another freshmen class of 75 students bringing total enrollment to 375. Once we graduate the initial class of 150 students, we will continue taking in freshmen classes of 75 students, keeping total enrollment at approximately 375 students.

AQS has had extensive experience in marketing for optimum school enrollment. The marketing process would begin immediately once formal notification of the charter approval is given.

The process will involve:

1. An informational brochure mailed to households targeted to those with students in the grades our school will serve.
2. Radio spots informing the community about the school with information on enrollment. These will be aired on commercial stations and community forums.
3. TV spots aired on targeted cable stations with school promotion and information.
4. Scheduled community information meetings in various parts of the city would be held to reach families that have been traditionally less informed about public school choice.

GNLA will utilize an MS Excel spreadsheet to track all students who express an interest in the school, by grade level, and those who return a completed application. While students from the surrounding community will be given priority status for enrollment slots, enrollment will be open to all students residing in the City of Milwaukee.

Explain how the admission procedures will be applied fairly, including use of a lottery should more students apply than there are seats available.

Should applications for enrollment exceed available school capacity; a lottery will be held

in the month of May of the recruiting year supervised by an independent entity not affiliated with the school, to determine those who will be admitted to the school. A waiting list will then be maintained to fill available enrollment slots. Siblings of those student selected will receive priority status for admission to the school as well as student whose parents are employed by the school as long as they meet the same residency requirements that are outlined in the charter law. We will also track those applicants who ultimately enroll in the school, and those who do not, with a space to record reasons for not enrolling.

Identify admission procedures for students with IEPs.

GNLA will be a public charter school. Therefore, in compliance with all federal requirements and Title IV of the Civil Rights Act, we will not exclude students on the grounds of race, color, or national origin or deny them benefits of any program or activity. Please see the last part of Section II, Plan to Educate Children with Disabilities, regarding how GNLA will work with students with IEP's.

Describe the means the school will use to achieve racial and ethnic balance reflective of school district.

The goal of the GNLA is to target and serve minority at-risk students and prepare them to enter the field of nursing. To that end, we will market our school throughout Milwaukee to ensure access to students of all racial and religious backgrounds. Special attention will be given to students involved in the Boys and Girls Club of Greater Milwaukee, including the Boys and Girls Club RBI (Reviving Baseball in Inner Cities) Summer Program, the Milwaukee chapter of Big Brothers, Big Sisters, the YMCA, and other organizations throughout Milwaukee that serve minority youth.

Disciplinary Procedures

Describe the disciplinary procedures the school will use. Describe the process for disciplining a student.

The school's academic programs and management approach will be accomplished through the implementation of a culture of continuous improvement through the concepts of Total Quality Management (TQM). In the field of education those concepts fall into four broad categories:

1. Customer Focus - We believe that schools and teachers do indeed have customers. Those customers include students' first, but also parents, taxpayers, government officials and the business community. Our goal is to achieve customer satisfaction in all categories through constant assessment of our own performance.
2. Process Improvement - We believe that, more often than not, processes and not people are the cause of failure to achieve goals and satisfy customers. Thus we seek continuous improvement of processes and systems, which in any way hinder individual achievement. And we believe that such process improvement can only be achieved through the careful collection of relevant data. Thus our management decisions are based on demonstrated facts.
3. Leadership through Empowerment - We believe that real leadership will manifest when we chart the vision and goals for our schools but allow qualified and talented administrators and teachers to enthusiastically and creatively implement those goals. Empowerment also means preparing students to make decisions and assume responsible leadership roles as well as encouraging parents and guardians to join with us as educational partners.
4. Creating a Quality School Culture - We believe that one of our major goals is to systematically work to create a "culture of achievement." Such a culture is one in which all students, parents, teachers, and administrators internalize the genuine belief that all can succeed, that excellence is everyone's goal, and that their school can be among the very best in the state.

Student Discipline

The AQS approach to student discipline is a combination of various approaches.

