

**CHARTER SCHOOL PROPOSAL/PETITION COVER SHEET**

**1 Name of charter school:** Andrew S. Douglas Middle School

**2 Type of submission:**  Petition  Proposal  RFP

**3 Type of charter:**  Instrumentality  Non-instrumentality

**4 Manner in which administrative services will be provided:**  Teacher Led  Administratively Led

**5 If non-instrumentality:** Name of nonprofit corporation that will hold the charter: \_\_\_\_\_  
 Has the corporation applied for 501(c)(3) nonprofit status?  Yes  No

**6 Primary contact person:** Zerda Palmer  
 Title/Relationship to proposed school: Principal  
 Mailing address: \_\_\_\_\_  
 Telephone: (day) \_\_\_\_\_ (evening) \_\_\_\_\_  
 E-mail address: palmerzq@milwaukee.k12.wi.us

**7 Planned academic opening school year:** 2019-20  
 Term of charter requested (maximum 5 years): 5 years

School Year	Grade Levels Served	Total Student Enrollment Planned/Maximum
Year 1	6-8	360
Year 2	6-8	480
Year 3	6-8	570
Year 4	6-8	690
Year 5	6-8	780

**8 AGREEMENT** (read and sign below)

I understand the Milwaukee Board of School Directors reserves the right to give priority to petitions/proposals that directly address identified areas of need of targeted student populations within the district and to replicate currently successful schools. I certify that I have the authority to submit this petition/proposal and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the petition/proposal process or revocation after award.

I understand that for non-instrumentalities, seat availability is based on Milwaukee Public Schools enrollment counts. In any year, seats may or may not be available.

Print Name Zerda Palmer

Signature Zerda Palmer Date 1/3/2019

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## EXECUTIVE SUMMARY

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### Application Team and Leadership

The Milwaukee Public Schools' Administration and a core planning team is seeking an instrumentality charter school, Andrew S. Douglas Middle School. The proposed charter school will be administratively led.

### Mission and Vision

**Mission:** Andrew S. Douglas Middle School's mission is to excite and prepare students for global professions in science, technology, engineering, and math.

**Vision:** Andrew S. Douglas Middle School's vision is to provide a community-based and culturally responsive learning environment where students are free to explore solutions to real-world problems to develop the inquiry, innovation, collaboration, and communication competencies necessary for success in 21<sup>st</sup> Century careers.

**Rationale:** In July 2018, the Milwaukee Board of School Directors directed the MPS Administration to reconfigure and redesign the current Andrew S. Douglas School into a state-of-the-art middle school. The school's proposed science, technology, engineering, and math (STEM) focus is based on the growing need to prepare students to work in STEM-focused jobs, many of which have not yet been created (according to the U.S. Bureau of Labor Statistics, jobs in STEM fields will expand faster than non-STEM jobs, growing to more than 9 million by 2022). This focus is also in direct alignment with the Milwaukee Board of School Directors' action to establish a feeder pattern from Andrew Douglas to North Division High School, which boasts an innovative health sciences program.

### Educational Philosophy

**Core Competencies:** Andrew S. Douglas Middle School's Core Competencies are the foundation of the school's educational philosophy. Through the Core Competencies, students learn how to approach complex challenges. Douglas Middle School's Core Competencies include:

- ❖ Inquiry – students develop the abilities to evaluate, synthesize, and apply ideas to hone their critical thinking and problem-solving skills;
- ❖ Innovation – students learn to create and adapt as they approach projects and problems;
- ❖ Collaboration – students learn to work together as they explore diverse solutions to problems; and
- ❖ Communication – students learn to convey their learning to diverse audiences using various forms of communication.

## Enrollment

Andrew S. Douglas Middle School seeks to serve 360 students in grades six through eight beginning with the 2019-20 school year. The school plans to expand each year thereafter until reaching full capacity of 960. Projected enrollment for the proposed charter contract term is outlined below.

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 8 (T)</b>	
<b>2019-20</b>	150	120	90	0	360
<b>2020-21</b>	180	150	120	30	480
<b>2021-22</b>	210	180	150	30	570
<b>2022-23</b>	240	210	180	60	690
<b>2023-24</b>	270	240	210	60	780

The sixth – eighth grade model is in alignment with the Milwaukee Board of School Directors’ July 2018 action related to the Andrew S. Douglas Campus. This model accommodates the need for high-performing middle school seats in Milwaukee’s 53206 zip code. Andrew S. Douglas Middle School will be critical to the formulation of strong feeder patterns that offer a continuum of services for students in and around Milwaukee’s 53206 zip code. The model will establish new feeder patterns from Auer Avenue School, Hopkins-Lloyd Community School, Keefe Avenue School, and Gwen T. Jackson School to Douglas Middle School and from Douglas Middle School to North Division High School.

## Culture

The foundation of school culture at Andrew S. Douglas Middle School is that exploration leads to excellence. Both students and staff will be encouraged to continually explore real-world problems to find and implement solutions and advance their learning.

Douglas Middle School’s STEM focus will be evident in all aspects of the school’s culture and climate. STEM heroes and professionals will be promoted as role models: famous STEM practitioners will be featured in the school environment and curriculum, and local STEM professionals will be encouraged to visit the school to build relationships with students and staff. Fun, interactive STEM-related activities will be available to students not only during classroom instruction but also during lunch, after school, and through long-term and community-based projects. Students and staff will have access to local STEM professionals or graduate students as STEM mentors.

Problem-based learning will be used to approach teaching and learning as well as to solve issues or problems that may arise within the school community.

## Contract Term

The applicant team of Andrew S. Douglas Middle School seeks a five-year contract term to begin with the 2019-20 school year. The team is seeking a waiver of Administrative Policy 9.12(5)(b) to allow the charter contract term to begin in fall of 2019.

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## ACADEMIC ACHIEVEMENT

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### Educational Program

Andrew S. Douglas Middle School's educational program is designed to serve students in grades six through eight. The goal is to provide Milwaukee families with a high-performing middle school option in Milwaukee's 53206 zip code.

**Problem-based Learning:** Problem-based learning will be the cornerstone of the Douglas educational program. Learning will be experiential and focused on investigating and solving real-world problems to facilitate deeper learning. Through problem-based learning, students will be empowered to explore, not simply discover, the answer. The approach will be implemented across all subject areas.

Problem-based learning at Douglas will be adapted from the model first created for use in medical education:

- ❖ the problem is encountered first in the learning sequence, before any preparation or study has occurred;
- ❖ the problem situation is presented to the student in the same way it would present in reality;
- ❖ the student works with the problem in a manner that permits his or her ability to reason and apply knowledge to be challenged and evaluated, appropriate to his or her level of learning;
- ❖ needed areas of learning are identified in the process of working with the problem and used as a guide to individualized study;
- ❖ the skills and knowledge acquired by this study are applied back to the problem, to evaluate the effectiveness of learning and to reinforce learning; and
- ❖ the learning that has occurred in work with the problem and in individualized study is summarized and integrated into the student's existing knowledge and skills.

