

**Appendix A:**  
**Charter School Petition/Proposal**

**CHARTER SCHOOL PROPOSAL/PETITION COVER SHEET**

**1 Name of charter school:** Green Tree Preparatory Academy (GPA)

**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:** Katrina Fisher  
 Title/Relationship to proposed school: Principal  
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 Telephone: (day) 414-206-0505 (evening) [REDACTED]  
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**7 Planned academic opening school year:** 2019-20  
 Term of charter requested (maximum 5 years): 5 years

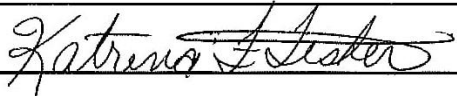
School Year	Grade Levels Served	Total Student Enrollment Planned/Maximum
Year 1	6-9	420
Year 2	6-10	570
Year 3	6-11	720
Year 4	6-12	870
Year 5	6-12	870

**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 Katrina Fisher

Signature  Date 12-21-18

## Executive Summary

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### Application Team and Leadership

The Milwaukee Public Schools' Administration and a core planning team is seeking a new specialty instrumentality charter school, Green Tree Preparatory Academy (GPA). The planning team includes current MPS staff, community members, and parents of current MPS students. Ms. Katrina Fisher will be in charge of the charter school and will address charter contract issues on behalf of the school. The proposed charter school will be administratively led.

### Mission and Vision

#### Mission

Green Tree Preparatory Academy's mission is to build a body of student leaders who will lead or own tomorrow's businesses.

#### Vision

Green Tree Preparatory Academy's vision is to provide a safe, nurturing, and professional community of learning where students are educated, empowered, and enabled to develop the essential skills necessary to lead and exceed.

#### Rationale

In September 2018, the Milwaukee Board of School Directors directed the MPS Administration to reconfigure, expand, and redesign the current Daniel Webster Secondary School. A steering committee of district staff, school staff, parents, and community members met and determined that a new charter school would be the best way to accomplish the goal of creating a high-performing school for students at the Daniel Webster Campus. Charter status will provide flexibility in school scheduling, budgeting, hiring, and programming to support redesign efforts in direct alignment with the district's mission to prepare students for success in higher education, post-educational opportunities, work, and citizenship. Charter status may also provide supplemental funds to support this work.

### Educational Philosophy

The educational philosophy at Green Tree Preparatory Academy is that in order to lead or own tomorrow's businesses, all students must develop the Green Tree Preparatory Academy's Seven Skills for Success:

- 1) Creativity – Students learn to innovate and adapt as they approach projects and problems.
- 2) Critical Thinking – Students develop the abilities to evaluate, synthesize, and apply ideas to hone their critical thinking skills.
- 3) Collaborative Problem Solving – Students learn to work in groups to solve problems by drawing on each other's skills and strengths with an understanding that the collective is stronger than the individual.
- 4) Cultural Competency – Students interact and work with individuals from other cultures and participate in experiences that immerse them in cultures different from their own.
- 5) Ethical Decision-making – Students are exposed to complex ethical dilemmas to learn how to navigate the decision-making process.
- 6) Effective Written and Oral Communication – Students become active listeners and high-level presenters who can organize and articulate their message to diverse audiences.
- 7) Leadership – Students develop skills to listen, build consensus, organize, and motivate a group as they begin to take on responsibilities beyond themselves.

The Seven Skills for Success were adapted from the Hun School of Princeton which has more than 50 years of experience educating some of America's most prominent leaders. Hun boasts a 100% high school graduation rate, including a group of alumni entrepreneurs who have started, owned, and/or led businesses after developing essential skills for the 21<sup>st</sup> Century.

## School Enrollment

Green Tree Preparatory Academy seeks to serve 420 students in grades six through nine beginning with the 2019-20 school year. The school plans to expand by one grade per year until reaching full capacity of 870 students in grades six through twelve in the 2022-23 school year. Projected enrollment is outlined below.

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
2019-20	90	90	90	150	0	0	0	420
2020-21	90	90	90	150	150	0	0	570
2021-22	90	90	90	150	150	150	0	720
2022-23	90	90	90	150	150	150	150	870
2023-24	90	90	90	150	150	150	150	870

The sixth – twelfth grade model is in alignment with the Milwaukee Board of School Directors' September 2018 action related to the Daniel Webster Campus. This model also accommodates the need for high-performing middle and high school seats on the Northwest side of Milwaukee. Additionally, with several nearby Kindergarten through fifth grade schools, including Clara Barton School and Gilbert Stuart School, the model will enhance feeder patterns in the area.

Expanding by one grade level per year is aligned to the Milwaukee Board of School Directors' action related to the Webster campus and will allow the school to build an effective school climate and culture as the school grows. Additionally, the growth model for Green Tree Preparatory Academy is based on previous successful school growth plans implemented by Milwaukee Public Schools including, but not limited to, Golda Meir High School.

## School Culture

The foundation of school culture at Green Tree Preparatory Academy is high expectations for all students and staff. Growth mindset, through which all students can learn at high levels and all educators can learn new skills, strategies, and tools, will be emphasized.

Each day at Green Tree Preparatory Academy will begin with advisory time to set expectations, build community, motivate students and staff, address school community concerns, and celebrate accomplishments. Recitation of Rita Pierson's *I Am Somebody* morning pep talk will take place during every morning advisory:

*I am somebody. I was somebody when I came. I will be a better somebody when I leave. I am powerful, and I am strong. I deserve the education that I get here. I have things to do, people to impress, and places to go. I am somebody.*

The school environment will include visual reminders of the school's mission and vision as well as the Seven Skills for Success. Literacy in information and technology will also be promoted as students prepare for success in the 21<sup>st</sup> Century workforce. College pennants, photos of and quotes by inspirational leaders, and growth mindset imagery will be present to provide students with a way to visualize future goals. Extracurricular activities including sports, clubs, and service opportunities will be offered to build community and promote school pride.

## Contract Term

The applicant team of Green Tree Preparatory Academy 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 2019. Because the new instrumentality charter school will be located at the Daniel Webster Campus, the process leading up to school opening will be seamless as the campus is currently operational. Providing the waiver to allow the charter contract to begin in fall of 2019 will allow for uninterrupted operation and continuity between school years.

## Academic Achievement

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### Educational Program

Green Tree Preparatory Academy's educational program is designed to serve students in grades six through twelve. The goal is to provide Milwaukee families with an additional high-performing **specialty** school option on the Northwest side of Milwaukee.

#### Middle School

Green Tree Preparatory Academy's program will include a high school preparatory program for middle-school students. The program will have a Science, Technology, Engineering, and Math (STEM) focus as the new school will continue to participate in the MPS STEM pilot which provides a professional learning community that facilitates the exploration of interdisciplinary approaches, exemplary student-led projects, and integration of project-based learning. Students at the middle school level will also participate in the foreign language exploratory (FLEX) program, which will introduce students to a foreign language with some interpersonal language skills. Through FLEX, students will gain limited vocabulary, greetings, and phrases and cultural learning in an effort to promote future language learning.

#### High School

In direct alignment with the district's mission to prepare students for success in higher education, post-educational opportunities, work, and citizenship, Green Tree Preparatory Academy will offer three high-school academies, from which students will be able to choose their academic focus. Each academy will focus on its specialty area in relation to both core course and elective offerings. The three academies that will be offered are:

- Katherine Johnson Academy of College Preparation in which students will engage in rigorous college preparatory courses, including access to early-college high school (ECHS) or dual enrollment programs;
- Charles Drew Academy of Science, Technology, Engineering, and Math (STEM) in which students will engage in an interdisciplinary, hands-on, and project-based learning curriculum, including access to apprenticeships and internships; and
- Michelle Obama Academy of Leadership, Business, Law, and Social Justice in which students will engage in a sequence in business, law, and social justice, including access to community projects, service learning, and internships.

Students at Green Tree Preparatory Academy will receive core coursework and two academy exploration electives during their ninth grade year. By 10<sup>th</sup> grade, students will be accepted into one of the three academies and coursework will become more focused on their specific area of study.

Students in the college preparation academy will take Advanced Placement (AP) coursework, will have access to telepresence courses instructed by local college professors, and will tour colleges and universities throughout their high school career. Students in the STEM academy will have access to makerspaces and will take virtual and live field trips to local and international STEM companies. Students in the business, law, and social justice academy will develop a business proposal, will pitch their proposal to local business leaders, will take virtual and live field trips to local businesses, and will have access to debate and peer jury.

Students in 11<sup>th</sup> and 12<sup>th</sup> grade will have access to an increased number of external learning opportunities including:

- dual enrollment courses for students in the college preparation academy;
- internships for students in the STEM academy; and
- service learning experiences for students in the business, law, and social justice academy.

The applicant team of Green Tree Preparatory Academy will explore the feasibility of implementing "Grow Your Own" programs aligned with the three academies.

## **Students with Disabilities**

Green Tree Preparatory Academy will welcome all students. It is anticipated that Green Tree Preparatory Academy will have an enrollment of students with disabilities that is reflective of district enrollment overall. As a MPS instrumentality charter school, Green Tree Preparatory Academy will work with the MPS Department of Specialized Services to support the needs of students with disabilities, including the provision of behavioral and academic intervention services to students in need of support. Eligible students with 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).

Additional information regarding Green Tree Preparatory Academy's special education plan is presented in *Appendix C: Special Education Plan*.

## **English Learners**

Green Tree Preparatory Academy will welcome all students. It is anticipated that Green Tree Preparatory Academy will have an enrollment of English Learners (ELs) that is reflective of district enrollment overall. As a MPS instrumentality charter school, Green Tree Preparatory Academy will work with the MPS Department of Bilingual Multicultural Education to utilize techniques, methodology, and curriculum designed to teach English Learners English-language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. As Green Tree Preparatory Academy will not be a bilingual program, English Learners will be placed into monolingual classrooms. Students will receive native language support from bilingual teaching assistants and teachers when possible.

## **Grade Level Promotion**

In order for an eighth-grade student to be promoted to ninth grade, the student must meet academic performance criteria as defined by proficiency levels in reading, English language arts, mathematics, science, and social studies as measured and defined by classroom assessments and based on grade-level standards. If a student does not meet academic performance criteria, test results may be considered if the test results are a proficiency level of basic or above, as measured by the appropriate state assessment in English language arts, mathematics, science, and social studies. Recommendations of teachers may also be considered by a school-based team.

The following minimum number of units, or the equivalent, will be required for high-school students to be promoted at the end of the school year:

- If a student is to be promoted from 9th to 10th grade (sophomore), 5 units or more will be required.
- If a student is to be promoted from 10th to 11th grade (junior), 10 units or more will be required.
- If a student is to be promoted from 11th to 12th grade (senior), 16 units or more will be required, and the student must be on track for graduation after the successful completion of no more than two additional semesters.

Students who may be at-risk of retention will be identified early and often through school data dives. Green Tree Preparatory Academy staff will work with students and their families to identify appropriate interventions including, but not limited to, in-school and after school tutoring and Saturday academies, to ensure promotion.

## **Graduation**

A minimum of 22 credits will be required to graduate, including the following:

- 4.0 units: English language arts
- 3.0 units: Mathematics (courses at or above the algebra level)

- 3.0 units: Science (content with laboratory studies in the life and physical sciences)
- 3.0 units: Social studies as follows:
  - 1.0 unit of US history
  - 1.0 unit of world history, world geography, or world studies
  - 1.0 unit of citizenship –or- 0.5 unit of American government and 0.5 unit economics
- 1.5 units: Physical education
- 0.5 unit: Health
- 1.0 unit: Fine arts (art, music, dance, or theater)
- 2.0 units: World language
- 1.0 unit: College and career readiness
- 3.0 units: Electives

Students will also have to complete one of the following three options: online learning, community service experience, or service-learning. Additionally, in accordance with Wisconsin State Statute, all students must pass the civics test.

Students who may be at-risk of not graduating will be identified early and often through school data dives. Green Tree Preparatory Academy staff will work with students and their families to identify appropriate interventions including, but not limited to, in-school and after school tutoring and Saturday academies, to ensure graduation.

### **Anticipated Outcomes**

The applicant team anticipates that the proposed educational program for Green Tree Preparatory Academy will lead to the following outcomes:

- a percentage of Green Tree Preparatory Academy students scoring proficient or advanced on the Wisconsin State Assessment System tests (WSAS) in English Language Arts that is the same as, or higher than, the percentage of students scoring proficient or advanced in corresponding grades in all MPS schools;
- a percentage of Green Tree Preparatory Academy students scoring proficient or advanced on the Wisconsin State Assessment System tests (WSAS) in mathematics that is the same as, or higher than, the percentage of students scoring proficient or advanced in corresponding grades in all MPS schools;
- a percentage of Green Tree Preparatory Academy students scoring proficient or advanced on the Wisconsin State Assessment System tests (WSAS) in science that is the same as, or higher than, the percentage of students scoring proficient or advanced in corresponding grades in all MPS schools;
- a percentage of Green Tree Preparatory Academy students scoring proficient or advanced on the Wisconsin State Assessment System tests (WSAS) in social studies that is the same as, or higher than, the percentage of students scoring proficient or advanced in corresponding grades in all MPS schools;
- a percentage of Green Tree Preparatory Academy students promoted from grade 8 that is the same as, or higher than, the percentage of students being promoted from the corresponding grades in all MPS schools;
- a high school graduation rate that is the same as, or higher than, the high school graduation rate in all MPS high schools;
- a stability rate of Green Tree Preparatory Academy students that is the same as, or higher than, the stability rate of students in corresponding grades in all MPS schools;
- an average daily attendance rate of Green Tree Preparatory Academy students that is the same as, or higher than, the average daily attendance rate of students in corresponding grades in all MPS schools; and
- a mobility rate of Green Tree Preparatory Academy students that is the same as, or lower than, the mobility rate of students in corresponding grades in all MPS schools.

### **School Admission**

Green Tree Preparatory Academy will engage in school branding and outreach efforts to inform the community of its program offerings. This will include attending community events, engaging community partners in recruitment efforts, holding open houses for prospective families, and contacting families who may be on wait lists for other similar schools.

As a public school open to all students, Green Tree Preparatory Academy will not discriminate against students based on sex, race, religion, national origin, national ancestry, pregnancy, marital or parental status, sexual orientation, or disability.

Students who do not wish to attend Green Tree Preparatory Academy may attend other schools in the district according to district policies and procedures. These options include, but are not limited to, Morse Middle School for the Gifted and Talented, James Madison Academic Campus, and Harold S. Vincent High School. Additional options outside the district are also available.

Due to the timing of the school planning cycle, fFor the 2019-2020 school year, students will be admitted to Green Tree Preparatory Academy through the district's early middle/high school admissions and fall registration processes. In compliance with Wisconsin State Statutes, Green Tree Preparatory Academy will give preference to all students residing within the attendance area of the current Daniel Webster Secondary School.

Beginning with the 2020-2021 school year, Green Tree Preparatory Academy seeks to be added as-a to the MPS citywide specialty school admissions process. Currently there are not any MPS citywide specialty schools located on the Northwest side of Milwaukee. Students who live on the Northwest side of Milwaukee and want to attend such schools must travel to other parts of the city (at least five miles to Rufus King International High School, at least eight miles to Milwaukee High School of the Arts, at least 10 miles to Riverside University High School and Golda Meir High School, and at least 20 miles to Reagan College Preparatory High School).

In alignment with MPS' current citywide specialty schools, the following criteria for admission will be considered for all new Green Tree Preparatory Academy students: writing sample, report card, attendance, and Wisconsin Forward Exam score in reading/English language arts and mathematics. In alignment with the state requirement for charter schools, preference will be given to siblings of students enrolled in the school and to students who reside within the attendance area of the school.

