

## NOTICE OF INTENT

August 9, 2019

ATT: Bridget Schock, Program Supervisor, Contracted School Services (CSS)  
Milwaukee Public Schools  
5225 W. Vliet Street  
Milwaukee, WI 53208

RE: Notice of Intent to seek renewal of the charter contract for Milwaukee College & Career High School, a/k/a MC<sup>2</sup> (MC2HS)

Dear Supervisor Schock,

The purpose of this letter is to notify you that Seeds of Health, Inc. intends to apply for renewal of its charter school contract with Milwaukee Public schools to reauthorize Milwaukee College & Career High School, a/k/a MC<sup>2</sup> (MC2HS). This notification of intent also requests initiation of action leading to a renewal decision. The new contract will be a successor to the charter contract that currently authorizes MC<sup>2</sup> HS school and will be negotiated pursuant to Wis. Stats. §118.40(2m)(a) and (3)(b) for a term to begin July 1, 2020.

The rationale for this charter renewal application targets the further development and success of the MC<sup>2</sup> HS college and career preparation mission to Milwaukee students.

The MC2HS charter renewal contact person is Colleen Stuckart, MC<sup>2</sup> HS Principal

Work phone: 414 308 1236      Cell Phone: 262 501 1699      Email: [cstuckart@seedsofhealth.org](mailto:cstuckart@seedsofhealth.org)

Sincerely,

Colleen Stuckart, Principal  
Milwaukee College & Career High School

David J. Hase, President  
Seeds of Health, Inc. Board of Directors

cc: Marcia L. Spector, Executive Director of Seeds of Health, Inc. (via E-mail)

Milwaukee Community Cyber High School (MC<sup>2</sup>HS)

## CHARTER SCHOOL RENEWAL APPLICATION

Submitted to:

Milwaukee Public Schools  
Office of Communication and School Performance  
Department of Contracted School Services

September 13, 2019

### PREFACE

The rationale for this charter renewal application targets further development and success of the MC<sup>2</sup>HS mission to Milwaukee students. Following sections and attachments present the merits of the renewal application. The application narrative observes evidence of mission success in current educational, financial and organizational performance. It also articulates need and means to further improve mission success.

# I. Response to Current Charter School Performance

## Educational Performance

Ultimately, the relevancy of the MC<sup>2</sup>HS education mission to Milwaukee families and students is observed in favorable rates of attendance, academic growth, graduation, postsecondary education matriculation, and stakeholder satisfaction.

### 1. How MC<sup>2</sup>HS has been faithful in implementing its educational program

*School Mission.* MC<sup>2</sup>HS remains faithful to the core intent of its mission, i.e., to prepare Milwaukee students with essential knowledge, competency and character necessary for success in college and careers. Implementation of this mission continues to be distinguished by incorporation of current learning/information technology and development of technology literacy in the educational program. However, progressive adjustment in mission implementation over nearly a decade of school operation has embraced purposeful blending of technology with face-to-face instruction—and a focus on connecting curriculum to the Milwaukee community and related college, career, civic, and cultural opportunities.

MC<sup>2</sup>HS serves an urban student population that has been historically less served and successful in the completion of a high school diploma and matriculation in post-secondary education programs. Per the 2017-2018 State Report Card, the MC<sup>2</sup>HS enrollment was 189 students. Within that enrollment 89.9% were economically disadvantaged, 16.9% were students with disabilities and 3.2% were English learners. The student ethnicity distribution was 43.9% African American, 39.7% Hispanic/Latino, 12.7% White and 3.7% other. MC<sup>2</sup>HS serves this student population through delivery of its mission to two distinct cohorts at two distinct learning sites. In 2017-2018, that involved mission delivery to 100 students at the MC<sup>2</sup>HS campus located at 131 S. 1<sup>st</sup> Street, Milwaukee, Wisconsin and mission delivery to 89 students at the Job Corps campus located at 6665 N. 60<sup>th</sup> Street, Milwaukee, Wisconsin.

MC<sup>2</sup>HS campus students complete a four-year core curriculum (i.e., 4 credits required language arts, 3 credits required mathematics, 3 credits required science, 3 credits required social studies, .5 credit required health ed., and .5 credit required career pathways plus 8.5 elective credits = 22.5 credit graduation requirement) with structured instructional and technological support. The unambiguous goal for this cohort is completion of a high school diploma and matriculation in post-secondary education and/or training programs. Job Corps campus students participate in a program administered by the U.S. Department of Labor that engages students ages 16 through 24 in vocational and academic training. MC<sup>2</sup>HS serves as the MPS district school that provides academic instruction to Job Corps students. Individualized instruction is organized and supported by on-site MC<sup>2</sup>HS faculty and online education programming is the primary means of instructional delivery. Targeted goals for Job Corps students include completion of requirements for a high school diploma and matriculation in post-secondary education and/or training programs. The emphasis is on credit recovery and GED02 completion for a student population that is generally older, more transient, deficient in basic academic skills, and at risk of not graduating from high school.