[http://www.ascd.org/publications/books/197166/chapters/What\\_Is\\_Problem-Based\\_Learning%C2%A2.aspx](http://www.ascd.org/publications/books/197166/chapters/What_Is_Problem-Based_Learning%C2%A2.aspx)

Problem-based learning teaches students how to work in teams, manage projects, lead, communicate, evaluate, work independently, think critically, research, problem-solve, analyze, and self-direct. The problem-based learning approach will also prepare students for excellence in the health sciences program at North Division High School.

**Project Lead the Way (PLTW):** Project Lead the Way is a nationally established program, focused on preparing the future technical and engineering workforce. Through PLTW, Douglas students will engage in hands-on activities in computer science, engineering, and biomedical science to explore a range of paths they can look forward to in high school and beyond. PLTW-specific goals include:

- ❖ increased test scores, particularly in math and science;
- ❖ increased number of students entering postsecondary STEM programs;
- ❖ increased number of students entering any postsecondary program;
- ❖ increased graduation rates;
- ❖ increased career awareness of STEM fields among parents and students; and
- ❖ strengthened career education programs in middle and high schools.

**Grant Gordon Makerspace:** Andrew S. Douglas will be home to a state-of-the-art collaborative learning space for making, learning, exploring, and sharing using both high-tech and no-tech tools. In the Grant Gordon Makerspace, students will be provided hands on learning that help with critical thinking skills and boost self-confidence. The makerspace will be transformational, with different materials throughout the year, depending on the type of learning that is happening.

**Africology:** Students at Douglas Middle School will be exposed to multidisciplinary studies of the histories, politics, and cultures of people of African origin. Beginning in the 2019-20 school year, social studies curriculum for all students will be taught through an Africological lens. As the school grows, African and African Diaspora studies will expand into all content areas.

**World Language:** As a comprehensive middle school, all Douglas students across all grade levels will have access to world language courses.

**Students with Disabilities:** Andrew S. Douglas Middle School will welcome all students, including students with disabilities. The applicant team anticipates Douglas to have an enrollment of students with disabilities that is reflective of district enrollment overall. Douglas staff will work with the MPS Department of Specialized Services to support the needs of students with disabilities. Students at Douglas who have disabilities will be provided with a free and appropriate education consistent with the Individual with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA). Students will be educated in the least restrictive environment (LRE) and in accordance with their Individualized Education Plan (IEP).

**English Learners:** Andrew S. Douglas Middle School will welcome all students, including students who are English Learners (EL). The applicant team anticipates Douglas to have an enrollment of English Learners that is reflective of district enrollment overall. Douglas staff will work with the MPS Department of Bilingual Multicultural Education to support the needs of English Learners.

**Eighth-grade Promotion:** Eighth-grade students advancing to ninth grade must meet academic performance criteria as defined in MPS Administrative Policy 7.36, Promotion and Retention of Students. This includes meeting at least one of the following three criteria:

- ❖ Academic Performance: proficiency levels in reading, English/language arts, mathematics, science, and social studies as measured and defined by classroom assessments based on district-adopted grade-level standards.
- ❖ Test results: proficiency level of basic or above, which is measured and defined by the appropriate state assessment in English language arts, mathematics, science, and social studies.
- ❖ Recommendations of teachers: determined by a school-based team that is to include the classroom teacher(s) and uses district guidelines.

Students who may be at-risk of retention will be identified and will be offered the appropriate interventions to ensure promotion. Douglas Middle School will offer transitional seats for eighth-grade students who are retained beyond the summer school term.

**Anticipated Outcomes:** The applicant team anticipates that the proposed educational program at Andrew S. Douglas Middle School will lead to the following outcomes:

- ❖ a percentage of pupils scoring proficient or advanced on the Wisconsin State Assessment System tests in English Language Arts that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools;
- ❖ a percentage of pupils scoring proficient or advanced on the Wisconsin State Assessment System tests in mathematics that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools;
- ❖ a percentage of pupils scoring proficient or advanced on the Wisconsin State Assessment System tests in science that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools;
- ❖ a percentage of pupils scoring proficient or advanced on the Wisconsin State Assessment System tests in social studies that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools;
- ❖ a percentage of pupils promoted from grade 8 that is the same as, or higher than, the percentage of pupils being promoted from the corresponding grades in all MPS schools;
- ❖ a stability rate of pupils that is the same as, or higher than, the stability rate of pupils in corresponding grades in all MPS schools;
- ❖ an average daily attendance rate of pupils that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools; and
- ❖ a mobility rate of pupils that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools.

Additionally, the applicant team seeks to provide an education program that will put all Douglas students on the path towards STEM literacy whereby students achieve scientific, technological, engineering, and mathematical literacy.

### **School Admission**

Andrew S. Douglas Middle School will participate in the Milwaukee Public Schools Middle/High School Early Enrollment process. As such, Douglas will host an open house in the fall of each year, will participate in the district's Early Enrollment Fair, and will accept applications in alignment with the district's enrollment window. Students will be notified of their enrollment status in December of each year. Douglas will continue to accept students beyond the early enrollment window so long as seats are available.

Should Douglas reach capacity before all students who applied have been accepted, Douglas will accept students through a random lottery implemented by the MPS Department of Student Services. Once all seats have been filled, a waiting list ordered through the lottery will be instituted. Students living in the current attendance area of Andrew S. Douglas School will be given priority in enrollment.

Andrew S. Douglas Middle School will welcome all students and will not discriminate based on sex, race, religion, sexual orientation, or disability. Students who do not wish to attend Andrew S. Douglas Middle School may attend other schools in the district including Benjamin Franklin



School, Robert M. LaFollette School, and Rufus King International Middle School. Students may also attend non-district schools.

**Diversity Plan:** Andrew S. Douglas Middle School will welcome all students; the applicant team expects to enroll a student population that is reflective of district enrollment overall. Douglas Middle School will not discriminate in admission or deny participation in any program or activity on the basis of sex, race, religion, national origin, ancestry, pregnancy, or on the basis of physical, mental, emotional, or learning disability. Douglas will strive to maintain ethnic diversity according to the MPS guidelines and will maintain the average number of regular education students, special education students, and students in any specialty programs in accordance with district policy and the charter contract.

### **Health and Safety**

Andrew S. Douglas Middle School will adhere to all federal, state, and local laws as well as MPS Board policies and procedures related to health and safety standards. The school will maintain a school crisis plan, which will be reviewed annually and updated to address concerns that may arise during the school year. Additionally, Andrew S. Douglas Middle School will employ a trauma support teacher to serve Douglas students, train Douglas staff, and support Douglas families.

### **Student Discipline**

Andrew S. Douglas Middle School will follow the Milwaukee Public Schools' discipline policy, including the procedures outlined in the MPS *Parent/Student Handbook on Rights, Responsibilities, and Discipline*.

Douglas Middle School will also comply with applicable requirements of Resolution Agreement #05-14-5003 between Milwaukee Public Schools and the U.S. Department of Education Office for Civil Rights including, but not limited to, implementation of a student committee on discipline.

### **Curriculum and Instruction**

Andrew S. Douglas Middle School will follow the MPS Comprehensive Literacy Plan and MPS Comprehensive Math/Science Plan. In math, reading, and English/language arts, Douglas will follow the Common Core State Standards. In science, Andrew S. Douglas Middle School will adhere to the *Next Generation Science Standards* for all students. The *Next Generation Science Standards* emphasize scientific exploration, which is directly aligned to Douglas' mission, vision, and core competencies. All science curriculum and instruction implemented at Douglas will be aligned to these standards. The standards will be shared with all Douglas parents.