- 1) Prevention – Our major emphasis is to minimize the occurrences of inappropriate behavior through prevention. Such negative behavior is minimized through:

- a. Competent, well-prepared teachers who actively engage students in the learning process.
 - b. On-going instruction and emphasis on character education, using the Character Counts Program, as an integral part of the school curriculum.
 - c. A clear set of rules and expectations regarding student behavior understood by parents, students, and faculty.
 - d. AQS schools currently utilize the Positive Behavior Intervention Strategies (PBIS) system. Essentially this approach emphasizes the positive rewards of good behavior on the part of students. The first step involves a consensus on the part of the staff as to what the expectations of good behavior will be throughout the school. This key step ensures that there will be consistency among faculty in rewarding good behavior in a fair way. In high school, GNLA will use the principles of PBIS regarding rewards for positive behavior, along with the principles of Character Counts! to adopt a behavior plan that is appropriate for high school aged students.
- 2) Remediation – Students who do exhibit inappropriate behavior are provided with the following steps of remediation:
- a. The teacher and/or school staff member reminds the student as to the provision of the AQS discipline code and the potential consequences of poor behavior. Thus, a first warning is given.
 - b. A second infraction results in the consequences identified in the discipline code being administered.
 - c. A third infraction results in additional after-school character education or detention assignments.
 - d. Subsequent infractions will result in school suspension or school expulsion.

Explain the grounds for such actions as suspensions and expulsions

The school will expect all students to conduct themselves in a socially responsible manner. Disciplinary measures will be used to maintain a safe and orderly school environment, which promotes the school's philosophy of providing a college preparatory education for all students.

The school's *Discipline Code* will apply to the actions of students during school hours, before and after school, while on school property, at all school sponsored events, and when the actions affect the mission of the school. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours, when the misconduct impacts the mission or reputation of the school.

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case including the additional protections provided to students with IEP's. The school's staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, and academic placement of a student
- Prior conduct
- Attitude of a student
- Cooperation of parents
- Willingness to make restitution
- Seriousness of offense

In some cases the school's administrative personnel may deem public service a necessary component of the disciplinary action. Public service may include, but is not limited to: repairing or cleaning property damaged as a result of the offense(s); participating in landscaping, gardening and/or other projects aimed at beautifying school property or the community; and/or providing services that improve the quality of life for community members in accordance with various community partnerships.

Explain the role of parents and staff in that process.

The disciplinary code is outlined in the Parent/Student Handbook and parents are asked to sign a consent form that states they have read the policy. When a student infraction occurs, he/she will be given a Disciplinary Referral Form that states the infraction and the coinciding disciplinary action. The parent will be required to sign the document and the student must return it to the Counselor.

See Attachment D for a sample of a Parent Handbook currently used at an existing AQS school that will act as a baseline model for the board to start with that lists each category of offense with a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary violation and factors such as those listed above, the school staff shall determine the disciplinary action within the identified range.

The school will distribute the parent/student handbook during the school's initial open house prior to the start of school in August to staff and parents/students. At that time the school staff will take some time and go through the discipline code with parents and ask them to sign the form at the end of the handbook to confirm that the policies have been read.

Given that the school recognizes that the ethical and moral development of our students is a critical and essential part of its mission and is an integral and part of each student's education, character education will be an integral element of our educational program. For example, a component of the character education curriculum is the high school workbook, *Pathways to Character, Exploring Relevant issues that affect teenagers*. The workbook is compiled of a selection of case studies created from real life stories about the issues students face daily. Each case study focuses on a character virtue(s) that correspond to the problem(s) presented. The students are asked to read the case studies and then go through the case study analysis process to solve the problems highlighted and then answer the accompanying questions. This is a significant process for the students to go through for it teaches them not only to solve problems, but gives them effective strategies to solve those problems, thereby developing forethought, a strong emotional core, and confidence in their abilities. Teachers are asked to cover one case study once a week.

Plan to Educate Children with Disabilities

The Wisconsin Department of Public Instruction recognizes charter schools authorized by the City of Milwaukee as public schools. Provide a description of your school's plans to comply with Individual Disability Education Act (IDEA) and educate children with disabilities.

