



August 3, 2020

Milwaukee Public Schools  
Contracted School Services  
5225 W. Vliet Street  
Milwaukee, WI 53208

To Whom It May Concern:

Milwaukee Excellence is thrilled to apply for a full-term renewal of our charter contract with Milwaukee Public Schools (MPS). Milwaukee Excellence has demonstrated a strong commitment to Milwaukee Public Schools since our inception. We look forward to fulfilling another five-year term.

Milwaukee Excellence has demonstrated its academic excellence with the top state report card of all Milwaukee Public Schools in 2017-2018, and the second-highest state report card in 2018-2019. Milwaukee Excellence remains the top-rated middle school in MPS for two consecutive years. This feat has never been accomplished by a new charter school in Milwaukee Public Schools history.

We enthusiastically submit our request to the Office of Contracted School Services to consider Milwaukee Excellence for a five-year contract renewal.

Respectfully,

A handwritten signature in black ink that reads "Maurice Thomas".

Maurice Thomas, Founder, President, and CEO  
[Maurice.Thomas@mkeexcellence.org](mailto:Maurice.Thomas@mkeexcellence.org)  
414.403.5892  
**(Lead Contact & School Leader)**

DocuSigned by:

A handwritten signature in black ink that reads "Bill Mahler Jr.".

BB1B5EAF4942472...  
**Bill Mahler Jr.**  
Milwaukee Excellence Board Chair  
**(Governance Leader)**



## MILWAUKEE EXCELLENCE CHARTER PROPOSAL FALL 2020

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Milwaukee Excellence is a 501(c)(3) non-profit, tax-exempt organization approved on November 16, 2015. Our federal tax ID # is 47-4978181

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## I. Response to Current Charter School Performance

### 1. Provide a description of how the school has been faithful in implementing its educational program outlined in the charter proposal. \_\_\_\_\_

Milwaukee Excellence Charter School (MXCS or MX) has delivered on its promise to Milwaukee Public Schools - to create the best school in the city - after only three years of operations.

**Mission:** Through rigorous academics and character education essential for success, Milwaukee Excellence Charter School educates 6<sup>th</sup> through 12<sup>th</sup> grade students to excel within and graduate from four-year colleges and to pursue the professions of their choice.

**Vision:** Milwaukee Excellence Charter School is a 6<sup>th</sup> through 12<sup>th</sup>-grade school. Milwaukee Excellence was authorized by the Milwaukee Public Schools (MPS) Board of Directors on July 30, 2015. Starting with 120 6<sup>th</sup> grade students, Milwaukee Excellence will use a slow growth model, growing one grade at a time until we reach full and maximum capacity of 840 students in 2022. Currently, Milwaukee Excellence serves 543 students in 6<sup>th</sup> through 10<sup>th</sup> grade. 97% of students are African-American, 17.2% of students receive special education services, and 77% of students are economically disadvantaged. Milwaukee Excellence is located at 4950 N. 24<sup>th</sup> St. Milwaukee, WI 53209.

**High-quality Education & Outcomes:** In 2018, Milwaukee Excellence was the top-rated school in the city of Milwaukee as determined by the Wisconsin Department of Public Instruction (DPI) State Report Cards.<sup>1</sup> Additionally, our DPI State Report Card ranked Milwaukee Excellence as the twenty-third overall school in the state of Wisconsin. This is largely in part to the incredible student achievement and growth results we achieved with at-risk populations. In less than three years of operation, the reading and math scores as determined by results on the Wisconsin Forward Exam outpace many of the best charter and selective-magnet schools in Milwaukee.

**Access to Education for the Most Vulnerable Populations:** Milwaukee Excellence is non-selective in enrollment. 77% of students are economically disadvantaged. 17% of students received special education services in 2017 - 2018 with 16% receiving special education services in 2018 - 2019. Unlike many charter schools, Milwaukee Excellence provides school bus transportation. We provide transportation for all students that live north of Interstate-94 West. Schools that do not provide transportation to families limit enrollment for many economically disadvantaged families. Parents with flexible work schedules or vehicles - usually higher-income families - would be given an advantage in the enrollment process if our school did not provide a school bus for students on the north side of Milwaukee.

**Cost-effective Organization:** Milwaukee Excellence raised \$387,000 towards the FY20 (2019 - 2020) annual goal of \$329,000 as of June 30, 2020. We are able to run our school on a smaller budget because we are diligent about providing resources that first improve teacher quality and students' academic results above all other priorities. We spend nearly \$2,000 per teacher on professional development each year. Additionally, all students receive Chromebooks, binders, and all supplies from Milwaukee Excellence.

**Whole Child Education:** Milwaukee Excellence students benefit from increased educational opportunities through our partnerships with organizations including Beyond STEM, JET Constellations, Boys and Girls Club of Greater Milwaukee, the University of Wisconsin - Milwaukee Upward Bound, and Marquette University Talent

<sup>1</sup> Retrieved from: <https://www.jsonline.com/story/news/education/2018/11/30/charter-schools-milwaukee-excellence-showing-impressive-early-results/2161297002/>

Search. Our middle school program extends beyond what is offered at many local schools by providing daily enrichment classes based on the unique talents and the individualized interests of our students. We hire teachers excited to bring their passion and expertise into our school in order to give students additional exposure to diverse career paths. Our educational model includes an expanded enrichment and extracurricular program including art, music, physical education, and athletics in all grades, as well as advanced placement courses, debate, and national student organizations in the high school. Comprehensively, we develop, support, and celebrate the growth of the whole child, in age-appropriate ways, through a character education in grades 6-12 that will give students the personal and interpersonal skills along with the aspiration and determination to thrive in a challenging world.

**Coding & Computer Science:** The realities facing schools are forever changed in the aftermath of the COVID-19 crisis that currently grips this country. Milwaukee Excellence is a forward-thinking organization and we believe we have created the conditions to have our students prepared to attain careers in STEAM (science, technology, engineering, art and math) professions. Starting in the 2020 - 2021 school year, Milwaukee Excellence will launch a new STEAM (science, technology, engineering, art and math) class in grades 6 - 10 to support the conditions of our changing world.

Students in all grades 6 - 10 will take a STEAM class for the entire year. This class will focus on a set of capstone units that are rooted in students solving real-world problems. All tasks will be solved using the students' knowledge of coding and computer science. Students will apply these skills to their knowledge of problems facing their communities. These problems include but are not limited to: (1) food scarcity, (2) safety of autonomous vehicles, (3) infrastructure, (4) lack of arts in the community, and (5) a self-directed problem to solve using a 3-D printer. In high school, the class is focused solely on coding and computer science.

**Advanced Placement Classes:** Students at Milwaukee Excellence will take up to four (4) Advanced Placement (AP) classes before graduation. 100% of Milwaukee Excellence tenth-grade students will take the AP Computer Science test starting in spring 2021. In 2019, of the 1,884 AP Computer Science exams taken by students in Wisconsin only 36 were taken by African-American/Black students. Milwaukee Excellence will nearly triple that number with up to 120 students taking the AP Computer Science exam in 2021 (this current school year).

**2. Explain how the school has met goals and measurable objectives during the term of this contract. Highlight growth in student achievement and provide evidence of how the school is making progress towards meeting its academic outcomes.** \_\_\_\_\_

**Results:** Currently, Milwaukee Excellence is the #2 rated school in Milwaukee Public Schools (as rated by DPI) and a National Title I Distinguished School.<sup>2</sup> Milwaukee Excellence is a five-star school according to the Wisconsin Department of Public Instruction having earned that honor for two consecutive years. Our proficiency rates are approaching the average of all students in the state on the Wisconsin Forward Exam after only our third year of operation. A few of our most notable highlights are below:

- **The top growth rating** of any school in the state. We earned a perfect score of **100** on student achievement growth for consecutive years.
- Milwaukee Excellence 8th graders **beat the state average** in math results. 40% of our students were proficient in 8th-grade math compared to 36% of students statewide. African-American students at Milwaukee Excellence are outpacing the state average after our first year assessed in this grade-level.
- Our math scores are **nearly three times the state average for African-American students.**
- Our reading scores **outpace the state average for African-American students.**
- Milwaukee Excellence is **one of seven MPS schools to earn a five-star rating for the 2018-2019 school year.**

<sup>2</sup> Retrieved from: <https://www.esenetwork.org/ds/schools/milwaukee-excellence-charter-school>

- Milwaukee Excellence was the **only middle school (6th - 8th grade) with a five-star rating** in all of MPS for the 2018 - 2019 school year. This is an incredible feat considering our initial year with students is 6th grade.

**Figure 1: Milwaukee Excellence Wisconsin Forward Exam Results: 2018 - 2019<sup>3</sup>**

Wisconsin Forward Exam Tested Areas	Milwaukee Excellence Year 3	State Average	African-American Students Statewide
<b>Math: Percentage of Students Proficient &amp; Advanced</b>	33%	43.4%	11.6%
<b>English: Percentage of Students Proficient &amp; Advanced</b>	19.6%	40.6%	12.8%

As evidenced by the results above, Milwaukee Excellence is already closing the achievement gap between Milwaukee's highest-needs students and their more affluent and often white peers.

**How did we do it?** Reading and math scores for African-American students are at a historic low for our city. The academic program at Milwaukee Excellence is a common-sense approach to meet the needs of Milwaukee's economically disadvantaged students. Our approach gives students double reading (120 instructional minutes) and double math (120 instructional minutes) to accelerate student achievement.

It can be difficult to quantify the success of Milwaukee Excellence. **Figure 2** shows Milwaukee Excellence's DPI Accountability Rating as compared to other top-performing charter, choice, and public schools in Milwaukee. Milwaukee Excellence has demonstrated that we have a trajectory that is unmatched in education.

**Figure 2: Wisconsin Department of Public Instruction Accountability Rating 2018 - 2019<sup>4</sup>**

Rating	DPI Accountability Score	School Name	Ranking in Milwaukee County
Significantly Meets Expectations	89.5	Milwaukee Excellence	12th
Significantly Meets Expectations	88.7	Carmen High School Science & Technology	18th
Significantly Meets Expectations	84.7	St. Marcus	41st
Significantly	83.5	Milwaukee College Prep - 38th St.	50th

<sup>3</sup> Retrieved from: <https://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>

<sup>4</sup> [https://www.mmac.org/uploads/1/1/3/5/113552797/msrcr-overall\\_scores\\_2018-19v2.pdf](https://www.mmac.org/uploads/1/1/3/5/113552797/msrcr-overall_scores_2018-19v2.pdf)

Meets Expectations			
Exceeds Expectations	81.4	Hmong American Peace Academy	70th
Exceeds Expectations	80.9	Milwaukee College Prep - Lloyd St.	74th
Exceeds Expectations	78.3	Bruce Middle School	95th
Exceeds Expectations	76.5	Milwaukee College Prep - Lola Rowe	118th
Exceeds Expectations	75.2	Golda Meir	133th
Meets Expectations	73.6	Milwaukee College Prep - 36th St.	154th
Meets Expectations	68.9	Carmen Northwest Middle / High School	201st

The results indicate that we are already exceeding the results from more established middle schools across all sectors. The full Pupil Academic Achievement Report (PAAR) for Milwaukee Excellence can be found in **Appendix C**.

**3. Provide a description of how the school continued to provide educational and social-emotional support to students and families during an extended school closure. Provide evidence of its success and challenges during this time and any additional steps you might take if a similar closure would occur in the future. \_\_\_\_\_**

**COVID-19 School Closure:** During the school closure brought on by COVID-19, Milwaukee Excellence was determined to create a system that works for a diverse set of family dynamics ultimately allowing students to master as much content as possible in ways that work for their unique living situations. Milwaukee Excellence found that our Asynchronous Learning Model in combination with synchronous office hours allowed families and teachers to determine the needs of students as they completed assignments to achieve mastery.

Teachers at Milwaukee Excellence were tasked with creating the following each week:

- Four double-planned lesson plans (teacher script and students responses included) posted online
- 10-minute video executing the introduction to new material for the lesson
- One weekly quiz to assess students' mastery of the new material
- Wellness checks for all families each week. Voice-to-voice contact had to be established via phone for all families.<sup>5</sup> Messages left by teachers did not count as a contact.

**Full Curriculum Open to The Public:** The full online curriculum was innovative in its approach. As far as we know, Milwaukee Excellence is the only high-performing charter, traditional, or choice school to make its

<sup>5</sup> Retrieved from: [https://docs.google.com/spreadsheets/d/18USKdO6B-12858Q\\_E825MVexnG7sF79\\_iEC8CqO6IZI/edit#gid=152718527](https://docs.google.com/spreadsheets/d/18USKdO6B-12858Q_E825MVexnG7sF79_iEC8CqO6IZI/edit#gid=152718527)



entire curriculum available to the public during COVID-19. We believed this was the best approach to allow all students to continue learning as time permits. It was imperative to create a system that empowered students to complete assignments ahead of schedule and also with the ability to complete assignments in higher grade levels. For students that need remediation, teachers directed students to assignments in lower grades that would help support their learning needs. In addition, all Milwaukee Excellence students have yearly access to software on ALEKS math and LEXIA English support to remediate learning gaps or to accelerate their learning.

**Strong School Culture on Social Media to Build Community:** Milwaukee Excellence facilitated three to four cultural events each week for all students. Weekly Tuesday Trivia for all families was an excellent way for families to connect. Between 20 and 50 families participated each week. Winning families earned prizes from Milwaukee Excellence. This innovation will continue even when school becomes 100% face-to-face in the future. A few of our most notable events are listed below:

- Moore Fitness - Exercise Class with Mr. Moore Virtual Exercise Class
- Virtual Cheerleading Tryouts and Practice
- Virtual Scavenger Hunts
- Virtual Escape Room using Zoom breakout rooms
- Virtual Career Fair
- Virtual Talent Show
- Virtual 8th Grade Graduation Celebration<sup>6</sup>
- Virtual Cooking Classes
- Virtual Movie Night
- Virtual Anime Club

**COVID-19 School Closure Success:** Milwaukee Excellence routinely surveys parents and students. In our most recent survey during the COVID-19 school closure, our parents were extremely satisfied with our program. **Figure 3** outlines our most recent parent survey results.

**Figure 3: Milwaukee Excellence Parent Survey July 2020**

Parent Survey Questions	Rating
On a scale from 1 - 5, from Very Dissatisfied to Very Satisfied: Rate Milwaukee Excellence technology support during virtual learning.	4.2
On a scale from 1 - 5, from Very Dissatisfied to Very Satisfied: Rate Milwaukee Excellence's communication during virtual learning.	4.3

**COVID-19 Challenges:** Since COVID-19, we've purchased chromebooks for all students with high-quality webcams to fully engage students in our Zoom and Google-Classroom-based virtual learning. We purchased up to 50 new 50 Chromebooks this summer to meet the technology needs of our students. Additionally, Milwaukee Excellence purchased 100 hotspots with unlimited internet for students in need of reliable internet access.

## Financial Performance

**4. Explain how the school has met its financial performance standards. Describe how the school is financially sound.** \_\_\_\_\_

<sup>6</sup> Video found here: [https://www.youtube.com/watch?v=vy\\_WCHxb1Ck&feature=youtu.be](https://www.youtube.com/watch?v=vy_WCHxb1Ck&feature=youtu.be)

The Milwaukee Excellence Board is committed to sound financial management and ensuring sound oversight of public revenues and the school's sustainable viability for the term of our charter and beyond. We use conservative budgeting that allows us to maximize educational outcomes for students while minimizing financial risks. Our budget modeling includes revenue inflation for all years that is more conservative than state projections, and annual expense inflation of 2.5%, with health expenses estimated at 4% annual inflation. Revenues are estimated at the average yearly enrollment, while expenses are estimated based on the beginning of the-year enrollment targets. This is a very conservative model.

We have maintained a contingency fund each year; this fund is set at 9% of the current year's expenses in Year 4, scaling down to 6% by the end of the charter. We will work to maintain a surplus each year beyond our budgeted contingency funds, which will ensure that we have adequate reserves for economic uncertainty. We budget for positive cash flow, with adequate cash on hand to satisfy current liabilities, while maintaining up to four months of cash on hand to cover salaries and health expenses for our employees.

## Organizational Performance

**5. Illustrate how the school has a well-functioning organizational structure. Include pertinent information about parental involvement, staffing, health and safety, school enrollment, discipline guidelines, and school facilities. Describe how the community partnerships have impacted students.** \_\_\_\_\_

**Organizational Structure:** The founding team of Milwaukee Excellence consists of Founder, President, and Chief Executive Officer (CEO) Maurice Thomas and a high capacity Board of Trustees. Mr. Thomas recruited and interviewed nearly 300 Milwaukee community members in order to select the current Board. Their professional expertise lies in law, finance, facilities, education, executive management, strategic planning, accounting, and community development. Two board members have degrees in law and four have a Master's in Business Administration. This team is committed to comply with laws and regulations outlined by the state of Wisconsin, the Department of Public Instruction, and all relevant federal laws.

The organizational model in **Figure 4** reflects the organizational hierarchy of reporting and supervision at Milwaukee Excellence Charter School.