As aforementioned, instruction at Andrew S. Douglas Middle School will focus on problem-based learning. Following approval of the concept, MPS Administration will work with the Douglas Middle School community to select specific curriculum materials that:

- ❖ align with the school's mission and vision;
- ❖ incorporate the school's core competencies;
- ❖ align with problem-based learning; and

❖ will meet the needs of all Douglas students.

Materials will be selected for mathematics, English language arts, science, Africology, and world language.

Instruction at Andrew S. Douglas Middle School will be rooted in the BSCS 5E Instructional Model whereby instruction includes the following five phases: engagement, exploration, explanation, elaboration, and evaluation.

Additional information regarding curriculum and instruction at Andrew S. Douglas Middle School may be found in *Appendix A: Curriculum and Instruction*.

**Technology:** As a STEM-focused school, technology will be a key component of Andrew S. Douglas Middle School. Digital tools including, but not limited to, Chromebooks, robotics, audio and video conferencing, multimedia integration, 3D printing, digital fabrication, and classroom configurations, will be available to Douglas students to use to identify and solve problems. Students will be able to use technology to develop and test solutions, communicate and collaborate with others, and produce artifacts.

Additionally, the applicant team will explore the use of telepresence to expand opportunities for Douglas students including, but not limited to, providing access to North Division health sciences courses.

## **Assessment**

The following interdisciplinary assessment tools will be utilized at Andrew S. Douglas Middle School:

- ❖ checklists;
- ❖ rubrics;
- ❖ classroom tests;
- ❖ maps;
- ❖ self-assessments;
- ❖ peer assessments;
- ❖ graphic organizers;
- ❖ concept maps;
- ❖ portfolios; and
- ❖ conferences.

Andrew S. Douglas Middle School will also comply with the MPS Balanced Assessment System. As such, Douglas Middle School will utilize formative, summative, and benchmark assessments to monitor student progress and inform instruction. Assessment practices will be aligned to academic standards.

Specific assessments that will be used are outlined in *Appendix B: Assessment Plan*.



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## **STUDENT, FAMILY, AND COMMUNITY ENGAGEMENT**

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Student, family, and community engagement at Andrew S. Douglas Middle School will be intentional and regular. The Douglas School Engagement Council, leadership, and staff will:

- ❖ provide opportunities for families and the community to be involved in the day-to-day operations and governance of the school to improve student learning;
- ❖ provide training for families and community members to support student achievement;
- ❖ create vehicles to communicate regularly with families and community members, including translating all notices into families' first language;
- ❖ encourage communication and interaction with families and community members, including making arrangements for interpreters as appropriate;
- ❖ regularly seek feedback from students, families, and the community;
- ❖ create a climate of respect for families and community members, including those who do not live in the neighborhood;
- ❖ include family and community members in school decision making;
- ❖ provide families with ideas and resources to support and stretch student learning;
- ❖ display student work and provide opportunities for students to perform in the community; and
- ❖ contact families regularly to provide ongoing communication, feedback, and support.

Douglas families will be encouraged and empowered to:

- ❖ participate in school activities;
- ❖ be aware of and understand what their children should learn at each grade level;
- ❖ provide input and feedback to teachers;
- ❖ support student learning by providing a homework place and support;
- ❖ use family activities to extend learning; and
- ❖ communicate important information that could affect student learning to the school.

As family engagement is critical to the success of STEM programs, Douglas will offer various opportunities for families and community members to participate in STEM-related activities, including:

- ❖ family STEM summit;
- ❖ before and after school activities;
- ❖ volunteer opportunities;
- ❖ mobile STEM lab;
- ❖ adult education STEM courses; and
- ❖ systems thinking sessions for community-based problem solving.

### **Partnerships**

Andrew S. Douglas Middle School will continue to participate in the MPS 53206 leadership group to ensure continuity across all schools serving students in and around Milwaukee's 53206 zip code. The school will also participate in MPS' Middle School Collaborative to share best practices in middle school teaching and learning.

Douglas Middle School leadership has already begun to identify community-based assets and provide information to potential partners including local community based organizations focused on trauma-informed care, fatherhood support, and community schools. Together with the 53206 leadership group, Douglas will work to establish intentional partnerships that support students throughout their entire K-12 experience as they advance through 53206 feeder patterns.

Douglas Middle School will also work to establish STEM partners to serve as volunteers, mentors, field trip sponsors, etc.

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## **EFFECTIVE AND EFFICIENT OPERATIONS**

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### **Governance Structure**

Andrew S. Douglas Middle School will be governed by a School Engagement Council (SEC) in accordance with MPS Administrative Policy and Procedure 9.11, School Engagement Councils. As such, members of the School Engagement Council will serve as representatives of different groups and have responsibilities to be liaisons between those groups and the Council. Even though representatives will be selected from various categories (e.g., families, staff, students, community), it will be the responsibility of every member on the School Engagement Council to communicate with, and represent, all segments of the school population.

The Douglas School Engagement Council will develop work groups to govern and improve the school. Committees may include, but not be limited to, the following:

- ❖ marketing/advertising;
- ❖ literacy, math, and writing;
- ❖ curriculum/programming;
- ❖ staffing & professional learning;
- ❖ student, parent, community engagement; and
- ❖ safety needs/communication.

Membership on the Council will be implemented in accordance with MPS Administrative Policy and Procedure 9.11, School Engagement Councils, which may be viewed at:

<http://mps.milwaukee.k12.wi.us/en/District/About-MPS/School-Board/Policies--Procedures/Administrative-Policies.htm>.

### **Facility**

Andrew S. Douglas Middle School will be located at 1618 W. Keeve Avenue, Milwaukee, WI 53206. The enrollment growth plan considers the capacity of the school facility. The facility includes, but is not limited to the following amenities:

- ❖ main office space;
- ❖ dedicated cafeteria, gymnasium, and auditorium
- ❖ large library space,
- ❖ science labs;
- ❖ art and music spaces;
- ❖ outdoor basketball courts;
- ❖ parking lot for staff and visitors; and
- ❖ close proximity to Keefe Avenue School for enhanced collaboration and continuum of services.

### **Accountability**

The Andrew S. Douglas School Engagement Council (SEC) will oversee Andrew S. Douglas Middle School. The SEC will receive reports from the school principal including, but not limited

to, academic, financial, and operational information. The school principal will be responsible for monitoring school performance and reporting progress to the SEC.

A complete organizational chart is provided in *Appendix O: Organizational Chart*.

Andrew S. Douglas Middle School will be an instrumentality charter school. Signatures of at least 50% of teachers employed at Andrew S. Douglas School are included in *Appendix M: Charter School Petition*.

As an MPS instrumentality charter school, Douglas will adhere to the Board's insurance and risk-management programs and policies. As such, all insurance and risk management functions for the school will be provided by and be under the authority and control of MPS in accordance with MPS administrative policies.