Should the capacity of the school be insufficient to accept all students who apply, Green Tree Preparatory Academy will accept students at random in accordance with district policies and state law. Random selection will be done using a lottery. Once all available seats are filled, Green Tree Preparatory Academy will use the lottery process to compile an ordered waiting list.

## **Diversity Plan**

Green Tree Preparatory Academy will welcome all students and anticipates enrolling a student population that is reflective of district enrollment overall. To welcome and recruit a diverse student body, information regarding Green Tree Preparatory Academy will be provided to families through various avenues including flyers, phone calls, information meetings, open houses, and home visits. Interpretation and translation services will be provided as needed. Recruitment efforts will be focused on all incoming sixth through ninth grade Milwaukee students and will not be limited by any demographic. Recruitment materials will include information regarding the school's commitment to diversity, special education services, and English Learner (EL) services. Additional information regarding Green Tree Preparatory Academy's diversity plan is presented in *Appendix I: Diversity Plan*.

## **Health and Safety**

Green Tree Preparatory Academy will adhere to all federal, state, and local laws as well as MPS Board policies and procedures related to health and safety standards. This includes the regular performance of fire, tornado, safety, and other evacuation drills in compliance with Wisconsin State Statute Section 118.07.



The school will maintain a school crisis plan, which will include, but may not be limited to, a description of the crisis management team, school phone chain, school resources, staging area information, and building floor plans. The plan will be reviewed annually and updated to address concerns that may arise during the school year.

As with other MPS instrumentality schools, school safety and school nursing staff will be assigned to Green Tree Preparatory Academy to ensure student and staff health and safety.

Green Tree Preparatory Academy will also engage in various preventative efforts to support student health and safety. These efforts may include vision screenings, dental care, health and safety related assemblies such as the sexually transmitted infection (STI) assembly, implementation of the district's human growth and development curriculum for students in grades six through nine, and implementation of a school health team to review needs and develop plans to support students. Additionally, Green Tree Preparatory Academy staff will be trained in Trauma Informed Care and Mental Health First Aid in order to support students.

### **Student Discipline**

Green Tree Preparatory Academy will use Positive Behavioral Interventions and Supports (PBIS) to reduce classroom disruptions and student suspensions. The school will promote the Green Tree Preparatory Academy Way to be safe, respectful, and responsible. Restorative practices, peer mediation, peer jury, and other research-based practices will be implemented to proactively address disruptions in the school and classroom environment. Professional development will include data dives focused on student behavior to ensure equitability in behavior policy enforcement and to develop and implement interventions as needed.

Green Tree Preparatory Academy staff will be expected to employ a range of corrective measures before referring a student to disciplinary authorities unless it can be documented that the safety of students and/or staff is threatened or the behavior in question is such that the disruption to the educational environment can only be remedied by such a referral. All teachers will be expected to have a behavior management plan posted in their classrooms.

In the event that disruptions occur, Green Tree Preparatory Academy will follow the Milwaukee Public Schools *Parent/Student Handbook on Rights, Responsibilities, and Discipline* as adopted by the Milwaukee Board of School Directors. The Handbook can be viewed at <http://mps.milwaukee.k12.wi.us/MPS-English/SUPT/Family--Student-Services/rights-responsibilities-english-handbook.pdf>.

Green Tree Preparatory Academy will explore the use of in-school suspension, telepresence, virtual instruction, and other ways to ensure seamless delivery of instruction even when student discipline occurs.

### **Working Group**

Green Tree Preparatory Academy will establish a working group consisting of school personnel, including teachers, administrators, and other school staff who are involved in making discipline referrals and imposing disciplinary sanctions, parents of school students, and community leaders. The working group will be encouraged to:

- develop and make recommendations regarding the effectiveness of discipline policies, practices, and procedures;
- provide input regarding strategies for improving student behavior, addressing student misbehavior by means other than disciplinary sanctions, and reducing any racial disparity in referrals for discipline, the imposition of disciplinary sanctions, and the exclusion of students from the educational program;
- provide continuing input regarding strategies to ensure that school staff members have access to or are aware of available resources for assisting them in managing and de-escalating student behavior; and
- consider if and how outreach efforts to families can be made to garner support for discipline policies, practices, and procedures and for the goal of addressing student misbehavior without excluding students from the education program.

## Student Committee

Green Tree Preparatory Academy will establish a student committee to discuss matters concerning equitable treatment of students in the implementation of discipline policies, practices, and procedures and to identify steps the students believe could be taken to improve student behavior and cause students to be more engaged in the educational program. Specifically, the student committee will be encouraged to:

- identify the aspects of the educational program that they see as positive and likely to encourage positive student behavior;
- identify the aspects of the educational program that they see as negative and likely to result in student misbehavior;
- identify actions students can take to help their classmates engage in positive school behavior; and
- provide specific suggestions for improving discipline policies, practices, and procedures as well as establishing a safe school environment that is conducive to learning.

## Curriculum and Instruction

Grade-level standards for high school students in math, reading, and English/language arts will be based upon the Common Core State Standards. The Common Core State Standards may be viewed at <http://www.corestandards.org/read-the-standards/>. Green Tree Preparatory Academy will utilize the SpringBoard curriculum for math and English Language Arts (ELA) for all students in grade six through twelve.

Regarding ELA, the SpringBoard curriculum features compelling texts and utilizes close reading and analysis of texts, critical viewing of films, independent reading, and classroom discussion to help students build content knowledge. An integrated approach to reading, writing, speaking, and listening is used to incorporate language skills and knowledge. Vocabulary is threaded through each unit as to build student vocabulary throughout the year.

Regarding math, the SpringBoard curriculum prepares students to solve math problems and teaches them to apply mathematical knowledge to diverse settings. Students are also challenged to collaborate with others and effectively communicate using the language of mathematics. The SpringBoard balanced instruction approach to mathematics includes investigative, directed, and guided lessons. Vocabulary is incorporated in the lessons to assist students in developing math literacy.

SpringBoard supports teacher planning by including unit resources, pacing guides, college readiness connections, and printed and digital materials. Tools, resources, and supports, including supplemental materials for English Learners, special education, advanced, and struggling students, are also included in the SpringBoard curriculum to assist teachers with differentiated instruction. SpringBoard also provides embedded assessments for each unit of the curriculum.

The selection of Spring Board for Green Tree Preparatory Academy is based the level of rigor provided by the curriculum and its direct alignment with the Seven Skills for Success. Selection is also based on previous successful implementation by other areas schools including, but not limited to, Golda Meir High School, Audubon Middle and High School, Milwaukee School of Languages, and Hamilton High School.

Standards for science will be based upon the Next Generation Science Standards, which may be viewed at <https://www.nextgenscience.org/>. Green Tree Preparatory Academy will align science curriculum and instruction to the *Next Generation Science Standards*. These standards will provide learning goals for what students should know and be able to do at each grade level and will serve as a tool to help teachers know what to teach and help parents know what students are expected to learn. The *Next Generation Science Standards* integrate the following three dimensions of learning: science disciplinary core ideas, major practices, and crosscutting concepts. By aligning curriculum and instruction to the *Next Generation Science Standards*, Green Tree Preparatory Academy will mirror real-world science practices through emphasis on scientific exploration.

Social studies curriculum will be aligned to the 2018 Wisconsin Standards for Social Studies, which includes the College, Career, and Civil Life (C2) Framework published by the National Council for Social Studies. These standards will provide a foundation that identifies what students should know and be able to do in social studies classes. Most importantly, aligning curriculum and instruction to these standards will prepare GPA students to be college, career, and community ready.

Instruction at Green Tree Preparatory Academy will focus on developing the Green Tree Preparatory Academy's Seven Skills for Success. Through data-driven and differentiated instruction, teachers will meet the needs of all students while fostering development of the seven essential skills. Whole group and small group instruction will be used with Socratic Seminars being a cornerstone of instruction as teachers develop a community of learners.

Additional information regarding curriculum and instruction at Green Tree Preparatory Academy is presented in *Appendix A: Curriculum*.

## **Technology**

Across all content areas, Green Tree Preparatory Academy will focus on supporting students to obtain information and technology literacy as set forth by the 2017 Wisconsin Standards for Information and Technology. As such, the information and technology standards will be integrated into all content and skill areas to focus on learning *with* information and technology rather than learning *about* information and technology. This work will include emphasis on the following seven concepts from the International Society for Technology in Education student learning framework:

- 1) Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- 2) Digital Citizen – Students recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
- 3) Knowledge Constructor – Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
- 4) Innovative Designer – Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
- 5) Computational Thinker – Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- 6) Creative Communicator – Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
- 7) Global Collaborator – Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

The Wisconsin Standards for Information and Technology may be viewed at <https://dpi.wi.gov/imt/it-literacy-standards>.

The Webster facility is currently equipped with 1:1 Chromebooks and internet access throughout the facility. Additionally, students in the STEM academy will be offered ChromeZone programming whereby students will learn how to repair Chromebooks in-house. Two telepresence classrooms will expose students to virtual coursework, virtual field trips, and global connections. Green Tree Preparatory Academy students will also be provided reliable Internet access via hotspots provided by the One Million Project Foundation. Incorporation of robotics, 3D printing, and other technologies will be explored as students move through the STEM academy.

As an instrumentality charter school, technology in the building will continue to be supported by the MPS Department of Technology Services. In preparation for the 2019-20 school year, applicant team will work with the MPS Department of Technology to ensure the Webster Campus is equipped with technology at the district's standard level of service.

## **Assessment**

Green Tree Preparatory Academy will utilize three types of assessments:

- Formative assessments – provide immediate feedback to teachers about how well students are learning and are used by teachers to modify instruction, if needed;
- Benchmark assessments – used periodically throughout the school year to monitor progress, inform instruction, and identify students who need additional support; and
- Summative assessments – evaluate learning at the end of a unit, course or school year.

Through professional development, school staff will be trained in the appropriate administration of assessments to ensure the accuracy and validity of assessment results. Staff will also be trained on how to effectively use academic data to drive the decision-making process to achieve classroom and school goals. Academic data will be reviewed regularly through data dives to inform instruction. Specific assessments that will be used are outlined in *Appendix B: Assessment Plan*.

In alignment with Green Tree Preparatory Academy's educational philosophy, students will learn how to use the results of tests to understand their own academic progress. Students will be encouraged to "Know Your GPA", meaning grades, participation, and attendance. Through this process, students will be able to practice critical thinking, effective communication, leadership, and collaborative problem solving.

Additionally, family engagement will be a critical component of the assessment process. Families will be asked to ensure their students are well rested and arrive at school on time for assessments. They will also be encouraged to speak with their students about giving their best efforts, about how tests are tools that help teachers know what to teach, and about how students can use the results of tests to understand their own progress.

## Student, Family, and Community Engagement

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### Student and Family Engagement

Student engagement begins with positive school culture and climate that includes rigorous coursework. Green Tree Preparatory Academy students will be empowered to own their education and engage in every aspect of the educational process. Green Tree Preparatory Academy will do this by:

- hosting open houses for prospective students;
- providing students with a school handbook with pertinent school information including behavior expectations, consequences, and rewards;
- holding sixth and ninth grade bridge programs prior to the start of the school year;
- holding data dives for students to understand academic goals, progress, and ways to increase academic achievement;
- holding regular class and school assemblies;
- offering student council;
- offering various school-based events including spirit weeks, dances, etc.; and
- offering various extracurricular activities including sports, chess, art, forensics, etc.

Family engagement is critical to the success of Green Tree Preparatory Academy. Parents of current MPS seventh and eighth grade students have been active participants in the Green Tree Preparatory Academy applicant team. As the applicant team moves towards school opening, parents will be invited to transition from the applicant team to the School Governance Council.

Green Tree Preparatory Academy families will be invited to be engaged in every aspect of the educational process. Green Tree Preparatory Academy will do this by:

- hosting open houses for prospective families;
- providing all families with a school handbook with pertinent school information;
- holding family bridge programs prior to the start of the school year for sixth and ninth grade families;
- communicating regularly with families via flyers, e-mails, phone calls, social media, and other online applications;
- holding fall and spring open houses at which families can follow their students' daily schedule to experience all of their classes;
- holding fall and spring parent teacher conferences to discuss student progress;
- providing a family resources center in the facility;
- holding data dives for families to understand academic goals, progress, and ways to support academic achievement; and
- providing volunteer opportunities for families.

Interpretation and translation services will be provided for all aforementioned activities as needed to communicate with all families, including those that may not speak English.

Letters of support, including letters from current MPS parents, are provided in *Appendix Q: Letters of Support*.

### Community Engagement

Community engagement is critical to the success of Green Tree Preparatory Academy. Current community partners and residents have been active participants in the Green Tree Preparatory Academy applicant team. As the applicant team moves towards school opening, community members will be invited to transition from the applicant team to the School Governance [Board Council](#).

Community members will be invited to be actively engaged with Green Tree Preparatory Academy. Green Tree Preparatory Academy will do this by:

- hosting open houses for community members;
- providing community members with pertinent school information via a community handbook;
- communicating regularly with community members via flyers, e-mails, phone calls, social media, and other online applications;
- providing volunteer opportunities for community members;
- providing space in the facility for community meetings and events as needed; and
- providing space in the building for Milwaukee Recreation programs and other community activities.

Letters of support, including letters from current community residents, are provided in *Appendix Q: Letters of Support*.

### **Partnerships**

Partnerships with community-based organizations, businesses, institutions higher education, and community leaders are critical to the success of Green Tree Preparatory Academy. Current partners include Arts @ Large, Marquette University School of Education, and Havenwoods Neighborhood Improvement District.

Additionally, Green Tree Preparatory Academy will work to secure partnerships to support each of the three proposed high school academies. Opportunities for students to participate in service learning, internships, and community projects with these partners will be an important component of course offerings for 11<sup>th</sup> and 12<sup>th</sup> grade students as part of the three academies.

To secure partnerships, the applicant team has developed a partnership invitation letter, which will be sent to potential partners. The team has identified 30 ways for partners to support the school and will work to identify opportunities that are mutually beneficial for both the school and the partners. Additionally, an open house for potential partners will be held in early 2019.

Letters of support, including letters from current community partners, are provided in *Appendix Q: Letters of Support*.

## Effective and Efficient Operations

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### Governance Structure

As a charter school, Green Tree Preparatory Academy will have a Governance BoardCouncil to enable families, staff, students, and the community to work to support and inform shared leadership, equity, and cultural relevance resulting in increased student achievement. The BoardCouncil will assist in the development and implementation of the school's educational plans and will focus on academic achievement; student, family, and community engagement; effective and efficient operations; and school culture. The BoardCouncil will serve as an advisory group that is representative of the school community to ensure a collective vision for the school and for strategies to support student achievement and school improvement. Specifically, the BoardCouncil will:

- discuss and review the success of school improvement strategies;
- provide voice for families, community, students, and staff on major school decisions;
- discuss the use of resources and budget priorities resulting in the submission of a Governance BoardCouncil Signature Page with the final school budget; and
- work with the school leader to develop, conduct, and report the results of annual survey of parents, guardians, and teachers on issues related to school climate, culture, and conditions.

Membership on the BoardCouncil will be voluntary. ~~For the 2019-20 school year, membership will be via a school-based nomination process. The school's parent coordinator will recruit nominees and will implement the nomination process. A more formal election process will be explored in subsequent years.~~ Individuals will be elected to serve on the Board in accordance with the Board's bylaws.

The BoardCouncil will be comprised of at least three and no more than 11 members, with a minimum of 51% of the membership representing families and the community. The school leader and parent coordinator will also serve in an advisory capacity to be a part of the School Governance BoardCouncil as a function of their job expectations.

The School Governance BoardCouncil will meet at least monthly from September through April. Additional meetings will be held on an as-needed basis. BoardCouncil meetings will be held at the school on dates and at times that are convenient for members of the BoardCouncil representing families and community members.

