

Kathryn T. Daniels University Preparatory Academy

High Expectations...Extraordinary Support

MPS Non-Instrumentality School

Charter Proposal

"We must remember that intelligence is not enough. Intelligence plus character- that is the goal of true education. -- Dr. Martin Luther King Jr.

The mission of the Kathryn T. Daniels University Preparatory Academy is to design a rigorous K-8 college preparatory program with highly skilled teachers and an unwavering commitment to utilize the most powerful instructional techniques and methodologies. One of the instructional hallmarks of the Academy is the genuine excitement for teaching and learning shown by teachers, parents, and students. We strongly believe that all students deserve the opportunity to demonstrate excellence and can and will succeed when given optimal support and guidance in a nurturing environment.

Submitted By:

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Signed _____

Date _____

EXECUTIVE SUMMARY

A. The educational program to be offered

At the Kathryn T. Daniels University Preparatory Academy, music echoes in the halls, student art covers the walls, and performances in theater and dance enthrall families and our local community. The intellectual life of our students is equally stimulating. Our students compete in academic teams for debate and engineering. We use state frameworks and a combination of web-based and face-to-face instructional learning referred to as 'blended learning' to enable students to reach specific, rigorous, and measurable academic standards.

A rigorous K-8 college preparatory program, highly skilled teachers, and an unwavering commitment to utilizing the most powerful instructional techniques and methodologies is the instructional hallmark of the Kathryn T. Daniels University Preparatory Academy. We strongly believe that all students deserve the opportunity to demonstrate excellence and can and will succeed when given the optimal support and guidance.

Students are expected to meet high standards and we are prepared to provide them an extraordinary level of support to ensure they reach them. At Kathryn T. Daniels University Preparatory Academy, at least four research-based support systems are in place. The four support systems are: 1) challenging standards-based curriculum delivery; 2) continuous data-driven assessment of student performance; 3) continuous job-embedded instructional coaching for teachers; and 4) a continuous, comprehensive formative and summative program evaluation model for 'blue printing' and replicating the Kathryn T. Daniels University Preparatory Academy Educational Design Model.

The curriculum and learning benchmarks are designed to progressively increase mastery of skills and concepts in literacy, science, mathematics, the humanities and the arts. Through these experiences, our students achieve:

- High levels of critical, analytical, and creative thinking skills
- Deep content knowledge in all subject areas
- Excellent communication and self-expression skills
- A strong sense of possibility and aspiration for achievement, and
- A global perspective of change and consequences

B. The name of the person seeking the MPS charter

Bishop Sedgwick Daniels is the individual seeking authorization for the Kathryn T. Daniels University Preparatory Academy. Bishop Daniels is the Establishmentarian of the Holy Redeemer Educational Complex that involves nearly 40 different programs including a credit union, free health clinic, social services agency, a Christian school, special tutoring, senior living, low cost housing, rent to own projects, and the Daniels-Mardak Branch of the boys' and girls' club. The projects along 35th St., designated by former Mayor John Norquist as Mother Daniels Way, include six buildings and include 77 family units, 10 homes for shelters, health and social services, youth employment services, a three-story senior housing complex, the church, school and recreational facilities. The second phase, Bishop's Creek, north and east of Hampton, will have 55 three bedroom townhouses, a five floor dormitory for a boarding school, a water park, retail stores, a hotel, library, and the African-American Cultural and Arts Center and a library.

In total, the Holy Redeemer Church of God in Christ projects will span over 18 acres and impact generations of Milwaukee citizens.

C. The applicant team developing the proposed program;

Bishop Sedgwick Daniels provides the visionary leadership for the Kathryn T. Daniels University Preparatory Academy. A team of others who comprise the founding Board of Directors offer expertise and experience in education, social services, law, business as well as community leadership and prospective parents of students served by the school.

D. The expected student outcomes.

The Kathryn T. Daniels University Preparatory Academy uses the Common Core State Standards for English language arts and mathematics for the state of Wisconsin. These standards are aligned with college and career expectations and are generally regarded as the beginning of national standards. In addition, the Common Core State Standards have been benchmarked against international standards from high-performing countries.

The standards for English language arts and mathematics define the knowledge and skills students should have during their elementary and secondary school education so they are prepared to compete and succeed in the global economy. Graduates of the Kathryn T. Daniels University Preparatory Academy will demonstrate appropriate grade-level mastery on measures consistent with Wisconsin's Common Core State Standards:

Common Core Standards for English Language Arts and Literacy in History/Social, Science, and Technical Subjects

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Standards for Mathematics

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

(Source: <http://dpi.wi.gov/standards/index.html>)

In addition to academic outcomes, graduates of the Kathryn T. Daniels College Preparatory Academy are expected to demonstrate involvement and leadership in local and global communities, understand employment, entrepreneurial and postsecondary education options, exercise environmental responsibility, and contribute to the well-being of others.

II. PROPOSAL

1. a description of the charter concept including vision, mission and rationale for charter status with research supporting the concept.

