



Kathryn T. Daniels University Preparatory Academy

DIVERSITY
SCHOOLS

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RECEIVED

September 7, 2017

Charter Renewal Letter of Intent

Intent to Renew Rationale

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

Renewal Contact Person Mondell Mayfield

School Leader Signature

Mondell Mayfield

School Governing Body President Signature

Erica Rust

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I. Response to Current Charter School Performance

Educational Performance

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

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

The mission of Kathryn T. Daniels University Preparatory Academy is to engage students in a rigorous K-8 program aligned to the Common Core State Standards (CCSS) and through the use of technology, integration of the arts, and the Gradual Release of Responsibility. Data from a variety of formative and summative assessments such as PALS, STAR, Compass learning, Achieve 3000, ST Math, curricula pre and post-assessments, along with teacher observations are used to ensure that students are making continuous progress.

All classrooms are equipped with a SMARTboard and a minimum of five (5) computers. Students in grades 5 through 8 have access to I-pads, kindles, and chromebooks. A full time Information Technology (IT) Specialist is available to provide technical assistance.

Arts integration is supported by a Director of Fine Arts, drama teacher, dance teacher, music teacher along with our K4 teacher who has created a visual arts class for students in grades 5 through 8. Collaboration with RUACH, Kohl’s Cares, First Stage, MATA, and the Wisconsin Conservatory of Music further support arts integration into the curriculum.

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

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

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

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

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

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The charts below highlight gap closure for students in grades 1 through 8 based on the STAR reading and mathematics assessment from fall 2015 to spring 2016 and fall 2016 to spring 2017.

Reading Gap Closure 2015 – 2016

STAR Gap Closure Analysis - Reading

Students Enrolled During Screening Window in 2015-2016

Tested Grade	Average Fall Gap	Average Winter Gap	Average Spring Gap	Winter Fall Gap Closure	Winter Gap Pct Change	Spring Fall Gap Closure	Spring Gap Pct Change
02	-30.3	-35.3	-36.3	-5	16.4%	-6	19.7%
03	-27.7	-28	-34.6	-.3	1.2%	-7	25.2%
04	-32	-31.1	-27.7	.9	-2.9%	4.3	-13.4%
05	-26.8	-29	-32	-2.1	8%	-5.2	19.3%
06	-28.4	-28.1	-33.2	.3	-1%	-4.8	16.9%
07	-36.5	-31.8	-32.4	4.7	-12.8%	4.1	-11.1%
08	-30.4	-34.1	-33.8	-3.7	12.3%	-3.4	11.2%
Total	-30.5	-31	-32.7	-.5	1.5%	-2.2	7.2%

STAR Gap Closure Analysis - Reading

Students Enrolled During Screening Window in 2016-2017

Tested Grade	Average Fall Gap	Average Winter Gap	Average Spring Gap	Winter Fall Gap Closure	Winter Gap Pct Change	Spring Fall Gap Closure	Spring Gap Pct Change
02	-26.3	-23.4	-19.2	2.9	-11.1%	7.1	-27.1%
03	-27.7	-21.9	-31.6	5.8	-20.9%	-3.9	14.2%
04	-24.6	-25.5	-27	-.9	3.7%	-2.4	9.6%
05	-26.8	-10.4	-19.2	16.4	-61.1%	7.6	-28.3%
06	-20.7	-14.9	-20.9	5.8	-28.1%	-.2	.8%
07	-27.6	-22.8	-13.2	4.8	-17.3%	14.3	-52%
08	-28.3	-25.8	-27	2.6	-9%	1.3	-4.6%
Total	-26.1	-21.1	-23	4.9	-19%	3.1	-11.9%

Reading gap closure data revealed that there were continuous gap closures for students in grades 2, 5, and 7 from 2015-2016 to 2016-2017. Overall gap closure in reading from 2015 – 2016 to 2016-2017 revealed a change from 7.2% in Spring 2016 to -11.9% in Spring 2017.

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Mathematics Gap Closure 2015 – 2016**

STAR Gap Closure Analysis - Mathematics

Students Enrolled During Screening Window in 2015-2016

Tested Grade	Average Fall Gap	Average Winter Gap	Average Spring Gap	Winter Fall Gap Closure	Winter Gap Pct Change	Spring Fall Gap Closure	Spring Gap Pct Change
01	-11.9	-26.1	-25	-14.2	119.5%	-13.1	110.5%
02	-30.1	-42.4	-44.7	-12.3	40.9%	-14.6	48.6%
03	-30.4	-33.1	-35	-2.7	8.7%	-4.6	15.1%
04	-42.4	-40.3	-45.9	2	-4.8%	-3.5	8.2%
05	-25.1	-29.8	-30	-4.7	18.5%	-4.9	19.3%
06	-35.4	-38.8	-38.2	-3.3	9.4%	-2.7	7.7%
07	-36.9	-34.2	-35.5	2.7	-7.3%	1.4	-3.9%
08	-36.6	-35.4	-36.7	1.2	-3.3%	-.1	.2%
Total	-32.1	-35.2	-36.6	-3.1	9.6%	-4.5	14%