### Facility

The Daniel Webster Campus at its current location, 6850 N. 53<sup>rd</sup> St., Milwaukee, WI 53233, will serve the needs of students who select Green Tree Preparatory Academy for their education. The aforementioned enrollment growth plan leading to a maximum of 870 students will allow for focused growth within the facility until the facility is at capacity.

The facility includes, but is not limited to, the following:

- dedicated space for middle school and high school students;
- classrooms with flexible walls to allow for expansion and innovation;
- a full-service kitchen to prepare and serve meals to all students;
- dedicated labs for science, engineering, and technology instruction;
- office suites to accommodate main office activities as well as support staff including social work, guidance, speech therapy, psychology, school nurse, etc.;
- separate library, gym, cafeteria, and auditorium;
- family resource center;
- dedicated space for a college and career readiness center;
- washer and dryer to accommodate student and family needs;
- parking lot with adequate parking for staff;
- street parking in front of the building to accommodate visitors;

- outside sport areas to accommodate basketball and baseball;
- a park-like campus to accommodate outdoor learning;
- a county park adjacent to school campus; and
- the ability to expand school facilities and accommodations on the current campus.

As the facility is currently in use, the process leading up to school opening will be seamless as the school is currently operational. Preparations to ready the facility for growth will begin as early as January 3, 2019.

### **Accountability**

Green Tree Preparatory Academy's school principal will have ultimate responsibility for monitoring academic, financial, operational, and legal compliance metrics. To enhance accountability and transparency, the school principal will provide regular updates and information regarding academic, financial, operational, and legal matters to the Green Tree Preparatory Academy School Governance [Board Council](#).

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

Green Tree Preparatory Academy will be an instrumentality charter school. Signatures of at least 50% of teachers employed at Daniel Webster Secondary School are included in *Appendix O: Charter School Petition*.

As an MPS instrumentality charter school, Green Tree Preparatory Academy 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**

The Green Tree Preparatory Academy School Governance [Board Council](#) and school leadership will work to recruit, hire, and retain highly qualified staff. Similar to other MPS instrumentality charter schools, Green Tree Preparatory Academy will utilize its own interview committee for the purposes of selecting all staff members. The school will comply with the district's policies on criminal background screenings, pre-employment physicals, and other pre-employment requirements for all new employees.

Green Tree Preparatory Academy will comply with all federal, state, and district requirements regarding employee requirements including, but not limited to, the certifications and qualifications of individuals employed in the school. This includes the appropriate certification of all instructional staff.

### **Professional Development Plan**

Green Tree Preparatory Academy will ensure that staff receive all statutorily required professional development. The school will seek to work with MPS, when possible, to offer required professional development in an effort to increase efficiency.

Additionally, with the implementation of the SpringBoard curriculum, teachers, administrators, and instructional coaches will all receive three tiers of professional development to build foundation, expertise, and capacity. This professional development will include:

- a three-day initial teacher institute;
- a one-day collaborative training to examine student work and identify trends to inform instruction;
- a one-day training to explore resources for differentiating instruction;
- a half-day initial administrator workshop; and
- regular learning walks.



Staff will also have access to e-Learning modules and a broad professional community.

Green Tree Preparatory Academy staff will also participate in weekly professional development, data dives, and collaborative team planning, which will allow staff to review student data to inform teaching and learning. A complete professional development calendar is included in *Appendix H: Teacher Work Week and Professional Development Calendar*.

Staff performance will be monitored and evaluated using the Danielson *Framework for Teaching* evaluation instrument. The framework identifies those aspects of a teacher's responsibilities that promote improved student learning including planning and preparation, the classroom environment, instruction, and professional responsibilities.

## Experience

The applicant team of Green Tree Preparatory Academy includes district administrative staff, school-based staff, community partners, business partners, residents, and MPS parents. Together, the team boasts more than 150 years of working in K-12 education and more than 150 years of having children and grandchildren in K-12 education. This experience as both parents and practitioners allows the team to design a school that meets the needs of students and families through evidence-based programming and best practices.

The curriculum vitae of the proposed school leader is included in *Appendix P: Vitae of School Leader*.

## School Opening

Prior to schools opening in fall 2019, Green Tree Preparatory Academy 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:

- facilities;
- staffing;
- instructional support;
- parent/community relations;
- school climate and safety;
- student records; and
- finance.

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

## Budget

A complete proposed budget is outlined in *Appendix M: Charter School Proposed Budget*. Upon authorization, Green Tree Preparatory Academy will seek a ~~\$750,625,900,000~~ Federal Charter School Grant through the Wisconsin Charter Schools Program. Pending approval, the grant will be used for start-up expenses associated with the establishment of a new school, including the staff costs that will be sustainable once school enrollment is at capacity. Green Tree Preparatory Academy will seek additional grants and donations as need to support the start-up and growth of the school.

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

Green Tree Preparatory Academy will annually contract to have annual audits conducted ~~by the MPS Office of Board Governance—Audit Services~~.

## Appendices

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### Appendix A: Curriculum

Green Tree Preparatory Academy will use the SpringBoard curriculum for math and English Language Arts for all students in grade six through twelve.

#### English Language Arts (ELA)

Beginning in grade 6, SpringBoard English Language Arts students develop and refine skills in critical thinking, close reading, writing in various genres, and doing research. Over the course of the program, they read and analyze a wide range of texts in genres including poetry, novels, plays, biographies, nonfiction narratives, speeches, and films. They also learn to write in forms including essays, personal narratives, argumentative texts such as editorials, and research papers.

Every ELA course is structured around a theme, such as "Challenges" or "Coming of Age."

##### Grade 6 – Theme: Change

- Read works by Langston Hughes, John Steinbeck, and Shakespeare.
- Write narrative, explanatory, and argumentative texts.
- Learn specific strategies for planning, drafting, revising, and editing their writing.
- Explore the fundamentals of research, such as citations and how to evaluate the credibility of sources.
- Deepen their understanding of topics using film.

##### Grade 7 – Theme: Choice

- Read works by Nelson Mandela, Robert Frost, Sojourner Truth, and Shakespeare.
- Learn Close Reading strategies to discover the explicit and implicit content of texts.
- Write in argumentative, explanatory, and narrative modes.
- Examine how print texts are portrayed in film.

##### Grade 8 – Theme: Challenges

- Read works by Ray Bradbury and Walt Whitman as well as an essay about Civil War heroes, narratives about the Holocaust, and Elie Wiesel's Nobel Prize acceptance speech.
- Learn about the hero archetype and the hero's journey narrative in literature.
- Write narrative, explanatory, argumentative, and other texts.
- Research an issue in current events and create a multimedia presentation about it.
- Read scenes from Shakespeare's *A Midsummer Night's Dream*, watch these scenes in films, and analyze how the adaptation differs from the source.

##### Grade 9 – Theme: Coming of Age

- Read works by Harper Lee, Edgar Allan Poe, William Wordsworth, Pablo Neruda, and Shakespeare, as well as informational and historical articles.
- Learn to gather evidence from texts and incorporate it in written and oral responses.
- Write in argumentative, informational, narrative, and other modes.

##### Grade 10 – Theme: Culture

- Read Chinua Achebe's *Things Fall Apart*, Sophocles' *Antigone*, Susan B. Anthony's "On Women's Right to Vote," and Aleksandr Solzhenitsyn's Nobel Prize acceptance speech.
- Study the extent to which culture influences worldview.
- Incorporate textual evidence in a written argument.
- Write argumentative, narrative, informational, and other modes.

- Research a culture and present findings in a collaborative presentation using digital media.
- Analyze the objectivity and subjectivity of documentary films.

#### Grade 11 – Theme: The American Dream

- Read foundational U.S. documents such as Lincoln's Second Inaugural Address and the Declaration of Independence, essays by Henry David Thoreau and Ralph Waldo Emerson, and Zora Neale Hurston's *Their Eyes Were Watching God*.
- Write an informative essay defining what it means to be an American.
- Write a synthesis essay that argues whether or not America still provides access to the American Dream.
- Write in a variety of modes and genres.
- Compare print and film versions of Arthur Miller's *The Crucible*.
- Create a news outlet based on real-world news organizations.

#### Grade 12 – Theme: Perspective

- Read James Baldwin's "Stranger in the Village," George Orwell's "Shooting an Elephant," Shakespeare's *Othello*, and George Bernard Shaw's *Pygmalion*.
- Apply multiple perspectives to complex texts.
- Learn and apply various types of literary criticism: archetypal, Marxist, feminist, historical, cultural, and reader response.
- Perform rigorous reading and writing tasks to synthesize learning.
- Analyze how historical contexts have influenced performances of *Othello*, and compare multiple film versions of the drama.

SOURCE: <https://springboard.collegeboard.org/>

## Math

In grades 6, 7, and 8, SpringBoard Math students learn and practice the critical thinking skills needed to analyze, solve, and explain complex math problems and to be successful in Algebra followed by Advanced Placement classes and beyond.

#### Grade 6 – Course 1

- Model functions in numerical, symbolic (equation), table, and graphical forms.
- Communicate mathematics verbally and in writing, justifying answers and clearly labeling charts and graphs.
- Explore and represent data in a variety of forms.
- Use multiple representations to communicate their understanding of a math concept.

#### Grade 7 – Course 2

- Acquire an understanding of functions—in the context of algebra and graphs.
- Write, solve, and graph linear equations; recognize and verbalize patterns; and model slope as a rate of change.
- Communicate problem-solving methods and interpret results clearly.
- Investigate concepts presented visually and verbally.

#### Grade 8 – Course 3

- Writing algebraic models from a variety of physical, numeric, and verbal descriptions.
- Solving equations using a variety of methods.
- Justifying answers using precise mathematical language.
- Relating constant rate of change to verbal, physical, and algebraic models.
- Using technology to solve problems.
- Reinforcing and extending the vocabulary of probability and statistics.

SpringBoard high school math courses equip students with the critical thinking skills needed for success in AP courses, college, and career.

#### Algebra 1

- Gain an understanding of the properties of real numbers.
- Formalize the language of functions.
- Explore the behavior of functions numerically, graphically, analytically, and verbally.
- Use technology to discover relationships, test inferences, and solve problems.
- Write expressions, equations, and inequalities from physical models.
- Communicate mathematics understanding formally and informally.

#### Geometry

- Read, analyze, and solve right triangle and trigonometric functions within contextual situations.
- Develop area formulas necessary for determining volumes of rotational solids, solids with known cross sections, and area beneath a curve.
- Explain work clearly so that the reasoning process can be followed throughout the solution.

#### Algebra 2

- Develop the algebra of functions through operations, composition, and inverses.
- Read and analyze contextual situations involving exponential and logarithmic functions.
- Work with functions graphically, numerically, analytically, and verbally.
- Learn optimization problems.
- Compare the relative rate of change of linear and exponential functions.
- Learn the concept of infinite sum as a limit of partial sums.
- Work with statistics in numerical summaries and calculations using the normal, curve, and the modeling of data.

#### Precalculus

- Gain an introductory understanding of convergence and divergence.
- Collect, analyze, and draw conclusions from data.
- Solve problems in contextual situations dealing with polynomial, rational, logarithmic, and trigonometric functions.
- Model motion using parametric equations and vectors.
- Develop an intuitive understanding of limits and continuity.
- Justify their reasoning and understanding verbally, in writing, and with models.
- Use technology to explore and support conjectures.

SOURCE: <https://springboard.collegeboard.org/>

## Appendix B: Assessment Plan

The following specific assessments will be use at Green Tree Preparatory Academy:

### 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)

### Grade 9

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

### Grade 10

- All students: STAR test and Wisconsin Forward Exam, ACT Aspire
- Some students: ACCESS for English Language Learners, Dynamic Learning Maps (DLM), Civics Test, PSAT

### Grade 11

- All students: ACT Plus Writing, ACT WorkKeys, PSAT
- Some students: ACCESS for English Language Learners, Dynamic Learning Maps (DLM), Civics Test

### Grade 12

- Some students: ACCESS for English Language Learners, National Assessment of Educational Progress (NAEP), Civics Test

## **Appendix C: Special Education Plan**

It is anticipated that Green Tree Preparatory Academy will have an enrollment of students with disabilities that is reflective of district enrollment overall. As a MPS instrumentality charter school, Green Tree Preparatory Academy will work with the MPS Department of Specialized Services to support the needs of students with disabilities, including the provision of behavioral and academic intervention services to students in need of support.

### Special Education Services

Green Tree Preparatory Academy will comply with all district and federal guidelines for serving students with disabilities. Eligible students with 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). IEPs will be reevaluated as needed to ensure student needs are met.

Green Tree Preparatory Academy staff will ensure that students are given the opportunity to participate in the regular education setting. Supports including, but not limited to, special education teachers, support staff, differentiated instruction, small group instruction, and assistive technology, will be provided as needed.

### Professional Development

Green Tree Preparatory Academy staff will receive professional development regarding working with students with disabilities, including learning about differentiated instruction. During collaborative team planning time, regular and special education teachers will have the opportunity to work together to ensure every student's IEP is being followed and students are getting what they need.

### Family Engagement

Family engagement is necessary both during the evaluation process and during service implementation. Green Tree Preparatory Academy will ensure parents are informed during every step of their student's educational journey including but not limited to, receiving formal invitations to IEP meetings, scheduling IEP meetings when parents can be present, communicating with issues arise, and connecting families with resources as needed.

### Progress Monitoring

The school leader in collaboration with special education staff will ensure regular progress monitoring of IEPs, Functional Behavior Assessments (FBAs), and Behavior Intervention Plans (BIP) to ensure all necessary services are being provided to students.

**Appendix D: Charter School Discipline Guidelines**

Green Tree Preparatory Academy will follow the Milwaukee Public Schools *Parent/Student Handbook on Rights, Responsibilities, and Discipline* as adopted by the Milwaukee Board of School Directors, which may be viewed at <http://mps.milwaukee.k12.wi.us/MPS-English/SUPT/Family--Student-Services/rights-responsibilities-english-handbook.pdf>.

### **Appendix E: Charter School Calendar**

For the 2019-20 school year, Green Tree Preparatory Academy will follow the calendar adopted by the Milwaukee Board of School Directors to the greatest extent possible. Subsequent calendars will be submitted accordingly. The calendar may be viewed at <http://mps.milwaukee.k12.wi.us/en/Families/Tools/Student-Days-Off.htm>.



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

For the 2019-20 school year, Green Tree Preparatory Academy students will start school at 8:40am and end school at 3:55pm. On Wednesdays, students will be dismissed at 12:55pm. Subsequent schedules will be submitted accordingly.

