

MILWAUKEE PUBLIC SCHOOLS  
Charter Petition/Proposal Submission Cover Sheet

## A. INCLUDED IN THIS SUBMISSION:

- ☒ Executive Summary  
☒ 15 Page Petition/Proposal  
☒ CD/Computer Disk  
☐ Signed Petition (*Instrumentality Petitions Only*)  
☒ Appendices

Provide the name of the person who will serve as the primary contact for this proposed charter school:

Sidney Yeldell  
 (First Name) (Last Name)

B. NAME OF CHARTER SCHOOL: The Banner School of Milwaukee

- ☐ Petition ☐ Instrumentality  
☒ Proposal ☒ Non-Instrumentality

## IF NON-INSTRUMENTALITY:

Name of non-profit corporation that will hold the charter:

Banner Learning Corporation

Has the corporation applied for 501-C3 non-profit status? ☒ Yes ☐ No

C. NAME OF CONTACT PERSON: Sidney B. Yeldell

TITLE/RELATIONSHIP TO PROPOSED SCHOOL: Vice President, Banner Learning Corp.

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 (Day) (Cell)

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D. The proposed school will open in the fall of school year: 2013

Term of charter requested: Five (5) Years

School Year	Grade Levels	Total Student Enrollment
1 <sup>st</sup> Year	6, 7, 8	240 students
2 <sup>nd</sup> Year	6, 7, 8	240 students
3 <sup>rd</sup> Year	6, 7, 8	270 students
4 <sup>th</sup> Year	6, 7, 8	270 students
5 <sup>th</sup> Year	6, 7, 8	300 students

1) I understand the Milwaukee Board of School Directors reserves the right to give priority to petitions and proposals that directly address identified areas of need of targeted student populations within the district and to replicate currently successful schools.

2) 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.

3) NON-INSTRUMENTALITIES ONLY: I understand that seat availability is based on Milwaukee Public Schools enrollment counts. In any year seats may or may not be available.

Sidney B. Yeldell  
 Signature

February 17, 2012

Date Submitted

Sidney B. Yeldell  
 Printed Name

## TABLE OF CONTENTS

### I. Executive Summary

### II. Proposal

	Page
1. Charter Concept.....	1
2. Person Seeking Charter.....	4
3. Person in Charge/Administrative Services .....	4
4. Community Responsibility/Support .....	5
5. Educational Program and Leadership Capacity .....	5
6. Instructional Process .....	9
7. Measuring Progress .....	11
8. School Governing Body and Parent Involvement .....	11
9. Employee Qualifications .....	12
10. Health and Safety Procedures .....	13
11. Recruitment of Targeted Students.....	13
12. Requirements for Admission .....	14
13. Enrollment and Grade Level Distribution .....	14
14. Budget .....	14
15. Annual Audits .....	14
16. Procedures for Discipline .....	15
17. Public School Alternatives.....	15
18. School Facilities and Insurance .....	15
19. Liability to the School District.....	15
20. Transportation and Nutrition .....	15
21. Instrumentality or Non-Instrumentality .....	15
22. Start-up Year and Length of Contract .....	15

### III. Appendices

Appendix A: Charter school calendar.....	16
Appendix B: Student day start and end times.....	18
Appendix C: Uniform policy.....	19
Appendix E: Diversity Plan.....	20
Appendix F: Special Education Plan.....	21
Appendix G: Charter school proposed budget.....	22
Appendix H: Charter school discipline policy.....	23

Appendix I: Types and limits of liability.....	25
Appendix J: Vitae of school leaders and applicant team.....	26
Appendix K: Sample student weekly schedule.....	28
Appendix L: Educational Accreditation Certificate.....	29
Appendix M: Letters of support .....	30
Appendix N: Sample teacher schedule.....	31
Appendix O: Local assessments .....	32
Appendix P: Organizational chart .....	33

## EXECUTIVE SUMMARY

### Overview

Banner Educational Group has been in partnership with the Milwaukee Public School District since October, 2007. During the initial year, Banner Preparatory School was contracted as a Partnership School within the newly developed COS (Creative Option Seats) program. Banner Prep served high school aged students who were not experiencing academic success in their assigned MPS high schools. Banner Educational Group and Banner Prep have been accredited by *AdvancED*. For the past three years Banner Prep has been a high school Behavior Reassignment site for MPS. Most of our students have been overage for their grade level, at-risk for total quality credits, persistently truant, and non-proficient in Reading and Math. Banner Educational Group is seeking to open The Banner School of Milwaukee as a non-instrumentality Charter School in August 2013.

Our target population is students entering middle school grades 6, 7, or 8 with a maximum capacity at year five of 300 students (100 students per grade level). Our students will have varying levels of growth and achievement. Some will be from two-parent homes, single parent homes, foster care, group homes, or are living with family members or friends. What they will all have in common are developmental factors that are impacting their educational success, peer and family relationships, and their ability to access community resources and supports.

*The mission of The Banner School of Milwaukee is to play an instrumental role in the successful development of students with personal integrity; who have a desire to become creative, thoughtful, and productive individuals within their chosen life vocations, with a commitment to service and lifelong learning.* To achieve this mission The Banner School will use two internationally recognized and research-based frameworks that address learning and personal development: Dr. Ronald Edmonds' *Effective Schools Correlates* and Dr. James Comer's model of *Developmental Pathways*.

### Educational Program

The educational program that Banner Learning Corp. is proposing would focus on providing each student with a holistic (Essential and Necessary) education through implementation of Ronald Edmonds's *Effective Schools* framework and James Comer's model of *Developmental Pathways*. In order for our students to become actively engaged in determining their future they must think globally (Effective Schools integrating their ideas about self, family, community, and world), and have global knowledge and skills (Developmental Pathways leading to an ability to be consistently productive participants in a variety of places and circumstances). Banner students will study English Language Arts, Mathematics, Sciences, Histories, Languages and Cultures of the World, Health and Wellness, Financial Literacy, Character Development and Influence, The Arts, Philanthropy and Service, Communication and Leadership, and Family Living/Community Awareness.

The transitioning Banner School student will be poised to enter high school with a level of preparation, academically and socio-emotionally, that will allow each student to seek out and choose rigorous high school and post-secondary experiences. They will demonstrate skills in reading, writing, speaking, problem-solving, and analysis that allow them to make meaning of the world around them. The transitioning student may not yet know what his/her life work will be, however they will have developed a ten-year Career Choices (Academic Innovations, Inc.) life-plan to guide their academic and personal preparation. Banner School will collaborate with area high schools to follow the progress of students promoted to high school.

Administrative and teaching staff will meet the professional standards required by the state of Wisconsin for their respective positions. Additional standards for the staff will be set by the Board of Directors.

### **Name of Persons Seeking to Establish the MPS Charter**

Mr. Eric Carlton, President of Banner Educational Group and Dr. Theresa Yeldell, Executive Director Banner Learning Corp. seek to establish the Charter. Mr. Derek Brewer will serve as Principal of the school.

### **Applicant Team Developing the Proposed Program**

The Development Team Leader for the school is Dr. Theresa W. Yeldell, Director/Principal of Banner Preparatory School (Banner Prep). The Development Team members include: Mr. Sidney B. Yeldell, Mr. Fred Aizen, Ms. Irvia Corbett, Mr. Eric Carlton, Mr. Barry Cohen, and Mr. Derek Brewer.

Board of Directors members include experienced business and educational practitioners: Mr. Sidney B. Yeldell (Vice President, Banner Learning Corp.); Mr. Eric Carlton (President, Banner Educational Group), and Mr. Barry Cohen, Esq. (Vice President, Banner Educational Group).

Governing Council members for The Banner School of Milwaukee will include eight elected parents representatives, Student Coordinator (representing the Student Council), Regional Director (appointed by the Board of Directors), three (3) teacher representatives, two (2) community partner representatives, and the school Principal (as a non-voting participant).

### **Expected Student Outcomes**

The 195 day school year for students (which includes 19 Saturday School days) will provide opportunities for students, teachers, and parents to be immersed in learning activities across multiple learning activities within and outside of the traditional school calendar, day, and setting. At the end of the school year:

1. 85% of enrolled students will have achieved 80% of their Individual Learning Plan goals.
2. 80% of enrolled students will have accumulated a minimum of 30 hours of volunteer/service-learning activities.
3. 90% of enrolled students will be promoted having received a grade of C or better in at least three core subject areas.
4. 80% of enrolled students will demonstrate, via survey results based on Developmental Pathways (Comer), an awareness of the behaviors, attitudes, and skills required to be considered a young person of integrity.

#### **Additional expected school outcomes:**

5. 80% of enrolled students' families will have been actively involved in the life of the school and their child's educational experience (National Network of Partnership Schools implementation data).
6. A minimum of five community/business partnerships will receive Partnership Awards from Banner School for their in-kind (personnel, mentorships, supplies/materials, etc.) support of school goals and activities.

## I. BANNER EDUCATIONAL GROUP PROPOSAL

### 1. VISION

**Our vision** is that we provide an essential service in ensuring that students become mature, conscious contributors to society [Crew, 2007], and who have as a goal that they engage in meaningful work that increases or improves the lives of others and themselves.

### MISSION

**Our mission** is to play an instrumental role in the successful development of students with personal integrity; who have a desire to become creative, thoughtful, and productive individuals within their chosen life vocations, with a commitment to service and lifelong learning.

### RATIONALE for Charter Status

**Our rationale** for this proposal is rooted in our collective and individual experiences as students, parents, educators, community providers, businesspersons, and citizens. We would be hard put to find any person within our greater community who has not been negatively impacted, directly or indirectly, by the political, economic, and social dilemmas of the past twenty years. The impact of global wars and disasters is ever present in the news media. What is sometimes not as clear and evident is the fact that we have been fighting wars and disasters in our own communities and schools, with equal devastation and destruction. Many of the casualties have been our students.

A large number of our Milwaukee students have not been able to participate in many of the more specialized and enhanced educational and social programs available, primarily because of their lack of fundamental skills and knowledge. In some situations where students were prepared for more challenging or extensive activities they may not have had the level of awareness and/or access necessary to take advantage of the opportunity. In other circumstances we have students who have experienced so much failure that they have not only deferred their dream; they have decided not to dream at all.

Although we know that we do not have control over every aspect of our students' lives, we do believe that we have the tools to lessen the negative impact of some of the areas that influence a student's ability to make thoughtful, informed decisions about their future. We also believe that the investment required to make a difference is well beyond the traditional school staffing, curriculum, setting, day, and year. Charter school status is needed to allow for this flexibility. The school year will consist of 195 days: three 12 week Terms plus 19 Saturday school days. The Banner School of Milwaukee will require a format that will allow staff to participate with students, families, and the community beyond the traditional school day and week. It allows the entire school to engage parents and students in a variety of community settings and timeframes. Families will become an extension of the student body and the learning community. Banner Schools ascribes to the Effective Schools correlates and believe that educator-researcher Ron Edmonds was prophetic in his statement: *We can whenever, and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need, in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven't so far.*<sup>1</sup>

### Charter Concept

We propose implementation of the Effective Schools Correlates using The Comer Developmental

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<sup>1</sup>Ronald Edmonds: "*Some Schools Work and more Can*"; 1978

Pathways to address the academic needs and developmental growth of middle school aged students of the Milwaukee School District who are underserved and at-risk of failure in school and future endeavors. With the closure of Burroughs Middle School at the end of the 2011-2012 school year, the students and families living in the Northwest neighborhoods of Milwaukee will have fewer choices for the type of school that their children may attend for the middle grades. There are certainly options to attend a K – 8<sup>th</sup> grade elementary school. There are also a number of non-MPS schools available. It is our belief that the students in this grade band require more than a traditional school setting and curriculum. Some of the characteristics attributed to this age group – inappropriate, aggressive behavior toward peers, insecurity, self-loathing, inattention – and the challenges they present require intentional and specific attention to their developmental needs as part of the academic curriculum. Why a stand-alone middle school? They need the safety of their own dedicated space to work out these growth issues without the possible perceived ridicule of elementary or high school student groups. They need a sense of community that is poised to work with them through an emerging and tumultuous time of growth – physical, psychological, social, and emotional. These normal but necessary activities do not happen neatly or calmly for most teens. An environment that is flexible, patient, understanding, caring, and structured in a way that there is an anticipatory preparedness for all the growing that is occurring to coexist with expectations for learning, academic improvement and success. A dedicated school for this age group speaks to a respect and concern for their issues and needs. It speaks to an understanding that the space and resources where they learn are equipped to prepare them to recognize, address, take responsibility for, and move beyond developmental crises and insecurities.