Mathematics Gap Closure 2016 – 2017

STAR Gap Closure Analysis - Mathematics

Students Enrolled During Screening Window in 2016-2017

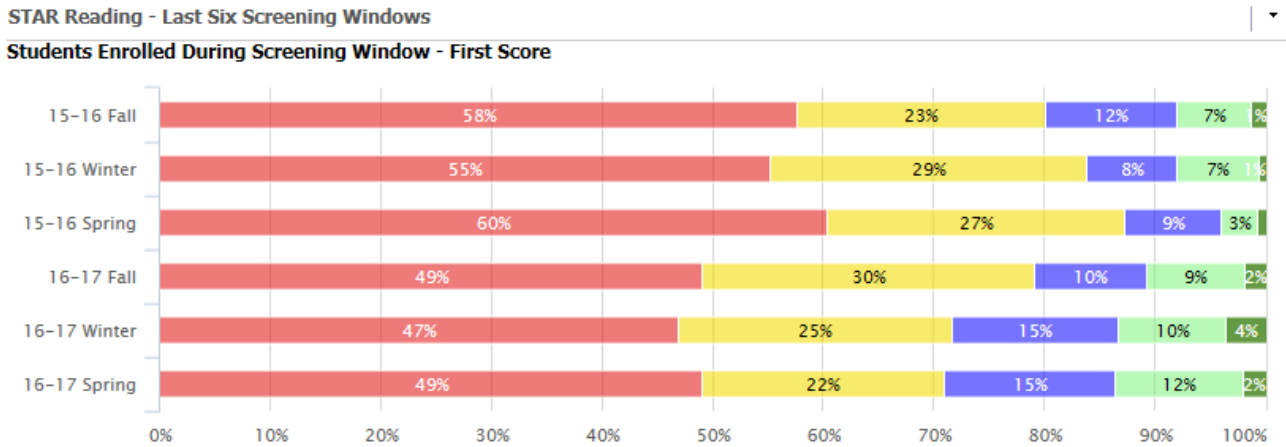
Tested Grade	Average Fall Gap	Average Winter Gap	Average Spring Gap	Winter Fall Gap Closure	Winter Gap Pct Change	Spring Fall Gap Closure	Spring Gap Pct Change
01	-16	-9.7	-11.2	6.3	-39.4%	4.8	-29.7%
02	-31.6	-29.6	-39.3	2	-6.4%	-7.7	24.2%
03	-27.6	-30.9	-41.3	-3.3	12%	-13.7	49.8%
04	-38.6	-31.1	-38	7.5	-19.5%	.6	-1.5%
05	-31.9	-25	-19.4	7	-21.8%	12.5	-39.3%
06	-29.2	-21.3	-31.6	7.9	-27.1%	-2.4	8.2%
07	-34.4	-35.4	-30.6	-1	3%	3.8	-11.1%
08	-33.1	-30.7	-29.7	2.4	-7.2%	3.4	-10.3%
Total	-30.8	-27.2	-30.9	3.6	-11.7%	-.1	.5%

Mathematics gap closure data revealed that there was continuous gap closure for students in grades 1, 5, 7 and 8 from 2015-2016 to 2016-2017. Overall gap closure in mathematics changed from 14% in Spring 2016 to .5% in Spring 2017.

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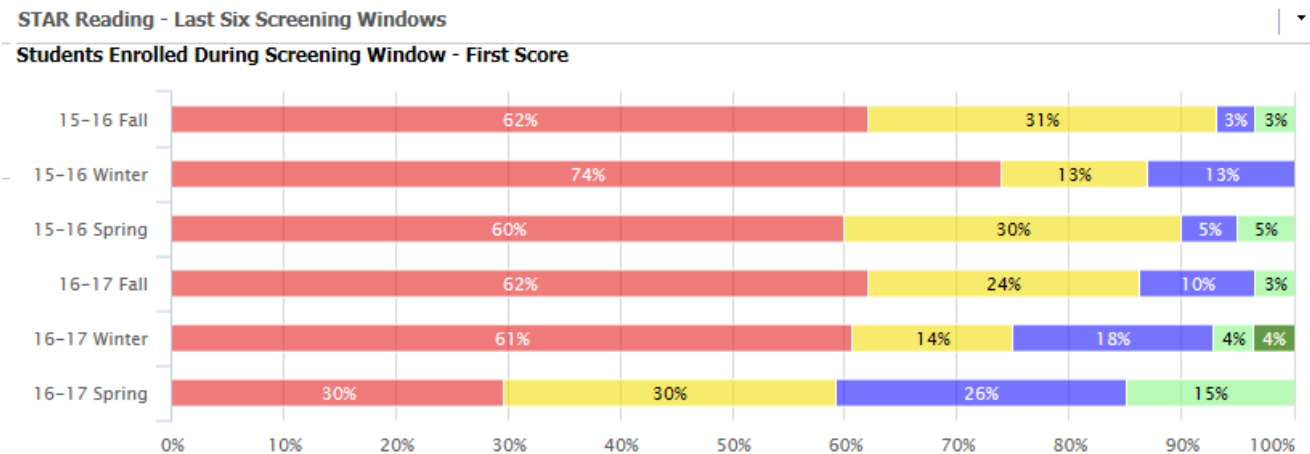
How has the school met goals and measurable objectives during the term of this contract?