## Appendix G: Sample Student Weekly Schedule

### Sample Student Schedule – Middle School Student

	Monday (A DAY)	Tuesday (B DAY)	Wednesday (C DAY)	Thursday (A DAY)	Friday (B DAY)
8:25 – 8:40	Breakfast				
8:40 – 9:15	Advisory		Intervention	Advisory	
9:20 – 10:45	Science	Math	Science	Science	Math
			Math		
10:50 – 11:25	Lunch	Lunch	Lunch	Lunch	Lunch
11:30 – 12:55	Social Studies	English	Social Studies	Social Studies	English
			English		
1:00 – 2:25	World Language FLEX	Physical Education		World Language FLEX	Physical Education
2:30 – 3:55	Art	Intervention		Art	Intervention
4:00 – 5:25	Extracurricular/Intervention			Extracurricular/Intervention	

### Sample Student Schedule – High School Student

	Monday (A DAY)	Tuesday (B DAY)	Wednesday (C DAY)	Thursday (A DAY)	Friday (B DAY)
8:25 – 8:40	Grab and Go Breakfast				
8:40 – 9:15	Advisory				
9:20 – 10:45	World Studies	English 9	World Studies	World Studies	English 9
			English 9		
10:50 – 12:15	Algebra	Physical Science	Algebra	Algebra	Physical Science
			Physical Science		
12:20 – 12:55	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 – 2:25	Physical Education	Spanish I		Physical Education	Spanish I
2:30 – 3:55	Elective – Academy Exploration	Fine Arts		Elective – Academy Exploration	Fine Arts
4:00 – 5:25	Extracurricular/Intervention			Extracurricular/Intervention	

## Appendix H: Sample Teacher Work Week and Professional Development Calendar

### Sample Teacher Schedule – Middle School Teacher

	<b>Monday (A DAY)</b>	<b>Tuesday (B DAY)</b>	<b>Wednesday (C DAY)</b>	<b>Thursday (A DAY)</b>	<b>Friday (B DAY)</b>
8:00 – 8:25	Staff Meeting	Prep	Prep	Prep	Staff Meeting
8:25 – 8:40	Prep	Duty	Prep/Duty	Prep	Duty
8:40 – 9:15	Advisory		Intervention	Advisory	
9:20 – 10:45	Science	Science	Science	Science	Science
			Science		
10:50 – 11:25	Lunch	Lunch	Lunch	Lunch	Lunch
11:30 – 12:55	Science	Science	Science	Science	Science
			Science		
1:00 – 2:25	Prep	Prep	Data Dives, Collaboration, Professional Development	Prep	Prep
2:30 – 3:55	Intervention	Intervention		Intervention	Intervention
4:00 – 5:25	Extracurricular/Intervention			Extracurricular/Intervention	

### Sample Teacher Schedule – High School Teacher

	<b>Monday (A DAY)</b>	<b>Tuesday (B DAY)</b>	<b>Wednesday (C DAY)</b>	<b>Thursday (A DAY)</b>	<b>Friday (B DAY)</b>
8:00 – 8:35	Prep	Staff Meeting	Prep	Staff Meeting	Prep
8:25 – 8:40	Prep	Duty	Prep/Duty	Prep	Duty
8:40 – 9:15	Advisory				
9:20 – 10:45	English 9	English 9	English 9	English 9	English 9
			English 9		
10:50 – 12:15	English 9	English 9	English 9	English 9	English 9
			English 9		
12:20 – 12:55	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 – 2:25	Prep	Prep	Data Dives, Collaboration, Professional Development	Prep	Prep
2:30 – 3:55	Elective – Academy Exploration	Elective – Academy Exploration		Elective – Academy Exploration	Elective – Academy Exploration
4:00 – 5:25	Extracurricular/Intervention			Extracurricular/Intervention	

## **Professional Development, Learning, and Collaboration Calendar – Every Wednesday 1:00 – 3:55**

### September 2019

- Week 1 – Data Dive – Academics
- Week 2 – Professional Development: Effective Student Engagement
- Week 3 – Data Dive – Culture/Climate: Attendance, Referrals, Suspensions
- Week 4 – Collaborative Team Planning

### October 2019

- Week 1 – Data Dive – Academics
- Week 2 – Professional Development: Integrating Technology in the Classroom
- Week 3 – Data Dive – Culture/Climate: Attendance, Referrals, Suspensions
- Week 4 – Collaborative Team Planning

### November 2019

- Week 1 – Data Dive – Academics
- Week 2 – Professional Development: Content Area Literacy and Vocabulary
- Week 3 – Collaborative Team Planning

### December 2019

- Week 1 – Data Dive – Academics
- Week 2 – Professional Development: Differentiated Instruction
- Week 3 – Collaborative Team Planning

### January 2020

- Week 1 – Data Dive – Academics
- Week 2 – Professional Development: Effective Interventions for Improvement
- Week 3 – Data Dive – Culture/Climate: Attendance, Referrals, Suspensions
- Week 4 – Collaborative Team Planning

### February 2020

- Week 1 – Data Dive – Academics
- Week 2 – Professional Development: Culturally Responsive Practices/Social and Emotional Learning
- Week 3 – Data Dive – Culture/Climate: Attendance, Referrals, Suspensions
- Week 4 – Collaborative Team Planning

### March 2020

- Week 1 – Data Dive – Academics
- Week 2 – Professional Development: Educator Effectiveness
- Week 3 – Data Dive – Culture/Climate: Attendance, Referrals, Suspensions
- Week 4 – Collaborative Team Planning

### April 2020

- Week 1 – Data Dive – Academics
- Week 2 – Professional Development: Assessment
- Week 3 – Collaborative Team Planning

### May 2020

- Week 1 – Data Dive – Academics
- Week 2 – Professional Development: Reflection School Improvement
- Week 3 – Collaborative Team Planning

## Appendix I: Diversity Plan

### Recruitment of Students

Green Tree Preparatory Academy will welcome all students and anticipates enrolling a student population that is reflective of district enrollment overall. To recruit students who may be economically disadvantaged, the applicant team will share information regarding the school's public school status, inclusion in the community eligibility school nutrition program, and student transportation policy. To recruit students who may be English Learners, the applicant team will share information regarding the school's commitment to supporting English Learners through appropriate and adequate supports. Information will be translated and interpreted during and after the recruitment process. To recruit students with disabilities, the applicant team will share information regarding the school's commitment to supporting the needs of students with disabilities, including the provision of behavioral and academic intervention services to students in need of support. To recruit students who may be gifted and talented, the applicant team will share information regarding the rigor of the SpringBoard curriculum and the differentiation strategies used in the classroom.

### Staff Recruitment and Professional Development

Green Tree Preparatory Academy seeks to attract and retain a diverse staff. The applicant team will work with the MPS Office of Human Resources, community partners, and business partners to attract a diverse pool of qualified candidates. Green Tree Preparatory Academy staff will receive professional development in culturally responsive practices. Additionally, staff will be encouraged to enhance their knowledge of all of their students by engaging in The *Seven Experiences* as recommended by the Wisconsin Rtl Center. The experiences are designed to help staff gain insight about themselves and about different cultures while learning skills to bridge differences between community and school behaviors. The *Seven Experiences* include:

- articles;
- book studies;
- coaching and modeling;
- conferences and workshops;
- guest speakers;
- community site visits; and
- school site visits.

More information about the *Seven Experiences* may be viewed at <https://www.wisconsinrtlcenter.org/administrators/understanding-rti/culturally-responsive-practices.html>.

### School Culture and Climate

As a professional learning community, Green Tree Preparatory Academy will celebrate all children and the unique gifts, talents, and cultures they bring to the school community. Staff will be trained in and expected to utilize culturally responsive practices to form an understanding of values, beliefs, and behaviors of people from cultures that may be different from their own. These practices will aid staff in accounting for, adapting to, and celebrating the broad diversity of race, language, and culture that students and families will bring to Green Tree Preparatory Academy while preparing all students for a multicultural world.

### Curriculum

Green Tree Preparatory Academy is committed to providing a culturally competent curriculum to engage students and prepare them for the real world.

## Appendix J: Uniform Policy

For the 2019-20 school year, Green Tree Preparatory Academy will follow the MPS uniform policy as outlined in Administrative Policy and Procedure 8.20, Uniforms and Student Dress Code. As such, Green Tree Preparatory Academy students will wear the following:

- Pants and Shorts – Solid black, ~~gray, or tan~~
  - 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 – Solid black, ~~gray, or tan~~
- Shirts – ~~Black, Ggray,~~ or purple
  - Shirts must be tucked in unless they are made to be worn over pants or skirts
- Belts
  - ~~Black; m~~Must fit properly and be worn through belt loops
- Shoes – ~~Any color~~ Solid black, closed toe shoes, boots, or sneakers
- Warm Clothing – ~~Black, Ggray,~~ or purple
- 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>.

Beginning with the 2020-21 school year, Green Tree Preparatory Academy students in grades six through nine will continue to follow the aforementioned uniform policy. Students in grades ten through twelve will follow the policy but will wear a uniform shirt specific to their academy program of choice.

**Appendix K: Transportation Guidelines**

For the 2019-20 school year, Green Tree Preparatory Academy will contract with MPS for transportation services to offer transportation to students, including students with special needs, in accordance with current MPS guidelines. The Green Tree Preparatory Academy proposes to be placed in the citywide specialty school category. Subsequent transportation services guidelines will be submitted accordingly.

**Appendix L: Nutrition Guidelines**

For the 2019-20 school year, Green Tree Preparatory Academy will contract with MPS to offer nutrition services to students, including students with special needs, in accordance with current MPS guidelines. Subsequent nutrition guidelines will be submitted accordingly.



## Appendix M: Charter School Proposed Budget

### Green Tree Preparatory Academy Proposed Budget 2019-20

Level	Per Pupil Allocation	Projected	Board Allocation
High School	<del>\$3,294.00</del> 3,617.00	150	<del>\$494,400.00</del> 542,550
Middle School	<del>\$3,463.00</del> 3,479.00	270	<del>\$854,040.00</del> 939,330
			<del>\$1,348,440.00</del> \$1,481,880

FTE	Position	Level	Funding	Funding Source
1.0	SST/Academic Dean	9-12	\$92,557.00	Board
1.0	SST/Academic Dean	9-12	\$92,557.00	Board
<del>0.30.5</del>	Art	6-12	<del>\$27,767.40</del> 46,278.50	Board
<del>0.30.6</del>	Music	6-12	<del>\$27,767.40</del> 55,534.20	Board
<del>0.30.5</del>	Physical Education	6-12	<del>\$27,767.40</del> 46,278.50	Board
2.0	Science	6-12	\$185,114.00	Board
2.0	Social Studies	6-12	\$185,114.00	Board
3.0	Mathematics	6-12	\$277,671.00	Board
3.0	ELA	6-12	\$277,671.00	Board
<del>3.01.75</del>	Para-Professional (WL)-(CS)	6-12	<del>\$118,119.00</del> 68,902.75	Board
0.5	Bookkeeper	6-12	\$35,000.00	Board
			<del>\$1,347,404.30</del> \$1,362,677.95	

FTE	Position	Level	Funding	Funding Source
1.0	Multilevel Principal	6-12	\$171,000.00	Central
1.0	Assistant Principal	9-12	\$130,000.00	Central
1.0	Assistant Principal	6-8	\$130,000.00	Central
1.0	Dean of Students	6-8	\$100,000.00	Central
1.0	Secretary 3	6-12	\$76,331.00	Central
1.0	Secretary 1 12 Month Data	9-12	\$53,892.00	Central
1.0	Secretary 1 10 Month	6-8	\$57,706.00	Central
3.0	Safety	6-12	\$116,220.00	Central
1.0	Nurse	6-12	\$70,000.00	Central
<del>2.25</del>	Paraprofessional	<del>6-12</del>	<del>\$88,589.25</del>	Central
<del>1.0</del>	World Language	<del>6-12</del>	<del>\$92,557.00</del>	Central
			<del>\$905,149.00</del> \$1,086,295.25	

FTE	Position	Level	Funding	Funding Source
1.5	Guidance Counselor	6-12	\$138,835.50	GDC

FTE	Position	Level	Funding	Funding Source
1.0	SST/Academic Dean	6-8	\$92,557.00	Title 1
1.0	SST/Academic Dean	9-12	\$92,557.00	Title 1
1.0	Parent Coordinator	6-12	\$39,373.00	Title 1
			<del>\$363,322.50*</del>	

FTE	Position	Level	Funding	Funding Source
1.0	Social Worker	6-12	\$107,583.00	EEN
1.0	Psychologist	6-12	\$108,106.00	EEN
2.0	Special Education Teachers	6-12	\$185,114.00	EEN
			<del>\$400,803.00</del>	

FTE	Position	Level	Funding	Funding Source
0.5	Art	6-12	\$46,278.50	AMP
0.4	Music	6-12	\$37,022.80	AMP
0.5	Physical Education	6-12	\$46,278.50	AMP
0.5	Library	6-12	\$46,278.50	AMP
			<del>\$129,579.80</del>	

Budget Code	Services/Contracts/Supplies	Working Budget
GEN-M-I-BDM-WB-EWPT	PT CERTIFICATED GEN SCH	<del>\$10,000.00</del> 7,500
EXC-M-S-BDM-WB-EWPT	PT CERTIFICATED CO-CUR AC	<del>\$18,000.00</del> 12,500
DWC-0-0-BDM-WB-EBOW	BENEFITS-OTHER WAGES DIST WIDE	<del>\$18,450.00</del> 12,500
GEN-M-I-BDM-WB-ECTS	CONTRACT SERVICES GEN SCH	<del>\$25,000.00</del> 17,500
EQM-M-A-BDM-WB-EMTC	MAINTENANCE CONTRACTS EQUIPMENT	<del>\$10,000.00</del> 7,500
GEN-M-I-BDM-WB-EPPT	PUPIL TRANSPORTATION GEN SCH	<del>\$2,196.00</del> 2,000
GEN-M-I-BDM-WB-EDUP	DUPLICATING/PRINTING GEN SCH	\$1,000.00
GN6-0-0-BDM-WB-EOSVTRAN	OPTIONAL SVC TRANSPORTATION GEN SCH	\$500.00
GN6-0-0-BDM-WB-EOSVFEDM	OPTIONAL SVC FMS ED MAINT GEN SCH	<del>\$10,000.00</del> 7,500
GN6-0-0-BDM-WB-EOSVEDUP	OPTIONAL SVC-DUPLICATING GEN SCH	\$1,000.00
GEN-M-I-BDM-WB-ESUP	SUPPLIES-CONSUMABLE GEN SCH	<del>\$48,395.54</del> 24,202.05
BLD-M-A-BDM-WB-ESUP	SUPPLIES-CONSUMABLE BUILDINGS	<del>\$8,000.00</del> 6,500
SLB-M-S-BDM-WB-ENTB	NON-TEXT BOOKS LIBRARY	<del>\$5,000.00</del> 3,500
GEN-M-I-BDM-WB-ECPU	COMPUTERS GEN SCH	<del>\$12,000.00</del> 7,500
GEN-M-I-BDC-WB-ECLN	CLOTHING/LINEN GEN SCH	<del>\$3,458.46</del> 3,000
GEN-M-I-BDC-WB-ENCQ	NON-CAPITAL EQUIPMENT GEN SCH	<del>\$7,000.00</del> 5,000
	<b>\$180,000.00 119,202.05*</b>	

\*Title I funding, library funding, and other areas may change based on actual allocations.

