



Kathryn T. Daniels University Preparatory Academy

July 18, 2019

Charter Renewal Letter of Intent

Intent to Renew Rationale

The intent is to have Kathryn T. Daniels University Preparatory Academy to have a 5 year contracted partnership with Milwaukee Public Schools. We continue to have a standard-based curriculum which involves an innovative blended instructional system. We aggressively provide open admission regardless of test scores, academic challenges and newness of staffing in an effort to capture Milwaukee's youth through the appeal of the arts and Technology. There has been consistent improvement in our students' academic performance over the past three years. There has been steady growth each year in closing the achievement gap. We look forward to having the opportunity to renew our Charter contract for the next five years.

Renewal Contact Person

M'shaunda Stewart

School Leader Signature

Alton Townsend

School Governing Body President Signature

Erica Rush



Kathryn T. Daniels University Preparatory Academy

This cover letter is confirmation of receipt of the Charter Renewal Application for Kathryn T.

Daniels University Preparatory Academy. Kathryn T. Daniels has experienced enormous success

over its five-year tenure. It is our belief that students engaged in our academic program,

regardless of challenges have attained educational gains. They have been introduced to

innovative educational initiatives that closed the academic achievement gaps. The school

provided an individualized educational plan that is tailored to meet the needs of each student.

Our instructional team is consistently exploring best practices, successful models and

innovative methodologies. This affords students from all economically deprived and socially

dysfunctional settings to experience an educational program that affords them an opportunity

to excel and compete in a global setting. Additionally, students that are gifted or have

expressed a sincere interest in the arts or technology, can experience an environment that

introduces structure, academic rigor and expands the possibility for students to tap into

valuable potential.

4834 North Mother Way. Milwaukee, WI. Telephone 414-463-6000 FAX 414- 466-9449



**Kathryn T. Daniels
University Preparatory Academy
Charter School Application for Renewal
September 2019
*Official Copy***

Administrative Team

Bishop Sedgwick Daniels
Dr. Floyd Williams Jr.
Alton Townsel
D'shaunta Stewart

I. Response to Current Charter School Performance

Educational Performance

- 1. Provide a description of how the school has been faithful in implementing its educational program outlined in the charter proposal (Appendix A).*

Description of how the school has been faithful in implementing its educational program outlined in the proposal.

The mission of Kathryn T. Daniels University Preparatory Academy is to engage students in a rigorous K-8 program aligned to the Common Core State Standards (CCSS) and through the use of technology, integration of the arts, and the Gradual Release of Responsibility. Data from a variety of formative and summative assessments such as PALS, STAR, i-Ready, reading and mathematics pre and post-assessments, along with teacher observations are used to ensure that students are making continuous progress.

All classrooms are equipped with a SMARTboard and a minimum of five (5) computers. A full time Information Technology (IT) Specialist is available to provide technical assistance.

Arts integration is supported by a Director of Fine Arts, drama and music teacher. Collaboration with Kohl's Cares and First Stage was also embedded to further support arts integration into the curriculum.

The use of first and second semester Data Monitoring Conferences among the principal, teachers and instructional coaches have helped to attain a higher level of accountability and more intentional coaching and mentoring at the classroom level.

In addition, dividing the grades into "houses" (House K – K4 to grade 2; House T – Grades 3 to 5; House D – Grades 6 to 8) has helped promote increased teacher collaboration and continuity of instruction and allowed the academy to be faithful in implementing its educational program. The use of "Walk-Throughs" that engage the principal, classroom teachers and instructional coaches along with the use of the "Know-Teach-Deliver Peer Critique Lesson Planning Model" have promoted a higher level of collaboration between each "house". Classroom teachers and paraprofessionals participated in professional development sessions, which focused on analyzing reading and mathematics data as well as reading and mathematics instructional strategies.

To ensure that teachers, students, and parents/guardians are engaged in data-informed decision-making, teachers engage in whole-class and one-on-one discussions around the PALS, STAR, and other assessment data. Teachers also discuss these data during Parent-Teacher conferences. Data are also presented by the administration at Parent Advisory Board and PTO meetings.

Additionally, kindergarten through grade 8 reading and math intervention blocks, Saturday Academy and the expertise of Title 1 reading and math teachers, the special education teachers, paraprofessionals, speech pathologist, social worker, psychologist, parent coordinator, and instructional coaches have all helped to increase student achievement.

1. Explain how the school has met goals and measurable objectives during the term of this contract. Highlight growth in student achievement.

The charts below highlight gap closure for students in grades 1 through 8 based on the STAR reading and mathematics assessment from fall 2017 to spring 2018 and fall 2018 to spring 2019.