Schoolwide Data ~ Reading Grades 2 to 8



Schoolwide data in reading for grades 2 through 8 from Spring 2016 to Spring 2017 revealed that students in grades 2 through 8 are making progress in reading. In comparison to Spring 2016, Spring 2017 data revealed students moving from 60% to 49% significantly below target; 27% to 22% well below target; 9% to 15% below target; 3% to 12% on target; and 0% to 2% significantly above target.

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

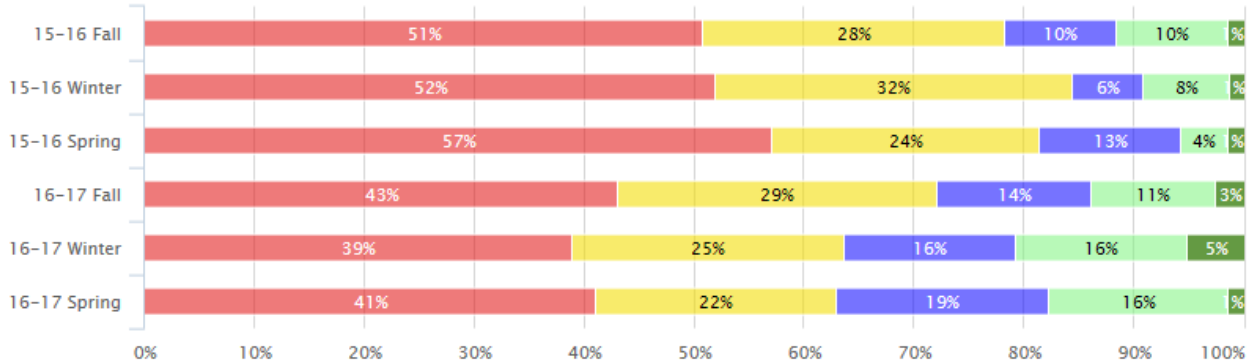


Schoolwide data in reading for grades 2 through 8 for students with disabilities from Spring 2016 to Spring 2017 revealed that students with disabilities are making progress in reading. In comparison to Spring 2016, Spring 2017 data revealed students moving from 60% to 30% significantly below target; 30% to 30% well below target; 5% to 26% below target; and 5% to 15% on target.

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Schoolwide Data ~ Reading Grades 2 to 8 (Males)

STAR Reading - Last Six Screening Windows

Students Enrolled During Screening Window - First Score

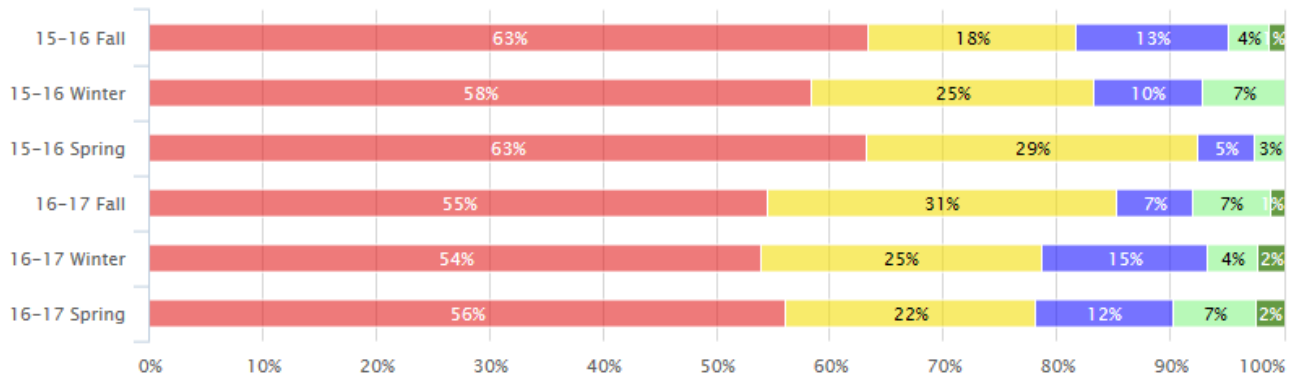


Schoolwide data in reading for males in grades 2 through 8 from Spring 2016 to Spring 2017 revealed that males students in grades 2 through 8 are making progress in reading. In comparison to Spring 2016, Spring 2017 data revealed male students moving from 57% to 41% significantly below target; 24% to 22% well below target; 13% to 19% below target; and 4% to 16% on target.