*Program Goals.* MC2 remains faithful to commitments articulated in its original charter:

- a. The learning achievement of all students
- b. High expectations for all learners
- c. Utilizing technology to support effective, innovative, and successful learning
- d. Proficiency-based assessment of student learning
- e. Analysis of student data as means to improve student learning and achievement
- f. Providing learning environments that are emotionally and physically safe
- g. Wise use of time and resources to facilitate student, staff, and parent learning
- h. Research-informed educational practices
- i. Reflective, job-embedded staff development to enhance student learning
- j. Collaboration with students, families, staff and community

Adherence to charter commitments is observed across multiple measures of program development and achievement:

- a. Establishment of a post-secondary education and career preparation high school program that is open to all urban students vs. a select population
- b. Establishment of a blended information-technology/teacher-directed education model
- c. Establishment of a strong student-centered and relationship-rich school culture
- d. Establishment of an orderly and supportive learning environment
- e. Establishment of a technology/resource-rich learning environment
- f. Establishment of an academic standards-aligned curriculum that bridges matriculation in post-secondary education and career prep opportunities for student populations that have been historically less served and successful in completing a high school diploma
- g. Summer orientation to school values, expectations, and operations for entering ninth grade/new students
- h. Establishment of academic support programs that address learning readiness, intervention, remediation and enrichment (e.g., special needs, literacy, RtI, tutoring)
- i. Summer school curriculum that addresses skill-building, enrichment and credit recovery
- j. Proactive implementation of ACT performance preparation program
- k. Provision of college and career preparation counseling, including admission, FASA, and scholarship applications
- l. Structured student learning progress assessments that inform learning gap reduction
- m. Systematic data management that informs curriculum development, instructional practice, learning intervention, and annual goals for improving student learning
- n. A professional development focus on engagement of essential learning outcomes (proficiencies, competencies, qualities of character), methods (research-informed instruction), and information technology in curriculum and instruction
- o. Development and implementation of an Educator Effectiveness teacher and administrator performance evaluation program
- p. Community partnership (see community partnership detail in section I. 4)
- q. Ongoing strategic planning and implementation of program improvement
- r. Student access to/participation in co-curricular activities that extend learning opportunity, e.g., A.C.E. (architecture, construction, engineering) club, robotics, WIAA sports, student government, PEARLS for Teen Girls, gaming Club, media club, FIT club)

2. How MC2 has met program goals and measurable objectives during the term of this contract

MC<sup>2</sup>HS program performance data does not consistently disaggregate information for MC<sup>2</sup>HS campus students and Job Corps campus students. This circumstance distorts some comparisons of MC<sup>2</sup>HS program performance to state and MPS performance. There is some further distortion of comparative data in the small group size of MC<sup>2</sup>HS and differences in percentage of student tested between MC<sup>2</sup>HS and MPS. Circumstances noted, MC2 has not consistently achieved all intended mission goals and objectives. This is evident in PAAR report data describing inconsistent MC2 pupil scores of proficient or advanced on WSAS tests in core academic subjects that are the same as or higher than the percentage of pupils achieving proficiency in corresponding grades in all MPS schools. However, meaningful progress in program goals and objectives is observed in 2016-2019 data as follows.

- a. In 2017-2018 MC<sup>2</sup>HS ranked 4<sup>th</sup> in State Report Card ranking of MPS high schools (see *Table 1*)
- b. In 2017-2018 MC<sup>2</sup>HS improved from *Fails to Meet* to *Meets Few Expectations* for the first time in State Report Card ranking
- c. In 2017-2018 MC<sup>2</sup>HS was 6.2 percentage points from moving to *Meets Expectations* in State Report Card ranking
- d. In 2017-2018 MC<sup>2</sup>HS scored 76.7/100 compared to the State score of 67.7/100 in the state Report card category of *Closing Gaps*
- e. In 2017-2018 MC<sup>2</sup>HS scored 89.3/100 in *On-track and Postsecondary Readiness* which is 1.2% points from the state score of 90.5/100
- f. MC<sup>2</sup>HS 2016-19 Fall-Spring MAP assessments consistently demonstrated student growth in all subject areas in all grades (9-11) that exceeds national growth norms in all areas, i.e., reading, mathematics and language usage (see *Tables 2, 3 and 5*)

Program goal achievement progress is further observed in:

- a. High attendance rate (between 93.8 and 95.1% in 2016-17 to 2018-19)
- b. High graduation rate (between 91 and 95.7% in 2016-17 to 2018-19)
- c. Low mobility rate (e.g., 4.8% in 2018-19).
- d. High matriculation in post-secondary education/training programs, e.g., 20 of 20 2019 MC<sup>2</sup>HS graduates applied to/were accepted at MATC and/or UWM, UW-Waukesha, or other institutions. Seven students enrolled at MATC, Six at UWM, one at Platteville and one at Alverno. Collectively, students were offered \$93,666 in scholarship/grant support.

## Financial Performance

3. How MC2 has met its financial performance standards

MC2 consistently meets its financial performance standards with strong support from centralized SOH financial management administration.

*Budgetary controls.* The SOH CFO manages the overall agency finances and works with the MC<sup>2</sup>HS principal in management of the school budget. SOH uses Skyward Systems accounting system to record and summarize all financial transactions. Skyward Systems includes financial reporting that produces budget to actual variance information for grants for each SOH school. Information is reviewed and reported on a monthly basis to monitor expenditures. In addition, a project number is used to control planned vs. actual spending for specific line items, departments, projects or grants.