Green Tree Preparatory Academy  
Proposed 2020-2021 Budget

Level	Per Pupil Allocation	Projected	Board Allocation
High School	\$ 3,294.00	300	\$ 988,200.00
Middle School	\$ 3,163.00	270	\$ 854,010.00
			\$ 1,842,210.00

FTE	Position	Level	Funding	Funding Source
1.0	SST/Academic Dean	9-12	\$ 92,557.00	Board
1.0	SST/Academic Dean	9-12	\$ 92,557.00	Board
0.4	Art	6-12	\$ 37,022.80	Board
0.5	Music	6-12	\$ 27,767.10	Board
0.4	Physical Education	6-12	\$ 37,022.80	Board
3.0	Science	6-12	\$ 277,671.00	Board
3.0	Social Studies	6-12	\$ 277,671.00	Board
4.0	Mathematics	6-12	\$ 370,228.00	Board
4.0	ELA	6-12	\$ 370,228.00	Board
3.0	Para-Professional (WL) (CS)	6-12	\$ 118,119.00	Board
0.6	Bookkeeper	6-12	\$ 42,000.00	Board
1.0	World Language	9-12	\$ 92,557.00	Board
			\$ 1,835,400.70	

FTE	Position	Level	Funding	Funding Source
1.0	Multilevel Principal	6-12	\$ 171,000.00	Central
1.0	Assistant Principal	9-12	\$ 130,000.00	Central
1.0	Assistant Principal	6-8	\$ 130,000.00	Central
1.0	Dean of Students	6-8	\$ 100,000.00	Central
1.0	Secretary 3	6-12	\$ 76,331.00	Central
1.0	Secretary 1 12 Month Data	9-12	\$ 53,892.00	Central
1.0	Secretary 1 10 Month	6-8	\$ 57,706.00	Central
3.0	Safety	6-12	\$ 116,220.00	Central
1.0	Nurse	6-12	\$ 70,000.00	Central
			\$ 905,149.00	

FTE	Position	Level	Funding	Funding Source
1.5	Guidance Counselor	6-12	\$ 138,835.50	GDC

FTE	Position	Level	Funding	Funding Source
1.0	SST/Academic Dean	6-8	\$ 92,557.00	Title 1
1.0	SST/Academic Dean	9-12	\$ 92,557.00	Title 1
1.0	Specialty Business Law Social Justice	6-12	\$ 92,557.00	Title 1
1.0	Parent Coordinator	6-12	\$ 39,373.00	Title 1
			\$ 455,879.50	

FTE	Position	Level	Funding	Funding Source
1.0	Social Worker	6-12	\$ 107,583.00	EEN
1.0	Psychologist	6-12	\$ 108,106.00	EEN
2.0	Special Education Teachers	6-12	\$ 185,114.00	EEN
			\$ 400,803.00	

FTE	Position	Level	Funding	Funding Source
0.6	Art	6-12	\$ 55,534.20	AMP
0.5	Music	6-12	\$ 46,278.50	AMP
0.6	Physical Education	6-12	\$ 55,534.20	AMP
0.5	Library	6-12	\$ 46,278.50	AMP
			\$ 148,091.20	

Green Tree Preparatory Academy  
Proposed 2020-2021 Budget

Budget Code	Services/Contracts/Supplies	Working Budget
GEN-M-I-BDM-WB-EWPT	PT CERTIFICATED GEN SCH	\$ 10,000.00
EXC-M-S-BDM-WB-EWPT	PT CERTIFICATED CO-CUR AC	\$ 18,000.00
DWC-0-0-BDM-WB-EBOW	BENEFITS-OTHER WAGES DIST WIDE	\$ 18,450.00
GEN-M-I-BDM-WB-ECTS	CONTRACT SERVICES GEN SCH	\$ 25,000.00
EQM-M-A-BDM-WB-EMTC	MAINTENANCE CONTRACTS EQUIPMENT	\$ 10,000.00
GEN-M-I-BDM-WB-EPPT	PUPIL TRANSPORTATION GEN SCH	\$ 2,196.00
GEN-M-I-BDM-WB-EDUP	DUPLICATING/PRINTING GEN SCH	\$ 1,000.00
GN6-0-0-BDM-WB-EOSVTRAN	OPTIONAL SVC TRANSPORTATION GEN SCH	\$ 500.00
GN6-0-0-BDM-WB-EOSVFEDM	OPTIONAL SVC FMS ED MAINT GEN SCH	\$ 10,000.00
GN6-0-0-BDM-WB-EOSVEDUP	OPTIONAL SVC-DUPLICATING GEN SCH	\$ 1,000.00
GEN-M-I-BDM-WB-ESUP	SUPPLIES-CONSUMABLE GEN SCH	\$ 48,395.54
BLD-M-A-BDM-WB-ESUP	SUPPLIES-CONSUMABLE BUILDINGS	\$ 8,000.00
SLB-M-S-BDM-WB-ENTB	NON-TEXT BOOKS LIBRARY	\$ 5,000.00
GEN-M-I-BDM-WB-ECPU	COMPUTERS GEN SCH	\$ 12,000.00
GEN-M-I-BDC-WB-ECLN	CLOTHING/LINEN GEN SCH	\$ 3,458.46
GEN-M-I-BDC-WB-ENCQ	NON-CAPITAL EQUIPMENT GEN SCH	\$ 7,000.00
		<b>\$ 180,000.00</b>
GEN-M-I-BDM-WB-ESUP	SUPPLIES-CONSUMABLE GEN SCH	<b>\$ 6,809.30</b>

Green Tree Preparatory Academy  
Proposed 2021-2022 Budget

Level	Per Pupil Allocation	Projected	Board Allocation
High School	\$ 3,294.00	450	\$ 1,482,300.00
Middle School	\$ 3,163.00	270	\$ 854,010.00
			\$ 2,336,310.00

FTE	Position	Level	Funding	Funding Source
1.0	SST/Academic Dean	9-12	\$ 92,557.00	Board
1.0	SST/Academic Dean	9-12	\$ 92,557.00	Board
0.4	Art	6-12	\$ 37,022.80	Board
0.5	Music	6-12	\$ 27,767.10	Board
0.4	Physical Education	6-12	\$ 37,022.80	Board
4.0	Science	6-12	\$ 370,228.00	Board
4.0	Social Studies	6-12	\$ 370,228.00	Board
4.0	Mathematics	6-12	\$ 370,228.00	Board
4.0	ELA	6-12	\$ 370,228.00	Board
2.0	Specialty Business Law Social Justice	6-12	\$ 185,114.00	Title 1
3.0	Para-Professional (WL) (CS)	6-12	\$ 118,119.00	Board
1.0	Bookkeeper	6-12	\$ 70,000.00	Board
2.0	World Language	9-12	\$ 185,114.00	Board
			\$ 2,326,185.70	

FTE	Position	Level	Funding	Funding Source
1.0	Multilevel Principal	6-12	\$ 171,000.00	Central
1.0	Assistant Principal	9-12	\$ 130,000.00	Central
1.0	Assistant Principal	6-8	\$ 130,000.00	Central
1.0	Dean of Students	6-8	\$ 100,000.00	Central
1.0	Secretary 3	6-12	\$ 76,331.00	Central
1.0	Secretary 1 12 Month Data	9-12	\$ 53,892.00	Central
1.0	Secretary 1 10 Month	6-8	\$ 57,706.00	Central
3.0	Safety	6-12	\$ 116,220.00	Central
1.0	Nurse	6-12	\$ 70,000.00	Central
			\$ 905,149.00	

FTE	Position	Level	Funding	Funding Source
1.5	Guidance Counselor	6-12	\$ 138,835.50	GDC

FTE	Position	Level	Funding	Funding Source
1.0	SST/Academic Dean	6-8	\$ 92,557.00	Title 1
1.0	SST/Academic Dean	9-12	\$ 92,557.00	Title 1
1.0	Specialty Business Law Social Justice	6-12	\$ 92,557.00	Title 1
1.0	Parent Coordinator	6-12	\$ 39,373.00	Title 1
			\$ 455,879.50	

FTE	Position	Level	Funding	Funding Source
1.0	Social Worker	6-12	\$ 107,583.00	EEN
1.0	Psychologist	6-12	\$ 108,106.00	EEN
2.0	Special Education Teachers	6-12	\$ 185,114.00	EEN

Green Tree Preparatory Academy  
Proposed 2021-2022 Budget

			<b>\$ 400,803.00</b>	
<b>FTE</b>	<b>Position</b>	<b>Level</b>	<b>Funding</b>	<b>Funding Source</b>
0.6	Art	6-12	\$ 55,534.20	AMP
0.5	Music	6-12	\$ 46,278.50	AMP
0.6	Physical Education	6-12	\$ 55,534.20	AMP
0.5	Library	6-12	\$ 46,278.50	AMP
			<b>\$ 148,091.20</b>	

<b>Budget Code</b>	<b>Services/Contracts/Supplies</b>	<b>Working Budget</b>
GEN-M-I-BDM-WB-EWPT	PT CERTIFICATED GEN SCH	\$ 10,000.00
EXC-M-S-BDM-WB-EWPT	PT CERTIFICATED CO-CUR AC	\$ 18,000.00
DWC-0-0-BDM-WB-EBOW	BENEFITS-OTHER WAGES DIST WIDE	\$ 18,450.00
GEN-M-I-BDM-WB-ECTS	CONTRACT SERVICES GEN SCH	\$ 25,000.00
EQM-M-A-BDM-WB-EMTC	MAINTENANCE CONTRACTS EQUIPMENT	\$ 10,000.00
GEN-M-I-BDM-WB-EPPT	PUPIL TRANSPORTATION GEN SCH	\$ 2,196.00
GEN-M-I-BDM-WB-EDUP	DUPLICATING/PRINTING GEN SCH	\$ 1,000.00
GN6-0-0-BDM-WB-EOSVTRAN	OPTIONAL SVC TRANSPORTATION GEN SCH	\$ 500.00
GN6-0-0-BDM-WB-EOSVFEDM	OPTIONAL SVC FMS ED MAINT GEN SCH	\$ 10,000.00
GN6-0-0-BDM-WB-EOSVEDUP	OPTIONAL SVC-DUPLICATING GEN SCH	\$ 1,000.00
GEN-M-I-BDM-WB-ESUP	SUPPLIES-CONSUMABLE GEN SCH	\$ 48,395.54
BLD-M-A-BDM-WB-ESUP	SUPPLIES-CONSUMABLE BUILDINGS	\$ 8,000.00
SLB-M-S-BDM-WB-ENTB	NON-TEXT BOOKS LIBRARY	\$ 5,000.00
GEN-M-I-BDM-WB-ECPU	COMPUTERS GEN SCH	\$ 12,000.00
GEN-M-I-BDC-WB-ECLN	CLOTHING/LINEN GEN SCH	\$ 3,458.46
GEN-M-I-BDC-WB-ENCQ	NON-CAPITAL EQUIPMENT GEN SCH	\$ 7,000.00
		<b>\$ 180,000.00</b>
GEN-M-I-BDM-WB-ESUP	PT CERTIFICATED CO-CUR AC	<b>\$ 10,124.60</b>

Green Tree Preparatory Academy  
Proposed 2022-2023 Budget

Level	Per Pupil Allocation	Projected	Board Allocation
High School	\$ 3,294.00	600	\$ 1,976,400.00
Middle School	\$ 3,163.00	270	\$ 854,010.00
			\$ 2,830,410.00

FTE	Position	Level	Funding	Funding Source
1.0	SST/Academic Dean	9-12	\$ 92,557.00	Board
1.0	SST/Academic Dean	9-12	\$ 92,557.00	Board
0.4	Art	6-12	\$ 37,022.80	Board
0.5	Music	6-12	\$ 27,767.10	Board
0.4	Physical Education	6-12	\$ 37,022.80	Board
4.0	Science	6-12	\$ 370,228.00	Board
4.0	Social Studies	6-12	\$ 370,228.00	Board
4.0	Mathematics	6-12	\$ 370,228.00	Board
4.0	ELA	6-12	\$ 370,228.00	Board
4.0	SpecialtyBusiness/STEM/Prep	6-12	\$ 370,228.00	Board
3.0	Para-Professional (WL) (CS)	6-12	\$ 118,119.00	Board
1.0	Assistant Principal	9-12	\$ 130,000.00	Board
1.0	Bookkeeper	6-12	\$ 70,000.00	Board
4.0	World Language	9-12	\$ 370,228.00	Board
			\$ 2,826,413.70	

FTE	Position	Level	Funding	Funding Source
1.0	Multilevel Principal	6-12	\$ 171,000.00	Central
1.0	Assistant Principal	9-12	\$ 130,000.00	Central
1.0	Assistant Principal	6-8	\$ 130,000.00	Central
1.0	Dean of Students	6-8	\$ 100,000.00	Central
1.0	Secretary 3	6-12	\$ 76,331.00	Central
1.0	Secretary 1 12 Month Data	9-12	\$ 53,892.00	Central
1.0	Secretary 1 10 Month	6-8	\$ 57,706.00	Central
3.0	Safety	6-12	\$ 116,220.00	Central
1.0	Nurse	6-12	\$ 70,000.00	Central
			\$ 905,149.00	

FTE	Position	Level	Funding	Funding Source
1.5	Guidance Counselor	6-12	\$ 138,835.50	GDC

FTE	Position	Level	Funding	Funding Source
1.0	SST/Academic Dean	6-8	\$ 92,557.00	Title 1
1.0	SST/Academic Dean	9-12	\$ 92,557.00	Title 1
1.0	Specialty Business Law Social Justice	6-12	\$ 92,557.00	Title 1
1.0	Parent Coordinator	6-12	\$ 39,373.00	Title 1
			\$ 455,879.50	

FTE	Position	Level	Funding	Funding Source
1.0	Social Worker	6-12	\$ 107,583.00	EEN
1.0	Psychologist	6-12	\$ 108,106.00	EEN
2.0	Special Education Teachers	6-12	\$ 185,114.00	EEN

Green Tree Preparatory Academy  
Proposed 2022-2023 Budget

			<b>\$ 400,803.00</b>	
<b>FTE</b>	<b>Position</b>	<b>Level</b>	<b>Funding</b>	<b>Funding Source</b>
0.6	Art	6-12	\$ 55,534.20	AMP
0.5	Music	6-12	\$ 46,278.50	AMP
0.6	Physical Education	6-12	\$ 55,534.20	AMP
0.5	Library	6-12	\$ 46,278.50	AMP
			<b>\$ 148,091.20</b>	
<b>Budget Code</b>	<b>Services/Contracts/Supplies</b>	<b>Working Budget</b>		
GEN-M-I-BDM-WB-EWPT	PT CERTIFICATED GEN SCH	\$ 10,000.00		
EXC-M-S-BDM-WB-EWPT	PT CERTIFICATED CO-CUR AC	\$ 18,000.00		
DWC-0-0-BDM-WB-EBOW	BENEFITS-OTHER WAGES DIST WIDE	\$ 18,450.00		
GEN-M-I-BDM-WB-ECTS	CONTRACT SERVICES GEN SCH	\$ 25,000.00		
EQM-M-A-BDM-WB-EMTC	MAINTENANCE CONTRACTS EQUIPMENT	\$ 10,000.00		
GEN-M-I-BDM-WB-EPPT	PUPIL TRANSPORTATION GEN SCH	\$ 2,196.00		
GEN-M-I-BDM-WB-EDUP	DUPLICATING/PRINTING GEN SCH	\$ 1,000.00		
GN6-0-0-BDM-WB-EOSVTRAN	OPTIONAL SVC TRANSPORTATION GEN SCH	\$ 500.00		
GN6-0-0-BDM-WB-EOSVFEDM	OPTIONAL SVC FMS ED MAINT GEN SCH	\$ 10,000.00		
GN6-0-0-BDM-WB-EOSVEDUP	OPTIONAL SVC-DUPLICATING GEN SCH	\$ 1,000.00		
GEN-M-I-BDM-WB-ESUP	SUPPLIES-CONSUMABLE GEN SCH	\$ 48,395.54		
BLD-M-A-BDM-WB-ESUP	SUPPLIES-CONSUMABLE BUILDINGS	\$ 8,000.00		
SLB-M-S-BDM-WB-ENTB	NON-TEXT BOOKS LIBRARY	\$ 5,000.00		
GEN-M-I-BDM-WB-ECPU	COMPUTERS GEN SCH	\$ 12,000.00		
GEN-M-I-BDC-WB-ECLN	CLOTHING/LINEN GEN SCH	\$ 3,458.46		
GEN-M-I-BDC-WB-ENCQ	NON-CAPITAL EQUIPMENT GEN SCH	\$ 7,000.00		
		<b>\$ 180,000.00</b>		
GEN-M-I-BDM-WB-ESUP	PT CERTIFICATED CO-CUR AC	<b>\$ 3,996.30</b>		



Green Tree Preparatory Academy  
Proposed 2023-2024 Budget

Level	Per Pupil Allocation	Projected	Board Allocation
High School	\$ 3,294.00	600	\$ 1,976,400.00
Middle School	\$ 3,163.00	270	\$ 854,010.00
			\$ 2,830,410.00