Vision: The vision statement for Kathryn T. Daniels University Preparatory Academy is to create a rich K-8 learning environment that integrates the study of performing arts and technology in order to prepare future leaders for service in our urban community and beyond.

Mission: The mission of the Kathryn T. Daniels University Preparatory Academy is to design a rigorous K-8 college preparatory program with highly skilled teachers and an unwavering commitment to utilize the most powerful instructional techniques and methodologies. One of the instructional hallmarks of the Academy is the genuine excitement for teaching and learning shown by teachers, parents, and students. We strongly believe that all students deserve the opportunity to demonstrate excellence and can and will succeed when given optimal support and guidance in a nurturing environment.

Rationale: Academic excellence and scholastic achievement are an integral part of the Kathryn T. Daniels University Preparatory Academy. The Academy is an innovative, non-profit, public K-8 school serving an urban and diverse student population. We seek to provide a high-quality public education that embraces learning in and through the arts as an integral part of a dynamic learning environment. We are committed to utilizing the most effective instructional techniques and methodologies to embrace 21st century competencies within our classrooms. A key element to ensuring excellent instruction is a rich and rigorous curriculum. Our curriculum progressively increases mastery of skills and concepts in literacy, science, mathematics, the humanities and the arts.

The Kathryn T. Daniels University Preparatory Academy Educational Design Model is an example of a powerful systemic change of traditional schooling. This model characterizes deep changes in teaching and learning that are based on cutting edge research on high achievement school environments. The conceptual approach offered by the Academy is one of individual student-centered accountability. It is structured around the research-based perspectives about how students learn and achieve at the highest levels and the kinds of support systems that need to be in place.

In other words, success for all students is success for each student and the school holds itself accountable for ensuring that each and every student acquires the knowledge and skills that represent national and common core standards. The school focuses on the needs and interests of learners and arranges for multiple sets of powerful research-based support systems to be provided.

Research-Basis: The delivery of this curriculum will involve an innovative blend of “high tech and high touch” strategies for transforming teaching and learning. Most of the newly adopted Wisconsin Common Core Standards will be taught through a blend of web-based technology and traditional face-to-face classroom teaching. Referred to as “blended learning”, this innovative approach is likely to emerge as the predominant learning model of the future. Students have unprecedented access to individually-paced digital or distance learning while being provided with face-to-face learning opportunities. This approach will enable students to access a truly differentiated learning environment or foreign language instruction while students with intellectual and academic challenges can access individually paced remedial coursework. Additionally, K-8 students and families enjoy a conventional extended day school program.

Data-Driven Schooling: At the Kathryn T. Daniels University Preparatory Academy at least four research-based, data-driven support systems will be in place. The four support systems are: 1) challenging standards-based curriculum delivery; 2) continuous data-driven assessment of student performance; 3) continuous job-embedded instructional coaching for teachers; and 4) a continuous, comprehensive formative and summative program evaluation model for ‘blue printing’ and replicating the Academy Educational Design Model.

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

The Kathryn T. Daniels University Preparatory Academy
Appendix A

Alton E. Townsel, Chancellor of HR Educational Complex and experienced teacher and school administrator is seeking to establish the charter.

3. The name of the person who will be in charge of the charter school, and the manner in which administrative services will be provided. Name of charter school person who will address charter contract issues.

Alton E. Townsel, a 30-plus year educator and administrator with a lifetime Wisconsin state administrative certification will be the person in charge of the charter school and will address charter contract issues along with Bishop Sedgwick Daniels, Executive Director of the HR Educational Complex.

4. A description of how the community wishes to assume more responsibility/support for, or leadership in, the educational process.

The positive impact of educational programs currently at the HR Educational Complex is well documented throughout Wisconsin and the nation. There is an extensive base of supporters for this progressive educational initiative that vanguards the success and oversight of this innovative educational opportunity. As the support letters in Appendix M clearly demonstrate, an enormous excitement and myriad sources of support is available for this new school.

5. A description of the educational program of the school, and the school's leadership capacity to implement the proposed program. Identify the research-based curriculum and methodologies to be implemented and a description of the parental/community involvement in the development of the educational program. Include the following appendices: Appendix A: school calendar, Appendix B: student day start and end times, Appendix C: uniform policy.

Description of the Educational Program: At the Kathryn T. Daniels University Preparatory Academy the Wisconsin common core curriculum areas of language arts, mathematics, science, and social studies serves as the starting point for instruction and is enhanced by highly qualified teaching staff, cutting edge data-driven technology, and a dynamic performing arts program featuring theater, visual arts, and musical arts.

The delivery of this curriculum involves an innovative blend of “high tech and high touch” strategies for transforming teaching and learning. Most of the newly adopted Wisconsin Common Core Standards will be taught through a blend of web-based technology and traditional face-to-face classroom instruction. Referred to as “blended learning”, this innovative approach is likely to emerge as the predominant learning model of the future (U.S. Department of Education, 2010). Students will have expanded access to individually paced online instruction and assessment while also being provided with personalized traditional learning opportunities.