Schoolwide Data ~ Reading Grades 2 to 8 (Females)

STAR Reading - Last Six Screening Windows

Students Enrolled During Screening Window - First Score

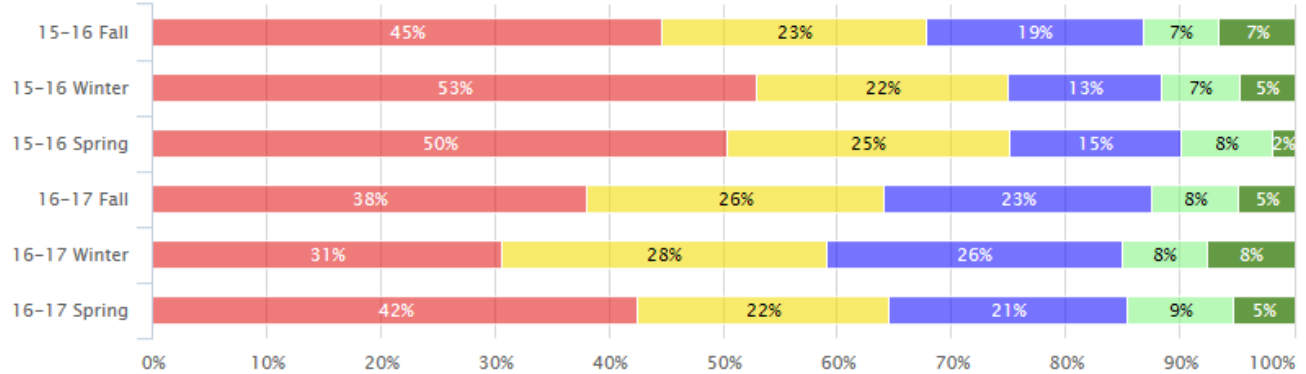


Schoolwide data in reading for females in grades 2 through 8 from Spring 2016 to Spring 2017 revealed that female students in grades 2 through 8 are making progress in reading. In comparison to Spring 2016, Spring 2017 data revealed females moving from 63% to 56% significantly below target. 29% to 22% well below target; 5% to 12% below target; 3% to 7% on target; and 0% to 2% well above target.

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Schoolwide Data ~ Mathematics Grades 1 to 8

STAR Math - Last Six Screening Windows

Students Enrolled During Screening Window - First Score

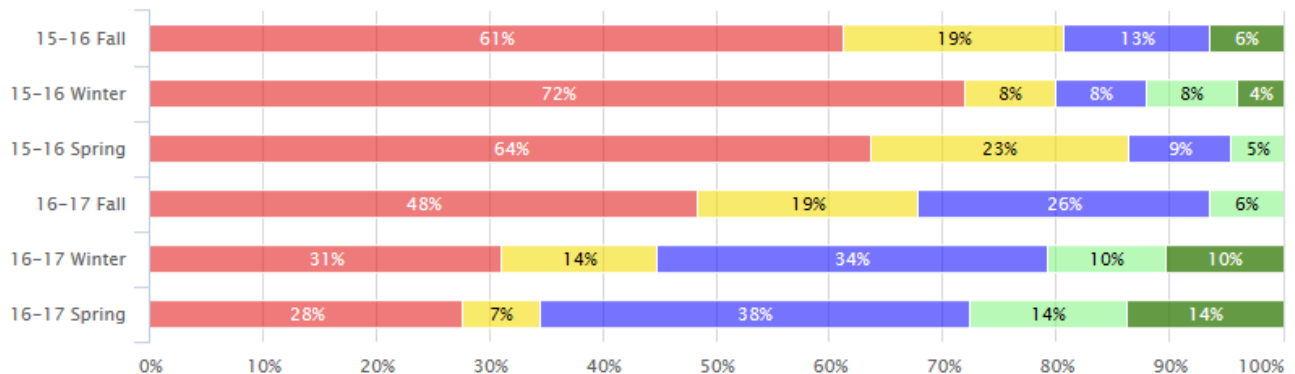


Schoolwide data in mathematics for grades 1 through 8 for students with disabilities from Spring 2016 to Spring 2017 revealed that students with disabilities are making progress in mathematics. In comparison to Spring 2016, Spring 2017 data revealed students with disabilities moving from 50% to 42% significantly below target; 25% to 22% well below target; 15% to 21% below target; 8% to 9% on target; and 2% to 5% significantly above target.