Reading Gap Closure 2017 – 2018

STAR Gap Closure Analysis - Reading

Students Enrolled During Screening Window in 2017-2018

Tested Grade	Average Fall Gap	Average Winter Gap	Average Spring Gap	Winter Fall Gap Closure	Winter Gap Pct Change	Spring Fall Gap Closure	Spring Gap Pct Change
02	-39.8	-35	-38.9	4.8	-12%	1	-2.5%
03	-39	-38.1	-39.3	.9	-2.3%	-.3	.8%
04	-48.6	-45.8	-47.3	2.8	-5.9%	1.3	-2.6%
05	-39.1	-35.3	-45	3.8	-9.7%	-6	15.3%
06	-45.6	-42.3	-41.6	3.3	-7.3%	3.9	-8.7%
07	-44.9	-45.3	-43.1	-.4	1%	1.7	-3.9%
08	-41.8	-41.6	-41.8	.3	-.7%	0	-.1%
Total	-42.4	-40.4	-42.5	2	-4.8%	0	.1%

STAR Gap Closure Analysis - Reading

Students Enrolled During Screening Window in 2018-2019

Tested Grade	Average Fall Gap	Average Winter Gap	Average Spring Gap	Winter Fall Gap Closure	Winter Gap Pct Change	Spring Fall Gap Closure	Spring Gap Pct Change
02	-27.4	-43.3	-39.2	-15.9	58.2%	-11.8	43%
03	-42.2	-32.6	-39	9.6	-22.7%	3.2	-7.6%
04	-42.5	-43.3	-39.1	-.7	1.7%	3.5	-8.2%
05	-47.6	-40.8	-44.4	6.8	-14.4%	3.2	-6.8%
06	-42.5	-42.2	-43	.3	-.8%	-.5	1.1%
07	-48.2	-47.1	-48.6	1	-2.2%	-.4	.9%
08	-47	-51	-49.7	-4	8.6%	-2.7	5.8%
Total	-43.8	-43.5	-44	.3	-.8%	-.2	.4%

The reading gap closure data revealed that in the 2018-2019 school year the reading gap widened by less than 5%.

Mathematics Gap Closure 2017 – 2018

STAR Gap Closure Analysis - Mathematics

Students Enrolled During Screening Window in 2017-2018

Tested Grade	Average Fall Gap	Average Winter Gap	Average Spring Gap	Winter Fall Gap Closure	Winter Gap Pct Change	Spring Fall Gap Closure	Spring Gap Pct Change
01	-34.1	-18.9	-22.8	15.1	-44.4%	11.3	-33.2%
02	-51.3	-51.1	-54.7	.2	-.4%	-3.4	6.7%
03	-48.9	-44.5	-54.2	4.4	-9%	-5.3	10.8%
04	-58.2	-56.6	-56.8	1.6	-2.8%	1.4	-2.4%
05	-54.7	-50.7	-58.4	4	-7.4%	-3.7	6.8%
06	-55	-51.7	-60.4	3.2	-5.9%	-5.5	9.9%
07	-56.1	-54.9	-61.4	1.2	-2.2%	-5.2	9.3%
08	-58.6	-57.8	-57.8	.8	-1.4%	.9	-1.5%
Total	-52.9	-49.5	-54.9	3.4	-6.4%	-2	3.8%

Mathematics Gap Closure 2018 – 2019

STAR Gap Closure Analysis - Mathematics

Students Enrolled During Screening Window in 2018-2019

Tested Grade	Average Fall Gap	Average Winter Gap	Average Spring Gap	Winter Fall Gap Closure	Winter Gap Pct Change	Spring Fall Gap Closure	Spring Gap Pct Change
01	-42	-26.6	-35.9	15.4	-36.7%	6.1	-14.4%
02	-42	-50.9	-49.2	-8.9	21.2%	-7.2	17.1%
03	-48.5	-46.1	-51.3	2.4	-4.9%	-2.8	5.7%
04	-54	-52.1	-49.7	2	-3.7%	4.3	-8%
05	-55.1	-52.8	-55.4	2.3	-4.1%	-.3	.5%
06	-56.6	-58.2	-60.8	-1.5	2.7%	-4.2	7.4%
07	-58.2	-58.5	-60.4	-.3	.5%	-2.2	3.7%
08	-58.8	-56.5	-64	2.3	-3.9%	-5.2	8.9%
Total	-52.9	-50.7	-54.3	2.2	-4.1%	-1.4	2.7%

Mathematics gap closure data revealed that in the 2018-2019 school year the Mathematics gap widened by less than 5%; however, the gap in the 2018-2019 school year was less than the 2017-2018 school year. The 2018-2019 school year data revealed a gap reduction from 3.8% in the 2017-2018 to a 2.7% in the 2018-2019 school year.

How has the school met goals and measurable objectives during the term of this contract?

Schoolwide Data ~ Reading Grades 2 to 8



Schoolwide data in reading for grades 2 through 8 from Spring 2017 to Spring 2018 revealed that students in grades 2 through 8 have remained in close proximity from one academic year to the next.