### **Staff Qualifications**

Andrew S. Douglas Middle School will comply with all federal, state, and district requirements regarding employees including, but not limited to, the certifications and qualifications of individuals employed in the school. Douglas will also comply with the district's policies on criminal background screening and physical examinations (including pre-employment drug screening), and will disclose the names of all staff and volunteers.

### **Professional Development Plan**

Staff at Andrew S. Douglas Middle School will receive all statutorily required professional development. The school will work with MPS to offer required professional development. The Andrew S. Douglas Middle School leadership will:

- ❖ provide professional resources to enhance the quality of teaching and learning;
- ❖ support reflective practices and professional development;
- ❖ provide regular time and space for teachers to share and learn from each other;
- ❖ support the induction of new teachers;
- ❖ develop a collective commitment to success and continuous improvement;
- ❖ practice shared decision-making;
- ❖ establish norms for conduct that foster collegiality and professionalism;
- ❖ establish governance structures that allow for teacher involvement;
- ❖ focus staff meeting time on meaningful pursuits designed to enhance student learning and the learning environment;
- ❖ support teacher networking opportunities to broaden knowledge base of content and teaching/learning strategies;
- ❖ engage professional staff in the development of all phases of the educational plan;
- ❖ develop and consistently implement shared school-wide expectations;
- ❖ provide teachers with feedback on professional standards and provide for self-evaluation; and
- ❖ coordinate sharing of best practice.

Through professional development, teachers will:

- ❖ develop and maintain productive professional working relationships with colleagues to enhance student learning; and
- ❖ be invested adult learners who motivate their students to become impassioned, engaged learners.

Professional development for Douglas Middle School staff will embrace the problem-based approach that is foundational to the Douglas educational philosophy, school culture, and school climate. Professional development will also include the following STEM-specific components:

- ❖ designing lessons using the 5Es;
- ❖ growing the capacity of STEM teachers;
- ❖ teaching STEM-enriched lessons; and
- ❖ using the Danielson framework for planning and reflection.

As an instrumentality charter school, Douglas will follow the MPS professional development calendar.

### **Experience**

MPS Administration initiated the development of the charter proposal for Andrew S. Douglas Middle School as an instrumentality charter. Ms. Zerda Palmer will serve as the principal of Andrew S. Douglas Middle School. More information is provided in *Appendix P: Vitae of School Leader*.

### **School Opening**

Prior to school's opening in fall 2019, Andrew S. Douglas Middle School leadership will complete the MPS school opening checklist. The checklist will be reviewed, tasks completed, and the corresponding form submitted to the MPS Office of School Administration by July 1, 2019. School opening checklist activities will include, but not be limited to, preparations in the following areas:

- ❖ staff;
- ❖ students;
- ❖ parents; and
- ❖ building.

The complete school opening checklist that will be used is outlined in *Appendix Q: School Opening Checklist*.

### **Budget**

A proposed budget for Andrew S. Douglas Middle School is outlined in *Appendix K: Charter School Proposed Budget*.

### **Financial/Programmatic Audits and Budget Programmatic and Financial Audits**

Andrew S. Douglas Middle School will annually contract to have annual audits conducted by the MPS Office of Board Governance – Audit Services.

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## APPENDICES

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### Appendix A: Curriculum and Instruction

#### Project Lead the Way Units

Design and Modeling: Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Using design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

Automation and Robotics: Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

App Creators: This unit exposes students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and conveys the positive impact of the application of computer science to other disciplines and to society.

Computer Science for Innovators and Makers: Throughout the unit, students learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

Energy and the Environment: Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

Flight and Space: The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.

Science of Technology: Science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials.

Magic of Electrons: Through hands-on projects, students explore electricity, the behavior and parts of atoms, and sensing devices. They learn knowledge and skills in basic circuitry design, and examine the impact of electricity on the world around them.

Green Architecture: Today's students have grown up in an age of "green" choices. In this unit, students learn how to apply this concept to the fields of architecture and construction by exploring

dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's® 3D architectural design software.

Medical Detectives: Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

<https://www.pltw.org/our-programs/pltw-gateway-curriculum>



## BCSC 5E Instructional Model

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### The BSCS 5E Instructional Model

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#### **Engage**

These experiences mentally engage the students with an event or question. Engagement activities help students to make connections with what they know and can do. During the engagement phase, the teacher can

- Create a need to know/create an interest
- Assess prior knowledge
- Focus on a problem/ask questions

#### **Explore**

Students work with one another to explore ideas through hands-on activities. Under the guidance of the teacher, students experience a common set of experiences that helps them clarify their own understanding of major concepts and skills. During the exploration phase, the students

- Investigate
- Develop awareness/practice skills
- Design, plan, build models, collect data
- Test predictions and form new predictions

#### **Explain**

Students explain their understanding of the concepts and processes they are learning. Teachers help students clarify their understanding and introduce information related to the concepts to be learned. During the explanation phase, teachers and students

- Clarify understanding
- Define concepts or terms
- Share understandings for feedback
- Listen critically to one another
- Form generalizations
- Refer to previous activities

#### **Elaborate**

These activities challenge students to apply what they have learned and extend their knowledge and skills. During the elaboration phase, students

- Build on their understanding of concepts
- Use knowledge of concepts to investigate further—extension
- Apply explanations and skills to new, but similar, situations
- Provide practice and reinforcement –application

#### **Evaluate**

Students assess their own knowledge, skills, and abilities. Evaluation activities also allow teachers to evaluate students' progress. During the evaluation phase, students

- Draw conclusions using evidence from previous experiences
- Demonstrate an understanding or knowledge of concept or skill

**Table 13. The BSCS 5E Instructional Model: What the Student Does**

Stage of the Instructional Model	The BSCS 5E Instructional Model: What the Student Does	
	That Is Consistent with This Model	That Is Inconsistent with This Model
Engagement	<ul style="list-style-type: none"> <li>▪ Asks questions such as, “Why did this happen?” “What do I already know about this?” “What can I find out about this?”</li> <li>▪ Shows interest in the topic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asks for the “right” answer</li> <li>▪ Offers the “right” answer</li> <li>▪ Seeks one solution</li> </ul>
Exploration	<ul style="list-style-type: none"> <li>▪ Thinks freely, within the limits of the activity</li> <li>▪ Tests predictions and hypotheses</li> <li>▪ Forms new predictions and hypotheses</li> <li>▪ Tries alternatives and discusses them with others</li> <li>▪ Records observations and ideas</li> <li>▪ Asks related questions</li> <li>▪ Suspends judgment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lets others do the thinking and exploring (passive involvement)</li> <li>▪ “Plays around” indiscriminately with no goal in mind</li> <li>▪ Stops with one solution</li> </ul>
Explanation	<ul style="list-style-type: none"> <li>▪ Explains possible solutions or answers to others</li> <li>▪ Listens critically to others’ explanations</li> <li>▪ Questions others’ explanations</li> <li>▪ Listens to and tries to comprehend explanations that the teacher offers</li> <li>▪ Refers to previous activities</li> <li>▪ Uses recorded observations in explanations</li> <li>▪ Assesses own understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Proposes explanations from “thin air” with no relationship to previous experiences</li> <li>▪ Brings up irrelevant experiences and examples</li> <li>▪ Accepts explanations without justification</li> <li>▪ Does not attend to other plausible explanations</li> </ul>
Elaboration	<ul style="list-style-type: none"> <li>▪ Applies new labels, definitions, explanations, and skills in new but similar situations</li> <li>▪ Uses previous information to ask questions, propose solutions, make decisions, and design experiments</li> <li>▪ Draws reasonable conclusions from evidence</li> <li>▪ Records observations and explanations</li> <li>▪ Checks for understanding among peers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plays around with no goal in mind</li> <li>▪ Ignores previous information or evidence</li> <li>▪ Draws conclusions from thin air</li> <li>▪ In discussion, uses only those labels that the teacher provided</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>▪ Answers open-ended questions by using observations, evidence, and previously accepted explanations</li> <li>▪ Demonstrates an understanding or knowledge of the concept or skill</li> <li>▪ Evaluates his or her own progress and knowledge</li> <li>▪ Asks related questions that would encourage future investigations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draws conclusions, not using evidence or previously accepted explanations</li> <li>▪ Offers only yes-or-no answers and memorized definitions or explanations as answers</li> <li>▪ Fails to express satisfactory explanations in his or her own words</li> </ul>