The Banner middle school student will have the full attention and assistance of people who are knowledgeable about them, prepared to engage them and able to go the distance to see each student emerge ready for the next hurdles of academic and social living. And, they need these things in the context of the real world of poverty, abuse, illness, consequences of sexual activity, homelessness, anxiety, depression, and all of the other risk factors that our teens face. The average student drop-out made that decision when they were in middle school grades. Most wait until high school to actually leave. We want our students to leave middle school with high expectations for their futures; with an understanding of who they are now, and are able to become; equipped for the rigors of high school and beyond; confident that they can address and solve problems successfully in a variety of situations; and willing to work toward a better future for themselves and their community.

Consistent, effective implementation of what works is key to having more of our teachers to successfully educate our children, therefore we are using a directive approach for the use of teacher planning time. Our professional development approach is to use available teacher time to enhance skills that work: differentiation, cooperative learning, formative assessment to inform teaching, specific teacher feedback to students, and building supportive relationships among staff and students. Once a week, PD is provided to the entire staff during their planning periods. During our monthly Team meeting, we differentiate by providing two different PD themes and allow the teachers to choose which PD may best benefit instruction in their classroom. Staff will develop a monthly calendar when Administrators can observe the application of teaching skills learned. Working in conjunction with Teach for America Milwaukee, this process will serve as a lab experience for prospective and practicing teachers. We will develop a video library for teacher use. We are committed to an atmosphere of cooperative work, responsibility, and accountability, co-teaching, blended learning, peer learning, research-based curriculum, and an adult commitment to children being taught in a school where students and their parents are involved in the development, implementation, and assessment of their learning. Student report cards will be designed to indicate developmental growth based upon the goals determined in each

student's Individual Learning Plan. The essence of the Effective Schools Checklist provides a clear blueprint for success.

### **EFFECTIVE SCHOOLS CHECKLIST**

(from the original work of Ron Edmonds, Harvard, 1978)<sup>2</sup> *research based characteristics of a school's climate associated with improved, better student learning.*

1. Instructional Leadership: Principal is an effective communicator (with staff, parents, students, [and] school boards), an effective supervisor, & the instructional leader in the school.
2. Focused School Mission: General consensus by the school community (staff, parents, students) on goals, priorities, assessment, [and] accountability. The mission statement is specified and reviewed periodically.
3. Orderly Environment: Purposeful atmosphere, not oppressive, and is conducive to teaching and learning.
4. High Expectations: Demonstrated high expectations not only for all students but for staff as well. The belief is that students are capable and able to achieve, that teachers are capable and not powerless to make a difference.
5. Mastery of Basic Skill: In particular, basic reading, writing and math skills are emphasized with back-up alternatives available for students with special learning needs.
6. Frequent Monitoring of Results: to monitor teacher effectiveness and a system of monitoring school goals. Means exist to monitor student progress in relationship to instructional objectives (and results can be easily conveyed to parents).
7. Meaningful Parent Involvement: Parents are kept well-informed about programs, goals, etc. There is ample opportunity for them to keep in touch with their child's progress. They are consulted for feedback about the school and when changes are foreseen Parent-initiated contact with the school is encouraged.
8. Avoidance of Pitfalls: Up-to-date awareness of good educational practice plus retaining currency in the field concerning promising and discredited practices. Providing an optimum learning environment means finding strategies and processes that work; but equally important is the responsibility to identify and discard practices that have not proved effective or successful based on empirical data and research.

**The Comer Process Developmental Pathways**<sup>3</sup> This framework links students' academic growth to their emotional and moral development within a collaborative and positive school culture. It is based on the premise that teachers must have an understanding of their students' development, home life, and culture to successfully reach students and their families. The Comer Process is based on three precepts that undergird all aspects of implementation: collaboration, consensus building, and non-judgment.

The Social Pathway: The social development of students is enhanced by healthy interpersonal relationships in a wide variety of social settings. Learning is a social enterprise and can be enhanced when students have the opportunity to work collaboratively on complex, structured group activities. Social development also implies the gaining of skills and expertise to be comfortable in varied social contexts (Comer, 1999).

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<sup>2</sup> Association for Effective Schools, Inc. "Setting the course for learning by all", 1996

<sup>3</sup> Press: New York. Comer, J. P. & Emmons, C. (in press). The school development program in comprehensive school reform. In Block, et. al. (Eds), *A program perspective. Child by child: The Comer process for change in education*. Teachers College Press: New York. "The Kids Got Smarter: Case Studies of Successful Comer Schools", (2001), by George W. Noblit, William Malloy, and Carol E. Malloy, Cresskill, NJ: Hampton Press, Inc.



The Ethical Pathway: The ethical development of students involves the ability to reason and make conscious decisions to behave in certain ways. Children develop ethically in the transition from distinguishing between desirable and undesirable behaviors to possessing the ability to understand ethical principles and using these principles to regulate their own actions (Comer, 1999). Other research has been conducted on this phase of development by Kohlberg (1984) and Gilligan (1982).

The Physical Pathway: The physical development of students refers to the biological maturation of the child. It involves more than the obvious manifestations of size, shape, and physical characteristics. It also includes hand-eye coordination, dexterity, visual acuity, and auditory perception (Comer, 1999).

The Cognitive Pathway: The cognitive developmental pathway involves the capacity to think, plan, solve problems, and accomplish goals (Comer, 1999). Within this developmental pathway the child's ability to think and to use his or her mind to handle challenges is addressed. The cognitive component emphasizes flexibility of thought, the aptitude to manipulate information, and the skill to manipulate the environment (School Development Program, 2001).

The Language Pathway: The language and ability to express oneself through both spoken and written language (School Development Program, 2001) developmental pathway builds the capacity for receptive and expressive language in a variety of contexts (Comer, 1999). Cognitive development is mediated through language. This pathway involves the ability to receive.

The Psychological Pathway: The psychological developmental pathway involves self-confidence, self-esteem, and the ability to gain control over individual feelings, and to accept oneself (Comer, 1999). Increasing the capacity for acceptance and confidence in oneself during the ongoing process of identity formation is the focus of the psychological pathway (School Development Program, 2001).

The Developmental Pathways and Technology: Technology in our classrooms (Computers, calculators, Smart Boards, ipads), will provide consistent independent practice, allow for personalization of the assessment process, and a way to manipulate information in order to reach a higher level of understanding. By integrating technology teachers will emphasize critical thinking and problem-solving skills in their instruction. A recent analysis of student test scores provides substantial evidence to indicate that the utilization of technology to facilitate an inquiry-based approach to learning can increase student achievement.<sup>4</sup>

**2. The name of the person who is seeking to establish the charter:**

Eric Carlton, the founder and President of Banner Educational Group and Dr. Theresa W. Yeldell, Executive Director, Banner Learning Corp. are seeking to establish the charter.

**3. The name of the person who will be in charge of the charter school:**

Mr. Derrick Brewer will be the Principal in charge of the day-to-day operation of the school.

**Administrative services will be provided by:**

The Banner Learning Corp. Board of Directors will serve as the principal governing and policy making body of The Banner School of Milwaukee. The Administrative Team working onsite with Mr. Brewer will include: Assistant Director, Academic Coordinator, Student Coordinator, Parent and Community

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<sup>4</sup> Grabe, M. & Grabe, C. (2000). *Integrating the Internet for meaningful learning*. Boston: Houghton Mifflin.

Liaison, and Administrative Assistant. Ultimate accountability for all areas of educational and administrative services lies with the Governance Council.

The charter school person who will address charter contract issues

Mr. Sidney B. Yeldell, Vice President of Banner Educational Group, will address charter contract issues.

**4. Community Involvement in, Development of and Support for the Program**

Discussions with a number of community officials, MPS personnel, and community organizations (Silver Spring Neighborhood Center; Teach for America Milwaukee; PEARLS for Teen Girls; Running Rebels; Make A Difference Wisconsin), parents and students have occurred and will continue in an attempt to hear and respond to the real and urgent need to address ongoing issues involving our children. The importance of lifelong learning as everyone's responsibility will be heightened through our continued collaborative outreach and networking experiences that foster an exchange of ideas and information that will continue to inform the school's agenda. The Banner School of Milwaukee will assume greater responsibility/support for and leadership in the educational process by maintaining high expectations for student achievement and growth demonstrating a commitment to lifelong learning; providing quality, research-based learning experiences; continued collaboration and involvement in community organizations/institutions, and activities. The impact of our inclusive operating structure is that our total learning community (students, teachers, parents, partners) see learning as a valued and essential part of their growth and prosperity.

**5. Description of the Educational Program**

The Banner School of Milwaukee will provide a rigorous and student-centered educational program that will include a three year (6, 7, 8) Core Curriculum [math, science, social studies, English language arts, health and wellness, Art]. We will implement the Success For All curriculum for Middle School<sup>5</sup> in the areas of Mathematics, Science, and Reading. Each subject area team will develop the syllabi for the grade levels (i.e. Science 6, 7, 8). The grade level teams will work with the Principal to develop the sequence of the daily and weekly schedule (i.e. Math pd.1; Science pd. 2; etc.).

The extended curricula [service learning and volunteering, community mapping, financial literacy, life and career planning, PEARLS for Teen Girls and Running Rebels mentoring] will be incorporated into the core subjects as appropriate, and during the designated Saturday School timeframe. Examples are the infusion of financial literacy curriculum provided by two corporate partners, *Junior Achievement Milwaukee* and *Make A Difference Wisconsin*, into the sixth and seventh grade math courses. *Career Choices*<sup>6</sup>, an interdisciplinary career and life planning curriculum, will be integrated into the coursework for eighth grade to teach career and life planning within the context of literature and math. Every grade level will have a daily focus on reading in the content area, vocabulary development, writing, speaking/recitation, and active listening. These are the generic basic skills that all students will need in order to determine and develop their personal learning styles and strengths in preparation for high school coursework.

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<sup>5</sup> Slavin, R. E., Karweit, N. L., & Madden, N. A. (1989) (Eds.). *Effective programs for students at risk*. Boston:

Allyn & Bacon. Slavin, R. E. (2009). Cooperative learning. In G. McCulloch & D. Crook (Eds.) *International Encyclopedia of Education*. Abington, UK: Routledge.

<sup>6</sup> "A Personalized Plan for Life", NASSP Principal Leadership, Nov. 2005: Academic Innovations, Santa Barbara, CA; 2003.

### School Leadership Capacity to Implement

Banner Learning Corp. has successfully planned and operated two educational programs within the Milwaukee Public School District to service students and their families. Banner Preparatory School (Behavioral Reassignment) has been in operation since October, 2007. Banner Day is a therapeutic special education day program. Both sites operate in the Northwest neighborhoods of the city; however students have been residents of, and attended schools from areas throughout the city. Our students and their parents have consistently rated our schools as providing quality curriculum and services in safe and caring environments. Our administrative, teaching and support personnel have been chosen on the basis of their training and expertise, but also because they demonstrate a sincere, caring, and committed desire to work with each other and our students to do "whatever it takes" to help them learn and grow. Dr. Theresa Yeldell developed the program at Banner Prep and has served as the Executive Director/Principal of the school. She will assume the role of Regional Director for the Milwaukee programs and work closely with the school administration and staff to develop and maintain a high quality program. Dr. Yeldell has been an educator/administrator in public education for four decades. She will have at her disposal the full capacity of services and resources (i.e. administrative services, alignment of curriculum to standards; professional development; staffing) of the national company, Banner Learning Group, to ensure implementation.