Schoolwide Data ~ Reading Grades 2 to 8 (Students with Disabilities)



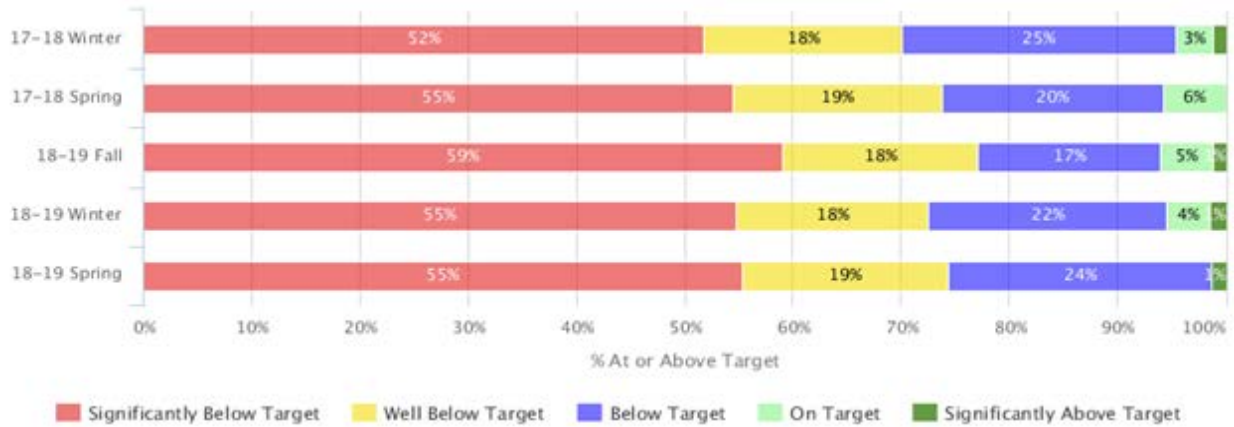
Schoolwide data in reading for grades 2 through 8 for students with disabilities from Spring 2017 to Spring 2018 revealed that students with disabilities were challenged in reading. We have analyzed the data and information to identify why there was such a challenge for students with disabilities and the information revealed that of our 200 students, 35 of them were students with disabilities and per their attendance in the 2018-2019 school year SwD showed 80% and below.

Schoolwide Data ~ Reading Grades 2 to 8 (Males)



Schoolwide data in reading for males in grades 2 through 8 from Spring 2017 to Spring 2018 revealed that males students in grades 2 through 8 continues to be challenged in reading.

Schoolwide Data ~ Reading Grades 2 to 8 (Females)



Schoolwide data in reading for females in grades 2 through 8 from Spring 2017 to Spring 2018 revealed that female students in grades 2 through 8 have relatively remained the same in reading.

Schoolwide Data ~ Mathematics Grades 1 to 8



Schoolwide data in mathematics for grades 1 through 8 from Spring 2017 to Spring 2018 revealed that students are making progress in mathematics. In comparison to Spring 2017 to Spring 2018 data revealed students moving from 50% to 48% significantly below target; 36% to 33% well below target; 11% to 14% below target; and 3% to 5% significantly above target.

Schoolwide Data ~ Mathematics Grades 1 to 8 (Students with Disabilities)



Schoolwide data in mathematics for grades 1 through 8 for students with disabilities from Spring 2017 to Spring 2018 revealed that students with disabilities have experienced challenges in mathematics. We have analyzed the data and information to identify why there was such a challenge for students with disabilities and the data revealed that of our 200 students, 35 of them were students with disabilities and per their attendance in the 2018-2019 school year for SwD was 80% or below.

Schoolwide Data ~ Mathematics Grades 2 to 8 (Males)



Schoolwide data in mathematics for males in grades 1 through 8 from Spring 2017 to Spring 2018 revealed that male students in grades 1 through 8 have experienced challenges in mathematics, but their performance from spring to spring has virtually remained the same. Attendance proved to be a factor with peak attendance for boys 86.2% and low attendance being 81.0%.

Schoolwide Data ~ Mathematics Grades 2 to 8 (Females)



Schoolwide data in mathematics for females in grades 1 through 8 from Spring 2017 to Spring 2018 revealed that female students in grades 1 through 8 have experienced challenges in mathematics, but their performance from spring to spring has virtually remained the same. Attendance proved to be a factor with peak attendance for boys 86.2% and low attendance being 81.0%.

In summary, students in grades 1 through 8 at Kathryn T. Daniels University Preparatory Academy has experienced a slight decline but less than 5% in widening the academic gap. **We are implementing proven strategies to enhance the scores over a period of time striving to ensure that our students are making gains in all academic areas. The addition of increased Instructional Coaching, Lesson Plan Peer Critique and Professional Development opportunities will have an impact on increasing student achievement.**

Financial Performance

- 1. Explain how the school has met its financial performance goals. Describe how the school is financially sound.*

Financial Audit. For the sixth consecutive fiscal periods, Kathryn T. Daniels University Preparatory Academy (the charter school) provided annual financial audits that were consistent with the provisions of the charter school contract. For the same period there were no material, unresolved, and/or repeat findings.

Budget Accounts. The charter school accounted for and expended funds in a manner consistent with the provision of the charter school contract. Expenditures did not deviate from the budget by more than 10%.

Financial Accounting. The charter school accounted and expended funds in accordance with the federal guidelines set forth in Office of Management and Budget Circulars A21, A87 or A122.