The GNLA will comply with all applicable state laws, the Individuals with Disabilities Education Act (IDEA & IDEA-97), the Family Educational Rights and Privacy Act (FERPA), and section 504 of the Rehabilitation Act of 1973. We may provide services both directly and under contract with outside providers.

We are committed to a program of responsible inclusion for students with special needs. This means that we will offer an education program designed to meet the learning needs of the broadest possible spectrum of students within the regular classroom.

Teachers certified in special-education will work with classroom teachers and special needs students within the regular classroom and also in separate settings when necessary, to meet the individualized needs of the child. Special Education Support (SES) staff and classroom teachers' work together to ensure that special students remain activated and focused. SES staff work with special students for intensive, short-term "pull-asides," returning them to classroom activities with support materials, plans, and follow-up. The SES staff also provides strategic direct instruction for some individual students one-to-one and in small groups within classrooms or in a resource setting, as determined by the IEP team.

Include a description of how you will adapt your curriculum, instruction, and assessment practices in the school for children with disabilities. Describe how you propose staffing your school to meet your obligations under IDEA.

In addition, SES staff provides classroom teachers with strategic modeling, materials, and follow-up that elaborates instruction and practice for special students. SES staff regularly reviews each student's level of service and adjusts it to meet his or her academic and social learning needs. The school will use appropriate IEP procedures for making referrals, conducting evaluations, communicating with families, writing and reviewing IEPs, maintaining student records, and reporting to federal and state authorities.

Referral Process

Level I: Problem Solving

Teachers first bring concerns about a student's welfare and/or academic progress to their Principal, who arranges a meeting with the Intervention Assistance Team (IAT), consisting of the classroom parents, teacher, Director of Curriculum & Instruction, nurse, and

counselor, who suggests and plans modifications and accommodations to enable the student to be successful in the classroom. Students' progress or lack of is carefully documented in the Student Progress Chart.

After 5 weeks the Intervention Assistance Team revisits the effects of the interventions to determine whether or not they were effective. Students experiencing academic and/or behavioral problems may or may not have a disability or require special education to meet their educational needs. In many cases, modifications to the regular education program will address a student's particular needs without resorting to unnecessary evaluation or special education services. Intervention strategies vary widely to fit the situation, often involving changes in classroom practices and increased parental involvement.

Level 2: Necessary Actions

If concerns persist and the intervention strategies are not sufficiently effective after no more than 10 Weeks from the beginning of the IAT process, the student's teacher, the key personnel and the student's parents must determine whether or not the intervention has been successful and what the next step should be for the student. By analyzing the data from the Student Progress Chart, one of three decisions may be made:

- The chart shows continued improvement. The strategy works in the classroom with the usual regular classroom supports. The teacher will continue the strategy.
- The chart shows little or no improvement, and the teacher and key personnel did not implement the strategy as planned. In this case, consider whether additional intervention is needed or whether a referral for a full and individual evaluation would be better.
- The chart shows little or no improvement, and the teacher and key personnel believe that they have implemented the strategy as planned. When this occurs, refer the student for a full and individual evaluation.

It is also our intention to enter into formal relationships with the Independent Charter School Collaborative of Wisconsin group and CESA, both to provide resources and consulting services to the school.

Students with Limited English Proficiency

GNLA, in compliance with all federal requirements and Title VI of the Civil Rights Act, will not exclude students on the grounds of race, color, or national origin or deny them benefits of any program or activity.

Students whose parents indicate a home language other than English are given the English Language Proficiency test to see whether or not a student needs services. These tests are given at the beginning of the school year.

All teachers are required to attend Professional Development so that all of our teachers are fully trained and proficient in ELL strategies throughout the academic year. Teachers have ongoing training in sheltered English instruction, an instructional approach used to make academic instruction in English understandable to English language learners.