### Instructional Process

In keeping with our team structure within the school, the primary instructional process that will be used is Cooperative Learning.<sup>7</sup> Cooperative learning (CL) allows students to work in small mixed-ability learning teams. The teams can be reconfigured based on the learning intention. This organizational structure allows for whole group, small group and individual learning tasks. When doing a team activity, the students in each team are responsible not only for learning the materials being taught in class (whole group), but also for helping their teammates learn (small group). Students also provide their own thinking or work product (individual). Through cooperative groups students are involved in the teaching and learning process through peer learning; and are using learning strategies such as think-pair-share, jigsaw, and graphic organizers to enhance their learning opportunities. This method of engagement increases positive peer interaction, increases student motivation to learn, and increases student academic achievement (addressing the Social, Ethical, Cognitive, Language Developmental Pathways).<sup>8</sup>

### Core Courses: Reading and Math

All students will be assessed for Reading and Math upon enrollment to determine their participation in Reading or Math supports through the Title 1 tutorial or Success for All *Reading Edge* program. Teachers will use short stories, novels, poetry, and nonfiction to help students learn effective comprehension strategies. All instructional levels of the *Reading Edge* allow students to progress at their own pace, gaining pride and confidence in their abilities as readers. Instruction is consistently matched to students' assessed gains in ability.

### Mathematics

The Math curriculum will be based on the MPS Common Core Standards and adopted texts for middle grades. Math instruction will include Success for All *PowerTeaching*<sup>9</sup> (an instructional multi-day framework composed of research-proven instructional strategies that increase student achievement.)

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<sup>7</sup> Best Evidence Encyclopedia: [www.bestevidence.org](http://www.bestevidence.org). Success for All: [www.successforall.org](http://www.successforall.org)

<sup>8</sup> "Child-Centered Planning: An Overview. Yale Child Study Center, 2003.

<sup>9</sup> Success for All: [www.successforall.org](http://www.successforall.org)

PowerTeaching provides teachers with a structure for framing their mathematics instruction no matter which curriculum or textbook they use. Additional resources will include the use of *Exemplars* and rubrics that place emphasis on problem-solving “authentic intellectual work that challenges students to work at levels that (1) requires the construction of knowledge through disciplined inquiry including the use of prior knowledge and in-depth understanding; (2) requires elaborated communication [explaining process verbally and in writing]; and (3) has value beyond success at school.”<sup>10</sup> Exemplars fit nicely with the cooperative learning teams and the multi-day planning of instruction. They allow for teacher assessment and student self- assessment of learning using rubrics. Students are always clear about what they are expected to know and be able to do.

### Science

Instruction and curriculum will include hands-on, inquiry-based science investigations. Tasks focus on scientific investigation and inquiry linked to earth, physical, life and design science concepts. The exemplars and rubrics are aligned to STEM and new national standards. Students will communicate their thinking for open-ended tasks using the Scientific Method and focus on scientific processes. Learning intentions will focus on big ideas and unifying science concepts, math concepts and interdisciplinary relevance (i.e. historical, literary).<sup>11</sup> For example: Topic: “Energy Input and Output – What is the Life Cycle of Pizza?” Students will create a diagram of the life cycle of a pizza to show the raw materials (natural resources) through to their disposal (waste management). Students will then reflect on the implications for their future.

### Humanities

The English Language Arts and Social Studies curricula design is based on the Wisconsin State Standards and will be Team taught as an interdisciplinary Humanities course. Art and Music will provide the cultural backdrop for classic and adolescent literature, U. S. and World History allowing students make contrasts and comparisons to students’ present historical perspectives. Throughout the course students will work cooperatively to address learning intentions using authentic documents, non-fictional literature (i.e. historical novels; autobiographies; biographies; poetry), cultural artifacts and practices.

### Individual Learning Plans

Every student will take a Learning Styles Inventory, and will be assisted in completing an Individual Academic and Personal Development Plan that will include an academic course schedule, and an autobiographical assessment (areas of strength, skills, talents, and areas for growth and/or improvement using the Developmental Pathways). The plan will be a major part of each student’s personal portfolio. Selected work products, assessment data, Banner report cards, and planning activities will be available for inclusion. It is a living document that will allow students, teachers, and parents to identify objectives and effective strategies for the student’s progress toward promotion and high school readiness.

The planning team for The Banner School of Milwaukee has adopted two research-based program models that will address our desire to serve traditionally underserved, at-risk middle school aged students and ensure that we achieve our mission and vision by intentionally addressing the learning and developmental needs of our students. The Effective Schools Correlates have been adopted nationally by the U.S. Department of Education and locally by the Milwaukee Public Schools as a framework for addressing eight essential components for optimum learning: strong leadership; focused mission; orderly

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<sup>10</sup>Bryk, Anthony S.; Jenny K. Nagoaka; and Fred M. Newmann. *Authentic Intellectual Work and Standardized Tests: Conflict of Coexistence?* Consortium on Chicago School Research, January 2001.

<sup>11</sup> National Science Teachers Association, 2007 • 1840 Wilson Boulevard • Arlington VA 22201

environment; high expectations; mastery of basic skills; frequent monitoring; teacher effectiveness; and meaningful parent involvement. Our intentional attention to and implementation of these criteria will have a positive impact on whether our students stay in school, progress in school, complete high school, and go on to college or careers.

The Comer Process of Developmental Pathways has been successfully implemented at the middle school level in Connecticut, Rhode Island, and New York as a method for addressing the social, ethical, physical, cognitive, language, and psychological growth of students and their impact on student learning and development. Understanding the implications of these components for our middle school aged students are important because they focus on the realization of our mission to develop creative, caring, and successful individuals. Identifying the learned behaviors and skills within each developmental growth component will allow us to determine methodologies, strategies, and activities that encourage positive growth in these areas. By embedding developmental stages into how we deliver our core content, we are able to address needs of the whole child.

### Program Methodology

The Banner School of Milwaukee will be organized by grade level Teams (6<sup>th</sup> grade Team; 7<sup>th</sup> grade Team; 8<sup>th</sup> grade Team) with a student teacher ratio of 22:1. Students who have been identified as having Special Education needs will be placed in the Least Restrictive Environment based upon their Individualized Education Plan (IEP). Each grade level will have the services of a licensed Special Education teacher. Each grade level team will be clustered in their own area of the building in order to promote community. The eight teachers associated with each Team will have multiple common planning/collaborative times during the week. The daily schedule will provide opportunities for students and teachers to meet with their individual student groups (Home) or as a grade level Team (Neighborhood) to teach, model, and/or recognize specific school-wide goals and expectations. Planned whole school (Community) activities will be held monthly.

The planning and development of curriculum will be guided by the Wisconsin State Standards – what do students need to know and be able to do at each grade level?; the Developmental Pathways – what are the developmental needs and abilities of students and how do they inform the curriculum and instructional strategies?; and the tools and resources – identifying and providing professional development, materials, and experiences to reach the identified objectives (use of space, time, materials, assessments, etc.).

Each grade level team has the flexibility to determine the approach that will be used – interdisciplinary or subject specific – with the understanding that there must be alignment across subject and grade levels. When teachers Team for coursework, there are greater options and possibilities for collaborative structuring of lessons and activities, differentiation of tasks, whole and small group interaction, and distribution of resources. Learning will not be bound by the traditional school day and times. The school year will consist of 195 days: three 12 week Terms plus 19 Saturday school days that will convene primarily outside of the school, in a variety of venues that engage our students and teachers in hands-on, authentic learning experiences that embrace the cognitive, language, social, psychological, and physical developmental pathways. All grades will receive instruction in the core subject areas (math,

science, English/ social studies). Options that focus on the arts, wellness, and foreign language will comprise an exploratory format that students rotate through each Term.

#### Parent/Community Involvement in Program Development

For the past year, Banner's planning team has been communicating with families, organizations, and local leaders about this school idea. Discussions with educational and community leaders and group workers (i.e. Silver Spring Neighborhood Center; Growing Power and CARE committee members) and business leaders have been helpful in identifying the needs and perceptions of the community. Several MPS student and parent focus groups were held over the past two years to capture the concerns, ideas, and suggestions for developing The Banner School of Milwaukee. Many of the conversations were prompted by the disappointment of parents whose children were not eligible to attend the existing Banner programs in Milwaukee (Banner Prep is a behavior reassignment program for high school students; Banner Day is a special education program).

Parents (over 40) overwhelmingly described a school where their children would receive a quality education in a safe, caring, supportive environment that met their children's social and emotional needs. Parents wanted a school where they felt welcomed as parents and were treated with respect and as equal partners in their children's education. Students (30) discussed ideas about having positive relationships with each other and their teachers outside of the regular school setting; being encouraged to work together on topics that interest them and speak to who they are now; students want adults who "care about" them, and are willing to "listen to what they think without judging" them because of how they look, or speak. (Some of these responses were also indicative of the Banner Prep Climate Survey results).

Our objective is to make the learning experiences that our students have more visible, palpable and interactive with our families and communities. Involvement in the development of the educational program offers opportunities for parent/community members to participate at the School Governance level, and within collaborative teams that research and discuss courses to be offered, assessments, business partnerships, asset /grant development, and program sustainability.

#### **6.The methods the school will use to enable pupils to attain the educational goals under s.118.01 and promotion/graduation requirements:**

##### School-wide Methods

Banner School will be guided by the Effective Schools Correlates and a school-wide action plan for implementation of: Instructional Leadership that is reciprocal between administrators and teachers through targeted training, fidelity of implementation and practice supporting student learning goals. A Focused School Mission that drives the thinking and doing of our entire school community. An Orderly Environment that looks and feels safe, supportive, and inclusive. High Expectations for students, staff, and parents requires us to provide the necessary resources and demonstrated support to guide each student to set high goals and to work toward attaining their goals. Mastery of Basic Skills as the keystone to continued learning and academic achievement. Frequent Monitoring of instructional objectives for student growth, and teacher retention and effectiveness, as well as administrative support. Meaningful Parent Involvement in and support for the school and development of a learning community that works together to ensure successful futures for our students.

### Classroom Methods

Teachers will use research-based instructional strategies and resources to provide instruction for students to learn in whole groups facilitated by teachers; small groups that encourage inquiry, team work and group discussion; and individual learning time that allows students to work at their own pace and level of ability. Structured technology assisted learning will focus on more discreet skill development and/or extend student learning. Students working below their grade level will be provided with appropriate interventions online and/or face-to-face tutorial time. Teachers will provide relevant, authentic learning experiences that help students make meaning of their knowledge about themselves, their community, and the world. Cooperative learning will provide opportunities for peer-teaching and learning, the use of exemplars and rubrics, while meeting social and psychological developmental needs. Student experiences will include participation in community research, service agencies, and activities that authenticate their learning through project assignments and service learning and address the cognitive, ethical, and physical developmental pathways. Monthly school-wide and community recognition of student progress and achievement will acknowledge individual student, grade level, and Team accomplishment toward individual and school-wide goals.

To differentiate learning experiences, designated stations or work areas will provide a variety of skill-building/skill application activities. Students will set learning goals and participate in measuring or assessing skills and learning (Ethical and Psychological Pathways.) Students will be provided with course goals and objectives so that they are clear about what they are learning and how they will be expected to apply what is learned in relation to the six developmental pathways (Comer). When working collaboratively (Social Pathway) students are expected to contribute their skills and abilities to the completion of the task (Cognitive Pathway). Literacy is the responsibility of all learners and teachers. Lessons and activities will incorporate reading, writing, speaking, listening, and audience skills (Language Pathway). Teachers will focus on higher order thinking skills through critical questioning, writing, and discussions (Cognitive and Language Pathways).