**Figure 4: Milwaukee Excellence Organizational Model**

Employee	Direct Report
President / CEO	Board
Director, Special Education	Senior Director, Talent & Compliance
High School (HS) Operations Manager	HS Principal
Middle School (MS) Operations Manager	MS Principal
3 MS Sped Teachers	Director, Special Education
2 HS Sped Teacher	Director, Special Education
HS Operations Associate	HS Operations Manager
7 Teachers	HS Principal
Assistant Principal	HS Principal
HS Dean of Students	HS Principal

5 HS Educational Assistants	Instructional Coach
MS Assistant Dean	MS Dean of Students
MS Operations Associate	MS Operations Manager
15 Teachers	MS Principal
MS Assistant Principal	MS Principal
MS Dean of Students	MS Principal
7 MS Educational Assistants	Instructional Coach
Vice President / Chief Academic Officer	President & CEO
Chief Financial Officer	President & CEO
Marketing / Development Associate	President & CEO
Senior Director, Talent & Compliance	Vice President / Chief Academic Officer
MS Principal	Vice President / Chief Academic Officer
HS Principal	Vice President / Chief Academic Officer
Instructional Coach	Vice President / Chief Academic Officer
Social Worker	Senior Director, Talent & Compliance

**Parental Involvement:** Milwaukee Excellence has established the Phoenix Parents Organization of Milwaukee Excellence that meets monthly with Principals to discuss their satisfaction with the academic program and communication with Milwaukee Excellence. Members of the group are invited to present annually to the Board, and will oversee semi-annual parent surveys on the programs and policies of the school, the results of which will be provided to Management and the Board. Like all members of the community, families will be encouraged to consider serving as members of the Board, and with interest, will go through the same vetting process as other interested individuals.

**Discipline Guidelines:** Milwaukee Excellence maintains a strong school culture through an incentives-based program that rewards students for a growth mindset as well as academic and behavioral excellence. Additionally, in 2019, Milwaukee moved to a “Zero Suspension Policy” to make all major infractions restorative for students. In 2019-2020, Milwaukee Excellence issued suspensions to less than four of its 433 students which is less than one percent of our total student population. While it is not yet a perfect system, we believe that we are on a path towards true equity for black students as it relates to discipline.

**Staffing:** In a recent study by the National Charter School Research Fund, urban charter schools in Wisconsin serving predominantly low-income students of color saw annual teacher turnover between 40% and 60%.<sup>7</sup> This is a troubling statistic as the same study found that schools with high turnover saw half the student achievement as schools with more stable staffing. With that said, Milwaukee Excellence is excited to report a 78% teacher-retention rate from year one to year three. Additionally, over 50% of our teachers in 2019 identified as African-American. It will be critical for us to retain and develop our talent as we continue to expand and grow in the years to come. **Figure 5** outlines the Milwaukee Excellence teacher retention data.

<sup>7</sup> Retrieved from [https://www.crpe.org/sites/default/files/brief\\_ics\\_Attrition\\_Aug10\\_0.pdf](https://www.crpe.org/sites/default/files/brief_ics_Attrition_Aug10_0.pdf)

**Figure 5: Milwaukee Excellence Teacher Retention Data**

Retention	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	Year 4 2019 - 2020
Teaching Staff Members	6	12	18	29
Returning Teaching Staff	5	9	14	15
Teacher Retention Rate	83%	75%	78%	52%

**Health & Safety:** Milwaukee Excellence utilizes MPS services for nutrition, security, and sanitation. MPS provides these services through our lease. Milwaukee Excellence is proud to partner with MPS to have these excellent services within our school.

**Enrollment:** The vision of Milwaukee Excellence is to create a high-performing school for the students of Milwaukee. Our school serves student populations that are traditionally underserved or labeled “at-risk” such as students with special needs and African-American students. 97% of students are African-American, 77% are economically disadvantaged, and 16% receive special education services according to Wisconsin DPI. These rates outpace the Milwaukee Public Schools district averages. **Figure 6** outlines the City of Milwaukee zip codes with the highest percentage of Milwaukee Excellence students.

**Figure 6: Milwaukee Excellence Student Residency (Students and Percent of Total Enrollment)**

Zip Code	Milwaukee Excellence Student Population	Geographical Area
53209	96 students - 21.5%	Neighborhood of school
53216	59 students - 13.2%	Center of north side; adjacent to neighborhood zip code
53218	67 students - 15%	Far Northwest side; adjacent to neighborhood zip code
53206	39 students - 9%	Center of north side; adjacent to neighborhood zip code
53210	36 students - 8%	Adjacent to 53206 and 53216

**Facilities:** Milwaukee Excellence is currently located at 4950 N. 24th (McNair Building). We are grateful to lease space from MPS. In order to fulfill the growth projections for our school that were outlined in our initial charter, we are respectfully requesting additional space from MPS.

At the time of this submission there is not a secured location for Milwaukee Excellence High School. The Milwaukee Excellence Board will work with the district leadership to identify a location in the city for Milwaukee Excellence High School. Milwaukee Excellence would like to explore a single-site location for the entire middle and high school program. Milwaukee Excellence would also be open to co-locating at a traditional high school to ensure our students receive the full high school experience.

We believe that we will continue our tradition of excellence if we are able to secure more space within MPS. Milwaukee Excellence would face incredible challenges if unable to secure adequate space in an MPS facility for our high school program.

**Community Partnerships:** Milwaukee Excellence has partnered with various organizations since its inception in 2016. This has led to the highest state report card results of any school in MPS over the last two academic school years. Our students are mentored by the best-in-class organizations listed below:

- Boys & Girls Club Grad-Plus Program
- Pearls For Teen Girls
- UWM Future Success Program
- Marquette Talent Search
- Beyond STEM MKE
- Jet Constellations
- Beyond STEM

## 6. Provide evidence that parents and students are satisfied with the school. \_\_\_\_\_

Milwaukee Excellence maintains one of the lowest mobility rates in the city with less than 3% of students and families leaving Milwaukee Excellence during the 2017-2018 school year and the 2018-2019 school year. We believe this is the strongest indicator of students and parents satisfaction with the program at Milwaukee Excellence. Additionally, attendance at Milwaukee Excellence is over 94% every year since the 2017-2018 school year. All of the statistics included far outpace the district. The full results of our attendance rates, mobility rates, and stability rates can be found in **Appendix C**.

## 7. Demonstrate that the school has an active and effective school governance structure. Provide examples and explain. \_\_\_\_\_

**The Board of Trustees:** Milwaukee Excellence will be governed by a Board of Trustees. The Board of Trustees is accountable for upholding the organization's mission and complying with all state and federal laws to ensure the school is successful and sustainable. The Board will delegate all management duties to the Chief Executive Officer, who will serve as a non-voting member of the Board of Trustees and will report on the school's progress at bi-monthly public board meetings.

**Founder & Chief Executive Officer:** The CEO is responsible for managing the day-to-day operations of Milwaukee Excellence and is overseen by the Board. The Chief Executive Officer is charged with setting the vision and direction of the organization in partnership with the Board of Trustees. Each year the Chief Executive Officer receives an annual evaluation from the Board of Trustees based on the accountability plan outlined in the charter and any additional goals agreed upon by the Board of Trustees. The Chief Executive Officer reports directly to the Board of Trustees and is the only staff member to do so.

The Milwaukee Excellence Board has accomplished the following to create the best middle school in MPS:

- Raised \$700 per student since its inception
- Awarded a \$750,000 Charter School Planning Grant after our planning year
- Elected a board that includes over 30% People of Color representation since 2017
- #1 Rated school in MPS in 2018 and #2 rated school in MPS in 2019
- 11 of 16 school leadership positions are staffed by people of color

**II. Plans For Continued Success**

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

The educational program at Milwaukee Excellence has not changed materially. One addition to our academic program is the focus on coding & computer science classes for all students. All Milwaukee Excellence 10th graders will take the Advanced Placement (AP) Exam at the conclusion of the 2020 - 2021 school year. According to Code.org, only 42% of students in the State of Wisconsin receive foundational computer science classes. Of the 1,884 AP Computer Science exams taken in Wisconsin during 2019, only 36 were taken by black students. Milwaukee Excellence will have up to 120 students take the AP Computer Science exam in 2021.<sup>8</sup>

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

Milwaukee Excellence is a 6<sup>th</sup> – 12<sup>th</sup> grade charter school for the Milwaukee Public Schools district. Starting with 120 6<sup>th</sup> grade students (four classes of 30 students each), Milwaukee Excellence uses a slow growth model, growing one year at a time until it reaches its full capacity of 840 students in 2022.<sup>9</sup> Milwaukee Excellence consists of two academies: Middle School (grades 6-8) with 360 students at full capacity and High School (grades 9-12) with 360 students at full capacity. **Figure 7** illustrates the five-year growth plan and reflects the full capacity of the school.

**Figure 7: Full Capacity Student Enrollment Plan From 2020 - 2026**

Student Enrollment Projection with no attrition		20-21	21-22	22-23	23-24	24-25	25-26
<b>Milwaukee Excellence Charter School Enrollment</b>	Grade 6	120	120	120	120	120	120
	Grade 7	120	120	120	120	120	120
	Grade 8	120	120	120	120	120	120
	Grade 9	120	120	120	120	120	120
	Grade 10	120	120	120	120	120	120
	Grade 11		120	120	120	120	120
	Grade 12			120	120	120	120
<b>TOTAL</b>		<b>600</b>	<b>720</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>

**3. Outline the school’s goals and measurable objectives for the term of the next charter school contract and describe how the school intends to meet these goals.** \_\_\_\_\_

Milwaukee Excellence will adhere to the same performance measures as outlined in “Section I. E: Performance Indicators and Graduation/Promotion Requirements” of the initial charter signed on December 28, 2015.<sup>10</sup>

The results indicate that we are already exceeding the results from more established middle schools across all sectors. Additionally, we are on track to surpassing the proficiency rates for high-performing traditional, choice, and charter schools. In order to meet our ambitious goals, we have established the following three

<sup>8</sup> Retrieved from: <https://code.org/advocacy/state-facts/WI.pdf>  
<sup>9</sup> BES schools Excel Academy and Nashville Prep are the highest performing charter schools in their respective states. Each school used a slow-growth model starting in grade five to launch their schools.  
<sup>10</sup> Retrieved from: <https://esb.milwaukee.k12.wi.us/attachments/f7d4d519-aae0-4040-a426-02b4122203b5.pdf>

pillars (1) Efficient Data-Driven Systems, (2) Student Voices Matter (3) Results show us the light. The pillars are outlined below:

**1. Efficient Data-Driven Systems:** We use data as our main strategy to make changes for any initiative that will increase student achievement. We engage in a root-cause analysis at multiple levels. Below are examples of our data-driven systems:

- **Wildly Important Goals:** These are our large schoolwide goals used to know if we are achieving our desired outcomes over time. Our Wildly Important Goal is “100% of students score a 24 or higher on the ACT in their junior year”.
- **Data Cycle Meetings:** Teachers and leaders meet with their principal to discuss and analyze their class data monthly. It is a rigorous interrogation of the data.
- **Teacher Performance & Evaluation:** Teachers are evaluated biannually on a 5 point scale weighted based on student achievement results, our core values, student surveys, parent surveys, and instructional moves.
- **Observations and Feedback Cycles:** Teachers submit lesson plans two weeks in advance of the class being taught. Leaders send feedback on Sundays that must be remedied by Wednesday so the lessons are better for the upcoming Monday. School leaders observe teachers and give teachers feedback daily to improve instruction.
- **Exit Ticket Trackers:** Teachers give exit tickets (a five-question quiz) daily to assess if students met the lesson objective. We track the progress on our walls to be visible to all.
- **Data Driven Instruction:** We use daily exit tickets, Friday quizzes, and writing assessments to make changes during professional development on Fridays.

**2. Student Voices Matter:** We see students as collective participants in their education at Milwaukee Excellence. We provide space for students to speak and listen to each other. Below are examples of how we show that student voices matter:

- **Show Call Explanation:** We use document cameras to have students explain their answers (correct or incorrect) to the class. We use this opportunity to push learning to a higher level or to correct misconceptions.
- **Tribe Circles:** Students meet in morning circles to go over team building activities. We teach our students our core values through these morning circles.
- **Student Symposium:** In English, students present projects on topics that are of interest to them. Students share their learning by writing an essay and completing a project board to share with their friends and families.
- **Turn and Talk:** Students have quick conversations to explain their answers to their desk partner. Teachers use three to five turn-and-talks per lesson. This teaches our students to use complete sentences and to actively listen to their teammates.

The final way we show that students' voices matter is with a Daily Dedication from one student to start each class period. The Daily Dedication allows students to share their inspirations with the rest of the class while teaching the soft skills (eye contact, audible voice, etc.) that are needed to succeed in college and the business world. Character is an essential part of our model. The teacher's criteria for success for the Daily Dedication is below:

#### **Daily Dedication Criteria for Success**

Introduction of Presenter: “My name is \_\_\_\_\_. I am a proud member of the Duke 8 Cohort.”



- a. Smile and engage the audience
- b. Eye Contact
- c. Voice Audible

Dedication Statement: "I dedicate my work today to \_\_\_\_\_ because \_\_\_\_\_."

45 - 60-second presentation

- d. 15-second introduction
- e. 30-second explanation of dedication

The ability to communicate effectively daily sets our students apart from many students in Milwaukee.

**3. Results Show Us the Light:** We operate in a place of facts and not feelings. We have to approach results as a tool that guides our efforts towards corrective action.

- **Order of the Phoenix:** We communicate on Wednesdays and Sundays with an email each week displaying our data. We use this information to know if we are improving as a school.
- **Measures of Academic Progress (MAP) Scores:** We have a full day of professional development after each round of MAP testing. We spend the entire day analyzing the data and making individual plans for each student.
- **Data Based School Leadership Team:** Four teachers lead this leadership team to analyze our school-wide data monthly. This builds our leadership pipeline while also allowing teachers to hold each other accountable.
- **Grade Point Average (GPA) Analysis:** Students analyze their GPAs at the end of each week. We invest students so that they are aware of what GPA it takes to go to the best colleges in America.
- **Cumulative Assessments:** We use assessments from Achievement First Charter School in New York and Connecticut to assess our students. Achievement First was a finalist for the Broad Prize for the best charter school in the country in 2018.<sup>11</sup>
- **Teacher Surveys:** We survey teachers often to provide feedback on the effectiveness of our school. Teachers are able to give direct feedback to all leadership team members on numerous occasions.
- **Student Surveys:** We survey students often to provide feedback on the effectiveness of our school. Students are able to give direct feedback to all teachers and leadership team members on numerous occasions.
- **Forward Test Analysis:** We use the MAP results to make predictions about our upcoming Forward Exam scores. We use The Linking Study - a tool that is often overlooked by other schools - that gives us valuable data on students' predicted scores.<sup>12</sup>
- **Travel Enrichment:** Getting students out of the classroom and engaging in expeditionary learning is a critical part of their development as future citizens of America. For the majority of our students, Milwaukee has been home for their entire life. Many sixth graders had not left the state until this past May, when 90 sixth graders and a staff of eleven embarked on a weeklong visit to Washington, D.C. While in D.C., students visited two university campuses, Howard University & Georgetown University, toured countless monuments, and visited the Smithsonian Museum of Natural History, Smithsonian Museum of African American History & Culture, as well as the Holocaust Museum. Students were required to submit an application and an essay to attend the trip, as well as uphold certain academic and behavioral standards aligned to the Milwaukee Excellence FIRST values. D.C. trips are ordinarily reserved for eighth-grade students, but Milwaukee Excellence knows that if we want the trajectory for our students to be different, we must hold the bar higher and provide them with opportunities to see places outside of their neighborhood. This year sixth graders will travel to Washington D.C., seventh

<sup>11</sup> Retrieved from: <https://broadfoundation.org/achievement-first-dsst-and-uncommon-schools-named-2018-broad-prize-finalists/>

<sup>12</sup> Retrieved from: <https://www.nwea.org/resources/wisconsin-linking-study/>



and eighth graders will travel to St. Louis, MO, and 9th and 10th graders will travel to Memphis, TN. Travel, also, shows us the light.

## Financial Performance

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

Milwaukee Excellence has built an organization that functions almost exclusively on the per-pupil state allocation and the Title I funds provided by the federal government. If faced with a budget shortfall, we will approach cost-cutting from a mission-driven perspective, seeking to maintain the instructional programming and staff necessary to meet student needs. We will prepare multiple contingency budgets as a precaution for an unexpected increase in expenses or a decrease in revenues. We will maximize our community resources and partnerships to provide additional resources for students. To minimize the risk of a shortfall, we will ensure proper controls and monitoring of attendance, enrollment, and financial data. We will also engage in monthly forecasting with our CFO to ensure that our projections reflect our financial needs.

**Major Revenue Assumptions:** We continue to enroll 120 students in the sixth grade every year of operation. By the end of the second charter, we anticipate a school enrollment of approximately 840 students. The major assumptions are listed below:

- \$9,165 per student is the projected per-student allocation by the state according to Wisconsin state statute 118.40(2r)(e)2p. This is a conservative estimate as it is based on the 2020 - 2021 allocation.
- 15% - 20% of our student population will require special education services which is similar to the Milwaukee Public Schools district average. We anticipate receiving IDEA funding for each student.

**Expenditure Assumptions:** At Milwaukee Excellence, we believe in creating an environment that is sustainable for all employees. Wages and compensation are competitive with the Milwaukee Public School dis.

Our five to six-teacher model per grade level gives us the ability to have small-group instruction, tutoring, two literacy teachers and two math teachers in each grade level in the middle school. As our most valuable asset, staff constitutes approximately 65% of overall expenditures.

**Grants:** Milwaukee Excellence has submitted and won large grant requests in the past from Herb Kohl Philanthropies, the Bradley Foundation, the Burke Foundation, and the Kelben Foundation. We intend to grow our relationship with all funders in Milwaukee to increase their annual giving. Additionally, Milwaukee Excellence won a competitive grant from the Wisconsin Department of Public Instruction for \$750,000.

**Financial Forecast:** Milwaukee Excellence has submitted balanced budgets to MPS throughout the duration of the initial charter agreement. Milwaukee Excellence Founder & CEO, Maurice Thomas, continues to raise approximately \$700 per student enrolled. The budget Milwaukee Excellence submitted to MPS has always been balanced and represents the financial viability of our school. The full budget is found in **Appendix G**.