In Sheltered Instruction, teachers use physical activities, visual aids and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. Modifications are used to facilitate comprehensible input. Sheltered Instruction is a research-based approach to instruction proven effective for teaching specific academic content while promoting English language development.

Researchers have identified features of instruction present in high-quality sheltered lessons to generate the Sheltered Instructional Observation Protocol (SIOP) Model. This model takes into account the special language development needs of English language learners which distinguishes it from high quality non-sheltered teaching. The eight components include the following: Lesson Preparation; Building Background; Comprehensible Input; Strategies; Interaction; Practice/Application; Lesson Delivery; and Review/Assessment.

Please see **attachment D** for the IDEA policies and procedures manual

Describe any efforts you have made to develop relationships with other agencies to serve children with disabilities, particularly those efforts to provide services for children whom you cannot educate on site. If available, include any documentation describing the agreements with other agencies (Attachment W –n/a).

While GNLA will be staffed with a school counselor and certified Special Education teachers, when a student with an IEP needs a service that the school cannot provide, we will outsource to local agencies to contract with speech pathologists, school psychologists or any other services the individual student may require.

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

Certification, 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 IV: ATTACHMENTS

- A. Provide resumes for the board members. If managed by a charter management organization (CMO), please also provide resumes for the leadership team of the management organization
- B. Attach supporting documentation. This must include the articles of incorporation, by-laws, and tax determination letter (or evidence that tax exempt status has been applied for). Charters intending to partner with CMOs should provide evidence of non-profit status for the CMO
- C. Provide an organizational chart and explain the lines of authority. Include board member resumes
- D. Board resolution recognizing adoption of the following manuals (includes copies of each):

Personnel manual

Operations manual

Parent Handbook

Financial Policies and Procedures Manual to include all topics requested in application

IDEA Policies and Procedures Manual

- E. Resumes of educational leader(s) and fiscal manager
- F. Long range business plan
- G. Financial statement for last full year if school is in operation for applicant and/ or affiliated organization, or CMO. This should include balance sheet, income statement, and an unqualified audit opinion and management letter, to include Statement of Cash Flows
- H. Estimated budget
- I. Annual cash budget showing monthly receipts, disbursements and beginning and end of month cash balances with key assumptions
- J. Position listing of all part- and full-time staff.
- K. Line of Credit or other source(s) of cash (other revenues, reserves, personal guarantees, etc.) as needed for adequate liquidity over the fiscal year.
- L. For existing schools, a budget for the current year
- M. For existing schools or applicants with buildings, proof of building ownership or tenant status
- N. Occupancy permit for school use
- O. Letter from Building Inspection Department regarding code compliance
- P. Certificate of insurance
- Q. Letter from insurance provider

- R. For start-ups and schools without audits, an engagement letter as indicated under “Audits” guidelines
- S. Auditor report on long-range business plan and first year budget
- T. Auditor report on planned, documented internal controls policies and procedures.
- U. For existing schools or for CMOs that operate schools in other areas of the country, results from required assessments
- V. Plans for assuring that those instructional staff with an emergency license are working toward appropriate licensure
- W. Agreements with collaborating agencies to ensure delivery of program in compliance with IDEA
- X. Certifications

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 2 of the proposal | |
| Mission and vision of the charter school | Page 3 of the proposal | |
| Name of “person” applying to operate the charter school | Page 3 of the proposal | |
| Articles of Incorporation | Attachment B | |
| By-Laws | Attachment B | |
| Tax determination letter | Attachment B | |
| Evidence of CMO non-profit status, if applicable | Attachment B | |
| 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 | Attachment D | |
| Parent Handbook | Attachment D | |
| Financial Policies and Procedures Manual | Attachment D | |
| IDEA Policies and Procedures Manual | Attachment D | |
| Evidence of conflict of interest policy | Attachment D | |
| Evidence of internal dispute resolution policies | Page 8 of the proposal | |
| Evidence of how parents will be involved in school governance | Page 9 of the proposal | |
| Organizational Chart of management and staff | Attachment C | |
| Educational leader resume | Attachment A | |
| Business manager resume | Attachment E | |
| Describes the organizational structure and | Page 10 of proposal | |