Given that our students will enroll for the first time in August, 2013 the initial WKCE scores would serve as baseline scores. In looking at all of the ways we would expect that our students will grow, and knowing that growth takes time, we would consider our implementation successful if Banner School students meet or exceed District measures according to grade band averages in Reading, Math, English/language arts, science, social studies on WKCE, and reading and math achievement growth (value added) scores for the same population.

### Promotion Requirements

Failure is not an option for Banner Students. Student promotion will be based upon passing of a minimum of three Core Subjects (English, Math, Science, Social Studies, Art, Wellness) with a C grade or better and/or teacher recommendation based upon classroom performance documentation including assessments, 80% Learning Plan goal attainment, and parent/guardian conference held to review and discuss student's progress and readiness. Students who are not succeeding in a course will be assigned to Saturday School review classes and retake a culminating course assessment to meet course requirements. Students will also be encouraged to attend Summer School. Online remediation courses will be available during the Summer for returning students.

### Students with Special Needs

Banner School anticipates being able to accommodate students identified with Special Needs and students for whom English is not their first language within the general classroom [inclusion] while providing appropriately identified services (per IEP or ELL requirements) to support their needs.

An IEP Team will determine how the Banner School instructional program will appropriately meet the needs of the student. A Banner School teacher and administrator will participate in all IEP meetings convened for our students.

#### Guidance

Banner students will have a designated staff member as his/her adult mentor who will meet with each student once per month to review learning and developmental goals using data, anecdotal information, and Banner Points earned. The mentor will also communicate with parents about student milestones and/or parent questions and concerns.

#### Library

Each classroom will contain a library of classic and adolescent literature (fiction, non-fiction), magazines, newspapers, and reference books. Community public library resources will be accessed and students will be encouraged to have library cards. In school internet access will also allow for student reading and research materials.

#### Support Staff Service

Staffing will include a Student Coordinator who will work closely with teachers and a Student Support Team including the grade level Special Education teacher (Mentors, Social Worker, Diagnostic Teacher Psychologist, Nurse, Parent Coordinator, and community resource persons) to help students reach their educational and developmental goals. Some support staff persons will be contracted as appropriate.

### **7. The method by which pupil progress in attaining the educational goals under s. 118.01, will be measured.**

Summative: Banner will administer the Wisconsin Knowledge and Concept Examination (WKCE) in grades 6, 7, and 8, for reading, mathematics, English/language arts, science, and social studies. Benchmark Tests: Banner will administer the Measure of Academic Progress (MAP) to all students (grades 6-8) according to the testing schedule determined by MPS. This test data will be used to inform classroom instruction, and to provide academic growth information to students and parents.

Other Performance Criteria: (a) Average Daily Attendance; (b) Student Mobility, Stability and Retention; (c) Promotion of grade eight students to high school; (d) Adequate yearly progress (AYP) based on Wisconsin state targets.

Classroom Based Assessments: Additional measures that will be used to determine the level of attainment toward student goals will include weekly milestones in accumulating "Banner Points" [given by classroom teachers using a rubric to assess daily learning and behavior]. This verbal and visual feedback allows students to know how they are doing in every class daily, weekly, and monthly throughout the year. Rubrics; exemplars; quizzes; student self-reflection surveys and journals will provide additional formative measures. Students will also learn to develop and use rubrics to assess their progress toward personal developmental growth (Comer). Additional summative measurements will include final exams; student portfolios; end of unit/term projects and oral reports/presentations.

Students' Individual Learning Plans: will be reviewed three times per year (or as needed) to determine whether or not students have met their goals; are on-track or needs to revise goals.

### **8. The Governance Model as referenced in 9.12 Administrative Procedure 9.12 (g)(1):**

The Board of Directors will serve as the principal governing and policy making entity of the organization. A local Governance Council consisting of eight (8) parents (elected at-large by parents), Student Coordinator (representing the Student Council), Regional Director (appointed by the Board of Directors), three (3) teacher representatives, two (2) community partner representatives, and the school Director (as a non-voting participant). The majority of the Governance Council members will be elected by their constituent group (teachers, parents). The community and/or business representatives will be appointed by the Board of Directors. Governance Council members will serve 1 to 3 years (parents will not be eligible beyond their child's official membership at the school).



The Governance Council will be primarily responsible for making recommendation to the Board of Directors relative to the evaluation of the school Director (based upon the implementation and facilitation of the goals, objectives, and strategies of the Banner School's educational program), assist with identifying resources, fundraising strategies and sustainability, recruitment and student stability planning, identification and induction of community and corporate partnerships, assist the school Director in implementing the school's strategic plan. The Governance Council will meet quarterly and will provide a written update to the Board of Directors semi-annually. Decision-making to approve policy, programs and budgetary decisions will be by consensus. Consensus (along with collaboration and non-judgmental problem solving) is a major precept of the Comer Process that will be used throughout the school; in classrooms, team meetings, staff meetings, and parent meetings.

Parent Election Process: At the student enrollment meetings and at the first official parent meeting in August, 2013, parents will be encouraged to enter their names for one of the eight Governance Council seats. At the second parent meeting, in September, 2013 nominees will be asked to give a brief statement of interest. Ballots will be prepared and attending parents will vote for eight parent representatives. If there are not enough nominees to fill the seats, parent volunteers will be placed on the council to serve for the initial year. In May of 2014 nominations for Governance Council membership will occur; ballots will be prepared and another election will be held for permanent members.

The implementation of the National Network of Partnership Schools Framework for Parent and Community Engagement will provide the structure for extensive and meaningful parental training and involvement. Parents will form and participate on Action Teams: Parenting (this Team will be assisting with ways to use the Developmental Pathways to assist parents); Communicating (development of effective and efficient home-to-school and school-to-home communication vehicles); Volunteering (school volunteer positions are identified and recruited so parents have an in-school presence and the development of a Parent Resource Center); Learning at Home (involves the TIPS initiative and working with teachers to encourage supportive home learning environments); Decision-making (input and representation on school and community groups to ensure that focus remains on school goals and initiatives); Collaborating with the Community (extends the influence of parents and the school into the community; identifies and integrates resources into the school on behalf of students). Action Teams allow parents to apply their talents and time where and how they can best be used. Team Leaders will comprise the Parent Advisory Team. The framework provides opportunities for talent and leadership development. The Banner School Organizational Chart is included in this proposal as **Appendix P**

#### **9. The Certifications and Qualifications of School Employees:**

Teachers and the Head of School will meet the professional standards required by the state of Wisconsin for their respective positions. Faculty will possess valid teaching certificates or Charter School licensure in accordance with Wisconsin statutes 118.19(1) and 121.02(1)(a)2. The Banner School will provide staff with a Personnel Handbook including procedures for handling staff misconduct, standards and expectations, benefits, and evaluation. Additional standards for the professional staff may be determined by the Board of Directors.

#### **Teacher Evaluation**

The Teacher Evaluation Tool used by The Banner School has been developed based upon the Charlotte Danielson Framework (four domains – Planning and Preparation; Classroom Environment, Professional Responsibilities, Instruction). Teacher evaluations will be done by the Director. During the initial year of operation all teachers will be evaluated twice during the school year. Subsequent evaluations will be determined by the Board of Directors.

#### **Professional Development**

In order to provide the quality program proposed for The Banner School of Milwaukee there will be extensive, ongoing Professional Development. Embedded professional development will occur monthly a week prior to school opening; during the school year on District Banking Days and a week after the close of school. The following topics represent some of the areas of concentration to ensure that all teachers have the tools and understanding to provide optimum learning opportunities:

The Comer Process: Six Pathways to Healthy Child Development and Academic Success  
Formative Assessment Strategies for Every Classroom [ASCD Action Tool]

Success For All – Reading Edge; Power Teaching Math  
 Building Academic Vocabulary [Marzano]  
 Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement [Marzano]  
 Mobilizing the Community to Help Students Succeed [ASCD]  
 Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding [ASCD]  
 Differentiation: How to Differentiate Instruction in Mixed-Ability Classrooms [Tomlinson]  
 Career Choices: An Interdisciplinary Curriculum  
 Common Core State Standards  
 Positive Behavior Interventions and Solutions (PBIS)  
 CPR/AED Training  
 Administrative Policies and Procedures [Banner Schools and MPS]  
 The Legacy Project: Intergenerational Learning  
 Framework for Parent and Community Engagement [Joyce Epstein, NNPS]  
 Making Middle Grades Work (MMGW) is a comprehensive school improvement design for the critical middle grades. The MMGW design recommends research-based practices for schools to improve academic and exploratory instruction that leads to increased student achievement.

Teachers will participate in Team planning time during the school day as well as monthly school-wide Professional Learning Community sessions after school. It is essential that we model the importance of “lifelong learning” for students and parents.

#### **10. Procedures and requirements to ensure the health and safety of pupils, including safety concerns:**

The Banner School of Milwaukee will provide each employee and family with a safety/crisis handbook informing them about procedures and processes. The plan complies with MPS practices and codes. A complete inspection of the facility will be held prior to opening (and at regular intervals) to check for hazards, system operations (HVAC), and any other safety factors. Students and staff will participate in and record periodic drills and instruction regarding emergency action including: evacuation; lock-down; medical emergency; inclement weather; immunization; medication use and dispensing; site relocation; telephone/internet notification measures for MPS, staff and parents; location of emergency equipment/tools. Plan will be reviewed annually.

#### **11. Recruitment of targeted student population**

Students living throughout the city of Milwaukee will be welcome at The Banner School of Milwaukee. In order to encourage proximity to the school community our recruitment efforts will include the City of Milwaukee. When a school site is determined, the adjacent community will be a primary recruitment area. Many students are commuting to and attending schools in areas outside of their neighborhoods and/or Milwaukee Public Schools. We will encourage parents to consider proximity to home and ease of access of our school as a community resource and asset. An additional area of recruitment will encompass the Westlawn neighborhood. The area is presently (and for the foreseeable future) undergoing major construction. Many families are being relocated to other parts of the city.

Our past relationship with the community and the anchor institution, the Silver Spring Neighborhood Center, would provide some stability/familiarity for the middle school age population and their families. Extensive outreach will occur through face-to-face conversations at elementary schools, Churches, Recreation Centers, and community venues throughout the city where families/parents and students frequent and at various times during the day and week. We will hold forums to allow prospective families to discuss their goals and needs for their children, and how our school’s focus on becoming an Effective School through The Developmental Pathways can meet their criteria. We will enlist the

participation of students, parents and organizations with which we have already developed relationships to provide firsthand testimonials relative to the Banner Schools' philosophy and practices. Media outlets will also be accessed. **See Appendices E and F** for the school's Diversity Plan and Special Education Plan.

**12. Admission Requirements in accordance with Federal guidelines:**

Admission requirements will be in accordance with State and District guidelines relative to open enrollment. All students making application to The Banner School of Milwaukee will be welcomed on a first-come, first-served basis; this includes students identified with special needs and students designated as English language learners. Should there be more applications than seats when the admission timeframe ends, remaining applicants will be placed on a waiting list. Subsequent seats will be filled by lottery. Admission procedures established by MPS will be followed regarding residency, documentation including proof of grade level eligibility (6-8) and disciplinary status (i.e. expulsion), policies regarding non-discrimination and guidelines of the Individuals with Disabilities Education Act. Enrollment procedures will include: an enrollment conference with the student, guardian(s) and school representatives; participation in a series of Banner School seminars/workshops prior to the opening of school; and an assessment of basic skills.