Leadership Capacity: Included in the school management team is the visionary leadership of Bishop Sedgwick Daniels whose experience encircles more than 25 years of progressive community enhancement projects. Under his leadership many abandoned industrial facilities in Milwaukee's northwest community have been transformed into one of the country's premier examples of how a community can care for its own. The roster of Board Members and list of supporters reads like a Who's Who of prominent Wisconsin citizens and leaders. The Kathryn T. Daniels University Preparatory Academy is undergirded by what appears to be an unmatched capacity for leadership, innovation, and caring.

Research-based Curriculum and Methodologies: The United States Department of Education published a report on September 10, 2010 with evidence to support the notion that blended learning is more effective than either face-to-face or online learning alone. At the Kathryn T. Daniels University Preparatory Academy, we are taking advantage of this research finding and are utilizing a blended learning model. This approach will enable students to access a truly differentiated learning environment so that students can assess foreign language instruction and individualized instruction based on their skill levels. The benefit of blended learning is that infinite 21st Century learning opportunities for academics and performing arts will be brought to students at the Kathryn T. Daniels University Preparatory Academy.

Parental/Community Involvement: Students are more successful when family and community publicly and consistently support the students' activities and learning. Parents and guardians significantly impact student learning, directly and indirectly, by providing models of learning for their children and interacting with their children in ways that facilitate learning. The Kathryn T. Daniels University Preparatory Academy view parents and guardians as partners and values their involvement in all facets of school life, from volunteering in the classroom to sharing ideas with school leaders. The composition of the Board of Directors demonstrates the high value we place on parent and community involvement, therefore the school has established a Parent Advisory Board and hired a Parent Coordinator. The Parent Advisory Board will provide input into the operation of the school's program (i.e. the curriculum, the school's policies/procedures and participation in the hiring process). The Parent Coordinator will engage with and involve parents in the school's community by working with the principal, school staff, school learning team and community organizations. This position focuses on creating a welcoming environment for parents. The coordinator will identify parent and related school/community issues and work with the principal to see that they are addressed in a timely manner.

6. The methods the school will use to enable pupils to attain the educational goals under s.118.02, and promotion/graduation requirements, as well as the manner in which bilingual, special education, guidance, library, support staff services (i.e., diagnostic teacher, social worker, school psychologist) will be delivered to support the identified educational goals. Identify program specific objectives and accountability measures to which the school agrees it will be held accountable.

Concept of Reasonable Student Academic Progress: Reasonable student academic progress will be made by the students at the Kathryn T. Daniels University Preparatory Academy. We expect that the average spring gap will be smaller than the average fall gap in Reading and Math. Extensive documentation of reasons and the specific intervention/action plans will be developed for all students who do not meet these criteria. Students with special needs will achieve growth in accordance with their individualized education plan (IEP).

The standards for English language arts, mathematics, science, history, geography, visual arts and music define the knowledge and skills students should have during their elementary and middle school education so they are prepared to compete and succeed in the global economy. Students completing 8th grade at Kathryn T. Daniels University Preparatory Academy will demonstrate reasonable and appropriate progress, given individual student baseline skills, on proficiency level mastery with standardized measures. consistent with Wisconsin's Common Core State Standards.

Methods to Attain Educational Goals: The educational approach offered by the Kathryn T. Daniels University Preparatory Academy is one of individual student-centered accountability. In other words, success for all students is success for each student and the school holds itself accountable for ensuring that each and every student acquires the knowledge and skills that represent national and common core

standards. The school focuses on the needs and interests of learners and arranges for multiple sets of powerful research-based support systems to be provided.

At the Kathryn T. Daniels University Preparatory Academy at least four research-based support systems are in place. The four support systems are: 1) challenging standards-based curriculum delivery; 2) continuous data-driven assessment of student performance; 3) continuous job-embedded instructional coaching for teachers; and 4) a continuous, comprehensive formative and summative program evaluation model for 'blue printing' and replicating the Kathryn T. Daniels University Preparatory Academy Educational Design Model.

The first research-based support system is curricular and involves an innovative 'blended instructional system' of teacher-based and web-based instruction of national and common core standards. For many in the educational research community, blended learning is an exciting instructional model that combines the best elements of both face-to-face and online instruction.

The second research-based support system is a continuous data-driven system of formative assessment and monitoring of student academic progress (Horton, 2010).

Teachers at the Kathryn T. Daniels University Preparatory Academy will use carefully crafted curriculum-based assessments that will be documented for individual students through graphical displays of daily, weekly, monthly, quarterly and annual displays. The computer software used to develop the graphical displays will enable students, teachers, and families to use the data as a communication and goal-setting tool. Data displays of groups of students by grade, classroom, or other demographic parameters can allow teachers to gauge the progress of groups and to discuss student progress relative to instructional practice.

School Level Assessments. These assessments are used to measure annual student progress, the success of teaching strategies, and program evaluation data. The Academy will use continuous assessments and diagnostics for Reading, Language Arts, and Math that are aligned with the Wisconsin Common Core Academic Standards.