## Organizational Performance

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

Milwaukee Excellence will continue to include parental and community involvement in the growth of Milwaukee Excellence.

Our core value of team lives inside and outside of our school building through the work of our families:

**Annually:** Parents attend Orientation in August. **Biannually:** Parents are required to attend Parent and Teacher conferences. We provide parents with a biannual satisfaction survey as a part of our accountability plan. **Cyclically:** Students receive a report card home at the end of every quarter (every 10 weeks) that must be picked up by a parent or guardian from the school. At the midpoint of every quarter, students receive a progress report detailing their mid-trimester achievement. **Monthly:** Parents receive a monthly newsletter with key events, dates, and a message from the Principal. **Weekly:** Students receive their behavior paycheck which must be signed by a parent or guardian as a homework requirement. The paycheck includes comments from teachers. **Daily:** Parents and teachers communicate through the daily homework log, required to be signed by a parent or guardian each night.

Milwaukee Excellence uses social media to gauge our influence in the broader Milwaukee community. As of June 30, 2020, Milwaukee Excellence has a 5.0 rating on a 5-point scale for our Facebook rating; our primary mode of communication on social media.<sup>13</sup>

Parents at Milwaukee Excellence expressed a need for more athletics and student awards ceremonies from the school. To improve our relationships with parents and the community, Milwaukee Excellence has done the following and will continue to improve on the following events listed below:

- Monthly Virtual Town Halls from the CEO / ED / Principal
- Developing a relationship with the University of Wisconsin - Madison PEOPLE Program
- Monthly Newsletters
- Quarterly Attendance Awards for Parents & Students
- Grade-Point-Average (GPA) Breakfast Ceremony for Parents & Students above 3.0
- Increased End-of-Year Academic Achievement Awards
- Increased End-of-Year Athletic Awards. See below for the results:
  - Milwaukee Excellence is the current 8th Grade Girls Basketball MPS Champion in MPS in 19 - 20
  - Milwaukee Excellence is the current Middle School MPS Track Champion (All Genders) in 18 - 19 (there was no track season in 19 -20) in MPS
  - Milwaukee Excellence was the 3rd place 8th Grade Boys Basketball team in MPS in 18 - 19
  - Milwaukee Excellence was the 6th Grade Girls Basketball Champion in MPS in 18 - 19 (no team in 19 - 20)
  - Milwaukee Excellence is the Middle School Flag Football Team in MPS for 19 - 20

Overall, Milwaukee Excellence parents wanted more extracurriculars for our students. Milwaukee Excellence delivered on that need more than any other middle school in MPS in the last three years. As a small charter school, Milwaukee Excellence has garnered awards in athletics that outsize our student population and educational program.

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

There are no changes to the school's governance structure.

<sup>13</sup> Retrieved from: [www.facebook.com/mkeexcellence](https://www.facebook.com/mkeexcellence)

Appendix A. School Calendar



# Milwaukee Excellence 2020-2021 Calendar

Please note our school varies slightly from the MPS traditional calendar.

<p><b>Aug. 17th - First Day of School</b></p> <p><b>Sept. 4th - Labor Day Break</b></p> <p><b>Sept. 7th - Labor Day</b></p> <p><b>Sept. 8th - Staff PD Day (No Students)</b></p> <p><b>Oct. 23rd - Teacher Conferences (No Students)</b></p> <p><b>Oct. 26th - October Recess (No School)</b></p> <p><b>Oct. 27th - Staff PD Day (No Students)</b></p> <p><b>Nov. 2nd - November Recess (No School)</b></p> <p><b>Nov. 3rd - Staff PD Day (No Students)</b></p> <p><b>Nov. 16th - Staff PD Day (No Students)</b></p> <p><b>Nov. 25th-27th- Thanksgiving Recess (No School)</b></p> <p><b>Dec. 21st- Jan. 1st Winter Break( No School)</b></p>	<p><b>Jan. 4th - Staff PD Day (No Students)</b></p> <p><b>Jan. 18th - MLK Jr. Day (No School)</b></p> <p><b>Jan. 19th - Staff PD Day (No Students)</b></p> <p><b>Feb. 12th - Teacher Conferences (No Students)</b></p> <p><b>Feb. 15th - Mid-Semester Break (No School)</b></p> <p><b>Feb. 16th - Staff PD Day (No Students)</b></p> <p><b>March 19th - Teacher Conferences (No Students)</b></p> <p><b>April 2nd- 9th - Spring Recess (No School)</b></p> <p><b>April 12th - Staff PD Day (No Students)</b></p> <p><b>May 26th - Last Day of School for Students</b></p> <p><b>May 27th - May 28th - Staff PD Day (No Students)</b></p>
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JULY 2020				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST 2020				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 2020				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER 2020				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER 2020				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER 2020				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY 2021				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY 2021				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH 2021				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL 2021				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY 2021				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE 2021				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**Appendix B. Student day start and end times**

Start: 8:05 AM Monday through Friday

End: 3:20 PM Monday through Friday







## Appendix C. Pupil Academic Achievement Report Continued

**(6) WSAS Social Studies**

Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin State Assessment System (WSAS) tests in social studies that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.

Year	Assessment	Total Tested	Number Proficient	School Rate	District Total Tested	District Proficient	District Rate	Met Goal	Met Measure	Source
2016-17		NA	NA	NA			NA	NA	NA	Grade 6 & 7 only
2017-18		NA	NA	NA			NA	NA	NA	Grade 6 & 7 only
2018-19	Forward	89	17	19.1%	4,524	1,178	26.0%	No	No	WISEdash
2019-20	Forward									WISEdash
2020-21	Forward									WISEdash

**(7) Graduation**

Using a DPI formula for comparison, Charter School shall achieve a high school graduation rate that is the same as, or higher than, the high school graduation rate in all MPS high schools.

Year	School Rate	District Rate	Met Goal	Source
2016-17	NA	NA	NA	Grade 6 only
2017-18	NA	NA	NA	Grades 6 – 7 only
2018-19	NA	NA	NA	Grades 6-8 only
2019-20	NA	NA	NA	Grades 6-9 only
2020-21				

**(8) Attendance Rate**

Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools.

Year	School Result	District Result	Met Goal	Source
2016-17	94.3%	90.9%	Yes	MPS Dashboard
2017-18	92.4%	90.3%	Yes	MPS Dashboard
2018-19	94.6%	89.7%	Yes	MPS Dashboard
2019-20				MPS Dashboard
2020-21				MPS Dashboard

**(9) Mobility Rate**

Achieve a mobility rate of pupils in Charter School (registered as of the September Third Friday Count) that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools.

Year	School Result	District Result	Met Goal	Source
2016-17	11.0%	10.7%	No	MPS Dashboard
2017-18	2.7%	10.9%	Yes	MPS Dashboard
2018-19	2.9%	11.0%	Yes	MPS Dashboard
2019-20				MPS Dashboard
2020-21				MPS Dashboard

## Appendix C. Pupil Academic Achievement Report Continued

**(10) Stability Rate**

Achieve a stability rate of pupils in Charter School (registered as of the September Third Friday Count) that is the same as, or higher than, the stability rate of pupils in corresponding grades in all MPS schools.

Year	School Result	District Result	Met Goal	Source
2016-17	91.0%	79.3%	Yes	MPS Dashboard
2017-18	89.6%	82.2%	Yes	MPS Dashboard
2018-19	87.6%	79.6%	Yes	MPS Dashboard
2019-20				MPS Dashboard
2020-21				MPS Dashboard

**(11) Promotion Rate Grade 8**

Achieve a percentage of pupils promoted from grade 8 in Charter School that is the same as, or higher than, the percentage of pupils being promoted from the corresponding grades in all MPS schools.

Year	Grade Level	Number Enrolled	Number Promoted	School Rate	District Rate	Met Goal	Source
2016-17	8 <sup>th</sup>	NA	NA	NA	NA	NA	Grade 6 only
2017-18	8 <sup>th</sup>	NA	NA	NA	NA	NA	Grades 6 – 7 only
2018-19	8 <sup>th</sup>	88	88	100.0%	99.6%	Yes	
2019-20	8 <sup>th</sup>						
2020-21	8 <sup>th</sup>						

**(12) AYP**

Meet or exceed the state's minimum Adequate Yearly Progress (AYP) requirements.

Year	School Result	District Result	Met Goal	Source
2016-17	NA	NA	NA	NA
2017-18	NA	NA	NA	NA
2018-19	NA	NA	NA	NA
2019-20				
2020-21				

Please complete the contact information for data related questions regarding the PAAR:

	Name	Phone Number
<b>School Contact Person:</b>	Maurice Thomas Maurice.Thomas@mkeexcellence.org	414-403-5892
<b>School Leaders Information:</b>	Maurice Thomas Maurice.Thomas@mkeexcellence.org	414-403-5892

For Milwaukee Public Schools review:

MPS has reviewed the data and agrees with the information presented by the school:	01/02/2020
MPS has reviewed the data and needs additional information for the following areas:	



## Appendix D. Uniform Policy

**Dress Code:** Milwaukee Excellence's dress code aims to instill habits of self-discipline and promote a strong sense of community in our school and show school professionalism and pride. The dress code is strictly enforced so students are able to focus on our rigorous academics. The dress code is in effect any time students are in the school building, except where mandated by legitimate religious requirements or with a medical note. Any gang affiliation or representation of any kind (clothes/socks, jewelry, hair, etc.) is prohibited. During summer school, at school events and sporting events outside of the school building, or on dress down days, it may not be required to wear the school uniform; however, the rest of the dress code still applies.

### Shirts and Outerwear

#### MIDDLE SCHOOL:

- Middle School Students must wear unaltered MX Light Blue Oxford school shirt each day. The only exception to this is when a student has gym class. (See Fitness Uniform)
- Students may not wear anything underneath their school shirt except one white short or long sleeved t-shirt and nothing over them except school approved sweater. The collar of the school shirt must be completely visible at all times.
- Coats, non-school sweaters, or any other outerwear are not permitted to be worn in school or taken anywhere in the building at any time and must be left in students' lockers or hooks all day.
- Shirts must always be tucked in whenever students are on school grounds to promote professionalism. Students will receive a 1DC opportunity for having their shirt untucked.
- All other MX shirts/clothing (such as extra-curricular, trip, or MX events) are permitted only on gym days and/or special incentives as indicated.

#### HIGH SCHOOL:

- High School Students must wear unaltered MX Gray Polo school shirt each day.
- Students may not wear anything underneath their school shirt except one white short or long sleeved t-shirt and nothing over them except school approved sweater. Collar of the school shirt must be completely visible at all times.
- Coats, non-school sweaters, or any other outerwear are not permitted to be worn in school or taken anywhere in the building at any time and must be left in students' lockers or hooks all day.
- Shirts must always be tucked in whenever students are on school grounds. Students will receive an 1DC opportunity for having their shirt untucked.
- All other MX shirts/clothing (such as extra-curricular, trip or MX events) are permitted only on gym days and/or On Fire Phoenix.

### Pants and Skirts:

- Males must wear navy blue dress pants. Females must wear navy blue dress pants or skirts. Capri pants, leggings/jeggings, spandex material, jeans or corduroy are not permitted.
- All pants and skirts must be navy blue in color and khaki material.
- No pockets, loops, or straps on pants or skirts can be below the hip level. Rubber bands are not permitted around pants.
- Pants must not be too baggy or too tight, nor torn or frayed. Pants must be worn at waist level. Other clothing must not be visible under pants.
- Skirts must be knee length or longer and there may be not slit. Skorts are allowed if knee length.
- Pants that allow for belts must be purchased.

### Shoes:

#### MIDDLE SCHOOL:

- Solid black shoes are required. Shoelaces and all parts of the shoe must be black. Females' dress shoes are acceptable only if they cover more than half of the foot and don't have more than a 3" heel.
- Flip-flops, stilettos, stacks, platform shoes, and sandals are not permitted.
- Shoes must be laced up, with tongue inside, and tied securely. Pant legs must be worn over the shoe.

## Appendix D. Uniform Policy Continued

### HIGH SCHOOL:

- Students are permitted to wear the color shoe of their choice.
- Closed toe shoes are required. Females' dress shoes are acceptable only if they cover more than half of the foot and don't have more than a 3" heel.
- Flip-flops, stilettos, stacks, platform shoes, and sandals are not permitted.
- Shoes must be laced up, with tongue inside, and tied securely. Pant legs must be worn over the shoe.

### Belts

- Solid black belts must be worn at all times. Belts may not hang down. Pants must be purchased that allow for belts.

### Jewelry and Makeup

- Males may not wear any earrings and females may wear earrings only in ears.
  - Earrings may not exceed the size of a quarter
- Visible body piercings, nose piercing, tongue piercings, or band-aids covering piercings are not permitted.
- No distracting makeup is permitted and makeup, perfume, lotion, or any other cosmetics are never to be applied anywhere but the bathroom and must remain in students' backpacks.
- Sweatbands or distracting wrist wear are prohibited.
- Students may only use chapstick to treat chapped lips. No lip gloss or lipstick will be allowed.

### Head Coverings

- No hats (other than MKE Excellence hats) or other head coverings are permitted, including scarves, hairnets, flower crowns, animal ears or other unprofessional headbands, athletic sweatbands, and bandanas anywhere inside the building at any time.
- Headbands, including bows, width should be 2" or less.

### Distracting / Inappropriate Clothing

- No clothing, jewelry, or accessory that is determined by any teacher or staff member to be unprofessional or distract from the learning process is permitted.

### Gym Uniform

#### MIDDLE SCHOOL and HIGH SCHOOL:

- On designated gym days, students may wear their fitness uniform to school: Gray MX T-Shirt, Navy blue MX athletic shorts, MX navy blue sweatshirt and/or jogging pants.
- All black shoes must be worn on gym days.
- If a student is not wearing the gym uniform, they must be in full daily uniform compliance.

### On Fire Phoenix Dress Down Days

- To celebrate students who go above and beyond our expectations, we have an exclusive "On Fire Phoenix" list sent out weekly. Students who earn 2 or less opportunities during the week will earn On Fire Phoenix dress down Friday. Students who earn On Fire Phoenix will be allowed to wear any Milwaukee Excellence or college shirt, pants of their choice (jeans, sweatpants), and their favorite closed-toe shoes.
- Students will be notified if they qualify for On Fire Phoenix during Thursday PMA announcements.

## Appendix E. Diversity Plan

In Accordance with Wisconsin State Statute 118.40(1m)(b)9, Milwaukee Excellence Charter has outlined the ways in which it will continue to achieve racial and ethnic diversity within our school's student population and staff that is aligned with the district. The vision of Milwaukee Excellence is to create a high-performing school for the students of Milwaukee. Our school will serve student populations that are traditionally underserved or labeled "at-risk," such as students with special needs and African-American students.

We are committed to enrolling a student population that mirrors the demographics of the Milwaukee Public Schools district.

In accordance with Wisconsin State Statute 118.20(1), Milwaukee Excellence Charter School will not discriminate in the hiring of teachers or staff because of race, nationality, political or religious affiliation.

### **Economically Disadvantaged:**

- Distribute printed and online materials that identify Milwaukee Excellence as a "tuition-free, public school" to encourage all parents in the neighborhood to apply.
- Explain our ability to assist parents unable to purchase a school uniform.

### **Special Education:**

- Host informational sessions to explain our commitment to diversity including students with special needs.
- During home visits, the principal will explain his commitment to serving all students regardless of their disabilities.
- Ensure parents that students with disabilities will not be discriminated against during enrollment at Milwaukee Excellence.

### **Racial and Ethnic Diversity:**

- Work with all religious groups to explain the vision of Milwaukee Excellence.
- Recruit teachers both locally and nationally to get a more diverse teaching staff.

### **Language**

- Distribute materials in the native language of the community if over 5% of the community does not speak English.
- Work with individual families to meet their language needs by hiring interpreters when needed.

## Appendix F. Special education plan

As part of our mission to provide a college preparatory education to all students, Milwaukee Excellence ensures all students receive robust support within the school community in order for them to excel and meet our high academic performance standards.

In serving students identified as having disabilities under the law or whom we suspect may have such disabilities, Milwaukee Excellence provides a Free and Appropriate Public Education (FAPE) and complies with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We educate students with disabilities in the least restrictive environment (LRE) and with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP). Milwaukee Excellence does not discriminate in its admission and enrollment practices against students having or suspected to have disabilities.

Milwaukee Excellence will implement an inclusive, heterogeneous educational model that serves all students in a manner that maximizes their academic potential and prepares all of them for success in the college of their choice and active citizenship. Our approach and design emulate high-performing urban schools serving similar students with disabilities, language proficiency barriers, and/or special circumstances that put them at risk for academic failure. The guiding philosophy at Milwaukee Excellence is to minimize the impact of a student's disability while maximizing his or her access to support services and the college-preparatory general curriculum.

The school's Special Education Director will be the administrator charged with coordinating and monitoring the school's special education programming and performance. Specifically, the Special Education Director will:

- Participate in engagement of qualified and as appropriate licensed personnel to compose multidisciplinary teams which will conduct special education assessments and evaluations.
- Ensure all services are provided in direct accordance with each student's IEP in an efficient and effective manner as possible. This extends to ensuring that any subsequent reevaluations are performed and that all required special education and related services are being provided and that all IEPs are appropriate.
- Train and support instructional staff on issues relevant to special education.
- Ensure that all special education reporting requirements are met.
- Retain, monitor, and secure all relevant data in a confidential manner in strict compliance with prevailing federal and state laws.

**Identifying Students with Special Needs:** Upon student enrollment at Milwaukee Excellence after the conclusion of the any school admissions lottery, if applicable, the school conducts intake activities, which may or may not include home visits with families. During these intake activities, one of the issues that is discussed is whether or not the enrolling student has an existing Individualized Education Plan (IEP).