<i>Table 1. MPS High School State Report Card Data</i>				
Significantly exceeds expectations***** Exceeds expectations**** Meets expectations*** Meets few expectations** Fails to meet expectations*				
	2015-16	2016-17	2017-18	2017-18
MPS District High schools	55.3** all schools 37.5* high schools	56.0**all schools 42.0* high schools	57.0** all schools 44.0* high schools	MPS Rank
Reagan	64.7***	74.2*****	83.7*****	#1
Carmen South	75.2*****	74.9*****	78.0*****	# 2
King	NA	NA	75.5*****	# 3
<b>MC2</b>	<b>51.3*</b>	<b>50.1*</b>	<b>56.8**</b>	<b>#4</b>
Riverside	45.4*	47.6*	50.8*	# 5
Carmen -NW	65.9***	67.7***	50.5*	# 6
Milw School of Arts	45.1*	48.5*	50.4*	# 7
Audubon	51.6*	47.3*	49.5*	# 8
Hamilton	29.8*	30.8*	38.9*	# 9
Alliance	38.1*	39.8*	36.9*	#10
Bayview	24.9*	29.8*	33.6*	# 11 (tie)
Madison	22.0*	33.6*	33.6*	#11 (tie)
Vincent	39.1*	32.1*	31.4*	# 13
South Division	16.6*	30.4*	31.2*	# 14
Bradley Tech	18.9*	29.3*	30.5*	# 15
Marshall	NA	AR	27.0*	# 16
Pulaski	15.7*	25.7*	26.9*	# 17
WHS Information Tech	16.0*	26.1*	26.6*	# 18
North Division	17.1*	22.0*	22.5*	# 19
Report card data not applicable or there is use of alternative rating system	ASSATA, Banner Prep, Carmen -SE, Grandview, Groppi High, NOVA, NOVA Tech., Project Stay, Shalom, South Accelerated, Transition Hi, Vincent Accelerated			

*Table 2. MC2 MAP Reading, Math and Language Usage Results, 2018-2019*

	Fall National Norm	<b>MC2 Fall 2017</b>	Spring National Norm	<b>MC2 Spring 2018</b>	NWEA Expected Fall-Spring Growth	<b>MC2 Fall-Spring Growth</b>
Grade 9 Reading	220.2	<b>217.5</b>	221.9	<b>223.9</b>	+1.7	<b>+6.4</b>
Grade 10 Reading	220.4	<b>223.1</b>	221.2	<b>229.0</b>	+0.8	<b>+5.9</b>
Grade 11 Reading	222.6	<b>224.5</b>	222.3	<b>228.5</b>	-0.3	<b>+4.0</b>
Grade 9 Math	230.3	<b>221.4</b>	233.4	<b>227.8</b>	+3.1	<b>+6.4</b>
Grade 10 Math	230.1	<b>222.9</b>	232.4	<b>228.6</b>	+2.3	<b>+5.7</b>
Grade 11 Math	233.3	<b>228.4</b>	235.0	<b>232.4</b>	+1.7	<b>+4.0</b>
Grade 9 Lng. Use	218.6	<b>218.6</b>	220.4	<b>222.5</b>	+2.0	<b>+3.9</b>
Grade 10 Lng. Use	218.9	<b>221.6</b>	220.1	<b>222.9</b>	+1.2	<b>+1.3</b>
Grade 11 Lng. Use	221.5	<b>223.1</b>	222.1	<b>226.1</b>	+0.6	<b>+3.0</b>

*Table 3. MC2 MAP Reading, Math and Language Usage Results, Class of 2021 Cohort*

	Fall 2017	Spring 2018	Fall 2018	Spring 2019			Total Growth
<b>MC2 Reading</b>	<b>221.2</b>	<b>221.5</b>	<b>223.7</b>	<b>229.9</b>			<b>+8.7</b>
Nat. norm group Ave.	220.2	221.9	220.4	221.2			+1.0
<b>MC2 Math</b>	<b>221.5</b>	<b>224.0</b>	<b>224.2</b>	<b>230.3</b>			<b>+8.8</b>
Nat. norm group Ave.	230.3	233.4	230.1	232.4			+2.1
<b>MC2 Lang. Usage</b>	<b>217.1</b>	<b>219.7</b>	<b>222.3</b>	<b>222.3</b>			<b>+6.2</b>
Nat. norm group Ave.	218.4	220.4	218.9	220.1			+1.7

*Table 4. MC2 MAP Reading, Math and Language Usage Results, Class of 2020 Cohort*

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Total Growth
<b>MC2 Reading</b>	<b>221.5</b>	<b>220.5</b>	<b>222.0</b>	<b>223.9</b>	<b>224.3</b>	<b>228.2</b>	<b>+6.7</b>
Nat. norm group Ave.	221.4	222.9	220.4	221.2	222.6	222.3	+0.9
<b>MC2 Math</b>	<b>222.9</b>	<b>225.1</b>	<b>223.0</b>	<b>228.4</b>	<b>229.2</b>	<b>232.4</b>	<b>+9.5</b>
Nat. norm group Ave.	233.8	236.0	230.1	232.4	233.3	235.0	+1.2
<b>MC2 Lang. Usage</b>	<b>216.5</b>	<b>220.4</b>	<b>217.3</b>	<b>222.1</b>	<b>223.9</b>	<b>226.0</b>	<b>+9.5</b>
Nat. norm group Ave.	220.6	221.8	218.9	220.1	221.5	222.1	+1.5