| | | |
|--|---------------------|-----------|
| responsibilities of the management and staff. | | |
| Describes the school's fiscal management procedures. | Page 10 of proposal | |
| | | |
| | | |
| <p>Identify the following items in the Financial Policies and Procedures Manual</p> <ul style="list-style-type: none"> • Annual budgeting and budget reporting • Cash flow budgeting and reporting • GAAP and their application for this institution • 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 • City of Milwaukee Charter School financial reporting requirements and procedures developed to comply with these requirements • Financial reporting to the Board of Directors • Accounting and financial management qualifications, including professional development requirements for affected staff. | Attachment D | (7 items) |
| 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 H | |
| Assurance that school's budget revenue and expenditure accounts directly reconcile to the accounting system line item or objects of expenditure accounts | Page 11 of proposal | |
| 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 | Attachment H | |
| Position listing of all part- and full-time staff | Attachment J | |
| Sources and uses of funds | Attachment H | |

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|---|---------------------|--|
| Basis for revenue and expense estimates | Page 14 of proposal | |
| Contingency plan for revenue shortfalls | Attachment D | |
| Number of expected charter school students | Page 2 of proposal | |
| Monthly cash flow projections for first year of operation as a charter school | Attachment I | |
| School Budget for the current school year, if applicable | N/A | |
| Explanation of differences between current school year budget and proposed charter school budget | N/A | |
| Facility description | Appendix A | |
| Proof of ownership or tenant status | N/A | |
| Building Inspection letter affirming code compliance | N/A | |
| Occupancy permit | N/A | |
| Plans to expand or move | N/A | |
| Certificate of insurance with adequate coverages | Attachment P | |
| Letter from insurance provider | Attachment Q | |
| 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. | N/A | |
| Independent Audit engagement letter for first fiscal year | Attachment R | |
| Auditor report on school's long range business plan and first year budget | Attachment S | |
| Auditor report on planned, documented internal controls policies and procedures | Attachment T | |
| Academic goals are present | Page 21 of proposal | |
| Curriculum | Page 27 of proposal | |
| Method of instruction | Page 31 of proposal | |
| Description of specific student assessment measures | Page 39 of proposal | |
| Explanation of how school's accountability system incorporate CSRC assessments | Page 41 of proposal | |
| Identification of staff person and board rep. or committee reporting to CSRC | Page 41 of proposal | |
| Student Information Management Software ID | Page 41 of proposal | |
| Existing student achievement data, if applicable | N/A | |
| Other accountability measures | Page 51 of proposal | |
| Listing of instructional staff | Attachment J | |
| Description for ensuring all instructional staff are licensed | Page 53 of proposal | |
| Assurance that identified staff are licensed; plans for those who need emergency | N/A | |

| | | |
|---|---------------------|----------------|
| certification | | |
| Admission Procedures | Page 55 of proposal | |
| Description of lottery process for over-enrollment | Page 55 of proposal | |
| Description to achieve racial and ethnic balance reflective of the school district | Page 56 of proposal | |
| Certification that the school will accept at-risk students | Page 56 of proposal | |
| Description of admission procedures for students with IEPs. | Page 56 of proposal | |
| Description of disciplinary procedures | Page 58 of proposal | |
| For existing schools, a summary of disciplinary actions taken during the previous school year | N/A | |
| Evidence of relationship with other agencies to provide services | N/A | |
| (IDEA) Curriculum adaptations | Page 61 of proposal | |
| Proposed staffing adequate to meet obligations under IDEA | Page 61 of proposal | |
| Data on students with special needs for existing schools | Page 61 of proposal | |
| Certification signed and dated | Page 64 of proposal | |
| FOR applicants currently operating a school | | YES/NO* |
| The applicant has created a new organization to operate the charter school | | |
| The applicant has communicated to parents that students will need to enroll in the charter school | | |
| FOR applicants currently operating a sectarian school | | YES/NO* |
| 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