FTE	Position	Level	Funding	Funding Source
1.0	SST/Academic Dean	9-12	\$ 92,557.00	Board
1.0	SST/Academic Dean	9-12	\$ 92,557.00	Board
0.4	Art	6-12	\$ 37,022.80	Board
0.5	Music	6-12	\$ 27,767.10	Board
0.4	Physical Education	6-12	\$ 37,022.80	Board
4.0	Science	6-12	\$ 370,228.00	Board
4.0	Social Studies	6-12	\$ 370,228.00	Board
4.0	Mathematics	6-12	\$ 370,228.00	Board
4.0	ELA	6-12	\$ 370,228.00	Board
4.0	SpecialtyBusiness/STEM/Prep	6-12	\$ 370,228.00	Board
3.0	Para-Professional (WL) (CS)	6-12	\$ 118,119.00	Board
1.0	Assistant Principal	9-12	\$ 130,000.00	Board
1.0	Bookkeeper	6-12	\$ 70,000.00	Board
4.0	World Language	9-12	\$ 370,228.00	Board
			\$ 2,826,413.70	

FTE	Position	Level	Funding	Funding Source
1.0	Multilevel Principal	6-12	\$ 171,000.00	Central
1.0	Assistant Principal	9-12	\$ 130,000.00	Central
1.0	Assistant Principal	6-8	\$ 130,000.00	Central
1.0	Dean of Students	6-8	\$ 100,000.00	Central
1.0	Secretary 3	6-12	\$ 76,331.00	Central
1.0	Secretary 1 12 Month Data	9-12	\$ 53,892.00	Central
1.0	Secretary 1 10 Month	6-8	\$ 57,706.00	Central
3.0	Safety	6-12	\$ 116,220.00	Central
1.0	Nurse	6-12	\$ 70,000.00	Central
			\$ 905,149.00	

FTE	Position	Level	Funding	Funding Source
1.5	Guidance Counselor	6-12	\$ 138,835.50	GDC

FTE	Position	Level	Funding	Funding Source
1.0	SST/Academic Dean	6-8	\$ 92,557.00	Title 1
1.0	SST/Academic Dean	9-12	\$ 92,557.00	Title 1
1.0	Specialty Business Law Social Justice	6-12	\$ 92,557.00	Title 1
1.0	Parent Coordinator	6-12	\$ 39,373.00	Title 1
			\$ 455,879.50	

Green Tree Preparatory Academy  
Proposed 2023-2024 Budget

<u>FTE</u>	<u>Position</u>	<u>Level</u>	<u>Funding</u>	<u>Funding Source</u>
1.0	Social Worker	6-12	\$ 107,583.00	EEN
1.0	Psychologist	6-12	\$ 108,106.00	EEN
2.0	Special Education Teachers	6-12	\$ 185,114.00	EEN
			<b>\$ 400,803.00</b>	

<u>FTE</u>	<u>Position</u>	<u>Level</u>	<u>Funding</u>	<u>Funding Source</u>
0.6	Art	6-12	\$ 55,534.20	AMP
0.5	Music	6-12	\$ 46,278.50	AMP
0.6	Physical Education	6-12	\$ 55,534.20	AMP
0.5	Library	6-12	\$ 46,278.50	AMP
			<b>\$ 148,091.20</b>	

<u>Budget Code</u>	<u>Services/Contracts/Supplies</u>	<u>Working Budget</u>
GEN-M-I-BDM-WB-EWPT	PT CERTIFICATED GEN SCH	\$ 10,000.00
EXC-M-S-BDM-WB-EWPT	PT CERTIFICATED CO-CUR AC	\$ 18,000.00
DWC-0-0-BDM-WB-EBOW	BENEFITS-OTHER WAGES DIST WIDE	\$ 18,450.00
GEN-M-I-BDM-WB-ECTS	CONTRACT SERVICES GEN SCH	\$ 25,000.00
EQM-M-A-BDM-WB-EMTC	MAINTENANCE CONTRACTS EQUIPMENT	\$ 10,000.00
GEN-M-I-BDM-WB-EPPT	PUPIL TRANSPORTATION GEN SCH	\$ 2,196.00
GEN-M-I-BDM-WB-EDUP	DUPLICATING/PRINTING GEN SCH	\$ 1,000.00
GN6-0-0-BDM-WB-EOSVTRAN	OPTIONAL SVC TRANSPORTATION GEN SCH	\$ 500.00
GN6-0-0-BDM-WB-EOSVFEDM	OPTIONAL SVC FMS ED MAINT GEN SCH	\$ 10,000.00
GN6-0-0-BDM-WB-EOSVEDUP	OPTIONAL SVC-DUPLICATING GEN SCH	\$ 1,000.00
GEN-M-I-BDM-WB-ESUP	SUPPLIES-CONSUMABLE GEN SCH	\$ 48,395.54
BLD-M-A-BDM-WB-ESUP	SUPPLIES-CONSUMABLE BUILDINGS	\$ 8,000.00
SLB-M-S-BDM-WB-ENTB	NON-TEXT BOOKS LIBRARY	\$ 5,000.00
GEN-M-I-BDM-WB-ECPU	COMPUTERS GEN SCH	\$ 12,000.00

**Green Tree Preparatory Academy  
Proposed 2023-2024 Budget**

GEN-M-I-BDC-WB-ECLN	CLOTHING/LINEN GEN SCH	\$ 3,458.46
GEN-M-I-BDC-WB-ENCQ	NON-CAPITAL EQUIPMENT GEN SCH	\$ 7,000.00
		<b>\$ 180,000.00</b>
GEN-M-I-BDM-WB-ESUP	PT CERTIFICATED CO-CUR AC	<b>\$ 3,996.30</b>

**Appendix N: 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 Daniel Webster campus at its current location, 6850 N. 53<sup>rd</sup> St., Milwaukee, WI 53233, will serve the needs of students who select Green Tree Preparatory Academy for their education. As such, there is not an applicable lease or purchase term sheet.

**Appendix O: 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: Webster Secondary School

TOTAL # OF TEACHERS AT Webster Secondary School: \_\_\_\_\_

TOTAL # OF TEACHER SIGNATURES OBTAINED: \_\_\_\_\_

PERCENTAGE (%) OF TOTAL TEACHING STAFF AT Webster Secondary School WHO SIGNED THIS PETITION: \_\_\_\_\_

NAME (Print or Type)	Position	Signature	Date
Michael Rankin	Teacher	<i>[Signature]</i>	10-30-2018
Danuta Tyler	Administration	<i>[Signature]</i>	10-30-2018
BERNARD RAYMOND	TEACHER	<i>[Signature]</i>	10/30/2018
CHASTINE KACH	SSW	<i>[Signature]</i>	10/30/2018
Cindy Williams	School Counselor	<i>[Signature]</i>	10/30/2018
Dawn Schaber	Teacher	<i>[Signature]</i>	10-30-18
Jherri Rogee	School Psychologist	<i>[Signature]</i>	10/30/18
Jacqueline Beason	Para	<i>[Signature]</i>	10/31/18
Tina Hoffmann	Parent Coordinator	<i>[Signature]</i>	10-31-18
Tracy Christopher	Secretary	<i>[Signature]</i>	10/31/18

**Appendix P: Vitae of School Leader**

***Curriculum Vitae of Katrina F. Fisher***

[REDACTED]  
[REDACTED]  
Mobile Telephone: [REDACTED]  
Work Telephone: 414-206-0505  
Email Address: [REDACTED]

**EDUCATION AND CREDITIALS**

Cardinal Stritch University – Milwaukee, Wisconsin  
PhD Student, Leadership  
May 2020 (Expected)

National Louis University – Milwaukee, Wisconsin  
Masters of Science Degree in Leadership  
May 2007

University Wisconsin Milwaukee – Milwaukee, Wisconsin  
Master of Science Degree Curriculum and Instruction  
May 1997

Alverno College – Milwaukee, Wisconsin  
Bachelor of Science in Education  
May 1991

North Division High School (MPS) – Milwaukee, Wisconsin  
High School Diploma  
June, 1982

*In addition to the above, engaged in coursework for professional growth and license renewal.*

**LICENSES**

Principal License– Pre-Kindergarten through Grade 12, Expiration: Lifetime  
Director of Instruction License – Pre-Kindergarten through Grade 12, Expiration: Lifetime  
Administrator, Pre-Kindergarten through Grade 12, Expiration: Lifetime  
Elementary Teacher License – Grades 1 through 6, Expiration: Lifetime

**SUMMARY OF QUALIFICATIONS**

I have worked within the Milwaukee Public Schools district in several capacities for 28 years. I served as a classroom teacher for six years and as a Mathematics Science Resource Teacher (MSRT) for two years. As an MSRT, I received a vast array of professional development experiences in order to serve, mentor, and support school and district-level teachers and staff. I have also planned, implemented and taught post-secondary courses at both the University of Wisconsin Milwaukee and Alverno College. I planned and facilitated district-level professional development opportunities for schools as well. I have served on several committees, which include science, reading, and mathematics curriculum committees and science and writing assessment committees.

In my role as district and school administrator, I have planned, coordinated, and facilitated several district scoring sessions and professional development opportunities for school leaders, teachers, community members and Title One parents. Planning and coordinating the New Teacher Orientation at the beginning of the school year is just one example of the events planned and coordinated during my tenure as district administrator. In my role as Assessment Specialist, I have planned and facilitated high school Mathematics and Writing anchor team and scoring sessions. I have practical experience with the development, coordination, facilitation, and implementation of district initiatives such as the Milwaukee Public Schools Characteristics of a High Performing Urban Classroom and Learning Targets. I have experience preparing and managing budget expenditures at both the district and school levels. I have also collaborated with district administrators in order to support the districts objectives and goals. Collaboration include the following: Diversified Community Schools, School Counseling, Teaching and Learning Curriculum Specialists, Special Education Supervisors, Recreational Staff, Vocational Educational Staff, and Research and Assessment Data Specialist. As a district administrator I have reviewed and evaluated school educational plans. As a school administrator, I have collaborated with school staff and provided data and resources to support the School Improvement Plan. I have provided immediate feedback that has been used to encourage research-based instructional strategies such as differentiated instruction and active engagement of student learning.

I have developed board items and presented pertinent data and information to the Milwaukee Public Schools Board of Directors. I have also reported data analysis information, district goals, and initiative information to community-based organizations such as the Milwaukee Partnership Academy and Milwaukee Area Association of Black School Educators. I have written and negotiated several Memorandums of Understanding between the Board of School Directors and the Milwaukee Teachers Education Association. I have been trained and participated in several Learning at a Glance walkthroughs at the school level. As both a district and school administrator, I have successfully observed and evaluated district and school staff.

I have planned several school parent activities and informational sessions in order to update parents on district policies and instructional requirements such as the 4<sup>th</sup> and 8<sup>th</sup> grade promotion requirements. My MPS Summer School Principal experience afforded me the opportunity to gather resources and in order to plan and facilitate four Open Houses during the summer school sessions. My most recent experience as the Assistant Principal In Charge at Cass Street School includes collaborating with the District PTA Coordinator to establish a PTA and celebrate the Grand Opening of a Parent Center.

As a Principal, I have developed and implemented a vision that has successfully transformed a school according the Wisconsin State Report Card. In collaboration with my administrative team, we have mobilized staff to improve teaching and learning for regular and special education students K3-8<sup>th</sup> grade. We have improved the overall climate of the building culture. We continue to partner with community members who have aligned resources with the school vision. Finally, we continue to improve develop staff for personal and professional growth.

I have experience with the MPS portal data software programs such as Infinite Campus, Data Warehouse, and SIMMS. I have used the data to inform and report school and district data. I have also used data to align school resources and staff in order to improve assessment scores and improve curriculum, instruction and assessment in the classroom. Additional use of data has been used to develop interventions to reduce student suspension and improve student attendance rates.

I have been trained as a Professional Development Plan Team Member. Additional trainings include the Center for Performance Assessments Making Standards Work Trainer of Trainers and Efficacy training. I have also been trained as an expulsion panel member and have served on several Independent Hearing Panels.

Beyond my career as an educator, I am actively involved with community-based organizations. I am a member the Victorious Women's Conference Committee and Abundant Faith Church of Integrity. As an active member of my church, I have taught students biblical principles as well as encouraged the application of principles to everyday life experiences. Additionally as youth leader, I have developed curriculum and have assisted in the planning, organizing

and implementation of field trips, plays, and community volunteer opportunities which promoted having a positive impact on the urban community. I have also helped them to develop skills that will establish and prepare the youth as a leader; and productive member of society and the wider community. I also serve on the Board of Directors for Golfing For Hearts Foundation. As a board member, I help to plan, coordinate and promote Golfing For Hearts, which is an annual golf tournament and symposium with the purpose of supporting families and children hospitalized for congenital heart defects.

My unique experiences, qualifications, and career goals seem to match the diverse range and depth of qualifications required for the position as a school principal. I am confident that I can perform the job effectively. Furthermore, I am genuinely interested in the position.

## PROFESSIONAL EXPERIENCES

### Principal

**Benjamin Franklin School -2011 to 2017**

**Daniel Webster Secondary School -2017 to present**

***Milwaukee Public Schools - Milwaukee, Wisconsin***

- Articulated the school's mission to the community and solicited support in the realization and fulfillment of the mission.
- Methodically cultivated a school-wide vision for school improvement initiatives. Provided leadership in the development, implementation, and monitoring of school improvement plans.
- Provided leadership to support the teaching process which included establishing and maintaining the school learning environment, organizing classes to meet student needs, and establishing guidelines for appropriate student conduct.
- Transformed and changed school culture that has improved student achieve as evidence by advancement of the Department of Public Instruction's State Report Card
- Planned, organized, directed and evaluated all school activities in accordance with the policies and procedures of the Milwaukee Board of School Directors, directives of the Superintendent of Schools, and other central services directors.
- Conferred with individual staff members regarding their professional growth and worked in concert with them to develop and accomplish performance improvement goals related to Educator Effectiveness.
- Recommended teachers, support staff, and educational assistants to the Office of Human Capital for appointment by the Board of School Directors.
- Ensured the implementation and monitoring of numerous instructional programs within the schools, e.g. Title I, Special education, Achieve 3000, STMath and Engage NY.
- Defined expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
- Implemented programs designed to meet the specific needs of students within established administrative guidelines.
- Initiated and planned tutoring instruction for students in reading
- Observed and evaluated the performance of teachers, support staff, educational assistants, and the engineer.
- Planned and implemented appropriate orientation, professional development opportunities, and ongoing support for staff.
- Identified, analyzed, and applied research findings (e.g. effective school correlates) to promote school improvement.
- Provided instructional support, resources and materials for the staff, helpful in accomplishing school improvement plan goals.
- Conferred with individual staff members regarding their professional growth and worked in concert with them to develop and accomplish performance improvement goals.