Budget Deficit. Milwaukee Public Schools' per pupil allocations is a determinant for the Academy's operational budget. This amount changes as a direct result of student enrollment. The Academy will exercise practices utilized by the district, namely staff redeployment and reductions. The Academy responsibly addressed budget matters when student enrollment declined less than the projected budget by creating ability-based classrooms and utilizing various blended learning strategies including multi-level class instruction.

Financial Reporting. The charter school complied with all the financial reporting requirements as outlined in the charter contract.

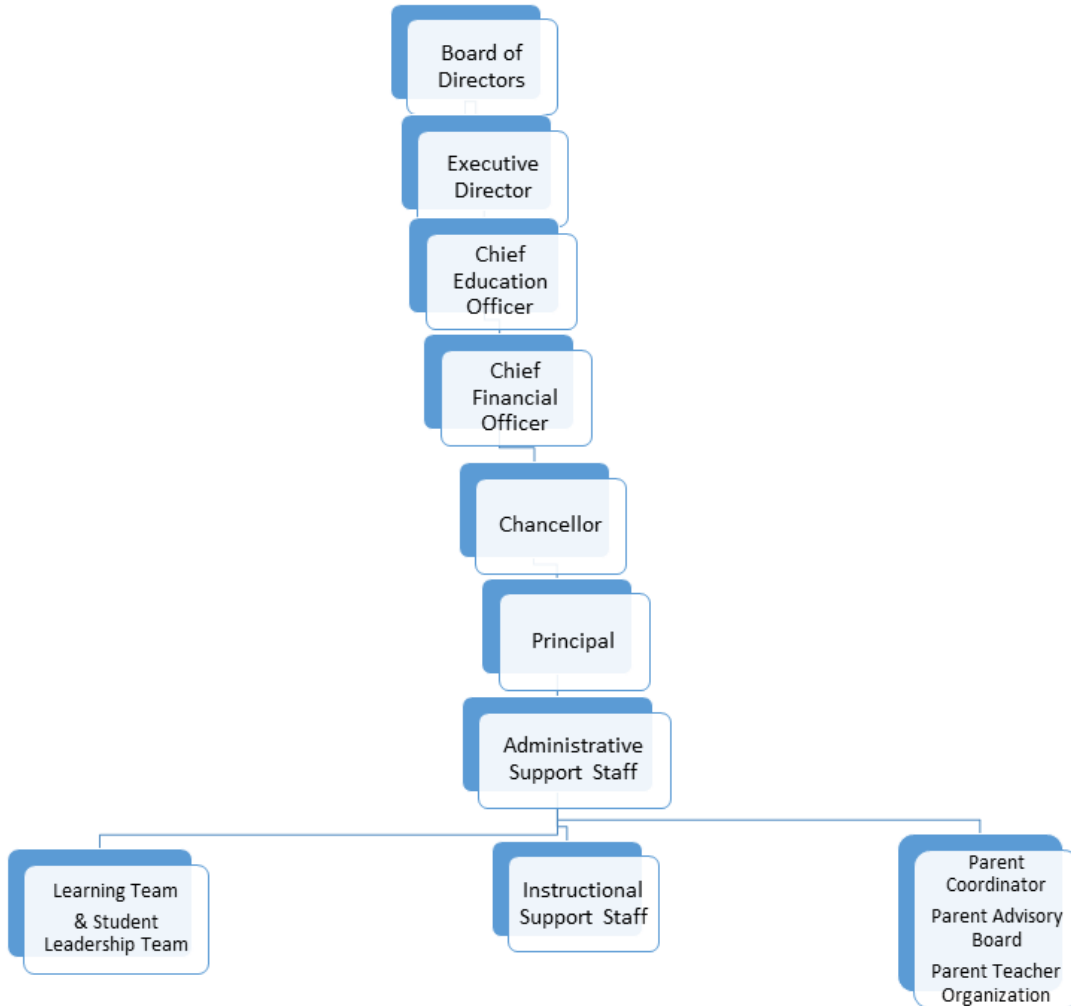
Organizational Performance

- 1. Illustrate how the school has a well-functioning organizational structure. Include pertinent information about parental involvement, staffing, health and safety, school enrollment and discipline policies, and school facilities.*

Illustrate how the school has a well-functioning organizational structure. Board of Directors

Since the inception of Kathryn T. Daniels University Preparatory Academy in 2010, it has had a dual-leadership structure. The Board of Directors serves as the governing body for Academy policies, financial and personnel matters as well as networking with stakeholders and community members. The Academy's Administration implements the curriculum and instruction, facility management and overall academic program.

Organization Chart



Parental Involvement. Parents/Guardians have a critical role in supporting the school’s mission, increasing academic achievement, building a positive school culture, climate, and fundraising. The Parent Coordinator serves as a critical liaison in increasing parental involvement to address academic behavior and enrichment opportunities. Examples of parental involvement include volunteering in the classroom to support reading and math, serving as field trip chaperones, participating in bi-monthly PTO meetings and fundraising to provide needed supplies for students. A monthly Parent Newsletter is sent home to parents to keep them informed. Teachers are expected to maintain a Parent Contact Log as evidence of communication with parents.