Classroom Level Assessments. Typically, classroom level assessments differ from school level assessments. The continuous classroom assessments such as (e.g., pre/post tests, chapter tests, unit tests and quizzes) will be used.

Curriculum-Based Measures: Several formative measures to document student progress will be used. The first, most frequent, measure of student progress will be documented by the curriculum-based measures (CBM). These measures can be regarded as probes to gauge individual student progress and can be used daily. As the examples of curriculum-based measures for phonemic awareness, reading fluency, reading comprehension, and writing show, the data can be obtained quickly and recorded on a graphical display to show progress toward an important educational objective. The CBM captures student progress data on core curricular competencies or overarching skills and go beyond the scope of most teacher-made tests that measure how well an individual lesson was learned.

The CBM data will be used to provide running records of individual student growth in reading (e.g., fluency and comprehension), math (e.g., math facts, computation, and math reasoning or comprehension), and for writing (e.g., fluency, grammar, spelling, sentence and paragraph construction).

The third research-based support system is job-embedded instructional coaching to enable teachers to deliver proven instructional interventions that reflect student improvement data. Job-embedded

instructional coaching is now regarded as a proven research-based strategy for improving teacher practice (Joyce & Showers, 2002).

The fourth research-based support system is a continuous, comprehensive formative and summative program evaluation model to develop a blue print of the full set of innovative support systems to be implemented. The continuous program evaluation system focuses on obtaining a greater understanding of how and why the Kathryn T. Daniels University Preparatory Academy Educational Design Model works, for whom it works, and in what circumstances. It provides a detailed 'blue print' of the educational design model that can be replicated.

The documentation required to conduct a continuous, comprehensive series of evaluation students will result in an array of products. These materials are the blueprints that can be used to replicate or duplicate the educational design model. Written materials, videos, software, guide books, and other materials can be disseminated so that other schools can be developed.

Promotion/Graduation Requirements: The Kathryn T. Daniels University Preparatory Academy believes that each student can meet grade level objectives as defined by the State of Wisconsin and will work accordingly with students to achieve these standards. In the event that students are not meeting proficiency and outcome goals as determined by benchmarks, teachers will perform, with a student study team (SST) including the parents, interventions to meet the academic needs of individual students.

Bilingual Support: Students for whom English is a second language will be provided appropriate ongoing special assistance to develop English language skills and maintain academic growth. The innovative use of blended learning at the Kathryn T. Daniels University Preparatory Academy will enable students to access individualized instruction in all classrooms that will be appropriate to developing language growth and academic content progress. English for Speakers of Other Languages (ESOL) and Curriculum Content in the Home Language (CCBL) will be offered, as appropriate.

Special Education Support: An inclusion model of special education will be used at the Kathryn T. Daniels University Preparatory Academy. We have developed an innovative curriculum delivery system of blended learning from personalized on-line coursework to face-to-face teaching that enables all students to be afforded the best opportunity for differentiated instruction. Students with special instructional needs will have an unprecedented opportunity to learn and grow within a nurturing, arts-infused academic setting.

Library Support: A combination of part-time certified media specialists and volunteers will be used to support our extensive library of on-line curriculum and assessment materials as well as print materials.

Support Staff (social worker, school psychologist): All personnel who provide related services (e.g., services provided by a speech-language pathologist; psycho-social counseling provided by a psychologist, social worker, or mental health professional) to students in the Academy will meet all required licensure and/or certification requirements pertaining to their area of related service.

Program Specific Objectives. The four reading objectives for the Academy are drawn from the Wisconsin Reading Assessment Framework and the score distribution from the Wisconsin State Assessment System.

Objective 1: Determine the meaning of words and phrases in context.

Objective 2: Understand text.

Objective 3: Analyze text.

Objective 4: Evaluate and extent text.

Six mathematics objectives for the Academy are drawn from the Wisconsin Mathematics Assessment Framework and the score distribution from the Wisconsin State Assessment System.

Objective 1: Mathematical processes

Objective 2: Number operations and relationships

Objective 3: Geometry

Objective 4: Measurement

Objective 5: Statistics and probability

Objective 6: Algebraic relationships

Accountability Measures.

State Assessments. The use of district-wide assessments such as the Wisconsin State Assessment System, Universal Screener and the Phonological Awareness Literacy Screening (PALS). These measures enable the Wisconsin Department of Public Instruction (DPI), the Milwaukee Public Schools (MPS) to utilize test results for program evaluation. The Kathryn T. Daniels University Preparatory Academy will use The Wisconsin State Assessment System which is aligned with Wisconsin Common Core Academic Standards in English language arts, mathematics, science, and social studies.

7. The method by which pupil progress in attaining the educational goals under s118.01 will be measured. Include local assessment measures as Appendix L.

Teachers at the Academy will use carefully crafted curriculum-based assessments that will be documented for individual students through graphical displays of daily, weekly, monthly, quarterly and annual displays. The computer software used to develop the graphical displays will enable students, teachers, and families to use the data as a communication and goal-setting tool. Data displays of groups of students by grade, classroom, or other demographic parameters can allow teachers to gauge the progress of groups and to discuss student progress relative to instructional practice.