**13. Grade Level Distribution Chart and Enrollment:** The following enrollment and grade distribution is proposed over the course of the requested contract timeframe:

Contract Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
GRADE 6	80	80	90	90	100
GRADE 7	80	80	90	90	100
GRADE 8	80	80	90	90	100
TOTALS	240	240	270	270	300

**14. Proposed Budget:** See Appendix G

**15. Annual Audits of financial and programmatic operation:** Annual audits of financial compliance will be provided as required and requested by the District. Audits will be performed by an independent Certified Public Accountant. Programmatic (performance and compliance) audits will be in accordance with the MPS office of Contracted School Services and the Banner School Board of Directors.

**16. Procedures for Discipline:** Discipline procedures will conform to the MPS Discipline policy. Banner Schools has developed an in-school "Back-on-Track" component involving preventative interventions and strategies (i.e. Reflection and Refocus procedures, Mediation, Restorative Circles, Student Mentoring; In-school Suspension) to be implemented or considered prior to a decision about an out-of-school suspension. The preferred option is to maintain the student in school with identified support and consequences to encourage positive behavior choices (Ethical Pathway). **See Appendix H**

**17. School Alternatives for Students Not Admitted:**

Public School alternatives for pupils who reside in the school district and do not want to attend The Banner School of Milwaukee will be assisted through the MPS process for enrollment through the Office of Student Assignment and/or Student and Family Services. Banner will provide information and assistance to parents to access this process. Students who are not admitted due to capacity will be placed on the wait list and notified of future openings available.

**18. School Facilities and Insurance Liability:** Banner Learning Corp. is in the process of locating a facility within the identified community (Northwest Milwaukee area) that will ensure the appropriate space and amenities that provide optimum opportunities to meet our program goals and responsibilities. We are also working in conjunction with the offices of Contracted School Services and MPS Facilities to identify and consider possible sites leased or owned by MPS. **See Appendix P**

**19. Liability to the School District:** As a non-instrumentality Charter school within the Milwaukee Public Schools, The Banner School of Milwaukee will adhere to all federal, state and local laws and requirements of the District relative to insurance and risk-management.

**20. Transportation Policy:** Banner students who reside outside of the "Walk Zone" of the identified facility will be provided with transportation options that may include, but are not limited to Student Bus Tickets and/or designated contracted bus service. Parents/Guardians of students who repeatedly abuse the transportation provisions may be required to provide student transportation.

**School Nutrition Policy:** Banner will participate in the MPS Breakfast and Lunch Programs where possible. All meals will meet State and Federal nutrition standards; provide healthy food options. The cafeteria will be operated by trained food service staff. Students will be allowed to bring their own lunches to school provided that they meet nutritional standards. These student lunches will be collected at the beginning of school and secured for distribution at the regularly scheduled lunch period. Students/parents will not be allowed to order-in lunch items to be delivered to the school. Special occasion items (i.e. birthday cakes, etc.) will need prior approval by a Banner School administrator. Parents will be informed of services being provided through recruitment activities and materials. Additional information will be provided during the enrollment process and in parent handbooks.

**21. Charter Status Proposal:** This is a Proposal to establish The Banner School of Milwaukee as a non-instrumentality school within the Milwaukee Public School District.

**22. Contract Year and Term:** We are requesting that the charter status for The Banner School of Milwaukee commence on August 1, 2013, for a contract term of five (5) years.

APPENDIX A  
THE BANNER SCHOOL OF MILWAUKEE PROPOSED CALENDAR

SCHOOL YEAR 2013 -2014

The dates are noted to give a perspective of the school year. There will be changes needed once we are able to compare our proposed calendar to that of the District. When appropriate, we may add the Professional Development dates that will be scheduled for District-wide Banking Days and school closings for holidays. Additionally, we will be communicating with parents and teachers to further determine specific dates and activities that may require changes. We would reserve the right to make changes to dates and activities prior to the beginning of the enrollment of students.

The student school year will have approximately 175 days of regular weekday attendance and 19 Saturday School days for a total of 194 days.

August 1, 2013: Official Opening of The Banner School of Milwaukee facility.

August 12-16: Teaching Staff Report. Enrollment Conferences and Activities

August 19-23: Enrollment Conferences and Activities

August 26: First day of classes for all students.

August 31: Saturday School

September 2: School Closed for Labor Day Observance

September 3: Resume classes

September 7: Saturday School

September 19: Monthly Parent/Family Activity

September 22: Saturday School

October 5: Saturday School

October 11: Midterm Reports

October 15 and 17: Open House/Parent-Student-Teacher Conferences

October 18: No student attendance.

October 21: Resume classes.

October 26: Saturday School

November 2: Saturday School

November 16: Saturday School

November 20: End of Term 1

November 20: Last day before Holiday

November 21-22: School Closed for Thanksgiving Holiday Observance

November 25: Resume classes. Begin Term 2

December 7: Saturday School

December 14: Saturday School

December 19: Monthly Parent/Family Activity

December 20: Last day before Winter Break  
December 23 through January 3: Winter Break

## 2014

January 6: Resume classes  
January 11: Saturday School  
January 16: Monthly Parent/Family Activity  
January 20: School Closed – Martin L. King Jr. Day Observance  
January 24: Midterm Reports  
January 25: Saturday School

February 8: Saturday School  
February 22: Saturday School  
February 28: End of Term 2

March 3: Begin Term 3  
March 8: Saturday School  
March 18 and 20: Open House/Parent-Student-Teacher Conferences  
March 22: Saturday School

April 4 through April 11: Spring Break  
April 18: Midterm Reports  
April 19: Saturday School  
April 24: Parent/Family Activity  
April 26: Saturday School

May 3: Saturday School  
May 15: Parent/Family Activity  
May 21: Saturday School  
May 26: School Closed- Memorial Day Observance

June 2 through June 6: Final Exams/Promotion Ceremony  
June 6: Last day for Students  
June 9 through June 13: No Student Attendance-Teacher Work Days  
June 12: Final Report Cards Mailed  
June 13: Last Day for Teachers

**APPENDIX B**  
**Student Day Start and End Times**

The Banner School of Milwaukee student day may begin at **7:40 AM** for Breakfast. Students who choose not to eat the breakfast meal may remain in the Cafeteria/designated site and participate in individual and/or group activities (i.e. Chess, Dominoes, Puzzle Games, Reading for Enjoyment, etc.) until it is time to report to their Team classrooms.

Students must be in their Team area no later than **8:00 AM**.

Students are considered late to class at **8:05 AM** if they do not have a written excuse from the Administrator on duty.

The Banner School of Milwaukee student day will **end** at **3:00 PM**.

Students may remain in the school for specific activities that are being sponsored or supervised by a staff member or approved adult volunteer. Students who remain beyond dismissal time must have parent permission.

## APPENDIX C

### The Banner School of Milwaukee Uniform Policy and Dress Code

This policy is a draft that will be subject to minor revision pending review by an ad hoc committee of parents, staff, and students to be convened prior to the enrollment of students for the school year. Students will be expected to wear any combination of the following garments:

- Khaki or Black slacks worn with a belt at the natural waist
- Khaki or Black skirts worn at a length not to exceed 3 inches above the knee
- White, Light or Navy Blue collared polo or dress shirts/blouses
- Closed-toe shoes, buckled/laced (if applicable); Sneakers; Boots

Team Dress Days: Students and staff will wear jeans and Team colors.

Head gear and outer clothing garments will be removed while in the building and stored in student lockers.

The Dress Code will be published in the Student/Parent Handbook and posted throughout the building to encourage students to dress appropriately and support the values of the school to exemplify school pride.

The Banner School will work cooperatively with families to address financial hardships that may make adherence to the above expectations difficult.



## APPENDIX E

### The Banner School of Milwaukee Diversity Plan

Although the ethnic distribution of the city of Milwaukee does not easily lend itself to diversity in our schools, it is the intent of The Banner School to recruit, encourage, and challenge families to provide their children with an opportunity to learn and grow in a positive, diverse, and nurturing environment that will be provided by our school.

Recent MPS demographics (2011) indicate that the District student population is: provides Special Education services to approximately 19% of its student population and that about 72% of District students have been designated as eligible for Free and Reduced Lunch (an indication of the level of families living in poverty). Many schools in the Northwest neighborhoods of the city find that their statistics are well above these rates.

We believe that the students that will be recruited for our school will meet and exceed these numbers. It is the very reason for proposing The Banner School. In order for students of poverty and failure (or perceived failure) to remove themselves from the negative demographics they will need: people and places that believe that they can succeed; have a plan to help move them in a positive direction; are intent on enlisting every strategy, resource, and opportunity to convince our student and family "statistics" that they are capable of learning and achieving at higher levels, while putting our words into action.

Our plan for diversity is to engage students and parents from the perspective that they want to be a part of building positive outcomes for themselves (as students or parents). And that their success will impact the future of their communities. The concept of everyone being willing to do a part of the work (a little or a lot) to the best of their ability, becomes a point of departure for getting a commitment to work with us. We will not limit our efforts to the proposed neighborhood since there are students throughout the city who may want to embrace the concepts of making a strategic personal plan; implementing that plan, and seeing educational achievement as the best vehicle for growth and success.

If we are successful in being accepted as a Charter with the District, our campaign for The Banner School will begin immediately.

## APPENDIX F

### The Banner School of Milwaukee Special Education Plan

The Banner organization is of the opinion that all of our students are students with special needs. However, we are clear in our role to do the following: Make every effort to accommodate the identified needs of Special Education students, and where possible provide strategies and resources to maintain students in the least restrictive learning environment while meeting their needs. Students who apply to The Banner School of Milwaukee who have been identified as having Special Education needs will participate in the Enrollment Conference held at the school. After enrollment there will be a complete review of the student's IEP and an explanation of the services required to provide an optimum opportunity for the student to meet his/her educational goals and objectives (IEP), as well as the structure of the Banner School program. The proposed structure of the classroom staffing (22:1 teacher student ratio; a minimum of 1 certificated Special Education teacher on each grade level Team); and student groupings (clustering of heterogeneous grade level Teams; implementation of research-based teaching strategies); along with embracing of parent/family engagement in their child's learning experiences, will be explained to students and parents. Ultimately it is the student and parent who will determine their level of comfort and commitment to our program. Additionally, if a non-identified student demonstrates that their educational program needs are not being met with all of the strategies and programmatic adjustments that we have provided, we will follow the process required for determining whether or not the student would be best served through Special Education (Child Find).

Parents will also receive information regarding the **Parent Dispute Resolution System (PDRS)** that is available for their use should there be a situation that we are unable to resolve at the school level.