Staffing. Kathryn T. Daniels University Preparatory Academy complies with all state and federal regulations regarding employment of teachers and support staff including all laws prohibiting discrimination in hiring and employment. There has been no discrimination against any applicant or employee on the basis race, color, age, gender, sex, national origin, sexual orientation, marital status, or actual or perceived medical condition.

We actively work to recruit and hire highly qualified teachers and support staff. A hiring protocol has been established to ensure fair and equitable hiring practices. Once hired, teachers are engaged in on-going professional development, Fall and Spring Data Monitoring Conferences, Peer Lesson Plan Critiques, and walk-throughs. The Staff consist of the following:

Role	No.	Full Time (FTE)	Role	No.	Full Time (FTE)
Administration			Teacher Support		
Principal	1	FTE	Title 1 Reading	.5	FTE
Administrative Support	1	FTE	Title 1 Mathematics	.5	FTE
Administrative Assistant	1	FTE	Speech Pathologist	.20	FTE
Grade Level Teachers			Psychologist	.20	FTE
Kindergarten Program	1	FTE	Social Worker	.50	FTE
Grade 1	1	FTE	Information Technology	1	FTE
Grade 2	1	FTE	Parent Coordinator	.50	FTE
Grade 3	1	FTE	Assessment Coordinator	.50	FTE
Grade 4	1	FTE	Paraprofessionals (Regular Education)	5	FTE
Grade 5	1	FTE	Cross Categorical Special Education Teachers	2	FTE
Grade 6	1	FTE	Special Education Paraprofessional	1	FTE
Grade 7	1	FTE	Nurse	.20	FTE
Grade 8	1	FTE	Fine Arts Teacher	1	FTE

Health and Safety. The health and safety of staff and students have been a high priority for the Academy. The Academy followed all required safety regulations including emergency policies and procedure. We have complied with all health and safety laws and regulations that applied to Wisconsin Public Schools. These policies covered background checks, tuberculosis testing, prescription drugs, and child abuse reporting. The Academy has developed written policies and procedures for responding to natural disasters and emergencies, including fire, tornadoes, and earthquakes. The school staff will further its training on basic first aid and CPR.

School Enrollment. We have recruited widely throughout the city of Milwaukee and surrounding areas to attract a student population that is diverse racially, linguistically, economically, and with a wide range of intellectual capabilities. Our recruiting procedures have included flyers, pamphlets, enrollment fairs, radio public service announcements, theatrical performances in the community, and mass mailings.

Discipline Policies: The Academy follows the Milwaukee Public School’s Parent/Student Handbook on rights, responsibilities, and discipline. The discipline policy was reviewed with students and parents upon admission to the school. By signing the Family/School agreement,

students and parents acknowledged their understanding of and the responsibility to the standards set forth in the discipline policy.

School Facilities: The Academy is housed on the expansive campus of the Holy Redeemer Educational Complex, and the Bishop’s Creek Development in Milwaukee, WI. The Academy is specifically housed in the Reginald Daniels Consortium located at 4834 W. Mother Daniels Way. Our facility includes 10 regular classrooms, 1 Special Education resources classroom, a gymnasium, a cafeteria, a computer lab and a multi-media library center. We have a dedicated Fine Arts wing which houses our drama and music department. We also have two rooms allocated for Title I services. In addition, we also have an extension of our campus at 9100 W. Swan Blvd Milwaukee, WI 532 called iPama where students will be engaged in STEM, Cultural Studies, and the Arts. The liability insurance is currently held by Indiana Mutual that complies with the district’s insurance mandates.

1. Provide evidence that parents and students are satisfied with the school.

Parents and Students are satisfied with the school. The Academy has employed a parent coordinator and convenes a series of parental engagement activities, training, in-services, and convocations that addresses the complexities of parental request, needs, and dictates while ensuring opportunities for total involvement from parents, community, and staff. The Academy engages professional development, forecasting, and curriculum diversity through the Marian University partnership, continuing education, and parental confabulations, which provides insightful and innovative concepts for staff and parental engagement. The Academy utilizes surveys, 3- party assessments, and technology to assist in obtaining levels of satisfaction, areas of participation, and strategies for academic improvement. Parents celebrate student achievements through the utilization of data monitoring conferences. A variety of diverse school-wide initiatives that empower students and families; additional opportunities for family empowerment includes cultural diversity activities, a variety of seasonal productions utilizing the Fine Arts Department.

1. Demonstrate that the school has an active and effective school governance structure. Provide examples and explain.

Demonstrate that the school has an active and effective school governance structure. Provide examples and explain. Board of Directors: Kathryn T. Daniels University Preparatory Academy has a six (6) member Board of Directors. * *Council Composition*

Board Members	
<i>Name</i>	<i>Position</i>
Executive Director	Bishop Sedgwick Daniels
Chancellor	Alton Towse*
President	Ericka Rush
Vice President	Martel Scott
Secretary	Ericka Lee
School Representative	Benjamin Robinson
Member at Large	Demean Hampton
Member	Kimberly Triplett
Member	Robert Stone

*ex-official non-voting member of the Board

Bishop Sedgwick Daniels: serves as the Executive Director. A visionary leader, Bishop Daniels has been involved in more than 25 years of progressive community enhancement projects, especially in Milwaukee's Northwest community.