*Operating Reserve.* MC<sup>2</sup>HS has an operating reserve of \$767,302 as of June 30, 2018. MC<sup>2</sup>'s operating reserve is identified as a balance sheet account called "Temporarily Restricted MC<sup>2</sup>" and is designated specifically for the future use by MC<sup>2</sup> when/if expenses for a given year should exceed revenues.

*Outstanding Debt.* MC<sup>2</sup> has outstanding debt amounting to \$1,681,951 as of June 30, 2018. This debt includes six separate notes borrowed to finance the phone system, Chromebooks, building and related improvements. These notes range in length between 4-10 years with interest rates ranging between 3.1% and 5.615%.

*Lines of Credit.* There is no line of credit specifically for MC2, but Seeds of Health, Inc. maintains a line of credit at Wells Fargo Bank in the amount of \$550,000. There have been no draws on the line of credit since 2007.

*Current Cash Position.* As of June 30, 2018, Seeds of Health, Inc. had \$4,105,367 cash on hand, of which \$852,658 is MC2's.

*Outstanding Bills.* No outstanding bills (more than 30 days) exist.

*Policies and Procedures for Maintaining Internal Financial Control.* The Internal Control Document for Seeds of Health is updated yearly and is the most comprehensive summation of Seeds of Health's internal control policies and procedures.

*Auditor Recommendations.* Ritz Holman CPAs completed the audit of Seeds of Health's financial statements for the year ended June 30, 2018. They expressed an unqualified position on those financial statements. There is no management letter for the year.

*Other Funding.* Federal funding anticipated for MC2 includes Title I funds for increasing student reading skills through some reading teacher salary and benefit cost. Title III funds support materials for English language learners. IDEA federal funding to MC2 are utilized to provide materials and support for students with special needs.

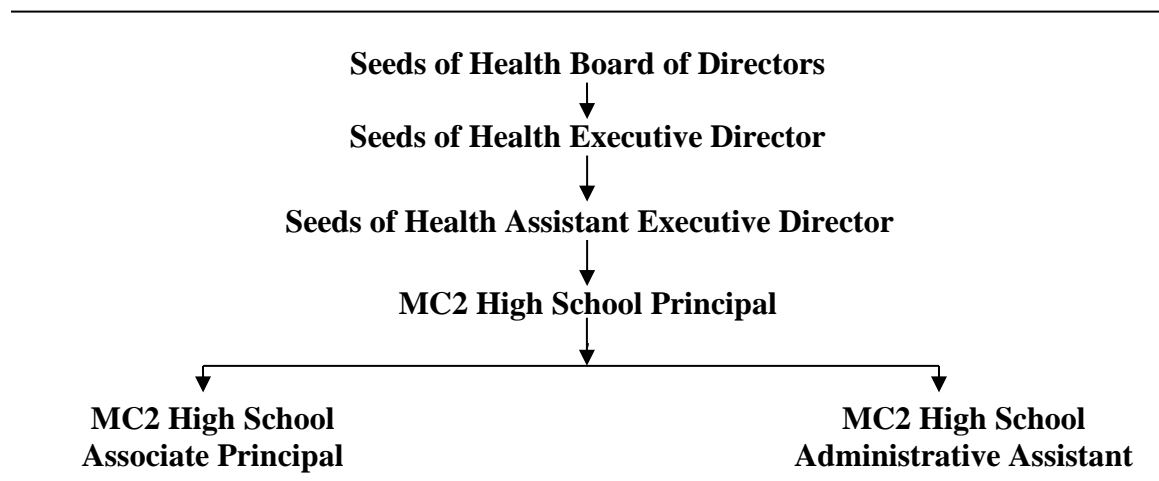
## Organizational Performance

### 4. How MC2 has established a well-functioning organizational structure

*Governance.* MC<sup>2</sup>HS operates under the umbrella of Seeds of Health, Inc. (SOH), a Wisconsin non-stock non-profit corporation incorporated with 501 (c) (3) status that has served health and education needs of Milwaukee-area women, adolescents and children for 35 years. The SOH board of directors serves as the governing board for MC<sup>2</sup>HS, as well as Seeds of Health Elementary School, Veritas High School, Grandview High School, Tenor High School and a Women, Infants and Children (WIC) program.

The roles and responsibilities of MC<sup>2</sup>HS management are organized as a collaboration between the SOH board, SOH administrators, and MC<sup>2</sup>HS administrators (see *Figure 1*).