To identify students with exceptionalities who do not have an existing IEP, the Special Education Director and others, as appropriate, train all teachers and administrators to carefully monitor individual student performance via daily and weekly classroom assessments, qualitative observation, and ongoing analysis of student-level performance data. The Special Education Director leads a formal training for all staff at the beginning of each school year during staff orientation to review specific tips and guidelines for the determination of student eligibility for special educational services, as outlined in the National Association of State Directors of Special Education Primer. The Special Education Director also has ongoing informal professional contact and communication with Milwaukee Excellence teachers and administrators to provide

ongoing counsel and advice regarding the proper identification of all potential student exceptionalities. Cross communication among all staff members is critical to efficient and accurate identification of students with exceptionalities. For example, our weekly team level and whole-school teacher meetings every Friday allow teachers and administrators, with guidance from the Special Education Director, to monitor, discuss, and remain updated on the academic and social progress of each student. If it becomes clear that a student is not meeting the appropriate expectations of academic or social progress, we interpret this as an important indicator of a potential larger issue and move to address the potential issue as quickly as possible.

Throughout the school year, our frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher reviews the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Principal and the Instructional Coach monitor student assessment data at regular intervals, allowing struggling students to be identified quickly. If a student is not making sufficient academic progress, the Special Education Director, in consultation with the Principal, develops a pre-referral strategy that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress is carefully monitored for up to six (6) weeks. In addition, other information is gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data.

**Evaluating Students with Special Needs:** If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers or special education faculty believe a disability may exist, the student is referred, in writing, to the Special Education Director for individual evaluation and determination of eligibility for special education programs and services. Any professional faculty member of Milwaukee Excellence may make referrals. Such referrals will:

1. State the reasons for the referral and include any test results, records or reports upon which the referral is based;
2. Describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and
3. Describe the extent of parental contact or involvement prior to the referral.

A copy of such referral along with the procedural safeguards notice is sent to the student's parents. The Special Education Director and the Principal convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. Milwaukee Excellence then conducts such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting is reconvened with the parents, the Special Education Director, the student's teacher, and other appropriate staff. At that time, a decision is made as to the student's eligibility for special education services. If the student is eligible for special education services, an IEP is developed. With parental consent and support, Milwaukee Excellence will re-evaluate students and consider revising an IEP if we do not believe that the current IEP allows the student free and appropriate public education in the least restrictive environment. Each IEP is reviewed at least once each school year and each student will be re-evaluated at least every three years. We remain vigilant about student growth so that we are ensuring that our support is appropriate to meet the required needs.

**Section 504:** Section 504 requires schools receiving federal funds to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination on the basis of disability. Milwaukee Excellence adheres to all obligations under IDEA (Individuals with Disabilities Education

Act) and Section 504. We immediately evaluate and identify any students protected under Section 504. This includes any student determined to:

- 1) have a physical or mental impairment that substantially limits one or more major life activities,
- 2) have a record of such impairment, or
- 3) be regarded as having such impairment.

The Special Education Director serves as the Section 504 coordinator to ensure that the legal rights of such students are met and that their special needs are effectively served.

**Professional Development of Faculty:** Professional training and development for faculty involved with the education of students with disabilities include: the referral process to the Special Education Director, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities. As part of summer orientation for teachers, training includes specific focus on supporting our special education students, and ongoing weekly faculty development supports teachers in providing accommodations and modifications in support of students' IEP goals.

**Staffing:** We believe that all students, regardless of ability, can learn at high levels if provided with the appropriate support in an inclusion model. In support of our mission and in support of serving students with disabilities, Milwaukee Excellence will comply with all relevant state and federal statutes including Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. To the greatest extent possible, Milwaukee Excellence educates disabled students alongside their nondisabled peers in the regular education classroom and only removes them from the classroom if the severity of their disability requires. Milwaukee Excellence does not discriminate in its admission and enrollment practices against students having—or suspected of having—disabilities.

Milwaukee Excellence will hire at least one full-time special education certified professional to serve as our Special Education Director in our first year of operation. This individual is charged with overseeing learning interventions and supports for all students, including those with disabilities. The Special Education Director works closely with the Principal and coordinates with any outside resources (speech therapist, counselors, etc.) as required by IEPs. For each student referred to as a child with a disability, Milwaukee Excellence appoints an IEP team consisting of the school's Principal, Special Education Director, faculty member(s) who teach the student, special education teacher, and the child's parents/guardians.

Each year, this IEP team develops a special education plan that demonstrates appropriate staffing levels and an integrated comprehensive services approach to serving our students with special needs.

Though the school's preference is always to limit the impact of disability on a student's academic experience while maximizing their educational opportunities in the mainstream program, the school is committed to hiring, as needed, any providers of speech language, occupational, physical, or other therapy who can work with students to ensure their success at the school.

Milwaukee Excellence believes that frequent and consistent parental communication regarding special education students is critical to ensuring that students' progress as expected and that parents are able to support the work of the school to the greatest extent possible. During the school's various intake activities, staff devotes special attention to ensuring that parents are made aware of the school's expectations around parental involvement and understand the school's philosophy of special education. Beyond that, the Special Education Director will make every effort to ensure that one or both of a special education student's parents is

present at every IEP meeting. This includes providing at least one week's notice before scheduling an IEP meeting. Should parents be unable or unwilling to attend an IEP meeting, the school will move forward with the meeting, but the Special Education Director will retain written records of the school's attempts to set an IEP meeting with parents present at a mutually agreeable time and place. Parents of students with exceptionalities receive regular reports of student progress in the general education program and towards IEP objectives through the school's school-wide monitoring and reporting process, including trimester parent-teacher conferences and report cards. The Special Education Director makes special phone calls home on a regular basis, no less than once per month, to update parent(s) on a special education student's academic and behavioral performance in the regular education performance, including updates of actual performance against benchmark goals set in the student's IEP, when applicable.

Parental involvement is an integral part of Milwaukee Excellence's educational program for every student, and students with exceptionalities receive priority attention from all staff to go above and beyond the school's standard expectations and policies for involvement of every child's parents or legal guardians.



**Appendix G. Charter school proposed budget and optional services form**

**Services:** Milwaukee Excellence will continue to use the following services from MPS: nutrition, transportation, maintenance, and security.

**Budget:** Below is the **Milwaukee Excellence Budget for 2020-2021** submitted to MPS.



**FY21 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET**

**Appendix F - Original Budget Form - 7/1/20 thru 6/30/21**

<b>School Name</b> Milwaukee Excellence Charter School <b>Contact Person</b> Stephanie Love <b>Phone Number</b> 414.292.8942		<b>Date Submitted</b> 4.30.2020 <b>E-mail Address</b> stephanie.love@mkeexcellence.org <b>stephanie.love@mkeexcellence.org</b>																			
<b>Items highlighted in yellow are calculated by a formula</b>		<b>FTE's - Original Budget</b> 543.00 <b>WI Estimated FTE Allocation</b> 9,165.00 <b>Other Allocated Funds Per FTE</b> <b>FTE's x Alloc s's =</b> 4,976,595	<<< sometimes not the same as the contracted FTE's  <<< Col D Total																		
		<b>Special Education - Reimbursable @ 20%</b> 13,575 <b>Total Funding From MPS</b> 4,990,170	<<< Col G Total (will be calculated once Col B is completed) <<< Col I Total																		
		<table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>G</th> <th>I</th> <th>K</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Description</td> <td>MPS FY21 Eligible Spec Ed <i>s's from Spec Ed Claim Form &amp; MPS Opt'l Serv Form</i></td> <td>MPS + Other Sources FTE Bud/ Rev Bud Positions</td> <td>MPS FY21 Contract Funding <i>Include IDEA if opt out of MPS Opt Serv</i></td> <td>%</td> <td>Reimbursable state defined - Spec Ed costs <i>automatically calculates @ 20%</i></td> <td>MPS FY21 Total Original Budget (D+G)</td> <td>Other Sources FY21 Budget</td> <td>Total MPS &amp; Other Sources FY21 Budget (I+K)</td> </tr> </tbody> </table>		A	B	C	D	E	G	I	K	M	Description	MPS FY21 Eligible Spec Ed <i>s's from Spec Ed Claim Form &amp; MPS Opt'l Serv Form</i>	MPS + Other Sources FTE Bud/ Rev Bud Positions	MPS FY21 Contract Funding <i>Include IDEA if opt out of MPS Opt Serv</i>	%	Reimbursable state defined - Spec Ed costs <i>automatically calculates @ 20%</i>	MPS FY21 Total Original Budget (D+G)	Other Sources FY21 Budget	Total MPS & Other Sources FY21 Budget (I+K)
		A	B	C	D	E	G	I	K	M											
Description	MPS FY21 Eligible Spec Ed <i>s's from Spec Ed Claim Form &amp; MPS Opt'l Serv Form</i>	MPS + Other Sources FTE Bud/ Rev Bud Positions	MPS FY21 Contract Funding <i>Include IDEA if opt out of MPS Opt Serv</i>	%	Reimbursable state defined - Spec Ed costs <i>automatically calculates @ 20%</i>	MPS FY21 Total Original Budget (D+G)	Other Sources FY21 Budget	Total MPS & Other Sources FY21 Budget (I+K)													
<b>Instruction/Instructional Support Costs</b> <b>Salaries (non-MPS Staff)</b>																					

**Instruction/Instructional Support Costs**

**Salaries (non-MPS Staff)**

Description	MPS FY21 Eligible Spec Ed	MPS + Other Sources FTE Bud/ Rev Bud Positions	MPS FY21 Contract Funding	%	Reimbursable state defined - Spec Ed costs	MPS FY21 Total Original Budget (D+G)	Other Sources FY21 Budget	Total MPS & Other Sources FY21 Budget (I+K)
Teacher(s) Non-Special Education			1,337,190			1,337,190		1,337,190
Teacher(s) Spec Ed - 100% reimbursable	60,000		48,000		12,000	60,000		60,000
Substitutes						0		0
Aides Non-Special Education						0		0
Aides Spec Ed - 100% reimbursable			0		0	0		0
Nurse - 71% - non-reimbursable			0		0	0		0
Nurse - 29% Spec Ed reimbursable			0		0	0		0
Social Worker - 41% - non-reimbursable			0		0	0		0
Social Worker - 59% Spec Ed reimbursable			0		0	0		0
Psychologist - 16% - non-reimbursable			0		0	0		0
Psychologist - 84% Spec Ed reimbursable			0		0	0		0
Counselor - 90% - non-reimbursable			0		0	0		0
Counselor - 10% Special Ed reimbursable			0		0	0		0
Spec Ed Supervisor - 100% reimbursable			0		0	0		0
Part-time Wages						0		0
Special Education Salaries --Total Aidable	60,000					0		0
Other-Specify						0		0
<b>Salaries Subtotal</b>		0.00	1,385,190		12,000	1,397,190	0	1,397,190

**Benefits**

Special Education-Benefits -Total Aidable 7,875

<b>Benefits Subtotal</b>	436,620	1,575	438,195	438,195
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**Purchased Services**

Consultants/Contracted Services			76,020		76,020	54,300	130,320	
Extracurricular Activities			36,495		36,495		36,495	
Field Trips			81,450		81,450		81,450	
Staff Development-travel/conferences			43,700		43,700		43,700	
Car allowance-instructional staff travel					0		0	
Duplicating					0		0	
Optional Services from MPS - Special Ed			0		0		0	
Price List Services from MPS					0		0	
Other-Specify					0		0	
<b>Purchased Services Subtotal</b>			237,665		0	237,665	54,300	291,965



Appendix G. Charter school proposed budget and optional services form continued

**Instruction/Instructional Support Costs**

**Classroom Materials/Equipment**

Instructional Supplies	62,800		62,800		62,800
Textbooks	18,839		18,839		18,839
Media			0		0
Program Supplies			0		0
Classroom Equipment	135,439		135,439		135,439
Equipment Rental			0		0
Software			0		0
Other-Specify_____	48,596		48,596		48,596
<b>Materials/Equipment Subtotal</b>	<b>265,674</b>	<b>0</b>	<b>265,674</b>	<b>0</b>	<b>265,674</b>

**Total Instruction**

<b>0.00</b>	<b>2,325,149</b>	<b>47.4%</b>	<b>13,575</b>	<b>2,338,724</b>	<b>54,300</b>	<b>2,393,024</b>
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**Non-Instructional Costs**

**Salaries**

Program Director/Principal			0		0	
Assistant Administrator			0		0	
Security			0		0	
Engineer (Janitor)			0		0	
Clerical			0		0	
Accounting/Financial			0		0	
Food Services			0		0	
Part-time Wages			0		0	
Other-All Admin Salaries	1,031,511		1,031,511		1,031,511	
<b>Salaries Subtotal</b>	<b>0.00</b>	<b>1,031,511</b>	<b>0</b>	<b>1,031,511</b>	<b>0</b>	<b>1,031,511</b>

**Benefits**

<b>Benefits Subtotal</b>	<b>331,895</b>		<b>331,895</b>		<b>331,895</b>
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**Non-Instructional Costs (non-MPS Staff)**

**Purchased Services**

Consultants			0		0
Administrative Staff Development-travel/conferences			0		0
Car allowance-non-instructional staff			0		0
Duplicating			0		0
Postage	2,715		2,715		2,715
Rents	375,730		375,730		375,730
Utilities			0		0
Telephone	3,600		3,600		3,600
Maintenance Services	40,000		40,000		40,000
Memberships/Subscriptions			0		0
MPS Admin Fee @ 3%---automatically calculates	149,298		149,298		149,298
MPS Opt1 Serv Form - Non-instruc Services			0		0
MPS Opt1 Serv Form - Non-instruc Transportation			0		0
Special Ed Form - Spec Ed Transportation	0		0		0
Transportation for Non-MPS Traditional Students			0		0
Other-Transportation	453,600		453,600		453,600
<b>Purchased Services Subtotal</b>	<b>1,024,943</b>	<b>0</b>	<b>1,024,943</b>	<b>0</b>	<b>1,024,943</b>

**Non-Instructional Materials/Equipment**

Office Supplies	73,100		73,100		73,100
Maintenance Equipment			0		0
Building/Maintenance Supplies			0		0
Building Alarm/Security			0		0
Office Equipment			0		0

Equipment Rental			0		0
Copier Rental			0		0
Other - Pupil/Parent Services supplies	89,595		89,595		89,595
Other - Acctg Payroll Fees	56,000		56,000		56,000
Other - Development supplies	14,402		14,402		14,402
			0		0
			0		0
<b>Materials/Equipment Subtotal</b>	<b>233,097</b>	<b>0</b>	<b>233,097</b>	<b>0</b>	<b>233,097</b>

**Insurance**

General Liability	30,000		30,000		30,000
Other-Specify_____			0		0
			0		0
			0		0
			0		0
			0		0
			0		0
<b>Insurance Subtotal</b>	<b>30,000</b>	<b>0</b>	<b>30,000</b>	<b>0</b>	<b>30,000</b>

**Total Non-Instruction**

<b>0.00</b>	<b>2,651,446</b>	<b>52.6%</b>	<b>0</b>	<b>2,651,446</b>	<b>0</b>	<b>2,651,446</b>
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**GRAND TOTALS**

<b>0.00</b>	<b>4,976,595</b>	<b>100.0%</b>	<b>13,575</b>	<b>4,990,170</b>	<b>54,300</b>	<b>5,044,470</b>
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**Appendix G. Charter school proposed budget and optional services form continued**

<b>Total Special Ed. Costs</b>	<b>67,875</b>
<b>Special Ed. Costs Reconciliation</b>	
MPS Optional Service Form	
Spec Ed Cost Claim Form-Wages+Bene	67,875
Spec Ed Cost Claim Form-Transportation	
<b>Total Special Ed. Costs</b>	<b>67,875</b>
	<b>0</b>

<b>Funding should be</b>	<b>4,976,595</b>	<b>13,575</b>	<b>4,990,170</b>
<b>Variances (s/b \$0)</b>	<b>0</b>	<b>0</b>	<b>0</b>

Other Sources List by Fund	Dollars Budgeted
IDEA	54300
<b>Total</b>	<b>\$ 54,300.00</b>
<b>Column K Total</b>	<b>\$ 54,300.00</b>
<b>Difference (s/b so)</b>	<b>\$ -</b>

**Appendix H. Charter School discipline policy**

Milwaukee Excellence will adhere to the policies in accordance with the *2019 - 2020 MPS Parent/Student Handbook on Rights, Responsibilities, and Discipline*<sup>14</sup>.

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<sup>14</sup> <http://mps.milwaukee.k12.wi.us/MPS-English/SUPT/Family--Student-Services/rights-responsibilities-english-handbook.pdf>

## Appendix I. Vitae and contact information of the school leader

### Maurice L. Thomas



maurice.thomas@mkeexcellence.org

414-403-5892

#### EDUCATION

**University of Wisconsin-Madison**, Madison, WI  
Bachelor of Arts in Theatre and Political Science

August 2004 – May 2008

#### EDUCATIONAL LEADERSHIP EXPERIENCE

##### Founder & Chief Executive Officer of Milwaukee Excellence Charter School

August 2016 – Present

Milwaukee Excellence Charter School is a 6<sup>th</sup> through 12<sup>th</sup> grade Milwaukee Public Schools (MPS) charter school currently serving 447 students in grades 6th through 8th. We will grow one grade per year until we reach the 12th grade in 2022. Milwaukee Excellence serves a student population that is over 90% African-American with over 75% of students qualifying for free or reduced-priced lunch.