Dr. Floyd Williams Jr.: Dr. Williams has been dedicated to education since 1997. Dr. Williams has a B.S. in Interdisciplinary Social Sciences from Marquette University, a M.S. in Administrative Leadership from Concordia University, and an Ed.D. in Leadership for the Advancement of Learning and Service from Cardinal Stritch University. He holds licenses for Superintendent: PreK-12, Principal: PreK-12, and Teacher: Grades 1-8.

Alton E. Townsel: Mr. Townsel has a bachelor's degree from Alabama State University. He holds a Master of Education from the University of the District of Columbia. He taught in Milwaukee Public Schools and Milwaukee Area Technical College. He served as assistant principal and principal at the elementary level at Lloyd, Mitchell, Pierce, and 27th Street Schools.

Ericka K. Rush: Ms. Rush is a graduate of UWM with a Bachelor of Science and is the director of student services for the HR Complex and a business owner.

Martel Scott: Martel Scott is a graduate of Miles College. Mr. Scott is currently working in the business arena and is an advocate for improvement in the educational sector.

Erickajoy Lee: Erickajoy Lee has worked in the correctional field. She also has involvement in business administration and health care.

Jeffery Carter: Jeffery Carter is a Morehouse College graduate with a strong background in finance and business administration.

Kimberly Triplett: Kimberly Triplett has worked in government affairs and has also worked with the PTO at Kathryn T. Daniels University Preparatory Academy.

Robert Stone: Robert Stone is a retiree of General Motor Company and is an advocate for educational improvement for our community.

Benjamin Robinson: Benjamin Robinson double majored at North Central College in Political Science and Sociology and is currently a community organizer, Parent Advocate, and Pastor of Westside Church of God in Christ.

Damean Hampton: Damean Hampton is a graduate of Marian University with a major in Interdisciplinary Studies.

- *Election Process* ~ Membership on the board is determined by the by-laws. The by-laws state a public announcement is made indicating board vacancy(ies) to parents and community members. Interested individuals contact Kathryn T. Daniels University Preparatory Academy to submit an application or letter of intent. The applications or letters of intent

is/are reviewed by the current board members and election takes place in April with the installation of new board member(s) on July 1.

- *Authority in Educational Program* the Board approves the Academy’s curriculum, modifications to curriculum, approves selection of textbooks and resource materials as recommended by the academy’s leadership team.
- *Decision-making Process*~ The Board determines school policy, oversees financial and personnel matters and reaches out to stakeholders, parents, funders, and the community on behalf of the academy. Essentially, the Board of Directors engages diligently to ensure the responsibility for setting academic goals and evaluating the execution of these goals.
- *Evaluation Process of Tenured Instrumentality Principal* ~ The Executive Director of the Educational Complex observes the performance of the educational leaders/principal and determines his/her effectiveness. Performance includes but not limited to overseeing of the budget, Academy’s facilities, supervision of instruction and curriculum, Academy’s action plan and school improvement plan as well as teacher evaluation. A formal written evaluation is submitted to the Board of Directors for approval followed with an evaluation conference.

Parent Advisory Board: The Parent Advisory Board shall consist of five (5) and no more than nine (9) members. Positions and vacancies are filled as the Board requires and/or based on the specific areas of expertise to address the diverse needs of the students, staff, and families served by the Academy. The Parent Advisory Board (PBA) was composed of four (4) members with one (1) vacancy that will be filled.

Parent Advisory Board	
President	Desma Harris
Vice President	Brenda Woodley
Secretary	Octavia Harris
Treasurer	Chetla Jackson

- *Election Process.* The inaugural board members were selected and appointed by the program administrator. Subsequent board members may be nominated for appointment by both the program administrator and the Nominating Board. Members shall represent a cross-section of parents, community leaders and other stakeholders.

Parent Advisory Board (PAB) members serve for a three-year term. No member shall serve more than two consecutive terms, but a former PAB member may be appointed after a one-year absence from the Board.

- *Authority in Educational Program.* PAB engagements in Kathryn T. Daniels University Preparatory Academy’s educational program include:
 - Helping to recruit students
 - Recruiting parents and other stakeholders to serve as reading and math in-classroom support/ volunteers
 - Facilitating communication among parents, staff, and the administration
 - Assisting in setting priorities, including participating in ongoing planning activities of the academy
 - Supporting and advocating for the needs of the Academy’s academic program
 - Offering recommendations for continuous academic program and facilities improvements

- *Decision-making process to approve policy, program and budgetary decision*
 - PAB members submit written recommendations to the Academy's administration. Submitted recommendations should include suggested actions and justification for each proposed action. The PAB meets with the administration to discuss and/or take action regarding suggestions.
 - The PAB is not involved in budgetary decisions. However, the budget is shared with the PAB so that they are aware of allocations and fiscal needs. This allows for them to pursue targeted fundraising efforts.
- *Evaluation process of tenured instrumentality principal* The PAB provides written feedback by way of a school climate survey, which includes the Academy's culture, student achievement, and parent concerns and/or accolades. The school climate survey is facilitated by the Academy's Parent Coordinator.