School Level Assessments. These assessments are used to measure annual student progress, the success of teaching strategies, and program evaluation data. The Academy will use continuous assessments and diagnostics for Reading, Language Arts, and Math that are aligned with the Wisconsin Common Core Academic Standards.

Classroom Level Assessments. Typically, classroom level assessments differ from school level assessments. The continuous classroom assessments such as (e.g., pre/post tests, chapter tests, unit tests and quizzes).

Curriculum-Based Measures: Several formative measures to document student progress will be used. The first, most frequent, measure of student progress will be documented by the curriculum-based measures (CBM). These measures can be regarded as probes to gauge individual student progress and can be used daily. As the examples of curriculum-based measures for phonemic awareness, reading fluency, reading comprehension, and writing show, the data can be obtained quickly and recorded on a graphical display to show progress toward an important educational objective. The CBM captures student progress data on core curricular competencies or overarching skills and go beyond the scope of most teacher-made tests that measure how well an individual lesson was learned.

The CBM data will be used to provide running records of individual student growth in reading (e.g., fluency and comprehension), math (e.g., math facts, computation, and math reasoning or comprehension), and for writing (e.g., fluency, grammar, spelling, sentence and paragraph construction).

Reading: Phonemic Awareness/Alphabetic (These curriculum-based measures are from DIBELS at <https://dibels.uoregon.edu/>)

- Initial Sound Fluency
- Phoneme Segmentation Fluency
- Nonsense Word Fluency
- Letter Naming Fluency
- Letter Sound Fluency
- Word Identification Fluency

Benchmarks or Short-Term Objectives to Meet Goals: Three web-based instruction and assessment tools will be used to provide multiple probes of individual student progress in standards-based goals. The Scholastic Read 180 program and the I CAN math program are web-based instruction is aligned with the Common Core Standards used by Wisconsin and these programs document ‘real-time’ measures of progress on a daily basis as well as the capacity to provide benchmark measures of student progress toward annual standards-based goals. These programs have been in use for decades and are both highly ranked research-based ‘best practices’ for use in U.S. Department of Education grant projects.

8. School Governing Body: The governance structure of the school, including the method to be followed by the school to ensure parental involvement and the plan for addressing parental concerns:

- **Council’s composition (name positions and number of members)**
- **Election process**
- **Authority in educational program**
- **Decision-making process to approve policy, programs and budgetary decisions**
- **Evaluation process of tenured instrumentality principal**

Consensus of the whole community is the cornerstone for the establishment of our school. To accomplish this goal, we will form a school governance council structure consisting of seven members. The founding Board of Directors for the Kathryn T. Daniels University Preparatory Academy has been nominated and will serve four-year staggered terms.

The most important responsibilities of the Board of Directors will be to set policy for the Academy, approve and oversee the budget and oversee the hiring of administrators and staff for the Kathryn T. Daniels University Preparatory Academy. Essentially, the Board of Directors has the responsibility for setting school goals and evaluating the execution of these goals. State charter law requires the board to be responsible for the mission, educational philosophy, and major policies of the school. The board will oversee and assess and oversee the school’s finances, programs, and management.

Membership, Representation, Selection: Membership on the board will be determined by the by-laws. The school’s governance structure will not discriminate on the basis of race, gender, language, income, marital status, or other criteria as identified by state law.

The Board Members described in the table below represent the founding board of directors for the Kathryn T. Daniels University Preparatory Academy. Founding board members will serve staggered terms of two and four years initially. The election process for new board members will involve filing a public intent to run for the Board of Directors in January with an election in April and installation of new Board Members on July 1.

Board Members	Parents/Former Parents	Community	Educators
Ericka K. Rush			
Roxanne Cardenas			
Damon Ray			
Antione Reasby			
Erickajoy Lee-Daniels			
Kassandra Purham			
Robert Stone			
Alton Townsel*			

*ex-official non-voting member of the Board

Alton E. Townsel: Mr. Townsel has a Bachelor’s degree from Alabama State University. He holds a Master’s of Education degree from the University of the District of Columbia. He has taught in the Milwaukee Public Schools and at Milwaukee Area Technical College. He holds a life time teaching and administrator’s license. He has served as assistant principal and Director of Education/Chancellor of Education at HR Educational Complex.

Ericka K. Rush: Ms. Rush is a graduate of UWM with a Bachelor’s of Science and a Master of Science from Marion University. She is the Director of Student Services for the HR Complex and a business owner.

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

Antione Reasby: Mr. Reasby is currently a medical assistant at The Veteran Medical Complex. He is a former parent of the HR Complex and has worked with the Parental Involvement.

Erickajoy Lee-Daniels: Ms. Lee-Daniels is a human resources executive with the Brady Corporation, a Fortune 500 company. She has consulted with the HR Complex and participated in fund raising activities.

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

Damon Ray: Mr. Ray holds a Bachelor Degree in Christian Education and a Master’s Degree.