*Figure 1.* MC<sup>2</sup>HS Administrative Structure within SOH Governance





The SOH Board is composed of experienced and well-informed leaders who represent business, education, legislative and other professional sectors of the Milwaukee community (see *Table 5*). Unique board qualities include:

- Thirty-five years of experience in managing a successful nonprofit agency
- Demonstrated disposition to improve educational opportunities for urban children
- Establishment of effective centralized K-12 administration for multiple schools
- Thirty-one years of experience developing effective & sustainable educational programs validated by external reviews, charter renewals & award recognition
- A record of responsible fiscal management recognized by annual audits, compliance with contracts, and recommendations from chartering agents

*Table 5. Seeds of Health, Inc. 2018-19 Board of Directors*

Name	Occupation	Position	Service
David J. Hase	Attorney, Dewitt Ross & Stevens, S.C.	President	32 years
Michael Aldana	Attorney, Quarles & Brady	V. Pres.	6 years
Jane Trenchard Backes	Mbsp. Dev., Metro Assoc. of Commerce (MMAC)	Secretary	4 years
John J. Peterburs	Executive Director, Quarles & Brady	Treasurer	32 years
David Cullen	Milwaukee County Treasurer	Member	23 years
Bruce Marne	Retired Architect	Member	22 years
Patricia Algiers	Bus. Consultant, Chemistry in Place	Member	5 year
Richard Nierzwicki	Managing Director, CG Schmidt	Member	1 year
Jennifer Sheehy	VP, Sr. Relationship Mgr. Bank of America, N.A.	Member	1 year

The general responsibility of the board is to establish and monitor policy that guides program management. The board meets quarterly and as otherwise necessary to review SOH executive director presentation of educational updates and SOH chief financial officer reports of school program status. Examples include:

- Enrollments
- Monthly attendance
- Suspensions and expulsions
- Updated Measures of Academic Progress (MAP) and other student performance data
- Year to date financial report
- Budget projections and concerns

The SOH administration team includes the executive director, assistant executive director, human resources director, chief financial officer, coordinator of computer science and technology, literacy coordinator, director of special education, and associated support staff. This team is responsible for providing central administration services for MC<sup>2</sup>HS (e.g., finance and HR management) that support MC<sup>2</sup>HS administrator management of school operation and ongoing improvement.

The MC<sup>2</sup>HS administration team includes the principal, associate principal and an administrative assistant. This team is responsible for direct management of school operation and ongoing improvement.

Collectively, collaboration between the SOH board of directors, SOH administrators, and MC<sup>2</sup>HS administrators has established high accountability for meeting the requirements in the MC<sup>2</sup>HS contract. Accountability is similarly established for compliance with rights and protections mandated by federal and state statutes (e.g., health and safety regulations, teacher background checks, open enrollment or lottery policies, zero tuition policies, teacher licensing, civil rights protections, open meeting laws, financial accountability rules). To this point, examples of consistent MC<sup>2</sup> compliance with the terms of its charter and applicable state and federal laws and regulations has been documented by:

- Providing all required documents and data in a timely manner
- Maintaining required insurance policies in force
- Properly conducting background checks on new employees and other adults that work with students
- Completing annual financial audits with no unresolved issues
- Addressing compliance with annual performance requirements
- Preparing annual accountability reports for the SOH Executive Director and MPS
- Complying with all contractual and legal requirements including Title 1 requirements, Special Education Compliance, and others as outlined in the contract

*Parent involvement.* A school planning council engages parent representatives in meeting four times a year with school administrators and representative faculty. Matters addressed in council meetings include curriculum updates, staffing, student performance assessments (e.g. MAP, ACT), learning technology, monthly attendance, and family events.

Beyond parent advisory council, MC<sup>2</sup> engages a number of approaches to provide parents with school program information and to solicit and respond to questions.

- Admission Process: Parents/guardians and students participate in an enrollment application process at which time information is shared about the MC<sup>2</sup> mission and program, expectations for student success, curriculum, school organizational structure, and policies and procedures outlined in the student handbook.
- Parent Orientation: A parent orientation is held for new families prior to the beginning of school. At this meeting, program expectations and the student handbook are reviewed in detail and contact information for teachers and administrators is provided. A technology orientation is also included to help parents understand how to access information programs utilized by MC<sup>2</sup>.
- The MC<sup>2</sup>/ website provides parents with a variety of information which can be translated into multiple languages. Information includes, but is not limited to: student grades, assignments and attendance, graduation requirements, available support services and resources, faculty/staff contact information, school handbook, school policies re: bullying, dress code & discipline, school calendar/events, school news & announcements, information about other Seeds of Health, inc. other programs, e.g., WIC.
- Personal Contact information: Staff telephone numbers and email addresses are provided to parents/guardians. They are encouraged to contact the appropriate person/s regarding concerns about expectations, achievement or behavior of their child.
- Teacher Initiated Contact: Teachers are required to contact parents if they have concerns about the performance of individual students.

- **Parent Conferences:** Parent-student conferences are held twice a year to review student achievement, attitude, and behavior in relation to the school curriculum and mission targeted outcomes for student learning. If the administrative team believes additional conferences are warranted, they are arranged on an as-needed basis.
- **Progress Reports:** Progress reports are sent home to parents bi-weekly. Grade reports are sent home three times per year.
- **Family/Parent Access Program:** Parents can access their child's attendance, grades, and other information electronically via Skyward and Edmodo through the MC2 website.
- **Process for Parent Complaints and Complaint Management:** The school encourages parents to express concerns and communicate complaints they may have about the quality of the education their child is receiving as outlined in the student handbook.