APPENDIX G

The Banner School of Milwaukee Proposed Budget  
And Optional Services





**MILWAUKEE  
PUBLIC SCHOOLS**  
Department of Finance

**Appendix F**

**FY12 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET**

Original Budget Form

7/1/2013 through 6/30/2014

*Items highlighted in yellow are calculated by e-formula*

**Appendix G**

**FY12 NON-INSTRUMENTALITY CHARTER SCHOOL**

Revised Budget and Semi-annual Report Form

7/1/2013 through 6/30/2014

*This side of the form should be for reporting requirements during the year*

School Name The Banner School of Milwaukee  
Contact Person Barry Cohen  
Phone Number 561-477-6996

% 12/21/2011

E-mail Address barryc@banner-school.org

School Name  
Contact Person  
Phone Number

Date Submitted  
E-mail Address

Ong Bud

FTE's 240.00

Board Per Pupil Allocation 7,775.00

FTE's x Alloc \$'s = 1,865,000

Special Education - reimbursable 0 completed

Total Funding from MPS 1,865,000

Column Name >>>>

A

B

C

D = (B+C)

E

F

G

H=(D+E+F+G)

I

J = H - I

K

L

M = K - L

Description	FTE FY12 MPS Funded (non-reimbursable portion)	%	FY12 Reimbursable - state defined - Special Education costs automatically calculates	Total FY12 Original Budget	Approved Carryover from FY11	FY12 Revisions - Due to FTE or Alloc Chgs -	FY12 Other Revisions	FY12 Revised Budget	FY12 Actual Expenses 6 months ending 12/31/11 -	FY12 Available Balance 6 months ending 12/31/11 -	FY12 Annual Budget	FY12 Annual Expenses	FY12 Annual Bud - Exps
-------------	---	---	---	-------------------------------	------------------------------------	---	-------------------------	------------------------	--	--	-----------------------	-------------------------	---------------------------

Purchased Services	50,000			50,000				50,000		50,000			0
Consultants/Contracted Services	10,000			10,000				10,000		10,000			0
Extracurricular Activities	10,000			10,000				10,000		10,000			0
Field Trips	8,000			8,000				8,000		8,000			0
Staff Development/Travel/Conferences	8,000			8,000				8,000		8,000			0
Car Allowance-Instructional staff travel	5,100			5,100				5,100		5,100			0
Duplicating	0			0				0		0			0
Optional Services from MPS - Special Ed	0			0				0		0			0
Private List Services from MPS	0			0				0		0			0
Other-Specialty	0			0				0		0			0
Purchased Services Subtotal	91,100			91,100				91,100		91,100			0

Instructional/Support Costs	98,240			98,240				98,240		98,240			0
Classroom Materials/Equipment	50,000			50,000				50,000		50,000			0
Textbooks	5,000			5,000				5,000		5,000			0
Media	35,000			35,000				35,000		35,000			0
Program Supplies	35,000			35,000				35,000		35,000			0
Classroom Equipment	8,000			8,000				8,000		8,000			0
Equipment Rental	8,000			8,000				8,000		8,000			0
Software	0			0				0		0			0
Other-Specialty	0			0				0		0			0
Materials/Equipment Subtotal	239,240			239,240				239,240		239,240			0

Total Instruction	25.00	1,115,020	59.8%	(165,300)	950,720	0	0	0	950,720	0	950,720	0	0
-------------------	-------	-----------	-------	-----------	---------	---	---	---	---------	---	---------	---	---

Original Budget Form  
7/1/2013 through 6/30/2014

Items highlighted in yellow are calculated by a formula

## Appendix G

Revised Budget and Semi-annual Report Form  
7/1/2013 through 6/30/2014

**This side of the form should be for reporting requirements during the year.**

	Orig Budt	
FTEs	240.00	<<< sometimes not same as contract amount
Board Per Pupil Allocation	7,775.00	
FTEs x Alloc \$ =	1,866,000	

Special Education - reimbursable	0	completed	<<< will be calculated once Column A is
Total Funding from MPS	1,866,000		

Revised - FTE or Alloc Ctry	
Average FTE Count	
WI Per Pupil Allocation	7,775.00
FTE's x Alloc \$'s =	0
Approved FY10 Carryover	0
Special Education - reimbursable	0
Total Funding from MPS	-

[illegible]

### Non-Instructional Costs

## Salaries

Program Director/Principal Investigator	1.00	88,000
Assistant Administrator	1.00	50,000
1 Supervisor	1.00	19,000
Employer (Vendor)	2.00	40,000
Chemical	2.00	50,000
Accounting/Financial	2.00	60,000
Food Services	2.00	40,000
Part-time Wages		20,000
Other-Specify		

[illegible]

## Benefits

**Benefits Subtotal**

**Non-Instructional Costs (non-MPS Staff)**

**Purchased Services**

Counselors	10,000
Administrative Staff Development/Javel conferences	3,000
Car allowance-non-functional staff	5,000
Duplicating	
Postage	5,000
Rentals	
Utilities	150,000
Telephone	50,000
Maintenance Services	12,000
Maintenance Supplies/Descriptions	20,000
MPS Administrative Fee - 3%— <i>automatically calculates</i>	65,980
MPS OMI Sew Form - Non-historic Services	
MPS OMI Sew Form - Non-historic Transportation	
Slope Ed Transportation - Special Ed Form	
Transportation for Non-MPS Traditional Students	
Other-Specify	

**Chged/wording after budget  
formissued**

	10,000
	5,000
	5,000
	5,000
	150,000
	50,000
	12,000
	20,000
	55,980
	0

[illegible][illegible][illegible][illegible][illegible]



Appendix F

FY12 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET  
Original Budget Form  
7/1/2013 through 6/30/2014

Appendix G

FY12 NON-INSTRUMENTALITY CHARTER SCHOOL  
Revised Budget and Semi-annual Report Form  
7/1/2013 through 6/30/2014

School Name The Banner School of Milwaukee		12/21/2011	
Contact Person Barry Cohen	E-mail Address bcohen@banner-school.org		
Phone Number 561-477-6996	Phone Number		

Original Budget

FTE's 240.00  
Board Per Pupil Allocation 7,775.00  
FTE's x Alloc \$'s = 1,865,000

Special Education - reimbursable 0 completed  
Total Funding from MPS 1,865,000

\*\*\* will be calculated once Column A is completed

Revised - FTE or Alloc Chg

Average FTE Count  
WI Per Pupil Allocation 7,775.00  
FTE's x Alloc \$'s = 0  
Approved FY10 Carryover 0  
Special Education - reimbursable 0  
Total Funding from MPS

Column Name >>>>	A		B		C		D = (B+C)		E		F		G		H=(D+E+F+G)		I		J = H - I		K		L		M = K - L	
	Cannot change during year		Cannot change during year		FY12 Reimbursable - state defined - Special Education costs		Total FY12 Original Budget		Approved Carryover from FY11		FY12 Revisions - Due to FTE or Alloc Chgs -		FY12 Other Revisions		FY12 Revised Budget		FY12 Actual Expenses - 6 months ending 12/31/11 -		FY12 Available Balance 6 months ending 12/31/11 -		FY12 Annual Budget		FY12 Annual Expenses		FY12 Annual Bud - Exps.	
Description	FTE	FY12 MPS Funded (non-reimbursable portion)	%																							
FY12 Eligible Spec Ed \$3 from Cost Claim Form & MPS Optional Services Form																										
Include IDEA if opt out of																										
Purchased Services Subtotal																										
												</														

**FY12 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET**  
Original Budget Form  
7/1/2013 through 6/30/2014

*Items highlighted in yellow are calculated by formula*

**Appendix F**

School Name **The Banner School of Milwaukee**  
Contact Person **Barry Cohen**  
Phone Number **561-477-6996**

E-mail Address **barryc@bannerschool.org**

School Name  
Contact Person  
Phone Number

Date Submitted  
E-mail Address

This side of the form should be for reporting requirements during the year

**Appendix G**

**FY12 NON-INSTRUMENTALITY CHARTER SCHOOL**  
Revised Budget and Semi-annual Report Form  
7/1/2013 through 6/30/2014

Orig Bud  
FTE's 240.00  
Board Per Pupil Allocation 7,775.00  
FTE's x Alloc \$'s = 1,865,000

Special Education - reimbursable 0 completed  
Total Funding from MPS 1,865,000

Average FTE Count  
WI Per Pupil Allocation 7,775.00  
FTE's x Alloc \$'s = 0  
Approved FY10 Carryover 0  
Special Education - reimbursable 0  
Total Funding from MPS 0

Column Name >>>>

Description	FTE		FY12 Reimbursable - state defined Special Education costs	Total FY12 Original Budget	Approved Carryover from FY11	FY12 Revisions - Due to FTE or Alloc Chgs -	FY12 Other Revisions	FY12 Revised Budget	Expenses ending 12/31/11 -	Balance 6 months ending 12/31/11 -	Other Sources					
	FY12 MPS Funded (non-reimbursable portion)	%									FY12 Annual Budget	FY12 Annual Expenses	FY12 Annual Bud - Exps			
FY12 Eligible spec ed \$'s from Cost Claim Form & MPS Optional Services Form																
Include IDEA if opt out of automatic calculations																

Non-instructional Materials/Equipment																										
Office Supplies				5,000				5,000				5,000														
Maintenance Equipment				12,000				12,000				12,000														
Building/Maintenance Supplies				10,000				10,000				10,000														
Building Alarm/Security				2,000				2,000				2,000														
Office Equipment				5,000				5,000				5,000														
Equipment Rental				8,000				8,000				8,000														
Copier Rental				0				0				0														
Other-Specdy				0				0				0														
<b>Materials/Equipment Subtotal</b>				<b>42,000</b>				<b>42,000</b>				<b>42,000</b>														

Insurance				15,000				15,000				15,000														
General Liability				20,000				20,000				20,000														
Other-Workers Comp etc				35,000				35,000				35,000														
<b>Insurance Subtotal</b>				<b>11,000</b>				<b>749,980</b>				<b>694,000</b>														

<b>Total Non-Instructional</b>				<b>11,000</b>				<b>749,980</b>				<b>694,000</b>														
<b>GRAND TOTALS</b>				<b>36.00</b>				<b>1,865,000</b>				<b>1,865,000</b>														

Total Special Ed. Costs

Special Ed. Costs Reconciliation

Eligible Special Ed. Costs

Special Ed. Transportation Costs

Total Special Ed. Costs

Funding should be 1,865,000  
Variances (slb \$0) 0

<<<< This amount should equal the total from the Cost Claim for Special Education Services Form.

**NOTE:** Submit above report, when completed. - Appendices F & G - by e-mail in Excel format To... Judy Como (como@milwaukee.k12.wi.us) and C... Yolanda Graham (GRAHAMYS@milwaukee.k12.wi.us)and Mario Wells (wellsam@milwaukee.k12.wi.us). The person, approving the completed report, must send the e-mail directly or be Ccd on the e-mail to show the above report was approved.



**APPENDIX H**  
**The Banner School of Milwaukee**  
**Disciplinary Procedures**

**The Banner School of Milwaukee will comply with the procedures as included in the Milwaukee Public School District's Parent/Student Handbook on Rights and Responsibilities as indicated on the Table of Contents below; (amendments/revisions will be reviewed annually to determine any changes in procedures for The Banner School of Milwaukee).**

**Table of Contents**

<b>Message From The Superintendent.....</b>	<b>1</b>
District Vision, Mission, and Goals	
<b>Parent/Guardian Rights and Responsibilities.....</b>	<b>2</b>
MPS Visitor Entry Procedures	
Parent/Guardian Bill of Rights	
Rights Regarding Student Records	
Rights of Non-custodial Parents	
Rights of Foster Parents	
Rights of Parents of Children Suspected of Having Special Education Needs	
Rights Under Protection of Pupil Rights Amendment	
Administration of Medication at School	
Immunization requirements and information	
Student Attendance and Absences	
Excused Absences Defined	
When to Keep a Child Home From School	
Truancy	
Right to Review Teacher Qualifications	
<b>Student Rights and Responsibilities.....</b>	<b>10</b>
Students' Bill of Rights	
Rights of Particular Groups of Students	
Interscholastic Academics	
Interscholastic Athletics	
Eligibility, Ineligibility, WIAA Transfer Rules and Requirements	
Code of Sportsmanship	
Sports and Gender Equity	
Maintaining a Safe Educational Environment	
School Searches	
Student Use of Electronic and Computer Technology	
Use of Physical Restraint	
Criminal Acts	
Transportation Safety	
<b>Discipline.....</b>	<b>17</b>
Student Code of Conduct	
Levels of Disciplinary Action	
Disciplinary Due Process Procedures	
Policy on Bullying	
Administrative/Disciplinary Transfers	
Rights of Students with Disabilities Involved in the Disciplinary Process	
Code of School/Classroom Conduct and Discipline Chart	

<b>Student Non-discrimination Policy</b> .....	25
Under Section 118.13 and PI 9 Wisconsin Administrative Code	
Under Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans With Disabilities Act (ADA)	
Special Education Complaint Procedures	
Regular Education Complaint Procedures	
<b>Communicable Disease Prevention Program</b> .....	32
<b>Policy on Sexual Harassment</b> .....	33
Student Internet Use Policy	
Textbook Replacement Costs	
Immunization Requirements and Information	
Parent Request to Deny/Limit Access to the Internet	
Parent Request to Withhold Student Information from Military	
Parent Request to Withhold Directory Data	
Request to Withhold Student Information from Colleges	
<b>High School Graduation Requirements</b> .....	38
<b>Winter Weather Routines</b> .....	39
<b>Cell Phone Activation, Use, and Display Warning</b> .....	40

APPENDIX I  
The Banner School of Milwaukee  
School Facilities Needed and  
Types and Limits of Liability Insurance



# CERTIFICATE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY)

10/24/2011

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

If this certificate is being prepared for a party who has an insurable interest in the property, do not use this form. Use ACORD 27 or ACORD 28.