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

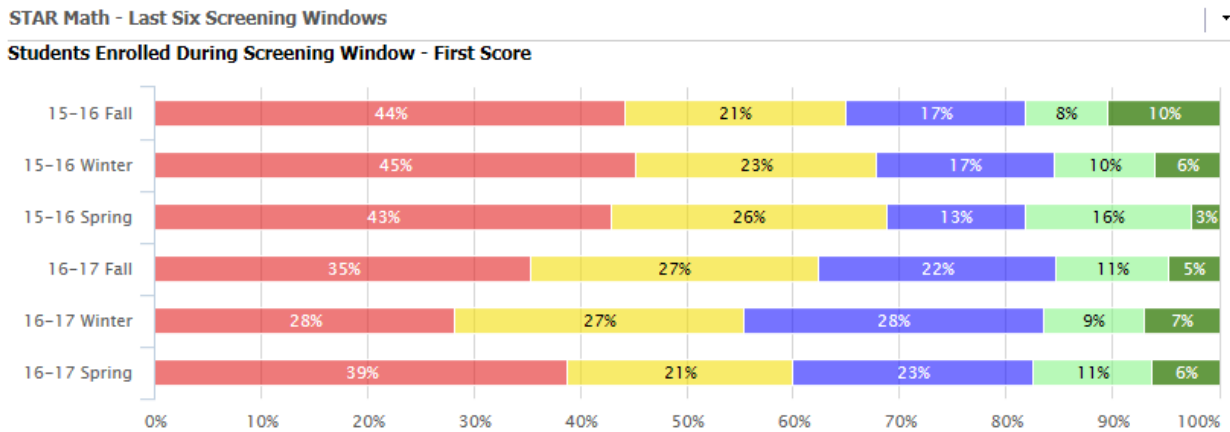
STAR Math - Last Six Screening Windows

Students Enrolled During Screening Window - First Score



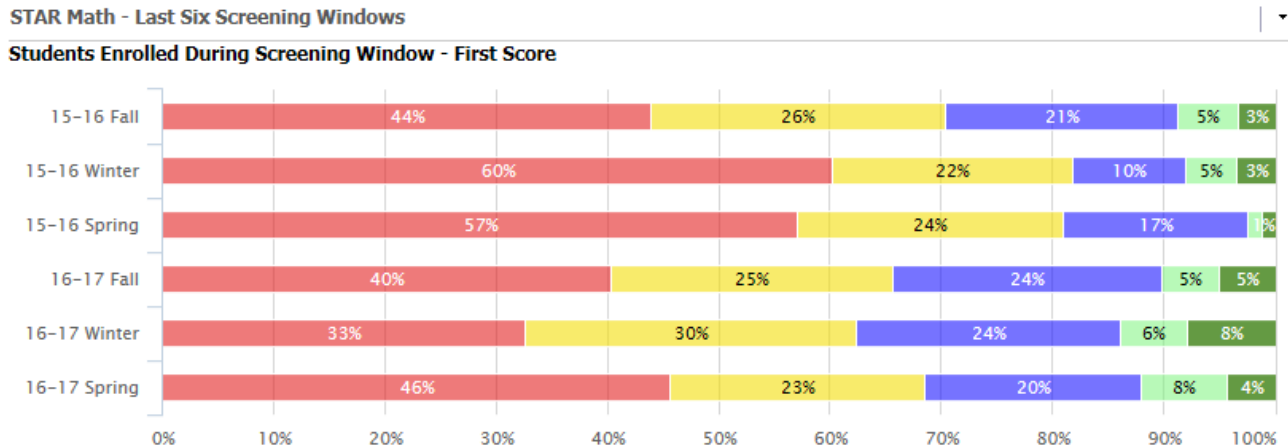
Schoolwide data in mathematics for grades 1 through 8 for students with disabilities from Spring 2016 to Spring 2017 revealed that students with disabilities are making progress in mathematics. In comparison to Spring 2016, Spring 2017 data revealed students with disabilities moving from 64% to 28% significantly below target; 23% to 7% well below target; 9% to 38% below target; 5% to 14% on target; and 0% to 14% significantly above target.

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Schoolwide Data ~ Mathematics Grades 2 to 8 (Males)



Schoolwide data in mathematics for males in grades 1 through 8 from Spring 2016 to Spring 2017 revealed that male students in grades 1 through 8 are making progress in mathematics. In comparison to Spring 2016, Spring 2017 data revealed male students moving from 43% to 39% significantly below target; 26% to 21% well below target; 13% to 23% below target; 16% to 11% on target; and 3% to 6% significantly above target.

Schoolwide Data ~ Mathematics Grades 2 to 8 (Females)



Schoolwide data in mathematics for females in grades through 8 from Spring 2016 to Spring 2017 revealed that female students in grades 1 through 8 are making progress in mathematics. In comparison to Spring 2016, Spring 2017 data revealed females moving from 57% to 46% significantly below target; 24% to 23%; well below target; 17% to 20% below target; 1% to 8% on target and 0% to 4% significantly above target.

In summary, students in grades 1 through 8 at Kathryn T. Daniels University Preparatory Academy is making continuous progress moving from significantly below in reading and mathematics to on target and/or significantly above in reading and mathematics across all demographics. Although we are not where we would like to be, we are proud to say that our students are not regressing. There are strong indications of gap closure in grades 2, 5, 7 and 8 in reading; in Math grades 1, 4, 5, 7 and 8. The addition of increased instructional coaching,

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Lesson Plan Peer Critique and bi-weekly professional development opportunities have had an impact on increasing student achievement.