- 2019 Milwaukee Excellence is one of two schools statewide to receive a National Title I Distinguished School Award (Dec. 2019)
- 2019 Milwaukee Excellence is the #2 rated school out of all Milwaukee Public Schools (including traditional and charter schools)
- 2018 Milwaukee Excellence is rated the #1 school in the city of Milwaukee and the #23 ranked school in the state of Wisconsin

##### Building Excellent Schools Fellow

August 2014 – August 2016

Building Excellent Schools (BES) supports relentless entrepreneurs to design, found, lead and sustain excellent schools in underserved communities nationwide. The BES Fellowship - a rigorous, yearlong, comprehensive training program in charter school creation and leadership - has resulted in the establishment of over 60 schools in 20 cities in 12 states and the District of Columbia that serve as national models of superior performance. BES holds the core belief that academic performance drives every element of a school, including design, leadership, culture, decisions, and governance, and that accountability drives academic achievement.

##### Teach For America Regional Team, Milwaukee, WI

August 2011 – August 2014

Executive Director

Teach For America is the national corps of outstanding top college graduates, graduate students, and professionals who commit two years to teach in low-income urban and rural public schools and become lifelong leaders in expanding educational opportunity for all. Our mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort.

- Managed 12 regional staff members and 90 corps members to achieve on average 1.7 years of growth in our classrooms
- Significantly grew and diversified our funding base by securing \$8M over three years, including a \$1M state grant.
- Recruited new high-profile members to our Board of Directors, dramatically increasing the visibility and profile of TFA in the community and increasing Board's ability to fundraise.

##### Teach For America Regional Team, Atlanta, GA

June 2010 – August 2011

Program Director

- Instructional leader to 34 corps members placed in the areas of secondary math, social studies, and English.

##### School for Technology, Engineering, Math, and Science at Therrell High School, Atlanta, GA

June 2008 – June 2010

11<sup>th</sup> Grade American History Teacher, 11<sup>th</sup> & 12<sup>th</sup> Grade School Team Leader, Corps Member Teach For America

*Member of a highly selective national corps of recent college graduates of all academic majors who commit two years to teach in under-resourced public schools and become lifelong leaders in a wide range of careers*

#### AWARDS AND ACKNOWLEDGMENTS:

- 2020, National Profile - Author: National Alliance For Public Charter Schools, "Charter School Program Success Programs", August 2020. [Link](#)
- 2019, National Profile - Author: National Alliance For Public Charter Schools, "Identity and Charter School Leadership", December 2019. [Link](#)
- 2019, Young American Leaders Program at Harvard University. [Link](#).
- 2019, Milwaukee Business Journal 40 Under 40. Selected from over 300 nominations. [Link](#).
- 2019, Pat Wilmeth Award Winner. Named top educator in Milwaukee according to College Possible Milwaukee.
- 2010, Sue Lehmann Excellence in Teaching Award Winner. National Teach For America Teacher of the Year.
- 2009 - 2010, Teacher of the Year - School of Technology, Engineering, Math, and Science at Therrell High School.

## Appendix J. Sample student weekly schedule

### Sample Middle School Schedule

Monday - Friday					
TIME		WISCONSIN 6	CAL 6	HARVARD 6	HOWARD 6
8:05 - 8:20	15 MIN	Breakfast (HW, Announcements Attendance Calls)			
8:20 - 8:35	15 MIN	AMA	AMA	AMA	AMA
8:37 - 9:37	60 MIN	STEAM	ENGLISH - B	MATH - C	ENGLISH - D
9:37 - 10:37	60 MIN	MATH - A	ENGLISH - B	MATH - C	STEAM
10:40 - 11:55	Lunch Block	Habits: Lunch + Book Club + 10 min HW			
11:57 - 12:57	60 MIN	MATH - A	STEAM	ENGLISH - D	MATH - C
12:59 - 1:59	60 MIN	ENGLISH - B	MATH - A	ENGLISH - D	MATH - C
1:59 - 2:59	60 MIN	ENGLISH - B	MATH - A	STEAM	ENGLISH - D
3:00 - 3:15	25 MIN	PMA	PMA	PMA	PMA
3:15 - 3:25	10 MIN	DISMISSAL (Announcements)			

### Sample High School Schedule

9th Grade A Day (M/W)					
Time	Period	Cohort 1	Cohort 2	Cohort 3	Cohort 4
8:05-8:15	Home Room	Home Room			
8:15-9:33	Period 1	Arts Matter	Algebra	PE1/Health	ACP
9:33-10:51	Period 2	ACP	Arts Matter	Algebra	English 9
10:51-12:09	Period 3	English 9	ACP	Arts Matter	PE1/Health
12:09- 12:39	Lunch	Lunch			
12:39-1:57	Period 4	PE1/Health	English 9	ACP	Algebra
1:57-3:15	Period 5	Algebra	PE1/Health	English 9	Arts Matter
3:20-4:00	Office Hours	Office Hours/Prep			
4:00-5:00pm	Clubs/ Extacurriculars	Clubs/Extra Curriculars			



**Appendix K. Additional curriculum information to support educational concept**

Milwaukee Excellence uses a college preparatory curriculum aligned to state and national standards to prepare students for the rigor of college. As we believe in the research from the ACT Policy report that “[c]ollege readiness should begin in the middle school,”<sup>15</sup> students in grades six through eight receive triple the amount of English instruction and double the amount of math instruction to establish a ninth grade cohort that is prepared for the demands of a college-bound high school curriculum.

Milwaukee Excellence’s curriculum is driven by clear performance standards for what students should know and be able to do by the end of each school year. For each grade level, standards are based on state and national curriculum frameworks. The curriculum is based on clearly-defined expectations for student learning. Teachers use six-week interim assessments and end-of-year comprehensive exams to measure how well students are mastering the standards. The assessments are created internally and aligned to state and national standards as we are highly focused on student achievement. Teachers are guided to understand and apply Common Core State Standards as well as the concepts, skills, and abilities outlined within the Smarter Balanced Assessment to inform planning. **Figure K.1** is a list of supplemental curricula Milwaukee Excellence teachers will use in the curriculum development process.

**Figure K.1: Milwaukee Excellence Curriculum**

COURSES	CURRICULA	RATIONALE
English Language Arts	<ul style="list-style-type: none"> <li>● Wilson Reading</li> <li>● Fountas and Pinnell Leveled Reading</li> <li>● Reading Apprenticeship</li> <li>● Liberty Collegiate Academy Reading Program</li> <li>● Reading Mastery</li> <li>● Power Writing Plus</li> <li>● College Board AP and Pre-AP Course Materials</li> </ul>	<ul style="list-style-type: none"> <li>● Wilson Reading provides phonics instructions for students significantly behind grade-level</li> <li>● Fountas and Pinnell is used for Guided Reading during Literacy and to create Leveled Classroom Libraries</li> <li>● Reading Apprenticeship is a framework to embed reading across the content areas</li> </ul>
Math	<ul style="list-style-type: none"> <li>● Pearson Math</li> <li>● Engage New York</li> <li>● College Board AP and Pre-AP Course Materials</li> <li>● Knowledge is Power Program (KIPP) National Math Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Pearson math includes MyMathLab which will be used during Math Procedures to supplement our math program</li> <li>● Engage New York provides a rigorous scripted math curriculum</li> </ul>
Science	<ul style="list-style-type: none"> <li>● Full Options Science Systems (FOSS)</li> <li>● College Board AP and Pre-AP Course Materials</li> </ul>	<ul style="list-style-type: none"> <li>● FOSS provides science curriculum aligned with Next Generation Science Standards</li> </ul>
Social Studies History	<ul style="list-style-type: none"> <li>● Houghton Mifflin Curriculum</li> <li>● College Board AP and Pre-AP Course Materials</li> </ul>	<ul style="list-style-type: none"> <li>● Provides standards-based content and research-based reading instruction</li> </ul>

**Reading and Writing:** Reading instruction in the middle school focuses on fluency, phonics, reading comprehension, and text-based analysis. All students at Milwaukee Excellence Middle School Academy have 120 minutes of daily literacy instruction and targeted, accountable reading time:

<sup>15</sup> Wiberly, G.L. and R.J. Noeth. *College Readiness Begins in Middle School*. ACT Policy Report (2005), p. ix.

- 60 Minutes – English Language Arts
- 60 Minutes – Writing / Grammar

For those students who continue to struggle in literacy and for whom data indicates that they are not on or above grade level, we provide up to an additional 120 minutes of literacy support, with the most at-risk student benefiting from additional tutoring and office hours.

Reading instruction at the high school begins in grade nine and focuses on comparative literature. Students compare different genres of literature from multiple time periods and geographical locations. These courses are fully aligned to the Common Core State Standards.

Writing instruction in the middle school begins in grade six and focuses on grammar, punctuation, spelling, five-paragraph papers that are text-based, and the writing process. Students will have between 100 minutes and 200 minutes of writing instruction and support each day, as writing is embedded in the literacy and social studies curriculum.

Writing instruction in the high school begins in grade nine and focuses on research-based text analysis, research papers, oral presentations, and extended written responses.

**Figure K.2: Reading and Writing Course of Study**

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English 6	English 7	English 8	American Literature	World Literature	AP English I or English 11	AP English II or English 12
Writing 6	Writing 7	Writing 8				

**Mathematics:** Math instruction in the middle school begins in grade six and focuses on mathematical procedures and mathematical problem-solving. These areas of focuses are segmented into two math courses. Students develop an understanding of statistical thinking through writing, interpreting, and using mathematical expressions and equations. Students study introductory algebra and geometry. All students at Milwaukee Excellence Middle School Academy have 100 minutes of daily math instruction:

- 60 Minutes – Math Procedures
- 60 Minutes – Problem Solving

For those students who continue to struggle in math and for whom data indicates that they are not on or above grade level, we provide up to an additional 100 minutes of math support, with the most at-risk student benefiting from a total of 200 minutes of daily math instruction and support.

- 20 Minutes – Tier 2 Intervention with Educational Assistant & Instructional Coach
- 60 Minutes – Mandatory Academic support (after school)

Math instruction in the high school begins in grade nine and focuses on a college preparatory curriculum culminating in Calculus. All students take the same mathematics courses. In tenth grade students take Algebra II or Geometry. All math courses are aligned to the Common Core State Standards.

**Figure K.3: Mathematics Course of Study**

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math Procedures 6	Math Procedures 7	Math Procedures 8	Algebra I or Geometry	Algebra II and / or Geometry	Pre-calculus	Calculus
Problem-Solving 6	Problem-Solving 7	Problem-Solving 8				

**Science:** Science instruction in the middle school begins in grade six and focuses on scientific reasoning, investigative reading, and writing through courses in Physical Science, Life Science, and Earth Science. Science classes focus heavily on mathematics in the application of science.

Science instruction in the high school begins in grade nine and focuses on deep content knowledge of the sciences. Students explore science through the scientific method, and learn qualitative and quantitative data-analysis skills. In grade eleven, students may choose between two science courses - Physics and either Advanced Placement Biology or Advanced Placement Chemistry. All science courses are aligned to Wisconsin State Standards and Advanced Placement end-of-year assessments.

**Figure K.4: Science Course of Study**

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Life Science	Earth Science	Integrated Science	Biology	Chemistry	Physics or AP Biology or AP Chemistry	Earth Science or AP Biology or AP Chemistry

**Social Studies:** Social Studies instruction in the middle school begins in grade six and focuses on reading and writing about history. Social studies courses in the middle school allow students to apply their reading skills to acquire new knowledge and develop an understanding of history through their ability to read and write about it and to work directly with non-fiction texts as both primary and secondary sources. Students focus on geography, world civilizations, and American history.

Social studies instruction in the high school begins in grade nine and focuses on the development of deep content knowledge of American and World History. We also focus on comparative historical analysis in order to develop students’ ability to apply their current thinking to historical events in order to make meaning of history. All social studies courses are aligned to Wisconsin State Standards.

**Figure K.5: Social Studies Course of Study**

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Social Studies 6	Social Studies 7	Social Studies 8	World History	US History	Economics	AP World History or World History

**Extracurricular / Enrichment:** Extracurricular and enrichment courses in the middle school begins in grade six and focuses on art, music, theatre, and debate. Students take all courses on a rotational basis as to be exposed to multiple fine arts. Additionally, we are committed to students having a well-rounded education. We provide a growing extracurricular and enrichment sequence of courses as students move from sixth to twelfth grade. All students at Milwaukee Excellence have at least 50 minutes of enrichment instruction:

- 60 minutes in middle school
- 60 minutes in high school
- 60 – 100 minutes afterschool in high school

**Figure K.6 Extracurricular and Enrichment Course of Study**

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Extracurricular	Art	Art	Art



	Music Coding Debate	Music Coding Theatre	Music Theatre Coding
Athletics	Basketball Soccer Flag Football	Basketball Soccer Volleyball Flag Football	Basketball Soccer Volleyball Flag Football
Student Organizations	Student Government	Student Government	Student Government National Jr. Honor Society

**Figure K.6 Extracurricular and Enrichment Course of Study, continued**

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Extracurricular	Art Music Theatre Coding Photography	Art Music Theatre Coding Photography	Art Music Theatre Coding Photography	Art Music Theatre Coding Photography
Athletics	Basketball Soccer Volleyball Football Tennis Track	Basketball Soccer Volleyball Football Tennis Track	Basketball Soccer Volleyball Football Tennis Track	Basketball Soccer Volleyball Football Tennis Track
Student Organizations	Student Government Forensics National Honor Society Spanish Honor Society Math Club Model UN	Student Government Forensics National Honor Society Spanish Honor Society Math Club Model UN	Student Government Forensics National Honor Society Spanish Honor Society Math Club Model UN	Student Government Forensics National Honor Society Spanish Honor Society Math Club Model UN

**Cognitive Guided Instruction – Math and Science:** At Milwaukee Excellence, the problem solving class in middle school uses Cognitively Guided Instruction to teach students how to apply their intuitive math knowledge to solve math problems. Using this method will increase students' ability to solve complicated word problems using multiple strategies, their conceptual thinking in mathematics, and their ability to explain their mathematical reasoning – all primary components of the Common Core. All Milwaukee Excellence students will be prepared for Algebra I by grade nine.

According to the National Center for Improving Student Learning and Achievement in Mathematics and Science ("NCISLA"), cognitive guided instruction is defined as a professional development program based on: "(a) the development of students' mathematical thinking; (b) instruction that influences that development; (c) teachers knowledge and beliefs that influence their instructional practices; and (d) the way that teacher's knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking."<sup>16</sup> By developing teachers to make meaning of how students learn, teachers are able to create lessons that push students to expand the means by which

<sup>16</sup> Retrieved from: <http://ncisla.wceruw.org/publications/reports/RR00-3.PDF>.

they relate math to their environment, thus increasing their mathematical ability. Studies by NCISLA have consistently shown that students in classrooms using CGI consistently outperform those that are not.<sup>17</sup>

**Literacy in All Subject Areas:** Milwaukee Excellence recognizes literacy as the primary foundation for all learning. Built within our school-wide instructional framework are key literacy components such as Drop Everything and Read (“DEAR”), Habits of Discussion, and Turn and Talk. These frameworks allow student to put their literacy skills to work in all subject areas.<sup>18</sup>

**Habits of Discussion:** Milwaukee Excellence prepares students to use habits of discussion to push student conversations further in classes. We equip our students with the language that will further their learning no matter the subject area. This allows students to bring their knowledge and background information into the classroom in productive and meaningful ways.<sup>19</sup> As seen in **Figure K.7**, Habits of Discussion are posted in classrooms for use daily.

**Figure K.7: Habits of Discussion**

<b>Ways to Show Agreement:</b>
<ul style="list-style-type: none"> <li>● I agree with _____ because _____</li> <li>● I agree with you _____, but _____ because _____</li> <li>● I would like to add _____ to what _____ just said”</li> <li>● I know _____ because I read _____</li> <li>● That makes sense because _____</li> </ul>
<b>Ways to Show Disagreement:</b>
<ul style="list-style-type: none"> <li>● I respectfully disagree with you _____ because _____</li> <li>● I have a different opinion / point of view...</li> </ul>
<b>I have a clarifying questions to ask:</b>
<ul style="list-style-type: none"> <li>● I have a question about _____</li> <li>● I am confused about _____</li> <li>● _____, what did you mean when you said _____?</li> <li>● Can you please restate the question?</li> </ul>
<b>Ways to Push a Conversation Further during Class Discussions:</b>
<ul style="list-style-type: none"> <li>● Can you say more about that?</li> <li>● What do you think about what I said?</li> <li>● Is there evidence to support that in the text?</li> <li>● Why do you think that?</li> </ul>

**Turn and Talk:** We believe that our students must develop oral skills and listening skills to be productive citizens in Milwaukee and to be capable members of a highly literate adult community. Turn and Talk is a discussion protocol between paired students to share their answers to a written prompt or question in order to build the skills of active listening and clear oral expression. We use Turn and Talk to have students make sense of their own answers while listening meaningfully to the answers of their partners. Often, teachers will then have students share aloud the answers of their partners to gauge their ability to listen and synthesize information.

**Figure K.8: Turn and Talk**

<b>Meaningful Turn and Talk</b>
<ul style="list-style-type: none"> <li>● Eye contact and bodies turned toward each other</li> <li>● Nodding and doing the “connection hand signal”</li> <li>● Smiling and showing a pleasant facial expression</li> </ul>

<sup>17</sup> Retrieved from: <http://ncisla.wceruw.org/publications/reports/RR00-3.PDF>.

<sup>18</sup> Literacy in All Subjects Area is a key area of focus in the Common Core State Standards. See: <http://standards.dpi.wi.gov/files/cal/pdf/las-stds.pdf>.

<sup>19</sup> “Students Bring Strengths and Experiences to Learning” is an explicit teaching and learning principles as outlined by DPI in the Common Core State Standards for Literacy in All Subject Areas. Retrieved from: <http://standards.dpi.wi.gov/files/cal/pdf/las-stds.pdf>.