<b>PRODUCER</b> Markel Service Inc. 4501 Highwoods Pkwy., Ste. 200 Glen Allen VA 23060		<b>CONTACT NAME:</b> Sharon Thompson <b>PHONE (A/C, No, Ext):</b> (800) 431-1270 <b>E-MAIL ADDRESS:</b> sthompson@markelcorp.com <b>PRODUCER CUSTOMER ID:</b> 00000527	
<b>INSURED</b> Banner Schools, LLC 8177 Glade Road Boca Raton FL 33434		<b>INSURER(S) AFFORDING COVERAGE</b> <b>INSURER A:</b> Markel Insurance Company <b>INSURER B:</b> <b>INSURER C:</b> <b>INSURER D:</b> <b>INSURER E:</b> <b>INSURER F:</b>	
		<b>NAIC #</b> 38970	

**COVERAGES**

CERTIFICATE NUMBER: CP11102400079

REVISION NUMBER:

LOCATION OF PREMISES / DESCRIPTION OF PROPERTY (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Loc# 00002: 8177 W. Glade Road Boca Raton FL 33434

See Attached Overflow Pages

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	COVERED PROPERTY	LIMITS
A	<input checked="" type="checkbox"/> PROPERTY	8502CC256297	8/4/2011	8/4/2012	<input checked="" type="checkbox"/> BUILDING	\$
	CAUSES OF LOSS				<input checked="" type="checkbox"/> PERSONAL PROPERTY	\$ 11,877
	BASIC				BUSINESS INCOME	\$
	BROAD				EXTRA EXPENSE	\$
	<input checked="" type="checkbox"/> SPECIAL				RENTAL VALUE	\$
	EARTHQUAKE				BLANKET BUILDING	\$
	WIND				BLANKET PERS PROP	\$
	FLOOD				BLANKET BLDG & PP	\$
						\$
						\$
	INLAND MARINE	TYPE OF POLICY				\$
	CAUSES OF LOSS	POLICY NUMBER				\$
	NAMED PERILS					\$
						\$
A	<input checked="" type="checkbox"/> CRIME	8502CC256297	8/4/2011	8/4/2012		\$ 672,000
	TYPE OF POLICY					\$
	BOILER & MACHINERY / EQUIPMENT BREAKDOWN					\$
						\$
						\$
						\$

SPECIAL CONDITIONS / OTHER COVERAGES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

**CERTIFICATE HOLDER****CANCELLATION**

Milwaukee Board of School Directors  
5225 W. Vliet Street  
P.O. Box 2181  
Milwaukee, WI 53201-2181

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

T Berberich/SHARON

ACORD 24 (2009/09)  
INS024 (200909)

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# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/24/2011

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Markel Service Inc. 4501 Highwoods Pkwy., Ste. 200 Glen Allen VA 23060		<b>CONTACT NAME:</b> Sharon Thompson <b>PHONE (A/C No. Ext.):</b> (800) 431-1270 <b>E-MAIL ADDRESS:</b> sthompson@markelcorp.com <b>FAX (A/C No.):</b> (804) 527-7904	
<b>INSURED</b> Banner Schools, LLC 8177 Glade Road Boca Raton FL 33434		<b>INSURER(S) AFFORDING COVERAGE</b> INSURER A: Markel Insurance Company INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:	
		<b>NAIC #</b> 38970	

COVERAGES CERTIFICATE NUMBER: CL11102400937 REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR	X		8502CC256297	8/4/2011	8/4/2012	EACH OCCURRENCE \$ 1,000,000
	DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000						
	MED EXP (Any one person) \$ 10,000						
	PERSONAL & ADV INJURY \$ 1,000,000						
GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC							GENERAL AGGREGATE \$ 2,000,000
							PRODUCTS - COMP/OP AGG \$ 1,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS			1002CC361265	8/4/2011	8/4/2012	COMBINED SINGLE LIMIT (Ea accident) \$
	<input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						BODILY INJURY (Per person) \$
							BODILY INJURY (Per accident) \$
							PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE			4602CC290514	8/4/2011	8/4/2012	EACH OCCURRENCE \$ 10,000,000
	DED <input checked="" type="checkbox"/> RETENTION \$ 10,000						AGGREGATE \$ 10,000,000
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		8502CC256297	8/4/2011	8/4/2012	WC STATUTORY LIMITS \$
							OTH-ER \$
							E.L. EACH ACCIDENT \$
							E.L. DISEASE - EA EMPLOYEE \$
							E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

## CERTIFICATE HOLDER

## CANCELLATION

Milwaukee Board of School Directors  
5225 W. Vliet Street  
P.O. Box 2181  
Milwaukee, WI 53201-2181

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

T Berberich/SHARON

*Sharon M. Berberich*

ACORD 25 (2010/05)

INS025 (201005) 01

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## ADDITIONAL COVERAGES

Ref #	Description Sex Abuse & Molestation	Coverage Code SA	Form No.	Edition Date
Limit 1 2,000,000	Limit 2 1,000,000	Limit 3	Deductible Amount	Deductible Type
Premium				

Ref #	Description Educators Liability	Coverage Code EDLIB	Form No.	Edition Date
Limit 1 2,000,000	Limit 2 1,000,000	Limit 3	Deductible Amount 5,000	Deductible Type Per Claim
Premium				

Ref #	Description Business Auto	Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type
Premium				

Ref #	Description	Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type
Premium				

Ref #	Description	Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type
Premium				

Ref #	Description	Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type
Premium				

Ref #	Description	Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type
Premium				

Ref #	Description	Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type
Premium				

Ref #	Description	Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type
Premium				

Ref #	Description	Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type
Premium				

Ref #	Description	Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type
Premium				

OFADTLCV
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**APPENDIX J**  
**The Banner School of Milwaukee**  
**Applicant Team Vitae and Contact Information**

**THERESA W. YELDELL, Ed. D. – Urban Education and Administration**

203 W Coventry Court #219, Glendale, WI 53217; (216) 905-4032; tyeldell@bannerschools.com

Theresa Yeldell is a career educator and lifelong learner. She specializes in public school administration within urban settings. Since earning her doctorate from the University of Massachusetts, her administrative positions have included associate principal for instruction, small school leader at the high school level, middle school principal, as well as director, executive director and assistant superintendent at the district level. For the past four years she has served as the Executive Director of the Banner Preparatory School of Milwaukee (Banner Prep), a Behavior Reassignment Partnership School within MPS Contracted School Services. In addition to her administrative positions, Dr. Yeldell has enjoyed teaching at the elementary, middle and high school levels in major urban and suburban school districts. She has applied her teaching skills in developing and implementing learning and leadership opportunities for adults (teachers, administrators, parents) as a presenter at major national conferences.

**ERIC A. CARLTON, MS - Special Education**

1243 S. WABASH, #503, CHICAGO, ILLINOIS, 60605, (773) 934-2328, ecarlton@bannerschools.com

Mr. Carlton is the founder and President of Banner Schools, d/b/a Banner Educational Group. Eric is the visionary leader of quality alternative schools and programs operating in Illinois and Wisconsin. He has earned Chairperson Accrediting Certification from the North Central Association and has served on numerous accreditation committees. Mr. Carlton's excellence as a teacher, principal, and administrator in public and non-profit alternative schools has earned him deserved recognition such as: Governor's Citation for Excellence in Instructional Leadership (Maryland); Maryland House of Delegates Citation for Vision in Building a Stronger School and Community; Community Partnership and Cultural Diversity Awards. Mr. Carlton's acumen in the educational and corporate worlds has provided him with a unique sensitivity to the urgency of providing quality holistic teaching and learning environments and opportunities for urban families.

**DEREK BREWER, MA – Educator and Administrator**

3330 N. LAKE DRIVE, MILWAUKEE, WI 53211, (414) 962-3945, DEREKBREWER@sbcglobal.net

Mr. Brewer has enjoyed a successful career within the Milwaukee School District as a Human Relations Coordinator, School Safety Division administrator, Professional Development Specialist, and most recently as an Assistant Principal at Vincent and Pulaski High Schools. Prior to joining the MPS Derek directed a Community Re-Integration Program for mental health out-patients at Bell Therapy Services in Milwaukee, and at the Hillside Boys and Girls Club in Milwaukee. Mr. Brewer's extensive training in and involvement with urban education will serve him well in this position. Mr. Brewer holds current Principal and Teacher Licensures.

## APPENDIX K

### The Banner School of Milwaukee Sample Student Weekly Schedule

#### SAMPLE STUDENT SCHEDULE\*\*

DAY/TIME	MON	TUES	WED	THURS	FRI
7:40-7:55	BRKFAST	BRKFAST	BRKFAST	BRKFAST	BRKFAST
8:00-9:00	English/ Humanities	English/ Humanities	English/ Humanities	English/ Humanities	English/ Humanities
9:00-10:00	Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies
10:00-11:00	Electives*	Electives	Electives	Electives	Electives
11:00-12:00	Science	Science	Science	Science	Science
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-1:30	Math	Math	Math	Math	Math
1:30-2:30	Reading	Reading	Reading	Reading	Reading
2:30-3:00	Team Time	Team Time	Team Time	Team Time	Team Time

\***Electives:** May include Foreign Language, Art, Music, Wellness Activities, Independent Study.

\*\* **Saturday School:** Occurs on average twice a month. Activities focus on one or more of the Developmental Pathways. Teams of students and staff will participate in structured activities that include (but are not limited to): Community Service; Wellness and Fitness; Art; Music; Community Mapping; College and Career Seminars; External Venues; Networking with Community Organizations and Businesses; Independent Living Skills; Team-building. On-site activities will include Technology-assisted research and/or enrichment, opportunities to make-up work, and hands-on projects to encourage positive behavior and family relationships.



**APPENDIX L**

**AdvancED Accreditation Certificate for Banner Schools**

# BANNER EDUCATIONAL

*Is Fully Accredited By*



**Banner Educational** is extremely proud to have received full **Advanced** accreditation. **Banner** is one of the few alternative education providers to receive this accreditation.

Students are the ultimate beneficiaries of **Advanced** accreditation. When the organization is aligned and focused on a shared vision for student learning, students win. They benefit from the enhanced focus on student performance and from greater articulation and coordination as they move from one level to another. In addition, the NCA CASI and SACS CASI accreditation seals provide an educational currency for student credits that is recognized worldwide, easing the transferability of credits among other accredited schools/districts and enabling access to special programs, grants, and scholarships.

**Advanced** is the world's largest education community, representing 23,000 public and private schools and districts in 20 states and 65 countries and serving close to 15 million students. Dedicated to advancing excellence in education, **Advanced**:

- Helps schools and districts maximize student success;
- Builds capacity of schools and districts to achieve excellence through high standards, quality assurance, and continuous improvement; and
- Brings together research and resources for student, school, and district improvement.