Robert Stone: Mr. Stone holds a Bachelor’s Degree from the University of Wisconsin at Whitewater and is a retired executive from the Chrysler Corporation.

Open Meeting: The school’s governance structure bylaws will be guided by the principles of the Open Meeting Law in assuring that governance structure meetings shall be open to the public unless the school’s legal counsel advises otherwise.

Compliance: The school’s governance structure will recognize and observe existing policies and procedures, agreements, and applicable laws.

Conflict Resolution: The school’s governance structure experiencing conflicts will utilize the complaint/issue resolution process established by the council to resolve problems.

The principal and teachers at the school will carry out the day-to-day operations of the school. The governing board, comprised of parents, and community members, will set policy, approve the budget, and assure that the school maintains high academic standards.

Parental Involvement: Once a child is admitted to the school, his or her family is encouraged to sign up with one of the school’s parent action committees. It is through working on these committees that most parents will complete their recommended parent participation hours. The principal of the school and the governing board will oversee and direct the work of these committees. Where appropriate, especially in the higher grades, students will be invited to participate on these action committees in an effort to involve students in the on-going operations of the school.

9. The certifications and qualifications that must be met by the individuals to be employed in the school.

It is the intent of our school to obtain the services of the finest teachers available. To accomplish this, we will disseminate materials in order to ensure that properly credentialed individuals apply. Each applicant will be screened by a team of professionals trained to identify individuals suited to the philosophy of the Academy. Extensive background reviews will be done to verify past experiences and ensure the safety of our children.

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

Teachers are the key to our school’s success. Our budget, schedule, and governance structure are all designed to attract and retain the highest quality teachers. All of our core teachers will be accredited in accordance with NCLB’s ‘highly qualified’ standards and state requirements.

Furthermore, we will seek staff who:

- Believe in our curricular philosophy and guiding principles
- Are fascinated by and knowledgeable about teaching and learning
- Has earned a degree in education, are proficient in the arts or in specialized fields
- Has experience in and passion for the arts or technology
- Has lived or taught in a community with similar demographics

The teachers employed by the school will be certified in Wisconsin. The school may employ or contract with skilled, selected non-certified personnel to provide institutional services or to assist instructional staff members as teacher aides as allowed in Wisconsin. The Academy will provide continuous

educational development opportunities for all staff members. The school reserves the right to mandate whatever testing of employees is deemed necessary to protect the students. The school expressly reserves the right to discharge employees after exhausting an internal due process hearing. The school will include in the employment contract thorough, consistent, and even-handed termination provisions that include appropriate due process procedures.

10. The procedures and requirements that the school will follow to ensure the health and safety of the pupils, including identifying steps to address safety concerns that may arise.

The health and safety of staff and students is a high priority for the Academy. The Academy will follow all required safety regulations including emergency policies and procedures and will comply with all health and safety laws and regulations that apply to Wisconsin public schools. The policy will cover the following points:

Criminal Background Checks: Each employee's job offer will be subject to a criminal background check.

Tuberculosis Testing: Each employee is required to have periodic Tuberculosis (TB) tests results on file.

Prescription Medications: Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication and indemnifying the school from any additional medical requirement not provided in writing by parents.

Child Abuse Reporting: The Kathryn T. Daniels University Preparatory Academy will adhere to the requirements of Chapter 48.981(2) of the Wisconsin State Statutes regarding child abuse reporting. Staff must report to the proper authorities if they suspect the following occurring to a student:

- sexual assault
- neglect
- willful cruelty or unjustifiable punishment
- cruel or inhuman corporal punishment or injury
- abuse in out-of-home care

All suspected cases of child abuse will be brought to the principal or his/her designee for consultation. Academy staff will complete a written report of the situation and immediately notify the proper authorities. The reporting person will be responsible for providing all the necessary information and child abuse reports to the proper authorities since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, the Academy staff will obtain the contact information of the agency person removing the child. This information will be placed in the student's record and be available to the parent /guardian.

Emergency Situations: The Academy will develop written policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train instructional and administrative staff in basic first aid and/or CPR.

11. Describe the targeted student population and the strategies, procedures and requirements by which the school will welcome and recruit a student body diverse in race, language, economic status and special education needs reflective of the school district population. Include the following appendices: Appendix E Diversity Plan, and Appendix F Special Education Plan that describes the

means by which the charter school will include pupils with special needs, including pupils whose special education needs are other than speech and language only, in the charter school's pupil population.

The Targeted Student Population: The Kathryn T. Daniels University Preparatory Academy expects to attract students who are intensely drawn to the performing arts and students and parents who are looking for an academically rigorous school environment. In other words, The Kathryn T. Daniels University Preparatory Academy is a bold alternative to regular schooling and expects to attract students and parents who want more rigorous academics, more exciting performing arts opportunities, and more personalized options.

Recruitment of a Diverse Student Body: Our school is situated within a diverse neighborhood and we expect our students, parents, and staff to be diverse. We will recruit widely throughout the city of Milwaukee and surrounding areas to attract a student body that is diverse racially, linguistically, economically, and with a wide range of intellectual capabilities. The Academy fully expects our student body to mirror the diversity found in Milwaukee Public Schools.