Financial Performance

3. Explain how the school has met its financial performance goals. Describe how the school is financially sound.

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

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

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

Budget Deficit. Milwaukee Public Schools' per pupil allocations is a determinant for the Academy's operational budget. This amount changes as a direct result of student enrollment. The Academy will exercise practices utilized by the district, namely staff redeployment and reductions. The Academy responsibly addressed budget matters when student enrollment declined less than the projected budget by creating ability based classrooms and utilizing various blended learning strategies including multi-level class instruction. The current enrollment does not require this modification and affords fiscal responsibility for our program and have achieved the budget consideration.

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

Organizational Performance

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

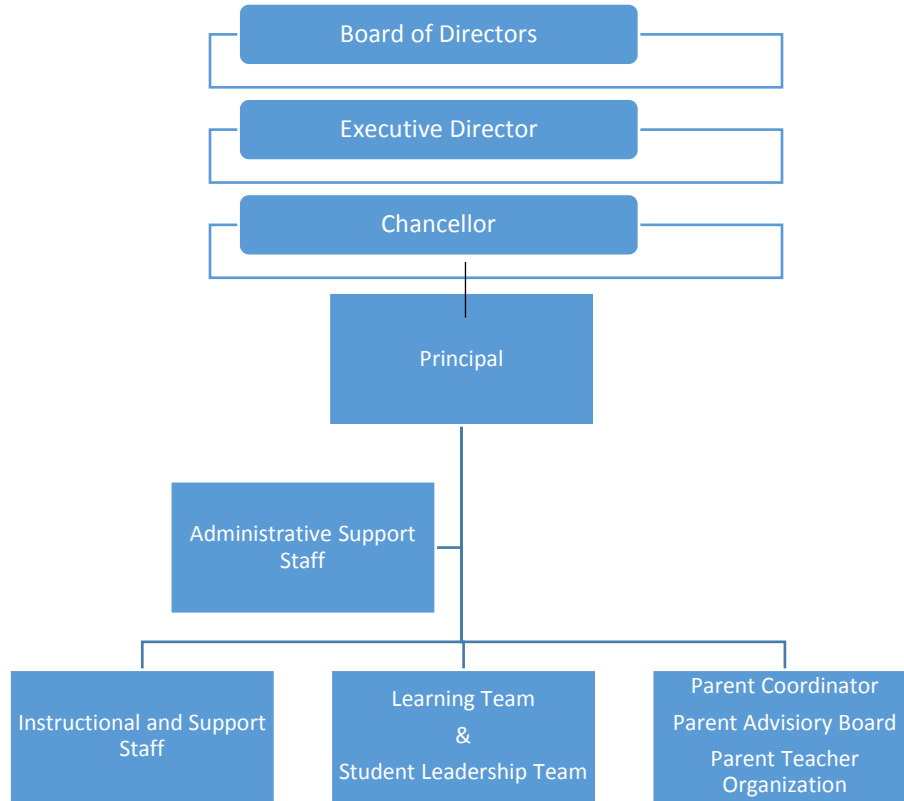
Illustrate how the school has a well-functioning organizational structure.

Board of Directors

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

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Organization Chart



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

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

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

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Role	No.	Full Time (FTE)	Role	No.	Full Time (FTE)
Administration			Teacher Support		
Principal	1	FTE	Title 1 Reading	.5	FTE
Administrative Support	1	FTE	Title 1 Mathematics	.3	FTE
Administrative Assistant	1	FTE	Speech Pathologist	1	FTE
Grade Level Teachers			Psychologist	1	FTE
K4	1	FTE	Social Worker	1	FTE
K5	1	FTE	Information Technology	1	FTE
Grade 1	1	FTE	Parent Coordinator	1	FTE
Grade 2	1	FTE	Assessment Coordinator	1	FTE
Grade 3	1	FTE	Paraprofessionals (Regular and Special Education)	4	FTE
Grade 4	1	FTE	Cross Categorical Special Education Teachers	2	FTE
Grade 5	1	FTE	Special Education Paraprofessional	1	FTE
Grade 6	1	FTE	Parish Nurse	1	FTE
Grade 7	1	FTE	Fine Arts Teachers		
Grade 8	1	FTE	Drama	1	FTE
			Dance	.5	FTE
			Music	1	FTE

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

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

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

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

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

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

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

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

Board of Directors: Kathryn T. Daniels University Preparatory Academy has a six (6) member Board of Directors.

- *Council Composition*

Board Members	
<i>Name</i>	<i>Position</i>
Executive Director	Bishop Sedgwick Daniels
Chancellor	Alton Towse*
President	Ericka Rush
Vice President	Kassandra Purham
Secretary	Roxanne Cardenas
School Representative	Benjamin Robinson
Member at Large	Demean Hampton
Member	Damon Ray

*ex-official non-voting member of the Board

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Bishop Sedgwick Daniels: serves as the Executive Director. A visionary leader, Bishop Daniels has been involved in more than 25 years of progressive community enhancement projects, especially in Milwaukee's Northwest community. School Chancellor, Mr. Alton Townsel, is a former Milwaukee Public Schools teacher and administrator with more than 35 years of experience.