Based in current educational research, the **Advanced** District and School Accreditation Process combines the component of meeting accreditation standards, engaging in continuous improvement, and demonstrating quality assurance as the means for improving student learning and school/district effectiveness. Through the accreditation seals of NCA CASI and SACS CASI, **Advanced** Accreditation provides organizations and their schools with an internationally-recognized mark of quality. All stakeholders - whether staff, students, parents, or community - can be assured that accredited districts and their schools are committed to raising student achievement, providing safe and enriching learning environments, and maintaining effective and efficient operations. Additionally, accreditation provides a unified and streamlined process for districts, organizations and schools to meet and exceed local, state, national, and international requirements.

## APPENDIX M

### The Banner School of Milwaukee Letters of Support

The attached letters are submitted in support of this proposal to establish a Non-Instrumentality Charter School within the Milwaukee Public School District to serve middle school aged students in grades 6, 7, and 8.n.

Brenda Campbell, Executive Director  
*Make A Difference* Wisconsin

James M. Bartos, Executive Director  
Silver Spring Neighborhood Center

Maurice Thomas, Executive Director  
Teach For America – Milwaukee



## Make A Difference Wisconsin

Money Smart. Life Smart.

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414.273.8101  
makeadifferencewisconsin.org

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Gregory Thornton  
Les Weil

### Executive Director

Brenda Campbell



December 15, 2011

Dr. Gregory Thornton  
Superintendent  
Milwaukee Public Schools  
5225 West Vliet Street  
Milwaukee, WI 53208

Dear Dr. Thornton:

I am pleased to submit this letter for the Banner Schools in support of their proposal to open a non-instrumentality Charter School in Milwaukee.

Make A Difference – Wisconsin has been partnering with Banner Schools for the past four years, and we have matched business community volunteers who deliver our financial education program to Banner students. I am impressed with Dr. Yeldell's leadership, the school structure, and our volunteers have reported very positive experiences with Banner teachers and students.

The goals and objectives outlined in their proposal speak to the urgency of addressing an ongoing and growing need to encourage our youth to invest in their educational futures, and to accept leadership roles in their community. The proposed school will engage a school-age population (middle school) at a pivotal time in their learning career that will set the stage for their being prepared for the challenges of a rigorous high school curriculum and beyond. The focus on extending student learning and family engagement beyond the school campus and into the venues and organizations within our city will afford students a wide array of experiences that will inform them educationally, politically, and socially.

Our mission is to provide financial literacy programs and resources that empower students to make sound financial decisions. Our vision is to build strong communities where students and their families make informed financial decisions and take control of their financial future. We see our mission, and the vision of The Banner School of Milwaukee, inextricably connected. We look forward to continuing our partnership with Banner Schools in providing quality services and opportunities for our students and their future success.

Thank you for this opportunity to speak on behalf of Dr. Yeldell and the Banner Schools organization.

Sincerely,

Brenda Campbell  
Executive Director



A COMMUNITY OF SUCCESS

5460 North 64th Street  
Milwaukee, WI 53218

Phone 414.463.7950

Fax 414.463.4858

www.ssnc-milw.org

December 22, 2011

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#### EXECUTIVE DIRECTOR

James M. Bartos

Dr. Gregory Thornton

Milwaukee Public School District

5225 W. Vliet Street

Milwaukee, WI 53208

Dear Dr. Thornton,

It is a distinct honor for me to offer this *letter of support* for Banner Educational Group's proposal to establish a Non-Instrumentality Charter School within the Milwaukee Public School District (MPS) to serve students in grades 6, 7 and 8 living primarily on the Northwest side of the City of Milwaukee.

In way of background, Silver Spring Neighborhood Center (SSNC) has been located at its current site in the middle of the Westlawn Housing Development since its founding in 1958. SSNC's facility was most recently expanded and completely remodeled in 2003. It currently occupies 50,000 square feet of space. At the same time that SSNC's facility was being upgraded in 2003, MPS built the new Browning Elementary School, occupying 60,000 square feet, and attached it to the south end of SSNC's facility creating an 110,000 square foot campus serving the residents of Westlawn and the surrounding neighborhoods on the Northwest side of Milwaukee. SSNC and MPS have a Shared Use Agreement that governs the shared use of space in the SSNC/Browning School combined facility. SSNC also partnered with MPS through SSNC's operation of a MPS partnership alternative middle school (grades 6-8), Silver Spring Academy, from 1986-2010. At the conclusion of the 2009-2010 school year, SSNC was forced to close Silver Spring Academy, because MPS eliminated Creative Option Seats for middle schools at that time. This meant that SSNC was only offered a contract for 50 at-risk seats for the 2010-2011 school year instead of a contract for 50 at-risk seats and 30 Creative Option Seats for a total of 80 seats/students. The difference in funding for 50 seats versus 80 seats was very significant, and it meant that SSNC could no longer operate Silver Spring Academy despite having 9 straight years of not being on DPI's List of Schools Identified for Improvement.

It was at this time early in the summer of 2010, that SSNC was able to form a partnership with Banner Educational Group with assistance and support from MPS. The partnership allowed Banner Preparatory School, which had served grades 9-12, to take on Silver Spring Academy's at-risk students in grades 6-8 from the 2009-2010 school year and enroll them in Banner Preparatory for the 2010-2011 school year. As part of the arrangement, Banner Preparatory School agreed to enter into a lease agreement with SSNC to rent space in SSNC's facility and to relocate the newly expanded Banner Preparatory School now serving grades 6-12 at SSNC.



United Way  
of Greater Milwaukee

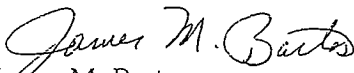
The partnership between Banner Preparatory School and SSNC has flourished since the partnership began in the summer of 2010. Banner has done a wonderful job of meeting the educational needs of many students living in the community served by SSNC, and SSNC has been able to provide wraparound programs and services to many students and families served by Banner Preparatory School. Banner Preparatory School's leadership has a strong relationship with the administration of SSNC and with SSNC's Board of Directors, who feel that Banner is helping SSNC to fulfill its mission of building a stronger and safer neighborhood and community by helping individuals and families to achieve self-sufficiency. The SSNC Board of Directors has already given its approval to Banner Educational Group to relocate Banner Day School to SSNC's facilities if Banner Preparatory School or The Banner School of Milwaukee Charter School moves into a larger facility on the Northwest side of Milwaukee.

I have read Banner Educational Group's proposal to MPS for a Non-Instrumentality Charter School, and I heartily endorse and support the model school it proposes to form and operate. The leadership of the proposed Banner School of Milwaukee is first-rate and rock-solid. The expected student outcomes are very challenging yet realistic given the high quality of the educational program and staffing of the school proposed. While many of The Banner School of Milwaukee student educational outcomes are closely aligned with MPS District student outcomes, the Banner School of Milwaukee also proposes offering many social and developmental pathways that will support a high level of social skills development that is so critical to the long-term success of urban students served by MPS.

I particularly applaud The Banner School of Milwaukee for utilizing many aspects of the successful school models of Dr. James Comer and Dr. Ron Edmonds. I am more familiar with the school reform work of Dr. Comer in New Haven. I look forward to learning about Dr. Edmonds highly regarded research on effective schools.

Please give every consideration to Banner Educational Group's proposal for a new Non-Instrumentality Charter School – The Banner School of Milwaukee. I will be honored to serve on its Governance Council.

Sincerely,

  
James M. Bartos  
Executive Director

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Dr. Gregory Thornton, Superintendent  
5225 W. Vliet Street  
Milwaukee, WI 53208

Dear Dr. Thornton,

It is my pleasure to write a letter in support of the proposal being submitted to the Milwaukee Public Schools by Banner Schools for the opening of a non-instrumentality charter school.

We understand the need for high quality schools in the area and want to be a partner. We believe our teachers would be able to adequately serve in this proposed school.

In conclusion, I fully support the efforts of Banner Schools as they seek approval to open a new school. Any proposal aimed at serving the students of Milwaukee will always be fully supported by Teach For America – Milwaukee.

Sincerely,

Maurice Thomas  
Executive Director  
Teach For America - Milwaukee  
310 W. Wisconsin Ave. Suite 110M  
Milwaukee, WI 53203

Office: 414.273.1203 x38114  
Email: maurice.thomas@teachforamerica.org



AN AMERICAN PROGRAM

## APPENDIX N

### The Banner School of Milwaukee Sample Teacher Work Week

#### SAMPLE TEACHER TEAM SCHEDULE\*\*

DAY/TIME	MON	TUES	WED	THURS	FRI
7:40-7:55	BRKFAST	BRKFAST	BRKFAST	BRKFAST	BRKFAST
8:00-9:00	English/ Humanities	English/ Humanities	English/ Humanities	English/ Humanities	English/ Humanities
9:00-10:00	English/ Humanities	English/ Humanities	English/ Humanities	English/ Humanities	English/ Humanities
10:00-11:00	Team Planning	Student Tutorials	Team Planning	Student Tutorials	Team Planning
11:00-12:00	Team Planning	Student Tutorials	Team Planning	Student Tutorials	Team Planning
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-1:30	English/ Humanities	English/ Humanities	English/ Humanities	English/ Humanities	English/ Humanities
1:30-2:30	English/ Humanities	English/ Humanities	English/ Humanities	English/ Humanities	English/ Humanities
2:30-3:00	Team Time	Team Time	Team Time	Team Time	Team Time

**\*Electives:** May include Foreign Language, Art, Music, Wellness Activities

**\*\* Saturday School:** Occurs on average twice a month. Activities focus on one or more of the Developmental Pathways. Teams of students and staff will participate in structured activities that include (but are not limited to): Community Service; Wellness and Fitness; Art; Music; Community Mapping; College and Career Seminars; External Venues; Networking with Community Organizations and Businesses; Independent Living Skills; Team-building. On-site activities will include Technology-assisted research and/or enrichment, opportunities to make-up work, and hands-on projects to encourage positive behavior and family relationships. Grade Level Team Teachers, support staff, Administrators, and Volunteers will rotate Saturday schedules throughout the year. An individual teacher will serve approximately 1-2 Saturdays during the school year. Teacher compensation will be determined by the Board of Directors.



## APPENDIX O

### The Banner School of Milwaukee Proposed Local Assessments

“A key focus for the upper elementary grades and middle school should be to prepare students for the high school curriculum by focusing on the attainment of foundational skills in English composition, mathematics, reading, and science—the *essential* skills for college and career readiness by the end of high school.” (*The Forgotten Middle...* . www.act.org/research/policymakers, 2008).

In addition to the summative State mandated test (WKCE), students will participate in:

- the MAP (Measures of Academic Progress) testing administered by the District three (3) times per year for Reading and Math.
- Each student will be given a survey assessment upon enrollment to determine reading and math levels. This will give teachers real-time information that may be used to triangulate data (if previous assessment information is available) for each student.
- Student data for reading will also be provided by the Reading Edge (for students enrolled in the course).
- Students who participate in the Cambridge Learning College and Career Readiness Test Prep curriculum will have additional data in English, Math, Reading, and Science.
- Classroom (CABS) based assessments (final exams, student portfolios, surveys) for teachers and students will be developed to determine how teachers and students perceive their performance relative to course outcomes established at the beginning of each term, (What students should know and be able to do.). The information will be used to determine adjustments in coursework/learning goals.
- Individual student anecdotal goal attainment relative to attendance, personal development, and academic improvement will come from student reflections as they review their planning documents and compare report card entries at the end of each twelve-week term.
- Interim formative assessments will include quizzes and tests, reports and projects (based on rubrics).
- Special needs students will be assessed based on goals and procedures identified in their Individualized Education Plans (IEPs) in addition to CABS within their regularly scheduled classes.
- PBIS data relative to attendance, suspension, implementation data, student reflections.
- MPS Climate Survey Data
- Student Development Survey Data (measures student opinions about self and school along the 6 developmental pathways.)
- Teacher Development and Instructional Strategies Survey

## APPENDIX P

### The Banner School of Milwaukee Organizational Chart