### Having a REAL Conversation:

- Asking meaningful questions
- Making connections
- Building on and adding to each other's thinking
- Explaining why you agree or disagree with your partner
- Talking for the entire time you have to discuss

**At-Risk Students:** At Milwaukee Excellence we believe in preparing all students for college. Because our mission is explicit about educating all students, we provide many strategies to (1) engage all learners and (2) ensure that every student has the opportunity to learn<sup>20</sup> - both tenets of the Common Core State Standards principles of learning and teaching.

**Flexible Grouping:** Our staffing and teacher model allows for highly differentiated groupings in our classrooms. We have six teachers per grade level for four cohorts of 30 students in the middle school academy. Our daily schedule allows for two teachers to support students' grade level needs during Afternoon Focus and Enrichment classes from 2:30PM – 4:20PM. The circulating teachers can move students into small groups within the classroom to reinforce learning in reading and math. We create an environment that allows students to interact with homogenous and heterogeneous student groups based on achievement levels.

**Small Group Instruction:** Teachers use small group instruction daily for small group reading, math, and remediation during Afternoon Focus. Milwaukee Excellence serves a student population that historically has gaps in abilities to read and do math.

**Tutoring:** We build in tutorial time in every school day. We recognize that not all students will master the content the same day it is presented. We believe in students having multiple attempts to learn the new material and be on-track for the next school day. Teachers use tutorial for (1) whole group remediation, (2) small group instruction and (3) student homework support. This creates an environment in our school where strategic and immediate supports are part of the learning process.

**Parent Communication:** Because homework requires a daily parent/guardian signature, parents are in communication with teachers daily. Students have a homework checklist that is signed by a parent or guardian each day. Teachers use this sheet to communicate with parents and guardians about the level of success achieved academically and behaviorally for their child. All teachers provide an email and phone number that they may be reached to parents. In addition, parents receive weekly progress reports on students' academic and behavioral progress.

**Creating a Professional and Productive Adult Culture:** We provide a professional, positive, and values-based adult culture, and we ground our team in what our values mean for every staff member.

- **FOCUS:** We focus on student achievement. We are unwavering in our belief that all students can and will be successful. We challenge each other to be better every day. Through live feedback and weekly professional development, we strive to be the best team in order to get great results for students.
- **Integrity:** We always do what is right. We uphold the professional standards that come along with being a teacher and role model to students. We walk our talk. We put into action the values that we put in front of our students.
- **Respect:** We listen to others. We value the voices of our teammates and their diverse experiences. All of the diverse experiences we bring to Milwaukee Excellence make us great. We are diligent about working across the lines of difference that may exist between us. Staff members know each other and build a foundation of trust.

<sup>20</sup> Retrieved from: <http://standards.dpi.wi.gov/files/cal/pdf/las-stds.pdf>.

- **Self-Determination:** We believe the academic achievement of our students' lies in how well we prepare today. Over the course of the school year, we spend 31 days in professional development in order to improve our skills as teachers. We recognize that excellence is an ambitious goal, and for that reason, we must work at it all the time.
- **Team:** We recognize that we do not do the work alone. We share a common work space to lesson plan, eat, discuss student achievement, and develop trusting relationships. We do not have teacher desks in our classrooms because we do not do this work as individuals. We build our team to do the work together at all times.

## Appendix M. Educational Philosophy and School Characteristics

At Milwaukee Excellence we believe all students regardless of their race or economic background can and will be successful when held to high expectations for their academic studies and when held to high expectations for their character development.

**Our mission statement is clear:** Through rigorous academics and character education essential for success, Milwaukee Excellence Charter School educates 6<sup>th</sup> through 12<sup>th</sup> grade students to excel within and graduate from four-year colleges and to pursue the professions of their choice.

We approach education with the belief that all students will be successful when given the foundational skills in literacy and math, along with the personal character development needed to navigate the collegiate and professional worlds. Given that many of our students will enter grade six performing below grade-level, it is essential that we extend the school day, creating more time to master content in math and literacy through a highly-structured and joyful school community and prioritizing that time to remediate gaps quickly and accelerate learning for every student.

Our educational philosophy is built on the following beliefs:

### 1. We believe that literacy and math are foundational to all learning.

We are unwavering in our belief that literacy and math must be at the core of all instruction. Students growing up in low-income homes hear, on average, 30 million less words than their affluent peers by the time they reach age three.<sup>21</sup> At Milwaukee Excellence, we believe all teachers must be skilled at teaching reading in order to close the literacy achievement gap. We will create an environment that encourages all students and adults to read throughout the day. We seek to foster a community that celebrates students' love for reading.

“Access to further education, high-skilled jobs, and a chance to participate fully as informed citizens depends in large part on school success, which itself is highly correlated with the ability to read.”<sup>22</sup> At Milwaukee Excellence, we believe that an “[i]ntensive amount of reading and writing are the soul of learning.”<sup>23</sup> Students will receive 180 minutes of reading and writing each day (see **Appendix J: Sample Student Weekly Schedule**). We understand that developing strong reading habits will take time and will take a variety of methods. High-performing urban schools across the country have adopted Drop Everything and Read (“D.E.A.R”) programs with accountability systems for students' reading and which comprehensively build additional time for students to read independently and meaningfully each day.<sup>24</sup> Reading four different books at any given time, our students will develop a capacity in and a love for reading.<sup>25</sup> Our two lowest achieving cohorts in literacy and mathematics receive a two-teacher homeroom which will provide for extensive small group practice, one-to-one support, and differentiated learning in the afternoon. Our curricular program allows for students to have multiple opportunities to be assessed and practice reading and math.

All classes including social studies, science, and math, heavily emphasis reading and writing skills. In every content area students are expected to explain and analyze their findings both orally and in written communication. We are confident that in two years of our rigorous sixth and seventh grade program will increase student reading achievement in ways that meet or exceed scores of comparable schools. Students that enter Milwaukee Excellence in grade six, reading at a second or third grade level, can and will be on grade level by grade nine.

Given the increased rigor that the Common Core State Standards in mathematics present, Milwaukee Excellence will work to quickly remediate mathematics, particularly within the four operations, fractions, percentages, decimals, and basic geometry, so that all students arrive with the foundational math skills that will allow them to access the sixth grade curriculum. “One of the hallmarks of the Common Core State Standards for Mathematics is the specification of content that all students must study in order to be college and career ready. This college and career ready line is a minimum for

<sup>21</sup> Hart, Betty, and Todd Risley. “The Early Catastrophe: The Million Word Gap by Age 3.” *American Educator*. 2003.

<sup>22</sup> Honig, Bill. *Teaching Our Children to Read: The Components of an Effective, Comprehensive Reading Program*. Thousand Oaks, CA: Corwin Press, 2001.

<sup>23</sup> Schmoker, M. *Focus: Elevating the Essential to Radically Improve Student Learning*. Alexandria, VA: ASCD. 2011.

<sup>24</sup> Interviews from leaders at BES schools Excel Academy, Boston, MA and Liberty Collegiate, Nashville, TN, and Brooke Schools in Boston, MA.

<sup>25</sup> Students read four texts, including two fiction and two non-fiction texts. We believe students should read nonfiction texts to improve research abilities and should read fiction books to grow their love of reading.

all students. However, this does not mean that all students should progress uniformly to that goal. Some students progress more slowly than others... [and] require additional support.”<sup>26</sup> Each day students receive remediation in math and literacy instruction as indicated by performance on their daily exit ticket.

## 2. We believe that a strong character education is essential for success in college and a life of opportunity.

The core FIRST values of Focus, Integrity, Respect, Self-Determination and Team will drive our character development lessons. Pushing students to reflect on how they are living out our core values will grow their leadership in our school community and within their lives at home and within the community.

Increasingly, colleges around the nation are adopting holistic admissions requirements. The University of Wisconsin - Madison on their website writes that “[b]eyond academics, we look for qualities such as leadership, concern for others and the community, and achievement in the arts, athletics, and other areas. We’re also seeking diversity in personal background and experience and your potential for contribution to the Wisconsin community.”<sup>27</sup> We know that our students must make an excellent impression on collegiate admission offices in order to compete for admission. We will give them the skills to clearly articulate their passions and to demonstrate their intellect.

To measure our students’ daily embodiment of the core FIRST values, we have adopted the discipline system from Brooke Charter School<sup>28</sup>, a high-performing urban charter school in Boston, MA that rates students’ impression on their school community from POOR to EXCELLENT. The use of the word “impression” is intentional, instilling in students self-awareness, and preparing them in the future to self-monitor their behavior. The language of “impression” takes away the power of words like “punishment” and allows students to reflect on how their actions lead to consequences, both negative and positive. At Milwaukee Excellence, we recognize that much is given to those that work hard and make a good impression.

Milwaukee Excellence will focus on the core values of Focus, Integrity, Respect, Self-determination, and Team “F.I.R.S.T.” outlined in **Figure M.1**, as the link between the academic abilities needed to succeed in college and the character development students need to navigate the challenges of this world. Recent education research has focused on identifying key character traits that allow students to be successful beyond their time in K-12 school. Paul Tough in his book *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* concludes that character education and academic education are inextricably linked to a student’s future success.<sup>29</sup> Tough describes key character traits such as self-control and self-confidence as leading indicators to future achievement. In order for our students to lead in college and have productive lives, they must commit themselves to being hardworking and honest people.

**Figure M.1: Milwaukee Excellence FIRST Values**

<b>F</b>	<b>FOCUS</b>	<p><i>“It’s not that I’m so smart, it’s just that I stay with problems longer” – Albert Einstein</i></p> <ul style="list-style-type: none"> <li>● We set ambitious goals.</li> <li>● We follow directions the first time they are given.</li> <li>● We use our talents, our tools, and words to help.</li> </ul>
<b>I</b>	<b>INTEGRITY</b>	<p><i>“Real integrity is doing the right thing, knowing that nobody’s going to know whether you did it or not.” – Oprah Winfrey</i></p> <ul style="list-style-type: none"> <li>● We align our actions with our beliefs.</li> <li>● We do the right thing because it is the right thing to do.</li> <li>● We are honest.</li> </ul>
<b>R</b>	<b>RESPECT</b>	<p><i>“No man is above the law and no man is below it.” – Theodore Roosevelt</i></p> <ul style="list-style-type: none"> <li>● We listen to others.</li> <li>● We learn from other perspectives.</li> <li>● We value all people.</li> </ul>
<b>S</b>	<b>SELF-DETERMINATION</b>	<p><i>“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.” – Dr. Martin Luther King, Jr.</i></p>

<sup>26</sup> Common Core State Standards in Mathematics; Retrieved from: [http://www.corestandards.org/assets/CCSS1\\_Mathematics\\_Appendix\\_A.pdf](http://www.corestandards.org/assets/CCSS1_Mathematics_Appendix_A.pdf).

<sup>27</sup> Retrieved from: <https://www.admissions.wisc.edu/freshman.php>. August 30, 2014.

<sup>28</sup> Founder and CEO Maurice Thomas conducted research at Brooke Charter School, Boston, MA, as part of BES Fellowship..

<sup>29</sup> Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. NY: Houghton Mifflin, 2012.



		<ul style="list-style-type: none"> <li>● We control our own destiny.</li> <li>● We concern ourselves with our own actions first.</li> <li>● We do not let obstacles stop us from achieving our goals.</li> </ul>
T	TEAM	<p><i>"The best way to find yourself is to lose yourself in the service of others."</i> - Mahatma Gandhi</p> <ul style="list-style-type: none"> <li>● We work hard in support of our school community.</li> <li>● We seek to help others.</li> <li>● We do not achieve, unless we all achieve.</li> </ul>

### 3. We believe highly-skilled teachers that care about the growth of every student are needed to produce dramatic results in student achievement.

The quality of teachers in a school is the most important factor in a student's academic performance.<sup>30</sup> At Milwaukee Excellence, we need teachers that are capable of achieving at least 1.5 years of growth annually for students on the Smarter Balanced Assessment in order to close the achievement gap by grade nine. Founder and Chief Executive Officer Maurice Thomas will leverage his extensive educational network to recruit locally, regionally, and nationally for the very best teachers. Mr. Thomas has spent the last seven years working in education in Atlanta, GA, Boston, MA, and Milwaukee, WI as a leader in Teach For America<sup>31</sup> and as Fellow in the highly selective Building Excellent Schools Fellowship.<sup>32</sup> Additionally, we will work with mission-aligned educational institutions such as the University of Wisconsin – Milwaukee, Marquette University, the University of Wisconsin-Madison, Alverno College, and Cardinal Stritch University to recruit great teachers.

After recruiting great teachers, we must ensure that they are receiving targeted and effective professional development ("PD"). Teachers at Milwaukee Excellence will be observed at least 20 times per year in 15 minute intervals and receive weekly targeted PD. Each teacher will have at least one extended observation for 30 minutes each trimester. Additionally, we provide 31 professional development for teacher training. At Milwaukee Excellence, we believe in giving real-time feedback to teachers on our Foundational Four teacher techniques: Strong Voice, 100%, No Opt Out, and Positive Framing, from *Teach Like a Champion* by Doug Lemov.<sup>33</sup>

- **Strong Voice:** Teachers square-up, use few words, and give students clear directions while avoiding engaging in back and forth talk.
- **100%:** The expectation that all directions are to be followed 100% by 100% of the students. If students do not comply they are told to repeat the directions.
- **Positive Framing:** Narrate what you want students to do, give corrections, followed by positive reinforcement of their future behavior
- **No Opt Out:** Students are to remain engaged throughout the entire lesson. Teacher gives "wait time" for students to think of best answer. If students answer incorrectly, the teacher comes back to the students to answer another question.

We believe that great teaching can be taught. Teachers will meet every Monday morning for 10 minutes to practice teaching techniques in front of their colleagues and receive feedback from their colleagues. Additionally, each week teachers will attend an extended three-hour PD lead by our Leadership Team on instructional practice. Milwaukee Excellence prides itself on being a learning community for teachers with high-expectations for results.

### 4. We believe a joyful and respectful culture is the foundation for a strong learning environment.

Urgency, rigor, and joy will define our culture at Milwaukee Excellence. We will create a joyful and respectful environment that permits our teachers and students to maximize every minute of learning time. We have developed, for

<sup>30</sup> Cochran-Smith, Marilyn. "The Report of the Teaching Commission: What's Really at Risk?" *Journal of Teacher Education*, Vol. 55. 2004.

<sup>31</sup> Teach For America is a national program that recruits and trains recent college graduates to teach in urban and rural areas across the nation.

<sup>32</sup> Building Excellent Schools Fellowship is a highly selective program that admits less than 1% of applicants each year to design, found, and lead charter schools across the country.

<sup>33</sup> Lemov, Doug. *Teach Like A Champion. 49 Techniques that Put Students on the Path to College*. San Francisco, CA: Jossey-Bass, 2010.

example, detailed school-wide systems for seven important daily routines in any school's day: arrival, dismissal, transitions, nutrition, bathroom, discipline, and homework.

A key feature in our middle school is that our students do not transition between classes, but instead, our teachers transition from room to room. We will create classrooms that will look nearly identical in set-up that will allow our teachers to work in all four classrooms across the grade level. The time saved by transitioning six teachers instead of 120 students gives students more time to learn and provides a small class community within the classroom. This model is highly-effective in high-performing urban schools across the country.<sup>34</sup>

All staff members in the school will attend new teacher and staff orientation for 18 days each summer and learn the common language and procedures of our school. We have many common verbal and non-verbal communication tools that we use to communicate with each other and with students. These systems allow teachers to discipline students and answer non-academically focused questions without losing instructional time.

Increasing research has lauded the benefits of what we describe as a “warm and strict” environment. This refers to our high expectations for student behavior in addition to a warm and joyous spirit in the classroom and towards all students. We are holding students accountable for making a better impression on their school community and having them reflect when they make poor impressions that violate their school community, and we are demonstrating our confidence in them that they can be successful in school, in our community, and in their aspirations towards a promising future.

##### 5. We believe a rigorous college preparatory education is the right of all students.

All high school students will have one track to be educated, and that is an unapologetic, determined, and deeply supportive college preparatory track. Our curriculum is aligned to meet the entrance requirements of the top schools in the nation. We require four years of math, four years of English, four years of science, four years of social studies, and four years of foreign language. The University of Wisconsin – Madison website states, “[y]our high school record should demonstrate both rigor and breadth in the types of course work you pursue. A competitive academic record should show challenging advanced-level work, such as AP, honors, or IB courses, in as many areas as possible, while maintaining a strong GPA.”<sup>35</sup> Our course of study in the high school academy is outlined below in **Figure M.2**.

**Figure M.2: Milwaukee Excellence Curriculum High School Academy Curriculum**

Course	Grade 9	Grade 10	Grade 11	Grade 12
English	American Literature	World Literature	AP English I	AP English II
Mathematics	Algebra I	Algebra II and Geometry	Pre-calculus	Calculus
Science	Biology	Chemistry	Physics or AP Biology or AP Chemistry	Earth Science, or AP Biology, or AP Chemistry
Social Studies	World History	AP U.S History	Economics	AP World History or World History
Foreign Language	Spanish			
Electives	Music, Art, Physical Education			

By backwards planning our high school curriculum from the requirements of the University of Wisconsin – Madison, we are giving our students the greatest chance of going to the college of their choice. **Figure P.3** is a comparison between the credits of a graduating senior at Milwaukee Excellence to the credits of the average incoming freshman at UW-Madison. We are confident we will equip our students with the academic courses that prepare them for admission to the college of their choice.

**Figure M.3: Milwaukee Excellence Credit compared to UW-Madison Academic Course Requirements**

<sup>34</sup> Study of over 40 high-performing charter school such as BES schools Excel Academy, Boston, MA and Liberty Collegiate Academy, Nashville, TN along with Brooke Charter Schools, Boston, MA shows successful use of this teacher rotational model.