R W Bybee et al. The BCSC 5E Instructional Model: Origins, Effectiveness, and Applications. 2006.

[https://bscs.org/sites/default/files/\\_legacy/BSCS\\_5E\\_Instructional\\_Model-Full\\_Report.pdf](https://bscs.org/sites/default/files/_legacy/BSCS_5E_Instructional_Model-Full_Report.pdf)

**Table 14. The BSCS 5E Instructional Model: What the Teacher Does**

Stage of the Instructional Model	The BSCS 5E Instructional Model: What the Teacher Does	
	That Is Consistent with This Model	That Is Inconsistent with This Model
Engagement	<ul style="list-style-type: none"> <li>▪ Creates interest</li> <li>▪ Generates curiosity</li> <li>▪ Raises questions</li> <li>▪ Elicits responses that uncover what the students know or think about the concept or topic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explains concepts</li> <li>▪ Provides definitions and answers</li> <li>▪ States conclusions</li> <li>▪ Provides closure</li> <li>▪ Lectures</li> </ul>
Exploration	<ul style="list-style-type: none"> <li>▪ Encourages the students to work together without direct instruction from the teacher</li> <li>▪ Observes and listens to the students as they interact</li> <li>▪ Asks probing questions to redirect the students' investigations when necessary</li> <li>▪ Provides time for the students to puzzle through problems</li> <li>▪ Acts as a consultant for students</li> <li>▪ Creates a "need to know" setting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides answers</li> <li>▪ Tells or explains how to work through the problem</li> <li>▪ Provides closure</li> <li>▪ Directly tells the students that they are wrong</li> <li>▪ Gives information or facts that solve the problem</li> <li>▪ Leads the students step by step to a solution</li> </ul>
Explanation	<ul style="list-style-type: none"> <li>▪ Encourages the students to explain concepts and definitions in their own words</li> <li>▪ Asks for justification (evidence) and clarification from students</li> <li>▪ Formally clarifies definitions, explanations, and new labels when needed</li> <li>▪ Uses students' previous experiences as the basis for explaining concepts</li> <li>▪ Assesses students' growing understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accepts explanations that have no justification</li> <li>▪ Neglects to solicit the students' explanations</li> <li>▪ Introduces unrelated concepts or skills</li> </ul>
Elaboration	<ul style="list-style-type: none"> <li>▪ Expects the students to use formal labels, definitions, and explanations provided previously</li> <li>▪ Encourages the students to apply or extend the concepts and skills in new situations</li> <li>▪ Reminds the students of alternate explanations</li> <li>▪ Refers the students to existing data and evidence and asks, "What do you already know?" "Why do you think ...?" (Strategies from exploration also apply here.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides definitive answers</li> <li>▪ Directly tells the students that they are wrong</li> <li>▪ Lectures</li> <li>▪ Leads students step by step to a solution</li> <li>▪ Explains how to work through the problem</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>▪ Observes the students as they apply new concepts and skills</li> <li>▪ Assesses students' knowledge and skills</li> <li>▪ Looks for evidence that the students have changed their thinking or behaviors</li> <li>▪ Allows students to assess their own learning and group-process skills</li> <li>▪ Asks open-ended questions such as, "Why do you think ...?" "What evidence do you have?" "What do you know about x?" "How would you explain x?"</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tests vocabulary words, terms, and isolated facts</li> <li>▪ Introduces new ideas or concepts</li> <li>▪ Creates ambiguity</li> <li>▪ Promotes open-ended discussion unrelated to the concept or skill</li> </ul>

R W Bybee et al. The BCSC 5E Instructional Model: Origins, Effectiveness, and Applications. 2006.

[https://bscs.org/sites/default/files/\\_legacy/BSCS\\_5E\\_Instructional\\_Model-Full\\_Report.pdf](https://bscs.org/sites/default/files/_legacy/BSCS_5E_Instructional_Model-Full_Report.pdf)

## **Appendix B: Assessment Plan**

The following specific assessments will be use at Andrew S. Douglas Middle School:

### **Grade 6**

- ❖ All students: STAR test and Wisconsin Forward Exam
- ❖ Some students: ACCESS for English Language Learners, Dynamic Learning Maps (DLM)

### **Grade 7**

- ❖ All students: STAR test and Wisconsin Forward Exam
- ❖ Some students: ACCESS for English Language Learners, Dynamic Learning Maps (DLM)

### **Grade 8**

- ❖ All students: STAR test and Wisconsin Forward Exam, On Demand Writing
- ❖ Some students: ACCESS for English Language Learners, Dynamic Learning Maps (DLM), National Assessment of Educational Progress (NAEP)

## **Appendix C: Charter School Discipline Guidelines**

Andrew S. Douglas Middle School will follow the Milwaukee Public Schools' discipline policy, including the MPS *Parent/Student Handbook on Rights, Responsibilities, and Discipline* (<http://mps.milwaukee.k12.wi.us/MPS-English/SUPT/Family--Student-Services/rights-responsibilities-english-handbook.pdf>).

### **Appendix D: Charter School Calendar**

Andrew S. Douglas Middle School will follow the MPS calendar adopted by the Milwaukee Board of School Directors. The calendar may be viewed at <http://mps.milwaukee.k12.wi.us/en/Families/Tools/Student-Days-Off.htm>.

**Appendix E: Student Day Start and End Times**

Andrew S. Douglas Middle School students will start school at 8:40am and end school at 3:55pm.