Recruitment Procedures: Though recruitment and publicity will begin as soon as possible- student admission will begin after formal charter school approval. The Academy will host a series of community information sessions throughout the community. At these meetings we will provide information regarding the school's mission, purpose, and key aspects of the overall program. It will provide an opportunity for community members, parents and students to meet Board Members and potential staff. A question and answer period will provide any additional information not covered in written materials or in presentation.

Flyers, Pamphlets, and Communication. Through the network of community businesses and organizations and information technology, we will advertise educational opportunities on our campus.

Bumper Stickers. Kathryn T. Daniels University Preparatory Academy Bumper stickers will be available offering enrollment information telephone contact number and will be passed out very aggressively in the community.

Posters. There will be posters with information about the Kathryn T. Daniels University Preparatory Academy placed in communities that don't have ready access to other forms of communication and advertisement.

We will communicate our community enrollment opportunities to students and hard to reach families.

12. The procedures and requirements for admission to the school in accordance with Federal guidelines.

The Academy will be open to any student residing in the Milwaukee metropolitan area who would otherwise qualify to attend a regular public school. The school will have an open admissions procedure, utilizing a first come, first served policy. If applications exceed capacity, a lottery will be held to determine admission, and a list will be maintained by grade level in the order of the lottery. As seats become available, the next student on the list will be notified. Preference will be given to a sibling of a student already enrolled, children of Board Members, and to a son or daughter of an employee of the school.

Applications will be accepted each year beginning February 1 for a period of 90 days, unless space remains. Should space still be available after this date, applications will continue to be accepted. Parents will be notified of acceptance by June 15.

In order to ensure greater parental commitment, as part of the admission process, parents will be required to sign a binding instrument that indicates acceptance of our student conduct code and commits them to a series of volunteer activities.

Students may withdraw from the school at any time and enroll in another public school as determined by School Board policy.

A student and parent orientation meeting to acquaint them with the facility, procedures, and information that would be of benefit for the first days of school will take place prior to the opening of the school. This meeting can assist the recruitment process in disseminating information concerning the school and its programs throughout the community.

13. Enrollment and grade level distribution chart that shows grades and enrollment numbers for each year of the contract term.

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

14. A complete proposed budget should be attached to this petition/proposal as Appendix G. (Contact the MPS Finance Department for the templates.) If other funding sources besides the per pupil amount, including grants are being sought to supplement the charter school, include the name of the grant, the duration of the grant and plans for sustainability if/when the grant funds end.

The complete proposed budget is described in Appendix G.

15. The manner in which annual audits of the financial and programmatic (performance and compliance) operation of the school will be performed.

An annual fiscal audit and program evaluation will be provided for the Academy authorized by the Board of Directors.

16. The procedures for disciplining pupils. If the charter school will have its own discipline policy, attach it as Appendix H.

Students learn best in an environment where there are clear expectations about behavioral and community norms that are instituted to ensure the safety and well-being of all. In order to maintain a positive learning community, the Academy will develop and maintain a comprehensive set of student discipline policies through the work of a committee that includes all interested parents, guardians, students, and staff and is in accordance with the statutes of the state of Wisconsin. The discipline policy will not be discriminatory, arbitrary, or capricious, and will follow the general principles of due process unless the student's conduct presents an immediate threat to the health or safety of others. Policies regarding suspension or expulsion will be handled in a manner consistent with the Milwaukee Public Schools. The policy will be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA.

The discipline policy will include the students' rights and responsibilities, unacceptable behaviors, and the school's suspension and expulsion policies. Students who do not adhere to their responsibilities and who violate the school rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Counseling
- Warning, both verbal and written
- Loss of privileges
- Notices to parents by telephone or letter
- Parent conference
- Suspension or Expulsion

The discipline policy will be reviewed with students and parents upon admission to the Kathryn T. Daniels University Preparatory Academy and signing of the family/school agreement. By signing the family/school agreement, the students and parents acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy.

17. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.

Students who do not wish to attend the Kathryn T. Daniels University Preparatory Academy have numerous opportunities in the Milwaukee Public Schools including specialty and general high schools, partnership schools, other charter schools and private schools participating in the Milwaukee Parental Choice Program.

18. A description of the school facilities and the types and limits of the liability insurance that the school will carry. If you have a site, identify the facility/location. If planning a shared facility, provide information regarding arrangements necessary for space accommodation/needs.

The Kathryn T. Daniels University Preparatory Academy will be housed on the expansive campus of the HR Educational Complex and the Bishop's Creek Development in Milwaukee, Wisconsin. These buildings will adequately house the Academy and are designed to accommodate 500 students. The campus includes 47 classrooms, two gymnasiums, four computer labs, 20 offices, a cafeteria, symposium, two libraries, ten multi-conference areas, and a plethora of diversified space allocations that exceed the academic and performing needs of students, staff, parents and community. The nearly 300,000 square feet facility is spacious, well-lit and well-appointed to meet the academic and performing arts needs of students, staff, parents, and community patrons.