II. Plans for Continued Success

Educational Performance

1. *Describe any proposed changes to the school's educational program for the term of the next charter school contract (up to five years).*

The changes to the Kathryn T. Daniels University Preparatory Academy educational program for the term of the next charter include:

Reading: The core reading curriculum - pre- and post- unit test of each reading series will be used for the purpose of progress monitoring. I-Ready, Khan Academy, and NEWSela will be used to support the core curriculum. The Academy will continue the daily 90 minutes Core Literacy Block in the mornings and will add a 60 minutes Reading Intervention Block in the afternoon. The Intervention block consists of differentiated instruction for students performing at an advanced level at grade level or below grade level to address reading challenges to close the achievement gaps and to accelerate learning in reading for students in K4 through grade 8.

Mathematics: The core mathematics curriculum - The pre- and post- unit tests of each series will be used for the purpose of progress monitoring. I-Ready will continue to be used to support the core curriculum. The Academy will continue the daily 60 minutes mathematics core instruction in the mornings and will add a 60 minutes mathematics intervention block in the afternoon. Strategies will include but are not limited to the use of I-Ready, ST Math, and math intervention strategies. The Academy will continue to provide mathematics intervention for all students. The intervention blocks will consist of differentiated instruction for students at the advanced level, at grade level and below grade level to close the achievement gaps or to accelerate learning in mathematics.

Fine Arts Program: In order to increase academic achievement, attendance, student engagement, and retention rates, arts integration across the curriculum in K4 through grade 8 will be used. The fine arts staff produces a major performance during the first and second semester that includes students from K4 through grade 8. In- and Out- of school arts-based opportunities will expose students to post-secondary career paths. Videotaped performances will be available for purchase at a nominal fee and to share during school events. The Fine Arts Teacher and classroom teachers coordinated extended arts enrichment activities.

Saturday Academy: Saturday Academy is held to support the academic needs of students in the area of reading and mathematics. Targeted groups include bubble, below or significantly below students.

Instructional Coaches: Instructional coaches support classroom teachers through observations, modeling best practices, feedback sessions and professional development in the areas of literacy and mathematics. The instructional coaches facilitate “Know-Teach-Deliver Lesson Planning Peer Critique” and data analysis.

Student Leadership: A student leadership team will support building a stronger culture and climate schoolwide. Student leadership members will serve as a representative on the Administrator’s Advisory Team and/or Learning Team. Students serving on the Leadership Team will be expected to maintain a proficient or above skill level and be a positive role model.

Positive Behavior Intervention Support (PBIS): PBIS is used as a tool to help build and nurture a positive learning environment for students and staff. Additional strategies and resources will be used to strengthen the culture and climate. PBIS will be used schoolwide to promote positive behavior and academic engagement in and outside of the classroom. The classroom teacher and Learning Team in collaboration with the administration will implement additional individual and classroom based PBIS incentives to address students’ diverse social-emotional and academic needs. A PBIS Discipline Plan will be developed and implemented with fidelity. The parent newsletter, school newsletter, designated boards and marquee will be used to highlight and share achievement on PBIS data on a regular basis.

Instructional Staff: Teachers will engage in ongoing analysis of reading data to inform their instructional practices and monitor student progress. Teachers will use the MPS Reading Pacing Guide to close the achievement gaps. A Staff Orientation Program will be implemented to support new staff members. Teachers will also have professional developments on Reading and Math Workshops.

IT Specialist: IT Specialist will provide training and support teachers in the use of Achieve 3000, I-Ready, MPS Portal, Infinite Compass and gradebook. In addition, the IT Specialist will maintain computer systems. Implementation of 1 to 1 iPad initiative with K through 4th grades with the plan to expand campus wide.

Middle School Program: The middle school schedule will reflect a departmentalize model to better prepare students for high school.

2. Provide the proposed enrollment and grade levels for the term of the next charter school contract.

Enrollment and grade levels for the term of the next charter.

Grade Levels	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K4	25	25	25	25	25
K5	25	25	25	25	25
1	25	25	25	25	25
2	25	25	25	25	25
3	25	25	25	25	25
4	25	25	25	25	25
5	25	25	25	25	25

6	25	25	25	25	25
7	25	25	25	25	25
8	25	25	25	25	25
Total Students	250	250	250	250	250

3. Outline the school’s goals and measurable objectives for the term of the next charter.

Outline of the school's goals and measurable objectives for the term of the next charter.

Program Specific Objectives. The Academy will utilize Milwaukee Public School District approved testing protocols to ensure that students achieve grade level proficiency and meet academic benchmarks as required by the state of Wisconsin. The Academy will analyze testing results to determine student proficiency. The Academy’s measurable objectives for the term of the next charter are:

Reading: Kathryn T. Daniels University Preparatory Academy’s objective is to ensure that the average spring gap will be smaller than the average fall gap in Reading.