## Appendix F: Sample Student Weekly Schedule

### Sample Student Schedule

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	Breakfast				
<b>1</b>	ELA	ELA	ELA	ELA	ELA
<b>2</b>	Science	Science	Science	Science	Science
<b>3</b>	Math	Math	Math	Math	Math
<b>4</b>	Lunch	Lunch	Lunch	Lunch	Lunch
	STEM Intervention	STEM Intervention	STEM Intervention	STEM Intervention	STEM Intervention
<b>5</b>	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
<b>6</b>	Computer Science	Project Lead the Way	Computer Science	Project Lead the Way	Computer Science
<b>7</b>	Gym	World Language	Music	World Language	Art
	Extracurricular				

## Appendix G: Sample Teacher Work Week

### Sample Teacher Schedule

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	Prep	Staff Meeting	Prep	Staff Meeting	Duty
<b>1</b>	Science	Science	Science	Science	Science
<b>2</b>	Science	Science	Science	Science	Science
<b>3</b>	Science	Science	Science	Science	Science
<b>4</b>	Lunch	Lunch	Lunch	Lunch	Lunch
	STEM Intervention	STEM Intervention	STEM Intervention	STEM Intervention	STEM Intervention
<b>5</b>	Prep	Prep	Prep	Prep	Prep
<b>6</b>	Science	Science	Science	Science	Science
<b>7</b>	ELA	ELA	ELA	ELA	ELA
	Extracurricular				

## **Appendix H: Uniform Policy**

Andrew S. Douglas Middle School will follow the MPS uniform policy as outlined in Administrative Policy and Procedure 8.20, Uniforms and Student Dress Code. As such, Douglas students will wear the following:

- ❖ Pants and Shorts – Black, tan, or navy blue
  - Pants must fit at the waist and may not be oversized or undersized
  - Shorts must be walking shorts: straight-legged, knee-length shorts
- ❖ Skirts and Jumpers – Black, tan, or navy blue
- ❖ Shirts – Black, navy blue, red, or white
  - Shirts must be tucked in unless they are made to be worn over pants or skirts
- ❖ Belts
  - Must fit properly and be worn through belt loops
- ❖ Shoes – Any color
- ❖ Warm Clothing – Black, tan, navy blue, red, or white
- ❖ Outerwear
  - Heavy coats, heavy jackets, and raincoats are not to be worn during the school day unless permitted by the principal for special circumstances

The full policy and procedure may be viewed at  
<http://mps.milwaukee.k12.wi.us/en/Students/Uniforms.htm>.

### **Appendix I: Transportation Guidelines**

Andrew S. Douglas Middle School will contract with MPS for transportation services to offer transportation to students, including students with special needs, in accordance with current MPS guidelines.

**Appendix J: Nutrition Guidelines**

Andrew S. Douglas Middle School will contract with MPS to offer nutrition services to students, including students with special needs, in accordance with current MPS guidelines.

## Appendix K: Charter School Proposed Budget

	2019-20		2020-21		2021-22		2022-23		2023-24	
Principal	1	\$150,000*	1	\$150,000*	1	\$160,000*	1	\$160,000*	1	\$160,000*
Assistant Principal	1	\$130,000*	1	\$130,000*	2	\$260,000*	3	\$390,000	3	\$390,000
Dean of Students	1	\$100,000*	1	\$100,000*	1	\$100,000*	1	\$100,000*	1	\$100,000*
SST	1	\$92,557	1	\$92,557	1	\$92,557	1	\$92,557	1	\$92,557
Secretary	3	\$123,333*	3	\$123,333*	3	\$123,333*	3	\$123,333*	3	\$123,333*
Science	3	\$277,671	4	\$370,228	5	\$462,785	6	\$555,342	7	\$647,899
Social Studies	3	\$277,671	4	\$370,228	5	\$462,785	6	\$555,342	7	\$647,899
Mathematics	3	\$277,671	4	\$370,228	5	\$462,785	6	\$555,342	7	\$647,899
World Language	1	\$92,557	1	\$92,557	1.5	\$138,836	2	\$185,114	2	\$185,114
Paraprofessional	3	\$118,119	5	\$196,865	5	\$196,865	6	\$236,238	6	\$236,238
SPED	3	\$277,671*	4	\$370,228*	5	\$462,785*	6	\$555,342*	7	\$647,899*
Art	.5	\$46,279*	.5	\$46,279*	.6	\$55,534*	.8	\$74,046*	.8	\$74,046*
Music	.4	\$37,023*	.4	\$37,023*	.5	\$46,279*	.6	\$55,534*	.6	\$55,534*
Physical Education	.5	46,279	.5	46,279	.6	\$55,531	1	\$92,551*	1	\$92,551*
Guidance	1	\$92,557*	1	\$92,557*	1	\$92,557*	1.5	\$138,856*	1.5	\$138,856*
Social Worker	1	\$107,583*	1	\$107,583*	1	\$107,583*	1	\$107,583*	1	\$107,583*
Psychologist	1	\$108,106*	1	\$108,106*	1	\$108,106*	1	\$108,106*	1	\$108,106*
Safety	1	\$38,740*	2	\$77,480*	3	\$116,220*	3	\$116,220*	3	\$116,220*
Nurse	1	\$70,000*	1	\$70,000*	1	\$70,000*	1	\$70,000*	1	\$70,000*
Bookkeeper	1	\$70,000	1	\$70,000	1	\$70,000	1	\$70,000	1	\$70,000
Supplies Consumable	--	\$12,434	--	\$25,577	--	\$13,703	--	\$14,535	--	\$18,534
PT Certificated	--	\$20,000	--	\$20,000	--	\$25,000	--	\$25,000	--	\$30,000
Benefits Other	--	\$20,000	--	\$20,000	--	\$25,000	--	\$25,000	--	\$25,000
Contract Services	--	\$20,000	--	\$20,000	--	\$20,000	--	\$10,000	--	\$5,000
Maintenance	--	\$10,000	--	\$10,000	--	\$10,000	--	\$10,000	--	\$10,000
Transportation – Optional	--	\$3,000	--	\$4,000	--	\$5,000	--	\$6,000	--	\$7,000
Equipment – Non-capital	--	\$5,000	--	\$6,000	--	\$7,000	--	\$6,000	--	\$5,000
Non-Text Books Library	--	\$9,000	--	\$8,000	--	\$7,000	--	\$6,000	--	\$4,000
Duplicating	--	\$3,000	--	\$3,000	--	\$3,000	--	\$3,000	--	\$3,000
Computers – General	--	\$10,000	--	\$19,000	--	\$8,000	--	\$2,000	--	\$2,000

\*Centrally funding source (Central, AMP, etc.)  
Benefit costs included in line items as appropriate

**Appendix L: Lease or Purchase Term Sheet or Letter of Intent to Purchase a Facility**

In accordance with Administrative Police 9.12, MPS charter schools that are instrumentalities of MPS must be located in MPS facilities that are owned or leased by MPS. The Douglas facility at its current location, 1618 W. Keefe Ave., Milwaukee, WI 53206, will serve the needs of students who select Andrew S. Douglas Middle School for their education. As such, there is not an applicable lease or purchase term sheet.



## Appendix M: Charter School Petition Signatures

### CHARTER SCHOOL PETITION

118.40 (1m) Petition STATES THE FOLLOWING:

(a) A written petition requesting the school board to establish a charter school under this section may be filed with the school district clerk. The petition shall be signed by at least 10% of the teachers employed by the school district OR by at least 50% of the teachers employed at one school of the school district.

Under Wis. Statute 118.40, we the undersigned teachers, petition the Milwaukee Board of School Directors to become a charter school within the instrumentality.