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

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

Roxanne Cardenas: Ms. Cardenas holds Bachelor's and Master's degrees and is a former administrator for Junior Achievement and a former teacher at the HR schools. She is also a small business owner and a publicist.

Kassandra Purham: Ms. Purham holds a Master's Degree and is a teacher at the HR schools.

Damon Ray: Mr. Ray holds a Bachelor Degree in Christian Education and a Master's Degree. He currently works with Parental Involvement for the Academy.

Benjamin Robinson: Mr. Robinson double majored at North Central College in Political Science and Sociology and is currently a community organizer.

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

- *Election Process* ~ Membership on the board is determined by the by-laws. The by-laws state a public announcement is made indicating board vacancy(ies) to parents and community members. Interested individuals contact Kathryn T. Daniels University Preparatory Academy to submit an application or letter of intent. The applications or letters of intent is/are reviewed by the current board members and election takes place in April with the installation of new board member(s) on July 1.
- *Authority in Educational Program*~The Board approves the Academy's curriculum, modifications to curriculum, approves selection of textbooks and resource materials as recommended by the academy's leadership team.
- *Decision-making Process*~ The Board determines school policy, oversees financial and personnel matters and reaches out to stakeholders, parents, funders, and the community on behalf of the academy. Essentially, the Board of Directors engages diligently to ensure the responsibility for setting academy goals and evaluating the execution of these goals.
- *Evaluation Process of Tenured Instrumentality Principal* ~ The Executive Director of the Educational Complex observes the performance of the educational leaders/principal and determines his/her effectiveness. Performance includes but not limited to overseeing of the budget, Academy's facilities, supervision of instruction and curriculum, Academy's action plan and school improvement plan as well as teacher evaluation. A formal written evaluation is submitted to the Board of Directors for approval followed with an evaluation conference.

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

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Parent Advisory Board	
President	Frederick Coleman
Vice President	Kimberly Tripplett
Secretary	Rosalyn Gray
Treasurer	Zarlinda Strickland
Member	Shetla Jackson

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

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

- *Authority in Educational Program.* PAB engagements in Kathryn T. Daniels University Preparatory Academy’s educational program include:
 - Helping to recruit students
 - Recruiting parents and other stakeholders to serve as reading and math in-classroom support/ volunteers
 - Facilitating communication among parents, staff, and the administration
 - Assisting in setting priorities, including participating in ongoing planning activities of the academy
 - Supporting and advocating for the needs of the Academy’s academic program
 - Offering recommendations for continuous academic program and facilities improvements
- *Decision-making process to approve policy, program and budgetary decision*
 - PAB members submit written recommendations to the Academy’s administration. Submitted recommendations should include suggested actions and justification for each proposed action. The PAB meets with the administration to discuss and/or take action regarding suggestions.
 - The PAB is not involved in budgetary decisions. However, the budget is shared with the PAB so that they are aware of allocations and fiscal needs. This allows for them to pursue targeted fundraising efforts.
- *Evaluation process of tenured instrumentality principal* The PAB provides written feedback by way of a school climate survey, which includes the Academy’s culture, student achievement, and parent concerns and/or accolades. The school climate survey is facilitated by the Academy’s Parent Coordinator.

II. Plans for Continued Success

Educational Performance

1. What is school’s proposed enrollment and grade levels for the term of the next charter?

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

Grade Levels	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K4	25	25	25	25	25
K5	25	25	25	25	25
1	25	25	25	25	25
2	25	25	25	25	25
3	25	25	25	25	25
4	25	25	25	25	25
5	25	25	25	25	25
6	25	25	25	25	25
7	25	25	25	25	25
8	25	25	25	25	25
Total Students	250	250	250	250	250

2. *Describe any changes to the school’s educational program for the term of the next charter.*

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

Reading: The core reading curriculum - pre- and post- unit test of each reading series will be used for the purpose of progress monitoring. Compass Learning, Reading A to Z, Readworks and NEWSela will be used to support the core curriculum. The Academy will continue the daily 90 minutes Core Literacy Block in the mornings, and will add a 60 minutes Reading Intervention Block in the afternoon. The Intervention block consists of differentiated instruction for students performing at an advanced level at grade level or below grade level to address reading challenges to close the achievement gaps and to accelerate learning in reading for students in K4 through grade 8. During the morning, the Fine Arts Teacher will provide advanced literacy instruction to students performing above grade level in grades 6 through 8.