<sup>35</sup> Retrieved from: <https://www.admissions.wisc.edu/freshman/seniorCourseChanges.php>.

Course	Milwaukee Excellence Graduating Senior Credits Total	UW-Madison Academic Course Requirements
English	4	4
Mathematics	4	4
Science	4	3-4
Social Studies	4	3-4
Foreign Language	4	3-4
Electives	4	2

## 6. We believe our families and community partners are critical for success.

Our parents and community members are a key lever to fulfilling our mission. Before the start of the school year, all parents and guardians attend a mandatory orientation detailing their role in fostering the school culture. At Milwaukee Excellence, we hold parents to high expectations and clearly communicate our needs as a school. Parents and guardians are required to sign a Family Contract that outlines their responsibilities throughout the school year and that outlines our responsibility to parents. Milwaukee Excellence works with parents to understand their working styles and modes of communication in order to create a healthy relationship between the staff and parents. Milwaukee Excellence parents receive daily communication through our homework system which requires parents to sign a tracker acknowledging their son or daughter has completed the homework. Teachers are able to communicate daily feedback on a student's academic and character development. Parents and teachers will use the homework system to communicate openly and freely. We administer family satisfaction surveys at the beginning of the year, mid-year, and the end of year to all parents and guardians. We will hold ourselves accountable to ensuring our parents are satisfied with the education their students receive at Milwaukee Excellence.

### School Characteristics

**Literacy and Math are Foundational:** We believe that literacy and math are foundational to learning in all subject areas. Our curriculum, which emphasizes literacy and numeracy in all grade levels and within all subject areas, is a key lever to achieving success on the Common Core State Standards ("CCSS").<sup>36</sup> We hire teachers with a deep understanding of literacy and math to provide our students with teachers that can lift their academic levels between 1.5 years of growth and 2 years of growth every school year.

**Common Core Aligned Curriculum:** Our academic goals are aligned to the Common Core State Standards ("CCSS"). State Superintendent of Education Tony Evers states that "Common Core State Standards hold the promise to improve the achievement of Wisconsin's students and better prepare them for ongoing education, careers, and effective citizenship."<sup>37</sup> This directly aligns to the vision of Milwaukee Excellence. Using CCSS, we will create detailed year-long curriculum guides for teachers, assess our progress using interim tests every six weeks, thus establishing a culture of data-driven instruction.<sup>38</sup>

**Data-driven Instruction:** In order to achieve our educational goals we establish a culture that uses data daily, weekly, and every six weeks to establish a culture of constantly monitoring progress to our goals.

- **Daily:** Our teachers plan lessons using assessment items aligned to the CCSS. Teachers use a short assessment or "exit-ticket" to assess students' daily mastery of content in the classroom.
- **Weekly:** Teachers meet in grade level teams and content teams to assess students' performance school-wide. Teachers use this data to make adjustments to upcoming lesson plans and/or develop a schedule for in class small-group remediation.
- **Every 6 Weeks:** Students are assessed using an interim assessment aligned to the CCSS.

<sup>36</sup> Reeves, Douglas B. "High Performance in High Poverty Schools." Center for Performance Assessment. 2003. Teachers in high-achieving, high-poverty, high-minority schools require informative writing w/high expectations for response quality leading to high achievement in all areas.

<sup>37</sup> Retrieved from: <http://standards.dpi.wi.gov/files/cal/pdf/commoncore-suptltr.pdf>. Letter, August 16, 2010.

<sup>38</sup> Wisconsin Common Core State Standards can be found here: [http://standards.dpi.wi.gov/stn\\_ccss](http://standards.dpi.wi.gov/stn_ccss).

- **Bi-Monthly Data Days:** The school utilizes six built-in data days to work with teachers to analyze the progress of all students in all tested subject areas. This information is used to make school-wide decisions that include but are not limited to: grouping of students, adjustment in curriculum guides, mandatory tutorial for students, and creation of teacher improvement plans.

**College Preparatory Program:** We have researched entrance requirements to the top regional and national universities to develop an academic program aligned with courses taken by the top students in Wisconsin and across the United States. Upon graduation, our students will have completed four years of study in English, math, science, social studies, and foreign language.

Preparing students for college requires us to provide an academic program that is rigorous and aligned to the coursework they will encounter in college. We offer Advanced Placement (“AP”) courses to students for two reasons: (1) We recognize the higher level thinking required to pass such an exam will prepare students for the rigor of college and (2) we see the financial benefit afforded to students that receive college credit for taking and passing high school AP courses. Low-income students suffer from high attrition rates in college, and often take longer than four years to graduate, causing additional financial burdens on themselves and their families. Our program is the first step to remedy this situation.

**Daily Community Meeting:** Every morning students enter school silently and eat breakfast silently before completing the brainwork of the day. Brainwork is created by grade level teams and assesses previous learning or previews new learning. After brainwork, students and teachers join in the community meeting and shout-out how different community members (anyone that works in or attends the school are community members) have lived up to our FIRST values. The community meeting then enters into a joyous time filled with music, songs, and chants that reaffirm our commitment to education and excellent character. Teachers and students lead the meeting together.

## Appendix N. Bylaws and Conflict of Interest

### Bylaws of Milwaukee Excellence, Inc.

(a Wisconsin Non-stock Corporation)

*[Adopted 9/26/2015; Amended 4/16/2019]*

#### INTRODUCTION – NAME AND PURPOSE

The name of the organization that is the subject of these Bylaws is Milwaukee Excellence, Inc. (“Corporation”). The Corporation is a nonprofit organization incorporated on October 6, 2014 as a nonstock corporation under the laws of the State of Wisconsin. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”). To the extent consistent with the above general purposes, the specific purpose of the Corporation shall be to operate a charter school pursuant to Chapter 118 of the Wisconsin Statutes. Through rigorous academics and character education essential for success, Milwaukee Excellence Charter School educates 6<sup>th</sup> through 12<sup>th</sup> grade students to excel within and graduate from four-year colleges and to pursue the professions of their choice.

#### ARTICLE I. OFFICES

- 1.01. Principal Office. The Corporation may have such principal and other offices, either within or without the State of Wisconsin, as the Board of Directors may designate or as the affairs of the Corporation may require from time to time.
- 1.02. Registered Office. The address of the registered agent of the Corporation required by Section 181.0501 of the Wisconsin Statutes to be maintained in the State of Wisconsin may be, but need not be, identical with the address of the principal office of the Corporation in the State of Wisconsin, and the address of the registered office may be changed from time to time by the Board of Directors.

#### ARTICLE II. BOARD OF DIRECTORS

- 2.01. General Powers. The business and affairs of the Corporation shall be managed by its Board of Directors (“Board”). The Board is responsible for overall policy and direction of the Corporation. Subject to the requirements of Wis. Stats. Section 181.0850, the Board may delegate to such committees, advisory councils or other groups as it shall create or to any person the Board deems qualified, any of its powers that the Board deems appropriate. Ultimate responsibility for the Corporation remains with the Board, so it must ensure proper due diligence and accountability when powers are delegated to committees and other groups or individuals.
- 2.02. Number, Tenure, Qualifications and Election. The number of Directors of the Corporation shall be not less than seven (7). Directors shall serve a term of three (3) years from the date of their appointments,

or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Director may not be reduced, except for cause as specified in these by-laws. No Director shall serve more than two (2) consecutive terms. Directors shall serve staggered terms to balance continuity with new perspective. Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Directors. The Milwaukee Excellence nominating committee, known as the Governance Committee, shall present a slate of potential Directors and Officers for election by the Board of Directors. This slate shall be presented at the annual meeting of the Board.

- 2.03. Resignation. A Director may resign at any time by filing a written resignation with the Chair of the Board.
- 2.04. Removal. The Board may remove any Officer or Director by a majority vote of the entire Board of Directors at any regular or special meeting of the Board, provided that written notice of the reason or reasons for proposed removal shall have been delivered in accordance with Section 2.09 below to all Directors (including the Officer or Director proposed for removal) at least seven (7) days before the meeting. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.
- 2.05. Vacancies; Additional Elections. The Board is not required to fill a vacancy created by the removal or resignation of a Director, unless such vacancy will cause the number of Directors to be less than the minimum specified in these By-laws. An election to fill a vacancy or to increase the number of Directors may be held from time to time at regular or special meetings at the discretion of the Board. Written notice of the proposed election and the slate of candidates must be given to all Directors in advance of any meeting at which an election is to be held. The minimum vote required to elect a new Director or fill a vacancy shall be the affirmative vote of a majority of the Directors present at a meeting at which a quorum is present.
- 2.06. Member of the Board of Directors:
- (a) Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Milwaukee Excellence activities in accordance with Corporation policies.
  - (b) Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.
  - (c) All participants in Board work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements of the Corporation, as well as any additional policies established by the Board from time to time.
- 2.07. Annual and Regular Meetings. The annual meeting of the Board of Directors shall be held during the last quarter of the fiscal year on a date selected by the Board for the purpose of appointing officers, electing Directors and for the transaction of such other business as may come before the meeting. The place of such annual meeting shall be as designated by the Board of Directors. There shall be at least five (5) other regular meetings of the Board held each year, with the place, time and date of such regular meetings to be established by the Board. All regular meetings of the Board of Directors shall



comply with all aspects of Wisconsin open meeting laws detailed in Wis. Stats. Section 19.80 and all notice requirements set forth in Wis. Stats. Chapter 181, including without limitation Section 181.0822.

- 2.08. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chair of the Board or any two Directors. The Chair of the Board or the Directors calling any special meeting of the Board of Directors may fix any place, either within or without the State of Wisconsin, as the place for holding any special meeting of the Board of Directors called by them, and if no other place is fixed, the place of meeting shall be the principal office of the Corporation in the State of Wisconsin. All special meetings of the Board of Directors shall comply with all aspects of Wisconsin open meeting laws detailed in Wis. Stats. Section 19.80 and all notice requirements set forth in Wis. Stats. Chapter 181, including without limitation Section 181.0822.
- 2.09. Notice; Waiver. Notice of each meeting of the Board of Directors shall be given to each Director (i) by written notice delivered personally or mailed or given by facsimile, e-mail or other form of wire or wireless transmission to such Director at his or her business address, e-mail address, facsimile number, or at such other address as such Director shall have designated in writing and filed with the Secretary, or (ii) by word of mouth or telephone personally to such Director, in each case not less than that number of days prior thereto as set forth herein. Pursuant to Wis. Stats. 181.0822, in corporations without members, any board action to remove a director or to approve a matter that would require approval by the members if the corporation had members, shall not be valid unless each director is given at least seven (7) days' written notice that the matter will be voted upon at a board meeting or unless notice is waived under Wis. Stats. 181.0823. Accordingly, at least seven (7) days' notice shall be given to Directors when an action subject to Wis. Stats. 181.0822 is on the agenda. For all other special meetings, at least two (2) days' notice to Directors is required. The business to be transacted at, or the purpose of, any special meeting of the Board shall be specified in the notice. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail so addressed, with postage thereon prepaid. If notice be given by facsimile, e-mail, or other form of wire or wireless transmission, it shall be deemed delivered when transmitted. Whenever any notice whatever is required to be given to any Director of the Corporation under the Articles of Incorporation or By-laws or any provision of law, a waiver thereof in writing, signed at any time, whether before or after the time of meeting, by the Director entitled to such notice, shall be deemed equivalent to the giving of such notice. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting and objects thereto to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any annual, regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting, except if the meeting agenda contains a matter specified in Wis. Stats. Section 181.0822(3), in which case the meeting notice shall indicate that such matter will be voted upon at the meeting.
- 2.10. Quorum. Except as otherwise provided by law or by the Articles of Incorporation or these By-laws, a majority of Directors currently sitting on the Board shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Discussions may be held but no action (other than adjourning the meeting) may be taken at a regular or special meeting of the Board unless a quorum is present. A majority of the Directors present (though less than such quorum) may adjourn the meeting from time to time without further notice.

- 2.11. Manner of Acting; No Proxies. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by the Articles of Incorporation or these By-laws. There shall be no proxies. At any meeting of the Board, a Director must present their own vote by voice, hand or ballot. This provision is not intended to prevent telephonic or electronic voting.
- 2.12. Conduct of Meetings. The Chair of the Board or in his/her absence, the Vice Chair, and in their absence, any Director chosen by the Directors present, shall call meetings of the Board of Directors to order and shall act as Chair of the meeting. The Secretary of the Corporation shall act as secretary of all meetings of the Board of Directors, but in the absence of the Secretary, the presiding officer may appoint any Assistant Secretary or any Director or other person present to act as secretary of the meeting.
- 2.13. Meeting Participation Via Technology. Directors may participate in a meeting from a remote location by using any means of communication by which (i) all participating Directors may simultaneously hear or read each other's communications during the meeting,(ii) all communication during the meeting is immediately transmitted to each participating Director, and (iii) each participating Director is able to immediately send messages to all other participating Directors. A Director participating in a meeting by this means is deemed to be present in person at the meeting.
- 2.14. Presumption of Assent. A Director of the Corporation who is present at a meeting of the Board of Directors or a committee thereof of which he/she is a member at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she files his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.
- 2.15. Action Without Meeting. Any action required or permitted by the Articles of Incorporation or By-laws or any provision of law to be taken by the Board of Directors or any committee thereof at a meeting or by resolution may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by not less than two-thirds (2/3) of all of the Directors or members of such committee entitled to vote with respect to such action. The resolution shall be transmitted to all Directors by mail, electronic mail or facsimile, and Directors shall be allowed to submit a signed resolution in person or through mail, electronic mail or facsimile. If the resolution is adopted, all Directors (including those who did not vote or voted against the resolution) shall be notified of the approval. Such notification may also be by mail, electronic mail or facsimile. Any action taken by written consent without a meeting shall be referenced in the minutes of the next Board meeting and a copy of the consent resolution shall be kept in the corporate records.
- 2.16. Conflict of Interest. The Corporation desires to limit third party agreements to those that are negotiated at arms length with terms fair and reasonable to the Corporation. A potential conflict of interest exists if a contract or transaction is proposed between the Corporation and any of the following: a Director, a member of a Director's immediate family (spouse, parents, children, brothers and sisters) or an entity in which a Director or member of its immediate family holds an ownership interest or governance position. If a contract or transaction is proposed in which a Director (or family member or related entity as described above) has a personal or material financial interest, the Director

shall promptly disclose the material facts of such matter and potential conflict in writing to the Secretary for distribution to all Directors. When any conflict of interest becomes relevant to any subject requiring action by the Board or any of its duly constituted committees, the Director having the conflict shall not vote on the subject. A Director who is excluded from voting shall briefly state the nature of the conflict and answer relevant questions of other Directors, but shall not otherwise attempt to influence the vote. The Director shall be required to leave the room during the vote so as not to inadvertently influence the vote. Minutes of the meeting shall reflect that disclosure of a conflict of interest has been made and that such Director abstained from voting and left the meeting room during the vote.

### ARTICLE III. COMMITTEES

- 3.01. Governance Committee. There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of 2-4 persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair. The duties of the Governance Committee shall consist of: (a) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions on the Board; (b) to present a slate of nominees for Officers to the Board for election at the annual meeting; (c) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process; (d) to provide ongoing orientation to Directors; (e) to oversee a Director assessment process to ensure optimum performance; and to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.
- 3.02. Other Committees. The Chair shall recommend committees or task forces of the Board, except the Governance Committee. Committees will be approved by majority vote of the Board and may be composed of Directors or community members, or both except for the Governance Committee, which will only have membership from the Board. Notwithstanding anything to the contrary herein, all committees must have at least three (3) Directors as required by Wis. Stats. Section 181.0825. The Board may prescribe the need and/or the composition of such committees. A committee may not exercise authority on behalf of the Board outside the limited scope of its commission unless specifically authorized by the Board in a properly approved resolution.

### ARTICLE IV. OFFICERS

- 4.01. Number. The principal officers of the Corporation shall be a Chair of the Board, a Vice Chair, a Secretary, and a Treasurer, each of whom shall be elected by the Board of Directors. The duties of the officers shall be those enumerated herein and any further duties designated by the Board of Directors.
- 4.02. Election and Term of Office. The Governance Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The officers of the Corporation shall be elected annually by the Board of Directors at the

annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly elected or until his/her prior death, resignation or removal.

- 4.03. Removal. Any Officer may be removed by a majority vote of the entire current Board of Directors pursuant to Section 2.04 above, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election of an officer shall not of itself create contract rights.
- 4.04. Vacancies. A vacancy in any principal office because of death, resignation, removal, disqualification or otherwise, shall be filled by the Board of Directors for the unexpired portion of the term.
- 4.05. Chair of the Board. The Chair of the Board shall preside at all meetings of the Board of Directors and shall have such further and other authority, responsibility and duties as may be granted to or imposed upon him/her by the Board of Directors.
- 4.06. Vice Chair. In the absence of the Chair of the Board or in the event of his/her death, inability or refusal to act, or in the event for any reason it shall be impracticable for the Chair to act personally, the Vice Chair shall perform the duties of the Chair and when so acting shall have all the powers of and be subject to all the restrictions upon the Chair. Any Vice Chair shall perform such duties as from time to time may be assigned to him/her by the Board of Directors.
- 4.07. Secretary. The Secretary shall: (a) keep the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these by-laws or as required by law; (c) be custodian of the corporate records; (d) keep a current register of the name, address, phone number and electronic mail address of each Director; and (e) in general perform all duties incident to the office of Secretary and have such other duties and exercise such authority as from time to time may be delegated or assigned to him/her by the Chair or by the Board of Directors.
- 4.08. Treasurer. The Treasurer shall: (a) have charge and custody and be responsible for all funds and securities of the Corporation; (b) keep full and accurate records of receipts and disbursements, assets and liabilities in the books of the Corporation (including receiving and giving receipts for moneys due and payable to the Corporation from any source whatsoever), (c) deposit all corporate funds in the name of the Corporation in such banks, trust companies or other depositories as shall be selected by the Board; and (d) in general perform all of the duties incident to the office of Treasurer and have such other duties and exercise such other authority as from time to time may be delegated or assigned to him/her by the Chair or by the Board of Directors. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his/her duties in such sum and with such surety or sureties as the Board of Directors shall determine.