- Interviewed candidates for the positions of teacher, secretary, and paraprofessional educational assistant and made recommendations to the Office of Human Resources for appointment.
- Provided supervision of students, teachers, support staff, and paraprofessional assistants.
- Managed budgets including Board, Title I, Title II, and High Scope.
- Participated as a member of the School Governance Council.
- Participated as a member of the School Improvement Plan Committee.
- Participated as a member of the Learning Team.
- Participated as a member of the Title I Committee.
- Participated as a member of the Parent Handbook Committee
- Served as the liaison between the school and the central administration.
- Ensured that school program operations were consistent with the approved grants and complied with grant rules and regulations.
- Monitored the implementation of the curriculum through various methods including walk-through observations and monitoring conferences.
- Monitored instructional and managerial processes to ensure that program activities directly related to expected program outcomes; used findings to take corrective actions.
- Participated as a member of the school governance council.
- Implemented positive student behavior plans.
- Established and implemented an incentive program for high levels of student achievement and perfect attendance.
- Led the development and refinement of operating procedures for the school in consonance with policies, procedures, directives and guidelines of the Milwaukee Board of School Directors.
- Build and develop community partnerships aligned to school vision and initiatives
- Plan, develop, and implement fathers mentorship program to improve overall behavior for male students
- Cultivate and extend extra-curricular opportunities for all students Kindergarten-8<sup>th</sup> grade

#### Assistant Principal/Assistant Principal In Charge

##### **Cass Street School 2010-2011**

##### ***Milwaukee Public Schools - Milwaukee, Wisconsin***

- Developed and managed school budget
- Planned and implemented district academic and behavioral policies, procedures, and goals
- Supervised teacher and support staff job responsibilities
- Supervised and supported Individual Education Plans and meetings
- Planned and facilitated school-wide professional development opportunities
- Supervised and managed school-wide discipline plan
- Planned and facilitated school-wide parent and community events
- Observed and evaluated teacher job performance
- Developed and implemented grant opportunities

#### Assistant Principal

##### ***Grand Avenue -2007 to 2008***

##### ***Forest Home Avenue -2008 to 2010***

- Planned and implemented district academic and behavioral policies, procedures, and goals
- Supervised teacher and support staff job responsibilities
- Supervised and supported Individual Education Plans and meetings
- Planned and facilitated school-wide professional development opportunities
- Supervised and managed school-wide discipline plan
- Planned and facilitated school-wide parent and community events
- Observed and evaluated teacher job performance

Summer School Principal  
Mitchell Elementary -2009  
Maple Tree & Bruce -2010

***Milwaukee Public Schools - Milwaukee, Wisconsin***

- Planned and implemented district academic and behavioral policies, procedures, and goals
- Supervised teacher and support staff job responsibilities
- Supervised and supported Individual Education Plans and meetings
- Planned and facilitated school-wide professional development opportunities
- Supervised and managed school-wide discipline plan
- Planned and facilitated school-wide parent and community events
- Observed and evaluated teacher job performance

Assessment Specialist  
Central Services –1999 to 2007

***Milwaukee Public Schools - Milwaukee, Wisconsin***

- Managed Milwaukee Public Schools Performance Assessment System
- Managed Milwaukee Public Schools Performance Assessment Budget
- Designed and produced district performance assessments
- Coordinated and facilitated district scoring sessions
- Developed Memorandum of Understandings for Milwaukee Board of School Directors
- Assisted in the development and implementation of the Characteristics of a High Performing Classroom
- Managed and coordinated the Milwaukee Public Schools Resource Center
- Managed and coordinated the Milwaukee Public Schools Textbook Adoption process
- Developed the textbook adoption board items for Milwaukee Public Schools Board of Directors
- Developed and compiled district-wide textbook adoption process binder

Mathematics Science Resource Teacher (MSRT)  
Cosmic Center -1997-1999

***Milwaukee Public Schools - Milwaukee, Wisconsin***

- Actively participated in a working group to research the landscape for science and mathematics education in Milwaukee Public Schools
- Developed, planned and facilitated science and mathematics education professional development for school and district administrators as well as school staff
- Participated as a judge for the Milwaukee Public School's Science Fair
- Developed, planned and supported staff in the area of mathematics and science education
- Designed and produced district performance assessments
- Coordinated and facilitated district scoring sessions
- Developed planned and coordinated reading and science connections guide
- Facilitated professional development in reading and science connections to Milwaukee Public School teachers
- Developed, planned, and provided hands on instruction for students during Saturday Academy Workshops

Teacher  
James W. Riley –1991 to 1995  
Milwaukee Village -1995 to 1996  
Franklin Pierce -1996 to 1997  
Milwaukee Sign Language -1997

***Milwaukee Public Schools - Milwaukee, Wisconsin***

- Led and served on school committees, i.e., Curriculum Development, Learning Team, Reading, Mathematics, Title I, Interview, Special Education, Discipline, Holiday Program, Black History, and Sunshine.
- Led the development, planning of standards-based science education as science coordinator
- Communicated effectively, both orally and in writing, with students, parents, and other professionals on a regular basis.
- Organized and implemented an instructional program that resulted in student academic growth.
- Participated in professional development activities to enhance instructional skills and meet license requirements.
- Worked cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in the students' Individual Education Plans (IEPs).
- Worked in concert with members of the school staff to develop school-wide instructional goals, objectives, and instructional strategies to meet the goals of school improvement plans.
- Created and maintained classroom environments conducive to learning and appropriate for the physical, social, and emotional development of students.
- Provided full inclusion instruction for students with special needs.
- Planned and implemented appropriate instructional and learning strategies, activities, materials, and equipment that complemented the learning styles and needs of students served and actively engaged students in meaningful learning experiences.
- Conducted ongoing formal and informal assessments of student achievement.
- Established and maintained open communication by engaging in conferences and conversations with administrators, teachers, support staff, students and parents.
- Maintained positive interactions with students.
- Modeled professional and ethical standards when interacting with students, staff, parents, and the community.
- Participated in staff meetings.
- Provided input in the selection of books, equipment, and other instructional materials.
- Compiled, maintained, and filed all reports, records, and other documents required.
- Supervised assigned educational assistants.
- Kept abreast of and complied with state, district, and school policies and procedures.
- Supervised school-wide extracurricular activities.
- Through ongoing formal and informal assessment of student achievement, identified, selected, and modified instructional resources to meet the learning styles and special needs of students.
- Performed other duties, self-motivated as well as assigned and delegated by the administrators.
- Presented and shared effective P-5 strategies as Conference Speaker
- Actively participated in the development of Milwaukee Public School District's Science Curriculum as a committee member
- Actively participated in the development of Milwaukee Public School District's Science Assessments as a committee member
- Actively participated in the development of Milwaukee Public School District's Performance Assessments as a committee member

## **OTHER PROFESSIONAL EXPERIENCES**

Teaching Assistant  
Alverno College –Summer1998

### Adjunct Professor

University of Wisconsin Milwaukee –1997-1998

### Teacher

Equity 2000 Saturday Academy -1998

### Cheerleading Coach

North Division High School -2005 to 2007

## OTHER SKILLS AND QUALIFICATIONS

- Teachscape Certified
- Federal Mediation and Conciliation Service Mediation Certified
- Independent Hearing Panel Member
- National Performance Assessment Trainer of Trainers
- Urban Teacher Perceiver Trained
- Equity Training

## PROFESSIONAL SKILLS

- Organizational skills
- Computer Skills
- Excel Spreadsheet
- Infinite Campus
- Word Processing
- Dashboard
- Data Warehouse
- Adobe Photoshop
- Data Entry
- Access Database
- Powerpoint
- Prezi

## PROFESSIONAL AND COMMUNITY AFFILIATIONS

- Administrators and Supervisors Council -2011 to present
- Milwaukee Urban League Member -2016 to present
- North Division High School Alumni Association Member -2015 to present
- Tennessee State University Alumni Association -2005 to present
- Quarles and Brady Partnership -2014 to 2017
- Children's Hospital -2011 to 2017
- Franklin Guardians -2013 to 2017
- Abundant Faith Church of Integrity Board of Directors -2010 to 2015
- Victorious Women's Conference Committee -2006 to 2015
- Abundant Faith Church of Integrity Member -2000 to 2015
- Metropolitan Milwaukee Association of Black School Educators -2013 to 2014
- Golfing for Hearts Board of Directors -2010 to 2013
- Garden Homes Neighborhood Association Member -2005 to 2013
- National Science Teachers Association Member -1997 to 1999

- National Council of Teachers of Mathematics Member -1997 to 1998

## **PUBLISHED PROFESSIONAL PUBLICATIONS**

- Monthly Newsletters, Forest Home Avenue, Cass Street, Benjamin Franklin Schools, Daniel Webster Secondary School to present
- Cosmic Rays, Milwaukee Public Schools, April 1998
- Science Curriculum Seventh Grade Modules, February 1998
- Landscape of Mathematics and Science Education A Study of Milwaukee Public Schools, 1998
- Milwaukee Public Schools Board of School Directors Board Items 1999-2007
- Middle School Science Curriculum Guide, Milwaukee Public Schools, August 1993
- Elementary School Science Guide, Milwaukee Public Schools, August 1993
- Science Based Curriculum Integration Guide, Milwaukee Public Schools, August 1994
- Science Assessment K-8, Milwaukee Public Schools, August 1994
- Science Content Standards and Process Outcomes, Milwaukee Public Schools, August 1997
- Middle School Science Curriculum, Milwaukee Public Schools, July 1998
- Reading and Science Connections Guide, Milwaukee Public Schools, July 1998

## **PROFESSIONAL PRESENTATIONS**

### **Response to Intervention School Model**

Location: Benjamin Franklin/Daniel Webster Secondary School  
Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

### **Growing a Positive School Culture**

Location: Benjamin Franklin/Daniel Webster Secondary School  
Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

### **Culturally Relevant Teaching Practices**

Location: Benjamin Franklin/Daniel Webster Secondary School  
Attendees: Benjamin Franklin/Daniel Webster Secondary School staff

### **Mini Data Retreat**

Location: Benjamin Franklin School/Daniel Webster Secondary School  
Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

### **An Overview of Positive Behavioral Interventions and Supports (PBIS)**

Location: Benjamin Franklin School/Daniel Webster Secondary School  
Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

### **Analyzing School Data**

Location: Benjamin Franklin School/Daniel Webster Secondary School  
Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

### **Classroom Management**

Location: Benjamin Franklin School/Daniel Webster Secondary School  
Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

### **Comprehensive Literacy Plan**

Location: Benjamin Franklin School/Daniel Webster Secondary School

Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

**Educational Assistant Evaluation**

Location: Benjamin Franklin School/Daniel Webster Secondary School

Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

**School-wide Discipline Plan**

Location: Benjamin Franklin School/Daniel Webster Secondary School

Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

**Teacher Evaluation Process**

Location: Benjamin Franklin School/Daniel Webster Secondary School

Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

**Writing Performance Assessment**

Location: Benjamin Franklin School/Daniel Webster Secondary School

Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

**Danielson Framework for Teaching**

Location: Benjamin Franklin School/Daniel Webster Secondary School

Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

**Developing the School Improvement Plan**

Location: Benjamin Franklin School/Daniel Webster Secondary School

Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

**Differentiated Instruction**

Location: Benjamin Franklin School/Daniel Webster Secondary School

Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

**Instructional Learning Walks**

Location: Benjamin Franklin School/Daniel Webster Secondary School

Attendees: Benjamin Franklin/Daniel Webster Secondary School Staff

**Milwaukee Public Schools Performance Assessment Scoring Sessions**

Location: Madison High School, Milwaukee Public Schools, Milwaukee, Wisconsin

Attendees: Milwaukee Public Schools Teachers

**Science Performance Assessment**

Location: COSMIC Center, Milwaukee Public Schools, Milwaukee, Wisconsin

Attendees: Compton Fellow Students

**Introduction to Mathematics and Science Skills**

Location: COSMIC Center, Milwaukee Public Schools, Milwaukee, Wisconsin

Attendees: Milwaukee Public Schools Principals

**Reading and Science Connections**

Location: COSMIC Center, Milwaukee Public Schools, Milwaukee, Wisconsin

Attendees: Milwaukee Public Schools Teachers

## **PROFESSIONAL DEVELOPMENT**

- The National Principals Leadership Institute
- National Institute of School Leadership
- Project Best Science and Mathematics
- Pioneer Spirit 21<sup>st</sup> Century Technology Skills
- Administrators and Supervisors Council Conference
- Budget and Staffing Needs
- Characteristics of High Performing Urban Classrooms
- Citywide Special Education Support
- Comprehensive Literacy Plan
- Comprehensive Math and Science Plan
- Framing for the Future
- Leading Change and Keeping the Vision
- Leading Instructional Improvement
- Meeting the Needs of All Learners
- Milwaukee Metropolitan Alliance of Black School Educators Conference
- MPS Systems of Support for School and District Improvement
- National Association of Elementary School Principals Conference
- Superintendent's Fall Leadership Institute
- Educator Effectiveness
- Teachscape Certification
- Youth Mental Health First Aid
- Response to Intervention
- Mathematics Standards for Mathematical Practice
- Professional Learning Communities Developing School Improvement Plans
- Functional Behavioral Assessments and Behavior Intervention Plans
- Instructional Practices Inventories
- Metropolitan Milwaukee Alliance of Black School Educators Conference
- PI 34 Initial Educator Professional Development Plan
- Positive Behavioral Interventions and Support In-Depth (PBIS)
- Leadership Institute for Assistant Principals
- Professional Learning Communities
- Closing the Achievement Gap
- Great Books Leader Training Course
- Assessing Learning Project
- Efficacy Training
- Common Core State Standards
- Next Generation Science Standards

## **AWARDS AND COMMENDATIONS**

- National Institute of School Leadership
- The National Principals Leadership Institute
- Transformational Leadership
- 2014-2015 Coordinated School Health Championship Award
- 2014-2015 Rtl School of Distinction for Reading

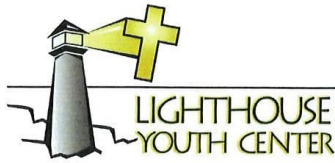
- 2014-2015 Rtl School of Merit for Reading
- 2013-2014 Milwaukee Publics Schools Meets Expectations
- 2013-2014 Rtl School of Merit for Behavior
- St. Marks A.M.E Church Recognition
- Learning Targets Mobilization Recognition

## **REFERENCES**

References available upon request.



Appendix Q: Letters of Support



*"A beacon for Christ to the youth of the community."*

Milwaukee

Wisconsin

December 5, 2018

Milwaukee Board of School Directors  
5225 West Vliet St.  
Milwaukee, WI 53208

Dear Milwaukee Board of School Directors,

My name is Mark Gunderson and I currently serve as the Director of Operations for Lighthouse Youth Center. Prior to this role I served 10 years as the site director of our Havenwoods campus located at 5641 N 68th St. Lighthouse operates 2 after school and summer programs for youth ages 10 to 18. I am writing to give support to Green Tree Preparatory Academy at the Daniel Webster campus.

I am excited for the possibility of a high performing school coming to the northwest part of Milwaukee and believe this could be transformational for the youth we serve. It breaks my heart to hear the stories from youth of the schools they currently attend where at best, they are not challenged in their learning and at worst, they are given no hope for an academic future. It is critical that our youth and their families are given more opportunity to access quality education. Our young people can do amazing things if given the chance. They need to be challenged and they need a school that has high expectations. Green Tree Preparatory Academy can be that place.

If you have any questions regarding this letter of support, feel free to contact me at the address below, [mark.gunderson@lighthouseyouthcenter.com](mailto:mark.gunderson@lighthouseyouthcenter.com) or 414.469.3014.

Sincerely,

Mark Gunderson

Director of Operations  
Lighthouse Youth Center  
2475 W. Roosevelt Dr.  
Milwaukee, WI 53209

2475 W Roosevelt Dr., Milwaukee, WI 53209 • Phone: 414.469.3014 • Email: [mark.gunderson@lighthouseyouthcenter.com](mailto:mark.gunderson@lighthouseyouthcenter.com)

[www.lighthouseyouthcenter.com](http://www.lighthouseyouthcenter.com)



December 6, 2018

Milwaukee Board of School Directors  
5225 West Vliet Street  
Milwaukee, WI 53208

Greetings to the Milwaukee Board of School Directors:

My name is Jessica Noth and I am the program manager at Havenwoods Economic Development Corp (HEDC). HEDC works to support, maintain and revitalize the Havenwoods neighborhood as a vibrant mixed-use urban community through collaboration with residents, businesses and community partners.

I am writing regarding the potential instrumentality charter for the Green Tree Preparatory Academy at the Daniel Webster Campus. The Daniel Webster Campus is located directly within the Havenwoods neighborhood, which runs from 43<sup>rd</sup> to 76<sup>th</sup> St. and Silver Spring Dr. to Good Hope Rd. HEDC would welcome the possibility of a high performing school on the northwest side of Milwaukee. This would both serve our youth and parents on this side of town as well as draw others in to this community, others who base where they live on the quality of the schools. .