*Staffing.* The staff includes a principal, associate principal, administrative assistant, four full-time teachers, half-time special ed. teacher, and certified instructors assisting in mathematics and literacy instruction. Two Milwaukee Area Technical College professors provide on-site dual credit courses in Pre-calculus and Medical Biology at MC<sup>2</sup>HS. Two certified MC<sup>2</sup>HS employed teachers facilitate online credit recovery, blended learning, and other instructional support for GED02 completion and MPS high school diploma completion on the Milwaukee Job Corps campus. All staff are licensed by the DPI per the requirements of their assignments. Of note, expansion staff restructuring is a component of MC<sup>2</sup>HS planning for further program development & success, as addressed in Part II of this narrative.

*Health and safety.* MC<sup>2</sup>HS adheres to health and safety policies developed by SOH in compliance with government regulations and documented in the school handbook and in the SOH faculty handbook. These policies are reviewed with staff and parents at the beginning of each school term. MC2 also has a documented school safety program that is annually reviewed and updated with staff, students and parents. In 2015 SOH hired WSSCA to complete a school security assessment of each SOH school. This assessment advised subsequent updating of crisis plans, including the creation of a safety committee consisting of administrators or safety officers from each building as well as the human resources director. The committee annually reviews and updates school safety and crisis plans. SOH also engaged the FEMA Guide for School Emergency Operations Plans and NIMS for guidance in updating school safety plans, including 2016-2017 updating of staff training and upgrading of relevant resources for each school.

*Community partnership.* MC2 cultivates a positive and productive relationship with the Milwaukee community. An emerging centerpiece of this relationship is a commitment to focus curriculum and instruction on MKE connected context & related college, career, civic & cultural opportunities. This commitment has included initial partnering with the *Making of Milwaukee* curriculum initiative developed by MPTV and UWM. Other MC2 Milwaukee community partnerships include:

- Blood Center of Wisconsin
- Bradley Tech High School (robotics & Wisconsin Interscholastic Athletic Association)
- Career Pathways Program
- Herb Kohl Philanthropies
- Junior Achievement of Wisconsin

- Local 420
- Marquette Street Law Program
- Milwaukee Area Technical College (dual credit for math and health care courses)
- Milwaukee Public Schools
- Milwaukee Repertory Theatre
- PEARLS for Teen Girls
- Radio 88 Nine Monthly Friday evening Music Lab events
- Sojourner Family Peace Center
- Walker's Point Center for the Arts (after-school Scratch DJ Lessons)

*Enrollment.* Current and projected MC<sup>2</sup>HS enrollment is presented in *Table 6*.

Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
9	17	25	29	28	25	28
10	16	18	28	29	28	25
11	25	20	20	28	29	28
12	21	25	18	20	28	29
Job Corps	85	85	85	85	85	85
Total	164	173	180	190	195	195

*Discipline guidelines.* The MC<sup>2</sup>HS approach to managing disciplined student behavior is guided first and foremost by a strong commitment to a student-centered and relationship-rich learning environment. In practice, combined with high expectations for behavior and performance (as detailed in the student handbook and annually reviewed with students and families), this commitment has created and maintained a safe and caring school culture.

MC<sup>2</sup>HS Teachers build on initial orientation to behavior expectations by designing well organized lesson plans that structure communication of learning outcomes and engagement of research-informed instructional methods. They also incorporate research-informed behavior management techniques as follows.

- *Build positive relationships* (e.g., interest/concern, positive expectation, equitable participation, latency, dignify responses, delve & rephrase, positive affirmation)
- *Establish clear parameters* (e.g., determine, teach, and reinforce norms)
- *Monitor student behavior* (e.g., proximity, silence, involvement, eye contact)
- *Implement consequences* (e.g., recognize/react, require, involve group, involve home)
- *Organize environment* (e.g., seating, lighting, displays, technology, texts, materials)

A less direct but important influence on behavior management is adult modeling of positive social behavior and relationships. This defining quality of school culture is readily observed in student-faculty interactions in classrooms, hallways, offices and otherwise across school programs.

As required, management of minor disciplinary infractions is a shared staff responsibility. Teachers and other staff work with students to maintain proper decorum and a positive learning environment. If teachers need assistance, administrators act on one or more of the following options:

- Conference with the teacher and student
- Conference with teacher and parents
- Referral to administration team
- Teacher team conferences
- Behavior contracts
- School detention

*School Facilities.* MC2HS is located at 131 South 1st Street, Milwaukee, Wisconsin in a facility owned by Seeds of Health, Inc. The facility meets all code requirements from the Milwaukee Public Schools and maintains an up-to-date occupancy permit. The facility has been remodeled to reflect the mission of the blended education learning model and meets all required occupancy permit and city codes. It is an exceptionally well-maintained and equipped learning facility.

5. Evidence of parent and student satisfaction with MC2

Parents and students demonstrate satisfaction with MC2 through their response to annual perception surveys. Parents express particular satisfaction with school qualities related to clear rules, high academic and behavioral expectations, communication between school and home, opportunities for school involvement, and safe and welcoming environment. Students express satisfaction with school qualities related to curriculum, clear rules, high expectations for behavior & performance, safe learning environment, and teacher support (see *Table 7*). Parent & student satisfaction is also observed in a low dropout rate, e.g., 6% in 2017-18.