The liability insurance is currently held by Indiana Mutual and includes the following:

- Indemnification and hold harmless clause for MPS for claims
- Worker’s Compensation and statutory employer’s liability insurance
- Comprehensive general liability insurance

19. The effect of the establishment of the charter school on the liability of the school district.

The Kathryn T. Daniels University Preparatory Academy will fully adhere to Wisconsin state laws and MPS insurance and risk management requirements.

20. The following policies including procedure to inform parents: a) school transportation policy b) school nutrition policy

The Kathryn T. Daniels University Preparatory Academy will offer nutrition services on campus to provide meals for students. Breakfast and lunch are currently available on campus. Transportation costs can be covered by a sponsor, the family, charter school funding sources and/or district transportation allocations. Parents/guardians will be informed of all policies pertaining to transportation.

21. Indicate whether the proposed charter school wishes to be an instrumentality or non-instrumentality charter school. Indicate if the school is submitting a petition or proposal. All petitions should attach the signatures as Appendix I.

The Kathryn T. Daniels University Preparatory Academy will be a non-instrumentality charter school.

22. Indicate the school year that the charter status is requested to begin, and length (1 to 5 years) of the contract term sought.

The Kathryn T. Daniels University Preparatory Academy is slated to continue operation during 2016-2018 school years. A 2-year renewal contract has been approved.

Kathryn T. Daniels University Preparatory Academy Uniform Policy

UNIFORM

All scholars must come to school in the Kathryn T. Daniels University Preparatory Academy uniform everyday. If a student arrives to school out of uniform, parents/guardians will be called and asked to bring in a uniform. Students may not change out of the uniform at any point during the school day. Once students enter the school building, the wearing of hats, bandanas, or wave caps is not permitted. Students may not wear “skinny pants” or disruptive jewelry, such as oversized belt buckles. Jewelry is limited to one necklace and one bracelet per arm. Earrings must be no larger than a quarter and no tattoos, fake tattoos, or any sort of visible writing on the skin is acceptable.

Uniform Policy (K4 - 4th grade):

Blue or Gold Kathryn T. Daniels University Preparatory Academy Polo Shirts are for sale in the office. If it is cold, students may wear t-shirts, long-sleeved t-shirts or turtlenecks under their polos (these shirts must be plain white, black, blue or gold). A Kathryn T. Daniels University Preparatory Academy fleece or

a navy blue cardigan sweater (no hoods or belts). Navy blue pants, Walking shorts, skirts or skorts are allowed on hot days (must be within 3" of knees) (no jumpers). No excess pockets, buttons, designer labels or outside zippers. If pants have belt loops, students must wear a belt. Belts must be simple plain belt Navy or Black. No large belt buckles are allowed. Socks/tights solid white, blue or black socks/tights. Shoes – Gym shoes are preferred so students do not need to change for P.E. classes. Students should wear closed-toed shoes; no sandals, clogs, crocs or flip-flops allowed. In winter, if boots are worn to school, students must change into required shoes for class.

Uniform Policy (Middle School - grades 5-8):

Monday/Tuesday/Thursday/Friday:

Blue or Gold KTD Polo Shirts are for sale in the office. If it is cold, students may wear t-shirts, long-sleeved t-shirts or turtlenecks under their polos (these shirts must be plain white, black, blue or gold), a Kathryn T. Daniels University Preparatory Academy fleece or a navy blue cardigan sweater (no hoods). Pants Navy blue or khaki pants. Walking shorts, skirts or skorts are allowed on hot days. No excess pockets, buttons, designer labels or outside zippers. If pants have belt loops, students must wear a belt. Belts must be simple, plain belts. Socks/tights solid gold, white, blue or black socks/tights.

Wednesday:

Blazers: Boys and girls are required to wear Navy blue blazers to school on Wednesday. Blazers may be draped on the back of their chairs while students are in class, but anytime that students are up from their desks and in the hallways, they are expected to be wearing their blazer. Skirts (Girls) Bel-Aire Plaid Pleated Skirt; or khaki skirt (must be within 3" of knees). Pants (Boys) Solid navy blue or khaki dress pants. Students must wear a belt. Walking shorts are acceptable on hot weather days. Belts must be simple, plain belts and they must be Navy or Black. No large belt buckles are allowed. Ties Gold/blue "repp" striped tie (crossover style for girls). On sale in the office. Shirts/Blouses Solid white (no lettering or emblems), long or short sleeved, blouses or shirt. No sleeveless shirts or lace or wide collar blouses are allowed. Shirts are to be tucked in at all times. If an undershirt is worn, it must be a plain white shirt with no logos or printing on it. Shoes Solid black, brown or navy leather shoes are required (no stripes). Students should wear closed-toed shoes; no sandals, gym shoes, clogs, crocs or flip-flops allowed. In winter, if boots are worn to school, students must change into required shoes for class. Socks/Tights Solid white, blue or black socks/tights.