#### CHARTER SCHOOL SIGN OFF

TEACHING STAFF AT: Andrew S. Douglas

TOTAL # OF TEACHERS AT Andrew S. Douglas School: 12 (SST included)

TOTAL # OF TEACHER SIGNATURES OBTAINED: 11

PERCENTAGE (%) OF TOTAL TEACHING STAFF AT Andrew S. Douglas School WHO SIGNED THIS PETITION: 92%

NAME (Print or Type)	Position	Signature	Date
<i>Stephanie Spence</i>	<i>K-12</i>	<i>[Signature]</i>	<i>1/3/19</i>
Yolanda Barnett	SST	Yolanda Barnett	1/3/19
Lynda Scolaro	Special Education	Lynda Scolaro	1/3/19
Saleema Covington	6 <sup>th</sup> grade	Saleema Covington	1/3/19
Ameshaun Greer	7 <sup>th</sup> grade	<i>[Signature]</i>	1/3/19
Lonnie Steele	Teacher	<i>[Signature]</i>	1/3/19
Tara Anthony	Teacher	<i>[Signature]</i>	1/3/19
Melissa S. Johnson	Project Coordinator	Melissa S. Johnson	1/3/19
Nikole Yonne	Elem. Teacher	Nikole Yonne	1/3/19
Alminda Dostal	Elem Teacher	<i>[Signature]</i>	1/3/19
Sheppard, Saikhah	Teacher	<i>[Signature]</i>	1/3/19
Dionne Jamison	8 <sup>th</sup> Teacher	<i>[Signature]</i>	1/3/19

## Appendix N: Letters of Support

January 2, 2019

To Whom It May Concern,

I am writing this letter of support for the launch of Andrew Douglas Middle School as a new charter school for the 2019-2020 school year. As a retired administrator from Milwaukee Public Schools and current community member working with schools on the 53206 Initiative, I have a vested interest in seeing this new vision come to life for our students.

I am very familiar with both the neighborhood and school community as I served as a past administrator of another charter school that was housed in the current Andrew Douglas School building for five years. I am excited to know that the school will have a STEM focus and will offer our students the opportunity to learn a foreign language, engage in extracurricular activities, as well as, receive instruction through an Africology lens. This new start can work towards middle school students building a strong connection with high schools that offer courses in the health sciences, STEM, as well as other courses that will prepare them compete on the world stage.

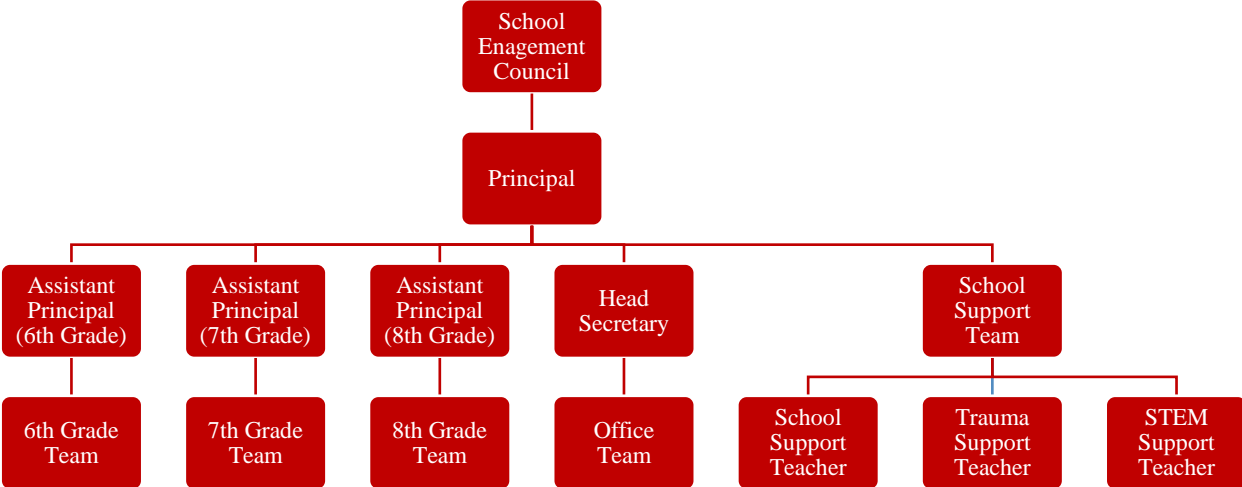
I am in full support of Andrew Douglas Middle School moving forward as a charter school for the 2019-2020 school year.

Sincerely,

A handwritten signature in black ink, appearing to read "Willie Ford". The signature is fluid and cursive, with a large initial "W" and "F".

"Education First—Safety Always"

**Appendix O: Organizational Chart**



## Appendix P: Vitae of School Leader

ZERDA PALMER

[palmerzq@milwaukee.k12.wi.us](mailto:palmerzq@milwaukee.k12.wi.us)

### SUMMARY

Seasoned educator with more than 15 years of experience in an urban academic setting. Excellent communication and interpersonal skills. Track record of achieving exceptional results in the classroom, as an Assistant Principal, and Principal.

### SKILLS

- planning & organizing
- risk taking
- articulate
- facilitating
- problem solving
- flexibility/adaptability
- self-motivated
- coaching
- delegating
- communicating/listening

### EXPERIENCE

#### Principal

07/2017-present

Milwaukee Public Schools

- recruit and retain staff to best fit the needs of urban youth
- analyze data to help drive professional development for teachers
- collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives
- Interact positively with students, families, and staff to demonstrate conduct expectations of teaching and administrative personnel.
- utilize Universal Screener and other assessments to assess student progress and academic performance.
- oversee school budget, document changes and track expenses.
- provide encouragement and positive feedback while mentoring teachers
- visit classrooms and observe teacher instructional techniques and student responses.
- provide teaching staff with resources and opportunities for further professional development
- coach teachers on classroom management, behavior and instructional strategies.

#### Principal

08/2015-06/2017

St. Charles Youth and Family Services – Milwaukee, WI

- confer with parents and staff to discuss educational activities, policies, and student behavioral or learning goals/expectations

- enforce discipline, attendance, and academic policies
- collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives
- observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed
- recruit, hire, train, retain, and evaluate primary and supplemental staff
- counsel and guide students regarding personal, academic, vocational, or behavioral goals
- set educational standards and goals, and help establish policies and procedures to carry them out
- determine allocations of funds for staff, supplies, materials, equipment, and authorize purchases
- recommend personnel actions related to programs and services
- develop partnerships with businesses, communities, and other organizations to help meet identified educational needs of students

### **Assistant Principal**

**08/2014 to 07/2015**

St. Charles Youth and Family Services

- set educational standards and goals, and help establish policies and procedures to carry them out
- plan and lead professional development activities for teachers, administrators, and support staff
- confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems
- enforce discipline and attendance policies
- plan, coordinate, and oversee school logistics programs such as bus and food
- prepare, maintain, and oversee the preparation and maintenance of attendance, activity planning, and personnel reports and records
- coordinate and direct extracurricular activities and programs such as after school and athletic events
- create schedules for teachers, classroom support workers, and other support staff
- collaborate with Special Education supervisors to plan, conduct, and review individualized education plan meetings
- observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed
- recruit, hire, train, and evaluate supplemental staff
- implement, and oversee PBIS implementation school-wide