6. How MC2HS has established an active and effective school governance structure

MC2HS is designed and operated by Seeds of Health, Inc., a Wisconsin non-stock, non-profit corporation with a 501c(3) status. The Seeds of Health, Inc. board of directors serves as the school board for the school programs. The board of directors is composed of the positions of president, vice-president, secretary/treasurer, and five other members. The board meets quarterly and as otherwise necessary to establish operational policies for the agency and its programs, review program accountability data, and determine budgets and staffing.

At the direction of the Executive Director and with support from central SOH administration staff, the MC2HS staff is responsible for program leadership and delivery of effective curriculum, instruction and assessment.

A parent advisory council is also essential to school governance and is operational at the school level. Council members are appointed by the MC2 principal and at a minimum the council includes two MC2 high school students, three MC2 high school parents, One MC2 teacher, and a community representative. The parent advisory council meets quarterly to discuss and advise diverse issues, including: curriculum, staffing, performance assessments, learning technology, monthly attendance, and family school events.

<i>Table 7. Surveys of Student, Parent and Faculty Perception of Program Quality</i>					
<b>Student</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Number of Responses</b>	70	95	97	90	68
Safety and Discipline	2.64	2.76	2.90	2.80	2.53
Learning	2.65	2.69	2.86	2.73	2.57
Friendship and Respect	2.69	2.80	2.85	2.69	2.65
Care	2.73	2.85	3.04	2.80	2.81
Success	2.85	2.98	3.17	2.93	2.93
Interest of the lessons	2.73	2.61	2.93	2.91	2.71
Quality of you teachers	3.11	3.11	3.33	3.30	3.38
Individual help given to you	3.24	3.14	3.41	3.09	3.09
Safety of the school	2.86	2.85	3.09	3.34	3.18
<b>Parent</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Number of Responses</b>	57	74	53	38	34
Expectations	3.50	3.28	3.25	3.33	3.54
Communication	3.50	3.30	3.27	3.27	3.50
Results	3.41	3.27	3.25	3.33	3.49
Recommendation	3.46	3.19	3.32	3.34	3.62
Quality of Sch. Leadership	3.63	3.41	3.58	3.42	3.74
Quality of Teachers	3.61	3.34	3.53	3.47	3.88
Expectations For Students	3.68	3.46	3.55	3.58	3.71
Communications w/Parents	3.63	3.34	3.42	3.13	3.56
Support for Ind. Students	3.72	3.49	3.51	3.53	3.47
Pupil Safety	3.72	3.34	3.51	3.53	3.59
<b>Faculty</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Number of Responses</b>	8	8	7	10	7
Leadership	2.65	3.10	2.80	2.76	2.91
Strategic Planning	2.98	3.25	2.54	2.10	2.54
Stdnt, Stkholder, Mkt Focus	1.93	2.34	1.00	1.59	2.10
Analysis Management	3.10	3.30	2.94	1.80	2.57
Faculty and Staff Focus	2.67	3.03	2.33	2.27	2.57
Process Management	2.95	3.10	3.14	2.16	2.77
Staff dev. opportunities	3.50	3.50	3.00	2.50	3.14
Communication w/parents	2.88	3.50	2.43	2.40	3.29
Pupil safety	3.50	3.75	3.57	3.80	3.86
Quality of school leadership	2.50	2.88	2.57	3.30	3.00
Quality of teachers	3.50	3.38	3.71	3.50	3.86
Support of ind. students	3.63	3.63	3.29	3.20	3.86
Recorded scores are averages calculated on four-point scale: 4 = strongly agree 3 = Agree 2 = Disagree 1 = Strongly Disagree					

## II. Plans for Continued Success

### Educational Performance

#### 1. Proposed changes to the MC2 educational program for term of next charter contract

Directed by a strategic planning process that manages ongoing improvement of the MC2HS educational mission to the Milwaukee community, proposed change to the MC2HS educational program is centered on:

- a. A tighter curriculum and instruction focus on essential learning outcomes and methods
- b. A tighter curriculum and instruction connection to MKE community and related college, career, civic and cultural opportunities
- c. Restructured school staffing

*C & I focus on essential learning outcomes and methods.* The rationale for developing a tighter curriculum and instruction focus on essential learning outcomes and methods (ELOM) is informed by research about what is elemental to leveraging student learning success, e.g., see Schmoker (2016) *Focus: Elevating the essentials to radically improve student learning*, 2<sup>nd</sup> ed. ASCD, Alexandria, VA for an overview of relevant research by Coleman, Duke, Fullan, Hattie, Hirsch, Kohn, Marzano, Oden, Ravitch, Rosenshine, Sparks, Stiggins, Wiggins and others. Thus informed, further development of the MC2HS program subscribes to the following premises and strategy.

Premise: Purposeful reduction of academic standards and other learning outcomes to what is most essential to student learning success focuses deep learning in a more coherent, guaranteed and viable curriculum.