The steering committee for this project has been working diligently to research how to innovatively bring 21<sup>st</sup> century learning to more of Milwaukee's students. Besides the college preparatory and STEM focus, I am particularly drawn to the vision to prepare the next generation of business owners and leaders. The Havenwoods neighborhood prides itself on the participation and support that many of our businesses give to the community. These are successful businesses, some over 90 years old and others just a few – both types successful and providing great jobs and services to the Milwaukee community and beyond. We would love to see the Daniel Webster Campus house a school that sets the next generation of business leaders on track.

Sincerely,

Jessica Noth  
Program Manager

December 7, 2018

Milwaukee Board of School Directors  
5225 West Vliet Street  
Milwaukee, Wi 53208

Milwaukee Board School of Directors:

As a parent of a MPS graduate and community member of the Light House Block Watch it would be very important to have a high performing MPS school in this area that a majority of the neighborhood children could attend that would have a interest in business ownership. I would like to see some form of competitive music and art programs as a part of their instructions. The school should have some linking with the elementary schools in the neighboring community.

It is very important to me that the school be staffed with MPS teachers, principals and support staff. MPS has many partners that would be willing to reinvest in the future of our children and schools if they know MPS is preparing students for the 21<sup>st</sup> century business community.

Sincerely,

A handwritten signature in cursive script that reads "Ruth Moore".

Ruth Moore  
Community member and parent

December 15, 2018

To Whom It May Concern,

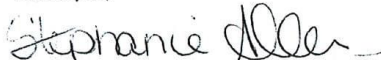
I am writing to show my support for the launch of a new charter high school located at the Webster campus. I am currently a parent to 2 children who attend Daniel Webster Middle School. I have learned about the proposed plan for the new charter school and I am excited to see this new vision come to fruition. I think that it will be a great addition to the campus as well as the Milwaukee community as a whole.

I have worked with the staff at Webster as well as with the principal as it pertains to my children and I am so very pleased with the level of dedication that they have when it comes to helping children succeed. I love how they don't just treat my kids as just another student who is here to learn but they know my children. I love how they have formed personal relationships with my kids and others, and I know that this is what helps kids want to be at school. Knowing that people actually care about them makes the difference.

I am pleased with their level of commitment and communication about what is happening at the school. I know that adding another grade level will give students an opportunity to further explore the things that they are looking to do in the future.

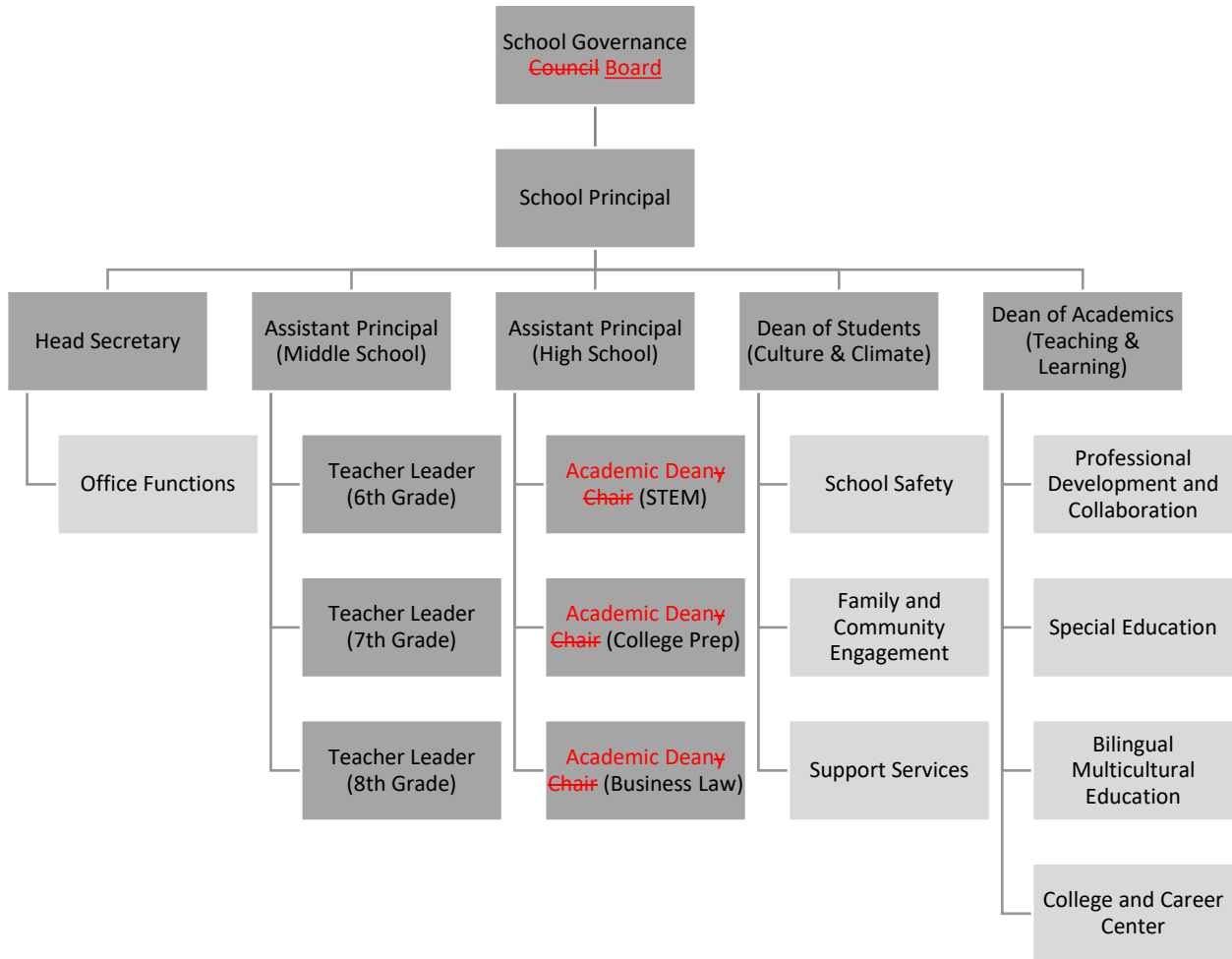
I give my full support of the addition of the new charter school and I know that the staff that is leading this charge are headed in the right direction.

Thank you,



Stephanie Allen  
414.403.7493

Appendix R: Organizational Chart



## Appendix S: School Opening Checklist

Facilities Operations	Completed	Comments
1) Lavatories – clean and inspected <ul style="list-style-type: none"> <li>▪ Check for operational plumbing</li> <li>▪ Fixtures (sinks, toilets working properly)</li> <li>▪ Stalls/ Doors in good condition, lockable</li> <li>▪ Tissue holders</li> <li>▪ Paper towel/hand dryer</li> <li>▪ Graffiti should be removed</li> <li>▪ Ceiling</li> <li>▪ Soap filled</li> <li>▪ Lighting</li> <li>▪ Ventilation fans working properly</li> <li>▪ Staff lavatories clean</li> </ul>	___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No	
2) Building Engineer and cleaning personnel schedules known to Principal	___ Yes ___ No	
3) Fire Equipment checked and operational <ul style="list-style-type: none"> <li>▪ AED – checked &amp; operational</li> </ul>	___ Yes ___ No ___ Yes ___ No	
4) Removal of Trash/Broken Furniture, Old Computers (Hazardous Materials/Chemicals). Request more frequent trash pickup temporarily	___ Yes ___ No	
5) Pest Control	___ Yes ___ No	
6) Food Service – Tables/Equipment Repairs <ul style="list-style-type: none"> <li>▪ Clean refrigerator – Food Services</li> <li>▪ Status of Health Dept. violations (Food Services Manager)</li> <li>▪ Lunch tables in safe storage</li> <li>▪ Properly store food items and have floor cleared for summer cleaning – Food Services</li> </ul>	___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No	
7) Exterior, School Yard & Track/Fields <ul style="list-style-type: none"> <li>▪ Grass mowed</li> <li>▪ Weeds removed</li> <li>▪ Bushes, trees trimmed (remove dead trees)</li> <li>▪ Graffiti removal</li> <li>• Check fences and gates</li> <li>▪ Missing drain covers</li> <li>▪ Clogged drains, fence repair, potholes, flag pole, exterior steps, and head rails</li> <li>▪ Police exterior for debris, trash and broken glass, lighting</li> <li>▪ Outdoor signage updated and repaired</li> <li>▪ Front entry clean &amp; welcoming</li> <li>▪ Security camera &amp; buzzer operational</li> </ul>	___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No	
8) Vandalism <ul style="list-style-type: none"> <li>▪ Identify areas of vandalism &amp; graffiti (photograph; call in incident report)</li> </ul>	___ Yes ___ No	

<p>10) Corridors</p> <ul style="list-style-type: none"> <li>▪ Check emergency lighting</li> <li>▪ Removal of excess furniture</li> <li>▪ Bulletin boards ready. Remove old items to ensure that bulletin boards can be completely cleaned.</li> <li>▪ Floors, walls, ceiling should be clean and free of graffiti. Floors scrubbed, and recoated floors are waxed.</li> </ul>	<p>___ Yes ___ No          ___ Yes ___ No          ___ Yes ___ No          ___ Yes ___ No</p>	
<p>11) Stairwells</p> <ul style="list-style-type: none"> <li>▪ Obstruction free, clean, lighting in place</li> </ul>	<p>___ Yes ___ No</p>	
<p>12) Exit/Doors</p> <ul style="list-style-type: none"> <li>▪ Proper operation of door locks, door closures, slide bolts</li> <li>▪ Smoke glass in place</li> <li>▪ Ensure locking of doors and proper opening</li> </ul>	<p>___ Yes ___ No          ___ Yes ___ No          ___ Yes ___ No</p>	
<p>13) Gym / Locker Rooms</p> <ul style="list-style-type: none"> <li>▪ Lockers, lighting, and floors clean and repaired</li> </ul>	<p>___ Yes ___ No</p>	
<p>14) Elevators</p> <ul style="list-style-type: none"> <li>▪ Check to confirm that the elevator is operational.</li> </ul>	<p>___ Yes ___ No</p>	
<p>15) Environmental</p> <ul style="list-style-type: none"> <li>▪ Check that hazard manuals are in the building engineer's office.</li> <li>▪ Identify and report suspected hazardous materials to F&amp;M and secure items</li> </ul>	<p>___ Yes ___ No          ___ Yes ___ No</p>	
<p>16) Trash Removal</p> <ul style="list-style-type: none"> <li>▪ Clean containers in place</li> <li>▪ Extra pickups scheduled</li> <li>▪ Recycle bins available</li> </ul>	<p>___ Yes ___ No          ___ Yes ___ No          ___ Yes ___ No</p>	
<p>17) Auditorium</p> <ul style="list-style-type: none"> <li>▪ Check lighting</li> <li>▪ Exit lights and exit doors</li> <li>▪ Check emergency lighting</li> <li>▪ Seats clean and repaired</li> <li>▪ Floors clean</li> <li>▪ PA system functioning</li> <li>▪ Check for/identify any unsafe locations or "hiding places"</li> <li>▪ Develop on-going safety checks</li> </ul>	<p>___ Yes ___ No          ___ Yes ___ No          ___ Yes ___ No          ___ Yes ___ No          ___ Yes ___ No          ___ Yes ___ No          ___ Yes ___ No          ___ Yes ___ No</p>	
<p>18) Classrooms</p> <ul style="list-style-type: none"> <li>▪ Check for working door lock / handles / knobs</li> <li>▪ Windows – repaired and working</li> <li>▪ Lighting</li> <li>▪ Clean, organized and free of clutter</li> <li>▪ Furniture in place</li> <li>▪ Shades functioning</li> </ul>	<p>___ Yes ___ No          ___ Yes ___ No          ___ Yes ___ No          ___ Yes ___ No          ___ Yes ___ No          ___ Yes ___ No</p>	

<ul style="list-style-type: none"> <li>▪ Windows on door uncovered</li> <li>▪ Bells working</li> <li>▪ Clocks</li> <li>▪ Keys assigned and ready</li> </ul>	<p>___ Yes ___ No</p> <p>___ Yes ___ No</p> <p>___ Yes ___ No</p> <p>___ Yes ___ No</p>	
<b>Human Resources</b>	<b>Completed</b>	<b>Comments:</b>
1) Check on staffing for vacancies	___ Yes ___ No	
2) School staffing issues identified and communicated to MPS Human Resources	___ Yes ___ No	
3) Staff assignments prepared	___ Yes ___ No	
<b>Instructional Support</b>	<b>Completed</b>	<b>Comments:</b>
1) Instruction begins on day one	___ Yes ___ No	
2) Textbooks– ready for use in each classroom and for students to take home by first day	___ Yes ___ No	
3) Organization Day and Banking Time Day for implementation	___ Yes ___ No	
4) Specialists' schedules completed and implemented on first day.	___ Yes ___ No	
5) Open house dates determined	___ Yes ___ No	
6) Substitute procedures in place that include emergency information	___ Yes ___ No	
<b>Parent/Community Relations</b>	<b>Completed</b>	<b>Comments:</b>
1) School calendar completed	___ Yes ___ No	
2) Student/ Parent Handbook completed	___ Yes ___ No	
3) Student Rights and Responsibilities available for students, parents, and community members	___ Yes ___ No	
4) Plan for registration of new students; adjusting schedules	___ Yes ___ No	
<b>School Climate and Safety</b>	<b>Completed</b>	<b>Comments:</b>
1) School safety needs identified	___ Yes ___ No	
2) Identify building hot spots and develop a plan for frequent monitoring.	___ Yes ___ No	
3) Security equipment assessed	___ Yes ___ No	
4) Crossing Guard needs/assignments	___ Yes ___ No	
5) Lunch procedures; inclement weather procedures developed and ready	___ Yes ___ No	
6) Transportation; prevent lost or stranded students	___ Yes ___ No	
7) School and classroom phones operational	___ Yes ___ No	
8) Visitor passes/policy in place for first day	___ Yes ___ No	
9) Review Crisis Plan	___ Yes ___ No	
10) Safe and efficient arrival and dismissal procedures	___ Yes ___ No	
11) School discipline plan in place	___ Yes ___ No	
12) Bells working and scheduled	___ Yes ___ No	
<b>Student Records</b>	<b>Completed</b>	<b>Comments:</b>
1) Ensure the school has an efficient enrollment /transfer/withdrawal process.	___ Yes ___ No	



2) Procedure for identifying any special education, health needs, or family alerts	___ Yes ___ No	
3) Electronic attendance procedures in place	___ Yes ___ No	
4) Summer program promotion/retention data reviewed	___ Yes ___ No	
<b>Finance</b>	<b>Completed</b>	<b>Comments:</b>
1) Review school staff with payroll pool list in Time and Labor and verify all staff appearing in your school's pool in PeopleSoft is assigned to your school. School has notified Payroll Services in writing of any discrepancies.	___ Yes ___ No	
2) <i>Electronic Staff Roster</i> has been completed	___ Yes ___ No	
3) Appropriate work space for your school bookkeeper has been identified.	___ Yes ___ No	
4) Ensure your school has completed and submitted the <i>Expenditure Authorization Form</i> and send it to the Office of Finance.	___ Yes ___ No	
5) Trained staff member has been designated other than the school nurse to administer medication.	___ Yes ___ No	
6) All staff have been trained on seclusion and restraint procedures and documentation requirements	___ Yes ___ No	
3) A trained AED site champion has been identified	___ Yes ___ No	
<b>Miscellaneous</b>	<b>Completed</b>	<b>Comments:</b>
1) Teacher induction planned	___ Yes ___ No	
2) Duty schedules with appropriate accommodations for special ed, & ELL students	___ Yes ___ No	
3) Update the MPS 411 Telephone Directory for all staff members	___ Yes ___ No	