#### ARTICLE V. STAFF

- 5.01. The Board of Directors shall have the discretion to appoint Milwaukee Excellence's Executive Director, who shall be responsible for carrying out the work of Milwaukee Excellence in accordance with the policies established by the Board of Directors.

## ARTICLE VI. ADMINISTRATION

- 6.01. Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute or deliver any instrument in the name of and on behalf of the Corporation, and such authorization may be general or confined to specific instances. In the absence of other designation, all deeds, mortgages, contracts, and instruments of assignment or pledge made by the Corporation shall be executed in the name of the Corporation by the Chair alone or by any two of these Officers: the Vice Chair; the Secretary or the Treasurer; and when so executed no other party to such instrument or any third party shall be required to make any inquiry into the authority of the signing officer or officers.
- 6.02. Loans. No indebtedness for borrowed money shall be contracted on behalf of the Corporation and no evidences of such indebtedness shall be issued in its name unless authorized by or under the authority of a resolution of the Board of Directors. Such authorization may be general or confined to specific instances.
- 6.03. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner, including by means of facsimile signatures, as shall from time to time be determined by or under the authority of a resolution of the Board of Directors.
- 6.04. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as may be selected by or under the authority of a resolution of the Board of Directors.
- 6.05. Agents. The Corporation is authorized and empowered to retain such agents, attorneys, accountants, investment counsel and other qualified firms or persons as the Board shall determine and document by resolution.
- 6.06. Tax-Exempt Status. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to, its Officers, Directors or other private persons, except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these By-laws and the Articles of Incorporation. Notwithstanding any other provision of these By-laws, the Corporation shall not possess or exercise any power or authority, whether expressly, by interpretation, or by operation of law, that would pose a substantial risk of preventing it at any time from qualifying and continuing to qualify as a tax-exempt entity described in Section 501(c)(3) of the Code, nor shall the Corporation engage directly or indirectly in any activity that would pose a substantial risk of causing the loss of such qualification under Section 501(c)(3) of the Code.
- 6.07. Non-Discrimination. The Corporation shall not directly or indirectly discriminate against any person or organization for reason of race, gender, age, religion, disability, national origin, ancestry, marital status or sexual orientation.

## ARTICLE VII. INDEMNIFICATION AND INSURANCE

- 7.01 Indemnification. The Corporation shall indemnify a Director or Officer in accordance with Wisconsin law. If the Directors approve by resolution, such indemnification may include reasonable attorneys' fees and expenses actually and necessarily incurred in defense of an action, suit or proceeding brought against such a person. The Corporation may, but is not required to, provide or supplement such indemnification through liability insurance carried by the Corporation.
- 7.02. Maintenance of Insurance. The Corporation may, by its Board of Directors, purchase and maintain insurance on behalf of any person who is a Director, officer, employee or agent of the Corporation against liability asserted against and incurred by the person in his or her capacity as a director, officer, employee or agent, or arising from his/her status as a director, officer, employee or agent, regardless of whether the Corporation is required or authorized to indemnify the person against the same liability.

## ARTICLE VIII. GENERAL

- 8.01. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June each year.
- 8.02. Writing. The terms "in writing" or "written" as used within these by-Laws include communications that are transmitted or received by electronic means.
- 8.03. Sign. The word "sign" as used within these By-Laws includes executing an electronic signature.

## ARTICLE IX. RULES OF ORDER

- 9.01 Rules of Order. In case of conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of the Corporation.

## ARTICLE X. DISSOLUTION

- 10.01. Dissolution. Upon the dissolution of the Corporation, the Board shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, distribute all of the assets of the Corporation in such manner as the Board of Directors shall determine (subject to any applicable requirements of Chapter 118 of the Wisconsin Statutes and the charter issued to the Corporation), provided such assets are conveyed to one or more organizations that are organized and operated exclusively for exempt purposes under Section 501(c)(3) of the Code, or corresponding provisions of



any subsequent federal tax laws, or to a State or a political subdivision of a State as defined in Section 170(c)(1) of the Code.

## ARTICLE XI. AMENDMENTS

- 11.01. By Directors. These by-laws may be altered, amended or repealed and new by-laws may be adopted by the Board of Directors by affirmative vote of two-thirds of the number of Directors present at any meeting at which a quorum is in attendance, provided that at least seven (7) days written notice is given to all Directors of the planned vote, and the proposed changes are distributed in such notice.

### Milwaukee Excellence Conflict of Interest Policy

#### Article I Purpose

The purpose of the Conflict of Interest Policy is to protect this tax-exempt organization Milwaukee Excellence's ("Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Trustee or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

#### Article II Definitions

1. **Interested Person:** Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest:** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
  - b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

#### Article III Procedures

1. **Duty to Disclose:** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Trustees and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
2. **Determining Whether a Conflict of Interest Exists:** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. **Procedures for Addressing the Conflict of Interest**
  - a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
  - b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
  - c. After exercising due diligence, the governing board or committee shall determine whether the Milwaukee Excellence can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
  - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
4. **Violations of the Conflicts of Interest Policy**
  - a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
  - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **Article IV**

##### **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### **Article V**

### **Compensation**

1. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

### **Article VI**

#### **Annual Statements**

Each Trustee, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflicts of interest policy,
2. Has read and understands the policy,
3. Has agreed to comply with the policy, and
4. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

### **Article VII**

#### **Periodic Reviews**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in impermissible private benefit or an excess benefit transaction.

### **Article VIII**

#### **Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

**Appendix O. Articles of Incorporation**

**Tax Exempt Letter:** Below is the Milwaukee Excellence Tax-exempt letter from the Internal Revenue Service.

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **NOV 16 2015**

MILWAUKEE EXCELLENCE INC  
PO BOX 989  
MILWAUKEE, WI 53201

Employer Identification Number:  
47-4978181  
DLN:  
17053279304045  
Contact Person:  
DAVID L. SLAUGHTER ID# 31188  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
October 6, 2014  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

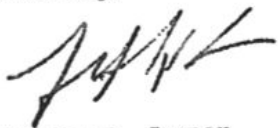
If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

MILWAUKEE EXCELLENCE INC

Sincerely,



Jeffrey I. Cooper  
Director, Exempt Organizations  
Rulings and Agreements

**Appendix O. Articles of Incorporation continued**

**Articles of Incorporation:** Below are the Articles of Incorporation for Milwaukee Excellence, Inc.



COPY

DO NOT STAPLE

State of Wisconsin  
Department of Financial Institutions  
Division of Corporate and Consumer Services



Sec. 181.0202  
Wis. Stats.

### ARTICLES OF INCORPORATION – NONSTOCK CORPORATION

(NOTE: Do not use this form for organizing a for-profit business corporation. Use Form 2)

Executed by the undersigned for the purpose of forming a Wisconsin nonstock corporation under Ch. 181 of the Wisconsin Statutes, repealed and recreated by 1997 Wisconsin Act 79:

Milwaukee Excellence, INC.

Article 1. Name of the corporation: \_\_\_\_\_  
(Must include "Inc." or similar word. See Instructions)

Article 2. The corporation is organized under Ch. 181 of the Wisconsin Statutes.

Article 3. Name of the initial registered agent: Maurice Lovell Thomas

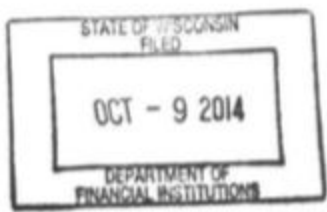
Article 4. Street address of the initial registered office: (The complete address, including street and number, if assigned, and ZIP code. P O Box address may be included as part of the address, but is insufficient alone.)  
710 S. 3rd St.  
Apt. 313  
Milwaukee, Wisconsin 53204

Article 5. Mailing address of the initial principal office: \_\_\_\_\_  
710 S. 3rd St. Apt. 313 Milwaukee, Wisconsin 53204

Article 6. (Select and mark (X) one of the statements below)

The corporation will have members. OR  The corporation will not have members.

(OPTIONAL) Article 7. Name and address of the initial directors (minimum of three):



FILING FEE - \$35.00 SEE instructions, suggestions, and procedures on following pages.  
DFI/CORP/102(R02/14) Use of this form is voluntary.



1 of 3

#### Appendix O. Articles of Incorporation continued

Articles of Incorporation continued: Below are the Articles of Incorporation for Milwaukee Excellence, Inc.

(OPTIONAL) Article 8. The purpose or purposes for which the corporation is organized:  
The corporation is formed exclusively for charitable and educational purposes.

Article 9. Name and complete address of each incorporator:

Maurice Lovell Thomas  
710 S. 3rd St.  
Apt. 313  
Milwaukee, Wisconsin 53204

  
Incorporator's signature

\_\_\_\_\_  
Incorporator's signature

This document was drafted by Maurice Lovell Thomas  
(Name the individual who drafted the document)

OPTIONAL - Second choice corporate name if first choice is not available: \_\_\_\_\_

**INSTRUCTIONS** (Ref. sec. 181.0202 Wis. Stats. for document content)

Submit one original document along with the required filing fee of \$35.00 to the address listed below. Make checks payable to the "Department of Financial Institutions". Filing fee is non-refundable. Sign the document manually or otherwise allowed under sec. 181.0120(2).

<b>Mailing Address:</b> Department of Financial Institutions Division of Corporate & Consumer Services P O Box 7846 Madison WI 53707-7846	<b>Physical Address for Express Mail:</b> Department of Financial Institutions Division of Corporate & Consumer Services 201 W. Washington Ave - Suite 300 Madison WI 53703	Phone: 608-261-7577 FAX: 608-267-6813 TTY: 711
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**NOTICE:** This form may be used to accomplish a filing required or permitted by statute to be made with the department. Information requested may be used for secondary purposes. This document can be made available in alternate formats upon request to qualifying individuals with disabilities.

Article 1. The name must contain "corporation", "incorporated", "company", or "limited" or the abbreviation "corp.", "inc.", "co." or "ltd." or comparable words or abbreviations in another language. If you wish to provide a second choice name that you would accept if your first choice is not available, enter it in the "Optional" area on page 2.

Article 2. This statement is required by sec. 181.0202(1)(a).

Articles 3 & 4. The corporation must have a registered agent located at a registered office in Wisconsin. The address of the registered office is to describe the physical location where the registered agent maintains their business office. Set forth the street number and name, city and ZIP code in Wisconsin.

**Articles of Incorporation:** Below are the Articles of Incorporation for Milwaukee Excellence, Inc.

ARTICLES OF INCORPORATION  
Nonstock Corporation

F
7  
 Maurice Lovell Thomas  
 710 S. 3rd St.  
 Apt. 313  
 Milwaukee, Wisconsin 53204

L
J  
**▲ Enter your return address within the bracket above.**

Phone number during the day: ( 414 ) 403 - 5892

**INSTRUCTIONS** (Continued)

Articles 3 & 4. (Cont'd) P O Box addresses may be included as part of the address, but are insufficient alone. The corporation may not name itself as its own registered agent.

Article 5. The articles of incorporation must set forth the address of the corporation's principal office. "Principal office" means the office, whether in or outside Wisconsin, in which are located its principal executive offices.

Article 6. Select and check the appropriate box in article 6 to indicate if the corporation will or will not have members. A "member" means a person who has membership rights in a corporation in accordance with its articles of incorporation or bylaws.

Articles 7 & 8. These articles (or others you may wish to add) are provided for optional information that you may elect to include, such as the name and address of the initial directors, a purposes clause, tax-exempt provisions, etc. Do not include by-laws, as the department does not accept by-laws for record. Extensive additional provisions may make use of this pre-printed form impractical. If you elect to draft your own articles of incorporation, do not also submit the pre-printed form. **(NOTE: Corporations expecting to apply to Internal Revenue Service for federal TAX-EXEMPT STATUS are advised to obtain and read IRS Publication 557 "Tax-Exempt Status for Your Organization" before preparing these articles of incorporation, as the articles must contain particular language and provisions to meet federal tax code requirements.)**

Article 9. Enter the name and complete address of each incorporator. There may be one or more incorporators. At least one incorporator is required to sign the document, although all incorporators may sign.

No certificate of incorporation will be issued. The "FILED" endorsement applied to this document by the Department of Financial Institutions is evidence that the articles of incorporation have been accepted. One or more "Received" endorsements may appear on the document, but do not indicate its acceptance for filing.

If the document is executed in Wisconsin, sec. 182.01(3) provides that it shall not be filed unless the name of the person (individual) who drafted it is printed, typewritten or stamped thereon in a legible manner. If the document is not executed in Wisconsin, enter that remark.

DFI/CORP/1021(R02/14)

3 of 3



**Milwaukee Excellence Charter School**  
**Milwaukee | Public - All Students**  
 School Report Card | 2017-18 | Summary

**Overall Score**



**Significantly Exceeds Expectations**

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

**School Information**

Grades	6-12
School Type	Elementary/Secondary School
Enrollment	239
Percent Open Enrollment	0.0%
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.4%
Asian	0.4%
Black or African American	95.4%
Hispanic/Latino	1.3%
Native Hawaiian or Other Pacific Islander	0.0%
White	1.7%
Two or More Races	0.8%
<i>Student Groups</i>	
Students with Disabilities	17.2%
Economically Disadvantaged	84.1%
English Learners	0.0%

Priority Areas	School Score	Max Score	6-12 State	6-12 Max
<b>Student Achievement</b>	<b>46.0/100</b>		<b>60.6/100</b>	
English Language Arts (ELA) Achievement	23.1/50		31.9/50	
Mathematics Achievement	22.9/50		28.7/50	
<b>School Growth</b>	<b>100.0/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	50.0/50		33.0/50	
Mathematics Growth	50.0/50		33.0/50	
<b>Closing Gaps</b>	<b>NA/NA</b>		<b>67.9/100</b>	
English Language Arts (ELA) Achievement Gaps	NA/NA		17.5/25	
Mathematics Achievement Gaps	NA/NA		17.6/25	
Graduation Rate Gaps	NA/NA		32.8/50	
<b>On-Track and Postsecondary Readiness</b>	<b>93.3/100</b>		<b>83.5/100</b>	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	93.3/100		72.2/80	
3rd Grade English Language Arts (ELA) Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	NA/NA		11.3/20	

**Priority Area Weights**

**Percentage Weight**

Student Achievement	8.0%
School Growth	72.0%
Closing Gaps	NA
On-Track and Postsecondary Readiness	20.0%

Note: For details about how weights are determined, see weighting calculator: [https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/)

**Student Engagement Indicators**

**Total Deductions: 0**

Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

**Test Participation Information**

Includes Forward Exam (grades 3-8), ACT (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	100%	100%	100%	100%
Lowest Subgroup Rate: Black	100%	100%	100%	100%

\*Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in its Overall Score. This amount of change in a single year is considered an outlier, and may or may not be reflective of actual school/district change in performance. Careful and cautious review of the report card and all supplemental pages is recommended. For assistance in better understanding this report card, contact the Office of Educational Accountability: [reportcardhelp@dpi.wi.gov](mailto:reportcardhelp@dpi.wi.gov).

**Wisconsin Department of Public Instruction | dpi.wi.gov**

Report cards for different types of schools or districts should not be directly compared.

**Page 1**





**Milwaukee Excellence Charter School**  
**Milwaukee | Public - All Students**  
 School Report Card | 2018-19 | Summary

**Overall Score**



**Significantly Exceeds Expectations**

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

**School Information**

Grades	6-12
School Type	Elementary/Secondary School
Enrollment	325
Percent Open Enrollment	0.0%
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.3%
Asian	0.3%
Black or African American	96.6%
Hispanic/Latino	0.6%
Native Hawaiian or Other Pacific Islander	0.0%
White	1.2%
Two or More Races	0.9%
<i>Student Groups</i>	
Students with Disabilities	16.0%
Economically Disadvantaged	77.2%
English Learners	0.0%

Priority Areas	School Score	Max Score	6-12 State	6-12 Max
<b>Student Achievement</b>	<b>45.8/100</b>	<b>60.5/100</b>		
English Language Arts (ELA) Achievement	21.7/50	31.6/50		
Mathematics Achievement	24.1/50	28.9/50		
<b>School Growth</b>	<b>100.0/100</b>	<b>66.0/100</b>		
English Language Arts (ELA) Growth	50.0/50	33.0/50		
Mathematics Growth	50.0/50	33.0/50		
<b>Closing Gaps</b>	<b>83.4/100</b>	<b>68.4/100</b>		
English Language Arts (ELA) Achievement Gaps	36.0/50	17.9/25		
Mathematics Achievement Gaps	47.4/50	17.8/25		
Graduation Rate Gaps	NA/NA	32.7/50		
<b>On-Track and Postsecondary Readiness</b>	<b>85.6/100</b>	<b>83.2/100</b>		
Graduation Rate	NA/NA	NA/NA		
Attendance Rate	73.3/80	71.8/80		
3rd Grade English Language Arts (ELA) Achievement	NA/NA	NA/NA		
8th Grade Mathematics Achievement	12.3/20	11.4/20		

Priority Area Weights	Percentage Weight
Student Achievement	5.0%
School Growth	45.0%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator: [https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/)

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

**Test Participation Information**

Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	100%	100%	99.7%	99.8%
Lowest Subgroup Rate: Econ Disadv	100%	100%	99.6%	99.8%

<sup>A</sup> denotes at least a 10-point Overall Score change in a single year when present. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.