Aligned strategy: Focus 2019-2023 curriculum development on engagement of essential learning outcomes:

- Academic proficiency, i.e., core learning standards
- 21<sup>st</sup> century competencies, i.e., communication, collaboration, critical thinking, creativity
- Qualities of character (habits of thinking & behavior) that serve success of self & society

Premise: Understanding and using research-informed learning methods focuses instructional practice on what is elemental to student achievement of essential learning outcomes.

Aligned strategy: Focus 2019-2023 instructional practice on engagement of essential learning methods:

- Nature-compatible (physiological, social, emotional, constructive, reflective, dispositional)
- Consensus best-practice pedagogy (e.g., learning that is active, collaborative, inductive)
- Authentic literacy (reading, writing and discussion)
- Authentic learning (i.e., engagement of real-world context, open-ended inquiry/problem solving, higher-order thinking, social support, self-direction & presentation of findings)
- Authentic assessment (i.e., criterion-based, social, real time)
- Effective lesson design (i.e., anticipatory set, stated objective, instructional input, modeling, guided/social practice, checking for understanding, independent practice)

Premise: Building and maintaining a productive C & I focus on essential learning outcomes and methods requires aligned professional development.

Aligned Strategy: Focus 2019-2023 PD on building expertise in engagement of essential learning outcomes and methods (ELOM) to include:

- Development of syllabi that structure ELOM engagement in practice
- Development of lesson plans that structure ELOM engagement in practice
- Development of student portfolios that structure ELOM engagement in practice
- Development/implementation of school and SOH-wide PD workshops that coach ELOM engagement in practice (e.g., in syllabi, lesson plans, portfolios)
- Alignment of educator effectiveness supervision and ELOM focused PD

*C & I connection to MKE community.* The rationale for developing a curriculum and instruction connection to MKE community and related college, career, civic and cultural opportunities is informed by research about learning engagement. This translates to MKE connection as a rich and readily accessible means to engage students in authentic learning that exercises and grows authentic literacy, as well as essential competencies and qualities of character. This commitment is proceeding in partnership with the *Making of Milwaukee* curriculum initiative developed by MPTV and UWM.

*Restructured school staffing.* MC<sup>2</sup>HS is currently assessing need and means to restructure school staffing toward better support for student and program performance. Restructuring anticipates adjustment in administration responsibilities, as well as instructional and support staff required for anticipated educational program change and enrollment growth.

Ultimately, a multi-year commitment to developing a tighter curriculum and instruction focus on essential learning outcomes and methods and MKE context is a strategic investment in cultivating professional expertise and practice that will further improve educational program performance as measured by PAAR, State report card, and other accountability measures. Moreover, this centering change in educational program will guide related actions, including:

- Improve ACT performance (e.g., implementation of Princeton ACT prep program)
- Extended professional development support (e.g., additional one-week summer seminar addressing engagement of essential learning outcomes and methods, classroom management and school culture; 17-session school-year seminar addressing engagement of ELOM—particularly need and means to incorporate in syllabi and lesson plans)
- Develop criteria-based assessments that measure knowledge of MKE community & related opportunities, development of essential competencies and qualities of character
- Market school and solicit community partnerships based on mission to prepare students with essential knowledge, competency and character with focus on MKE community connection and opportunity
- Continue to cultivate opportunities for dual credit completion with MATC (e.g., Math-eligible 12th grade students complete precalculus with MATC instructor; all 12th grade students complete MATC three health care career courses and can earn Health Care Customer Service Certificate)



2. Proposed MC2 enrollment and grade levels for term of next charter contract

MC<sup>2</sup>HS anticipates enrollment growth due to projected educational program development and improvement and marketing of mission to MKE community (see *Table 8*). This conservative projection of enrollment growth has important implications for further development of learning opportunities for students.

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
164	173	180	190	195	195

3. MC<sup>2</sup>HS goals and measurable objectives for term of next charter contract

MC<sup>2</sup>HS goals and measurable goals for the next charter contract are aligned to the proposed program change initiatives described in section II. 1 above. Accordingly, MC<sup>2</sup>HS goals and measurable goals for the next charter contract are:

- a. Improved performance on the state report card report to *meets expectations*
- b. Further improvement of student growth on MAP assessments
- c. Achievement of all PAAR addressed criteria

### Financial Performance

4. MC2 financial goals and forecast

MC<sup>2</sup>HS will continue to meet financial performance standard through established practices and support from SOH financial management administration. Financial performance will be further supported by targeted enrollment growth through enhanced marketing of the MC<sup>2</sup>HS education program to Milwaukee families and students. Potential transition of the MC<sup>2</sup>HS program to a larger school site will provide additional marketing advantage.

### Organizational Performance

5. MC2 plans for strengthening parental and community involvement in educational mission

The MKE community-connected curriculum and instruction initiative will present practical and important opportunities for expanded parent & community involvement in the MC<sup>2</sup>HS educational mission.

6. Anticipated changes to MC2 school governance structure

MC<sup>2</sup>HS will continue to benefit from established school governance structure. That will include ongoing support for financial, human resources, technology, special education, and literacy education management from SOH administration staff. MC<sup>2</sup>HS will also continue to explore additional ways to involve parents and community members in program planning and operation.