Mathematics: The core mathematics curriculum - The pre- and post- unit tests of each series will be used for the purpose of progress monitoring. Compass Learning will continue to be used to support the core curriculum. The Academy will continue the daily 60 minutes mathematics core instruction in the mornings, and will add a 60 minutes mathematics intervention block in the afternoon. Strategies will include but are not limited to the use of Compass Learning, ST Math, and math intervention strategies. The Academy will continue to provide mathematics intervention for all students. The intervention blocks will consist of differentiated instruction for students at the advanced level, at grade level and below grade level to close the achievement gaps or to accelerate learning in mathematics. The Advance Math Support Teacher will provide mathematics instruction to students performing above grade level in grades 6 through 8. Strategies will include introducing pre-algebra concepts and using real world applications.

Fine Arts Program: In order to increase academic achievement, attendance, student engagement, and retention rates, arts integration across the curriculum in K4 through grade 8 will be used. The fine arts staff produces a major performance during the first and second semester that includes students from

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K4 through grade 8. In- and Out- of school arts-based opportunities will expose students to post-secondary career paths. Videotaped performances will be available for purchase at a nominal fee and to share during school events. The Fine Arts Teacher and classroom teachers coordinated extended arts enrichment activities.

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

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

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

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

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

IT Specialist: IT Specialist will provide training and support teachers in the use of Achieve 3000, Compass Learning, MPS Portal, Infinite Compass and gradebook. In addition, the IT Specialist will maintain computer systems.

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

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

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

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

Reading: The measureable objective is to ensure that the average spring gap will be smaller than the average fall gap in reading

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

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Mathematics: The measureable objective is to ensure that the average spring gap will be smaller than the average fall gap in mathematics

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

Stability Rate: The measureable objective is to improve the Third Friday Count in September and January in order to increase stability rates by 5% or greater across all grade levels

- Benchmark ~ Friday counts September and January Third Friday counts

Data Quality: The measureable objective is to increase student attendance from 80% to 90% or greater across all grade levels

- Benchmarks ~ Attendance Verification and Behavior Resolutions

Fine Arts Program: The measureable objective is to increase arts integration across the curriculum in K4 through grade 8 in order to increase academic achievement, attendance, student engagement and retention rates

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

Financial Performance

4. Explain the school's financial plans and forecast.

School Financial Plans and Forecast.

It is the objective of Kathryn T. Daniels University Preparatory Academy to operate and account for all funds received in a manner that is consistent with the provisions laid out in each annual operating budget, General Accepted Accounting Principles, and with the federal guidelines set forth in accordance in the Office of Management and Budget OMB Circular(s), A21, A87 or A122 Circular. Each year the school will submit a balanced operating budget by April 30th for approval by July 1st of each year. Each annual budget will meet the guidelines as laid out by Milwaukee Public Schools. Any amendments to an operating budget will be submitted with the guidelines as prescribed by Milwaukee Public Schools.

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

Organizational Performance

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

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

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

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

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

- **Marian University** - Marian University is contracted to provide professional development, coaching, shadowing and organizational assessment strategies for administration and staff. The University also provides academic opportunities on our campus for parents and adults within the greater community.
- **Mother Kathryn Daniels Center (MKDC)** - MKDC is contracted to provide basic education, remedial, and adult high school courses for parents and residents within our school's community. This center is located on our campus and provides educational and social programs that ensures community empowerment, familial reunification and educational excellence.
- **The Greater Milwaukee Boys and Girls Club** -The Greater Milwaukee Boys and Girls Club is an active campus partner that provides after school tutoring, technological support, and various youth services that promote good citizenship, community stabilization, and educational support to our students. The Daniels-Mardak Club is celebrated as a safe haven and latchkey environ that supports families in our communities and provides parental assurance of needed safety and educational support for working parents who may not be available to receive their children at the traditional school release time.
- **Wisconsin Conservatory of Music** - Wisconsin Conservatory of Music is currently contracted to advance and enhance exposure in the area of Fine Arts to our students through specialized and defined programs within our school. These opportunities will be expanded as capital campaigns and budget allocations increases. The nationally acclaimed Wisconsin Conservatory of Music has been recognized as one of Wisconsin's stellar academic and arts institution.
- **Community Based Organizations** - The Academy appreciates the enormous support of philanthropic partners, academic sororities/fraternities and other organizations that value academic achievement. The Academy is a recent recipient of foundational contributions sponsored by civic and community leaders.

Uniform School. During the enrollment process, over the past five years, we have had many parents to inquire about the school becoming uniformed. As a result of this consistent inquiry, we will survey our parents during the second semester to determine further interest in the school becoming uniformed.

Based on the analysis of a parent survey, the School's Governance Board, the Parent Advisory Board and the Administration determined Kathryn T. Daniels University Preparatory Academy became a uniformed school during the 2016-2017 school year.

For the 2017-2018 School year, the uniform school policy was revised to include Wednesdays as Daniel's Prep Day in which the middle school students wear white shirts, khaki pants and neck ties (boys)/cross ties (girls).

6. Describe any changes to the school's governance structure.

Changes to the school's governance structure.

The school's governance structure changed to ensure the current parent population is represented; therefore, a position for the PTO President was created.