- Benchmarks ~ Universal Assessments (STAR) – STAR Assessment Fall to Winter, Winter to Spring, and Fall to Spring for Grades 1-8; PALS Assessment – K4 through Grade 2; Classroom Assessments

Mathematics: Kathryn T. Daniels University Preparatory Academy’s objective is to ensure that the average spring gap will be smaller than the average fall gap in Math.

Benchmarks ~ Universal Assessments (STAR) – SATR Assessment Fall to Winter, Winter to Spring, and Fall to Spring for Grades 1-8; PALS Assessment – K4 through Grade 2; Classroom Assessments

Stability Rate: Kathryn T. Daniels University Preparatory Academy’s objective is to improve the Third Friday Count in September and January in order to increase stability rates by 5% or greater across all grade levels.

- Benchmark ~ Friday counts September and January Third Friday counts

Data Quality: Kathryn T. Daniels University Preparatory Academy’s objective is to increase student attendance from 80% to 90% or greater across all grade levels

- Benchmarks ~ Attendance Verification and Behavior Resolutions

Fine Arts Program: Kathryn T. Daniels University Preparatory Academy’s objective is to increase arts integration across the curriculum in K4 through grade 8 in order to increase academic achievement, attendance, student engagement and retention rates

- Benchmarks ~ Assessment Data, Attendance Rates, PBIS Recognition, Retention Rates

Financial Performance

Explain the school’s financial plans and forecasts.

School Financial Plans and Forecast.

It is the objective of Kathryn T. Daniels University Preparatory Academy to operate and account for all funds received in a manner that is consistent with the provisions laid out in each annual

operating budget, General Accepted Accounting Principles, and with the federal guidelines set forth in accordance with the Office of Management and Budget OMB Circular(s), A21, A87 or A122 Circular. Each year the school will submit a balanced operating budget by April 30th for approval by July 1st of each year. Each annual budget will meet the guidelines as laid out by Milwaukee Public Schools. Any amendments to an operating budget will be submitted with the guidelines as prescribed by Milwaukee Public Schools.

It is the schools plans to have an enrollment of 250 students in each subsequent year which is reflected in the operating budget. The school anticipates allocating and use funds as reflected in each of the operating years.

Organizational Performance

Illustrate plans for strengthening parental and community involvement in the school's educational mission.

The Parent Coordinator continues to recruit Parent/Community Volunteers to support improving students' reading skills. The Parent Teacher Organization focuses on identifying resources that could support students'/school's needs: increase academic achievement; strengthen the school's culture and climate as well as increase active parental involvement. The PTO also engages in fundraising, serves as classroom volunteers and support extracurricular activities.

Attendance and Behavior: The parent newsletter, school newsletter, designated boards and marque will be used to highlight and share information about PBIS data on a daily, weekly, or monthly basis. The importance of student attendance, PBIS, and academic achievement will be highlighted in the parents' and school's newsletter, and quarterly assemblies during PAB/PTO meetings.

Illustrate plans for strengthening parental and community involvement in the school's educational mission.

The Academy has partnered with impressive and diverse nationally recognized educational institutions and partnered with historically successful youth service organizations which include:

- **Marian University** - Marian University is contracted to provide professional development, coaching, shadowing and organizational assessment strategies for administration and staff. The University also provides academic opportunities on our campus for parents and adults within the greater community.
- **Mother Kathryn Daniels Center (MKDC)** - MKDC is contracted to provide basic education, remedial, and adult high school courses for parents and residents within our school's community. This center is located on our campus and provides educational and social programs that ensures community empowerment, familial reunification and educational excellence.
- **The Greater Milwaukee Boys and Girls Club** -The Greater Milwaukee Boys and Girls Club is an active campus partner that provides after school tutoring, technological support, and various youth services that promote good citizenship, community stabilization, and educational support to our students. The Daniels-Mardak Club is celebrated as a safe haven and latchkey environ that supports families in our communities and provides parental assurance of needed safety and educational support for working parents who may not be available to receive their children at the traditional school release time.
- **IPama** - The Institute for the Preservation of African-American Music and Arts is the educational and cultural initiative of the Holy Redeemer Educational Consortium envisioned

by Bishop Sedgwick Daniels. This initiative is designed to preserve the rich tradition of African-American artistic contributions in the performing and visual arts.

- Its goal is to integrate the arts into academic achievement and performance utilizing science, technology, engineering and mathematics.
- **Community Based Organizations** - The Academy appreciates the enormous support of philanthropic partners, academic sororities/fraternities and other organizations that value academic achievement. The Academy is a recent recipient of foundational contributions sponsored by civic and community leaders.

Uniform School. During the enrollment process we have had many parents praise the school becoming uniformed. Kathryn T. Daniels University Preparatory Academy became a uniformed school during the 2016-2017 school year. For the 2017-2018 School year, the uniform school policy was revised to include Wednesdays as Daniel's Prep Day in which the middle school students wear white shirts, khaki pants and neck ties (boys)/cross ties (girls).

Describe any changes to the school's governance structure.

Changes to the school's governance structure.

There are no changes in the structure of our school governance.