### **Curriculum Coordinator**

**08/2012 to 07/2014**

Milwaukee Public Schools

- plan and facilitate staff meetings
- plan and deliver professional development
- mentor new teachers
- lead Literacy PLC
- schedule and administer district-wide testing
- monitor enrollment (3<sup>rd</sup> Friday counts)

- analyze data
- develop community partnerships
- coordinate SAGE program
- plan and coordinate school-level recruitment fair
- schedule specialist classes
- observe teaching and learning
- complete programming
- write grants (Commitment Schools, Systems Thinking, PBIS/RtI)
- create weekly newsletter
- serve on interview team

**Teacher**

**07/2001 to 06/2012**

Milwaukee Public Schools

- adapt teaching methods and instructional materials to meet students' varying needs, abilities, and interests
- maintain accurate and complete student records as required by laws and administrative policies
- assign and grade class work and homework
- prepare and administer written, oral, and performance tests, and issue grades in accordance with performance
- observe and evaluate students' work to determine progress and make suggestions for improvement
- establish clear learning intentions and success criteria for all lessons, units, and projects and communicate them clearly to students
- prepare materials and classrooms for class activities
- establish and enforce rules for behavior and procedures for maintaining order
- meet with other professionals to discuss individual students' needs and progress

**EDUCATION**

*May 2008* Master of Science: Educational Leadership  
**Cardinal Stritch University**

*June 2002* Teaching Certification  
**Lakeland College**

*May 2000* Bachelor of Science  
**Alcorn State University**

**ADDITIONAL INFORMATION**

Awards

- MMABSE Teacher of the Year, 2013
- WTMJ 4 Teacher of the Month, 2012

## Appendix Q: School Opening Checklist

Task	Person Responsible	Materials Needed	Deadline
<b>Focus on Teaching Staff</b>			
Fill all personnel vacancies			
Complete the master schedule planning/room assignments			
Determine teaching assignments			
Determine administrative assignments for teachers (minimize additional duties for new teachers)			
Make sure all teachers know teaching, team (including inclusion), administrative, and room assignments before they return to school			
Determine school committees and develop a procedure for teacher assignment/election to or voluntary participation on school committees			
Establish teacher leadership roles such as grade level and team leaders and provide needed training and resources			
Remind of already scheduled and/or communicate new summer PD opportunities to staff			
Determine meeting dates for teachers for the school year (faculty meetings, department chairs, grade team leaders, professional learning communities, etc.)			
Complete a calendar of school events			
Review staff needs and determine PD focus/planned offerings for the upcoming school year			
Schedule administrative staff classroom walk-throughs for the first quarter			
Develop/review/edit teacher handbook for changes/revisions			
Carefully plan the focus, outcomes, and organization of the opening staff meeting			
Review/prepare a "Procedures for the First Day of School" handout to review at the opening meeting.			
Arrange for distribution of keys to teachers as they arrive on the first day			
Assemble packets for the opening faculty meeting			
Make arrangements for an opening day breakfast and/or lunch			
Plan a presentation on the teacher supervision and evaluation process			
Review new district initiatives and plan appropriate presentations for staff			
Contact new teachers and invite them to the new teacher orientation			
Plan the site-based orientation program for new staff			
Assign buddies for new staff members, clarify their responsibilities, and provide training			
Ensure that copies of standards of learning, curriculum guides, and other teacher resource materials are ready for distribution to each new teacher.			
Check on status of textbook and instructional supply orders to make sure that all orders arrive by the beginning of school and are placed in classrooms			

<b>Focus on Students</b>			
Prepare and mail packet to students and families with information about the opening of school, including a welcome letter from the principal and necessary forms to be returned to school			
Arrange for any necessary translations of information for non-English speaking students and their families			
If appropriate, publicize school supply lists for the opening of school			
Make sure that all contracted printed materials are ready by the necessary deadlines (student handbook, student directory, etc.)			
Plan orientation for new students			
Arrange for student guides for new student orientation			
Publicize summer registration dates for new students/families			
Make sure that all students will have an accurate schedule on the first day of school (including appropriate schedules prepared for special needs or special education students).			
Notify students or families during the summer of any important changes (school policy changes, schedule changes, etc.) so that there are no surprises when students report to school			
Assign student lockers or establish a process for how this will occur when school begins – <b>secondary schools</b>			
Assign cafeteria seating and make tent cards to identify seating arrangements – <b>elementary schools?</b>			
Greet students as they arrive the first day			
Prepare the welcoming announcement for the first day of school			
Help students find the right bus the first day of school			
Make sure all critical medications are in the clinic/nurses office			
Collect data on incoming students			
Review student data and plan for interventions/enrichment			



<b>Focus on Parents</b>			
Make sure that all written materials are prepared for either mailing to parents or distribution to students to take home on the first day of school			
Review information from the previous year's mailing to make sure that information is updated and accurate			
Work with the PTO to decide on meeting dates, newsletter publication dates, dates for special events for parents during the year, fund raising, etc.			
Arrange for PTO representatives to contact new families and welcome them to the community			
Plan an Open House for new parents and students to tour school before the opening of school			
Determine Back-to-School Night date(s)			
Meet and welcome parents throughout the summer as they register their child or visit the school			
Assign personnel to the parking lot to assist "first time" parents on the first day of school			

<b>Focus on the Building</b>			
Arrange for and supervise the summer cleaning process			
Test the bell system and prepare the bell schedule for the upcoming year - <b>secondary</b>			
Make sure that all summer repair jobs are completed in a timely manner			
Check for the completion of any scheduled technology work that was scheduled for summer completion			
Inspect the building and the grounds to make sure they are in good shape for the opening of school; remove all graffiti			
Post bus routes, directions, and other essential information in highly visible places			
Prepare hall bulletin boards			
Have copiers serviced so that they are ready for teachers when they return			
Work with technology support staff to assure proper functioning technology			
Order any necessary furniture			
Make sure that all rooms are equipped with a sufficient number of desks and chairs			
Make sure that non-instructional supply orders are completed			
Hold a thank you luncheon for custodians when the summer cleaning has been completed			
Make sure the teachers' lounges, restrooms and workrooms are readied before the staff returns (cleaned, stocked, and inviting)			
Location of programs to determine flow of students			

<b>Miscellaneous</b>			
Establish dates and processes for school pictures-security photos and ID cards			
Review and sign any necessary contracts (yearbook, uniforms, etc.)			
Devise alternate bell schedules (late openings, early closings, etc.) - <b>secondary</b>			
Determine administrative posts and responsibilities			
Develop building-wide goals (including student achievement goals/targets)			
If appropriate, arrange for student assignment notebooks to be purchased-smaller planners			
Create a crisis plan to deal with any emergencies that might occur during the year			
Recognize the contributions of cafeteria staff – over the summer?			
Make sure all communication devices (PA, walkie-talkies) are ready for use			
Keep records of what worked and did not work to use in planning for next year's opening			
Review and solidify all school-wide policies and procedures (e.g. What do you plan to do with the following – cell phones, hoodies, etc.)			
Understanding Power Teacher grading and report card options for k-6 and 7-12.			