



GreenTree

Preparatory Academy

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August 1, 2023

Contracted School Services
Milwaukee Public Schools
5225 W. Vliet Street, Room 204
Milwaukee, WI 53208

To Whom it May Concern,

On behalf of GreenTree Preparatory Academy, it is our intent to renew the charter school contract.

GreenTree Preparatory Academy is now serving over 467 students in grades 6 -12 and is currently authorized by Milwaukee Public Schools as an “instrumentality” charter school. GreenTree Preparatory works closely with its teachers, parents and community partners in preparing our students to be leaders who will lead or own tomorrow's businesses. The teachers and community members will continue to create a high-performing school for students. Our charter status will continue to provide flexibility in the school scheduling, budgeting, hiring and programming to support redesign efforts in direct alignment with the District's mission to prepare students for success in higher education, post-educational opportunities, work, and citizenship.

We believe that GreenTree Preparatory Academy will provide a safe, nurturing, and professional community of learning where students are educated, empowered, and enabled to develop the essential skills necessary to lead and exceed. Continued authorization by Milwaukee Public Schools allows for continued progress in these efforts.

Contacts for the renewal process include:

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Sincerely,

Katrina Fisher Ph.D.
Principal

Mark Sain
President, GreenTree Preparatory Academy Governance

TODAY'S STUDENTS. TOMORROW'S LEADERS.
Building a body of student leaders who will lead or own tomorrow's businesses!

GreenTree Charter Contract Renewal Application 2023

1. Response to Current Charter School Performance

Academic Performance. Provide a description of how the school has been faithful in implementing its educational program outlined in the charter proposal (Appendix A). During the contracted school years, GPA has faithfully implemented its educational program as outlined in the charter proposal (Appendix A). GreenTree Preparatory Academy program is designed to serve students in grades 6 through 12. We are committed to providing Milwaukee families with a rigorous program that challenges the students and we continue to keep our students on the path to success.

The foundation of our educational program is structured around GPA's Seven Skills for Success. The Seven Skills for Success are identified as follows:

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

Middle School

The GPA Middle School program continues to focus on the development and the implementation of a strong STEM program. The mission of the GPA STEM program is to engage students in the practices of science, technology, engineering and mathematics. Through the integration of math and science across the curriculum, our STEM program provided the students the opportunity to participate in the following:

- The statewide STEM fair for 6th and 8th graders had 60 students to participate during the 2022-23 school year and compete with other students from MPS and other districts. Students were positively impacted because they got the opportunity to compete with their peers.

- Students utilized the STEM Lab to support the development/implementation of the program.

Students participated in the SpringBoard Program in English and Math. Teachers were trained using this program. The SpringBoard Program is a “PreAP” Program that is offered in grades 6, 7, 8, 9 and 10. Teachers are impressed with the Springboard curriculum because concepts are introduced using everyday English and Math examples allowing students to get a solid understanding of how the concepts are used. There is an adequate amount of practice with extra learning opportunities available. The lessons are engaging and the assessments are aligned with the instructional materials.

Students in 6, 7 and 8 grades participated in the Proximity Language (Spanish) Program. Students learned a foreign language using off site virtual instructors. Our school staff served as teacher of record and collaborated with the virtual teachers to support the academic growth of each student. The curriculum is based on state standards identified by the Wisconsin Department of Education.

High School

As GPA continues to grow, by 10th grade, students are offered options to select one of three career pathways:

Katherine Johnson Academy of College Preparatory engages students in rigorous college preparatory courses, including access to early-college or dual enrollment programs.

Charles Drew Academy of Science, Technology, Engineering and Mathematics brings learning to life through application-based learning in collaboration with our community partners.

Michelle Obama Academy of Leadership, Business, Law and Social Justice, includes access to community projects, service learning, and internships.

When we opened our school in 2019, because of Covid 19 and low enrollment there was a delay in the implementation of the three schools. As enrollment grows, we will put measures in place to fully implement the three Academies.

Our 11th and 12th grade students participated in the following external learning opportunities:

- Internships for students were provided through the Lead 2 Change Program. Currently the number of students who are participating has grown to 22 students.
- M3 program has grown from 2 students to 3 for the 2023-24 school year.

Student with Disabilities

All special education students were educated in a least restrictive environment. Students with disabilities did receive behavioral and academic services in accordance to their individualized education plan.

English Language Learners

GPA only has had 8 bilingual students enrolled over the past 4 years. All of the students tested high enough that it was determined their primary language was English. GPA does not have a bilingual program. The bilingual students were placed in monolingual classrooms.

Grade Level Promotion for Middle School Students

School-based team considered recommendations from teachers for eighth grade promotion. During the past four school years, 100 percent of the eighth school students were promoted from 8th to 9th grade.

Grade Level Promotion for High School

We will use the minimum number of units, or the equivalent, which is required for high-school students to be promoted at the end of the school year.

Graduation

GPA follows both state and district requirements for graduation. For the 2022-23 school year, 100% of our seniors graduated.

Our Anticipated Outcomes

We continue to move forward in an effort to meet our anticipated outcomes as described in the original charter proposal (Appendix A).

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.

Pupil Academic Achievement Report (PAAR)

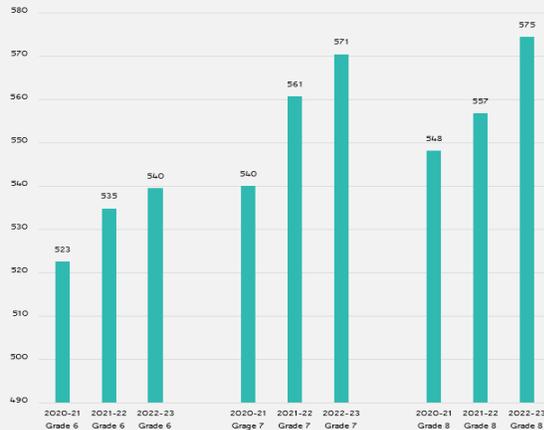
	GPA	MPS	MET GOAL									
Year in Session	2019 2020	2019 2020	-	2020 2021	2020 2021	-	2021 2022	2021 2022		2022 2023	2022 2023	
Attendance	87.1%	86.9%	Yes	77.4%	83.7%	NO	71.9%	76.3%	NO	N/A		
Mobility	13.2%	12.0%	No	16.5%	5.4%	NO	13.8%	14.3%	Yes			
Stability	82.6%	87.7%	No	80.3%	69.6%	Yes	55.7%	77.0%	No			
8th Grade Completion	100.0%	99.9%	Yes	100.0%	99.8%	Yes	100.0%	99.7%	Yes	100%		

The Pupil Academic Achievement Report (PAAR) above chart reflects GPA’s and the district’s attendance and mobility rate for 2019-2020 , 2020-2021 and 2021-2022 school years. GPA attendance rate of 87.1% in 2019-2020 is 0.2% greater than the district, which was 86.9%. We did not meet the district goal in 2020-21 and 2021-22. Additionally, GPA mobility rate for 2019-2020 and 2020-2021, we did not meet the district rate. However, for 2021-2022 GPA mobility rate was a 0.5% rate lower than the district. This table demonstrates GPA's ability to increase attendance and decrease student mobility.

WSAS DATA

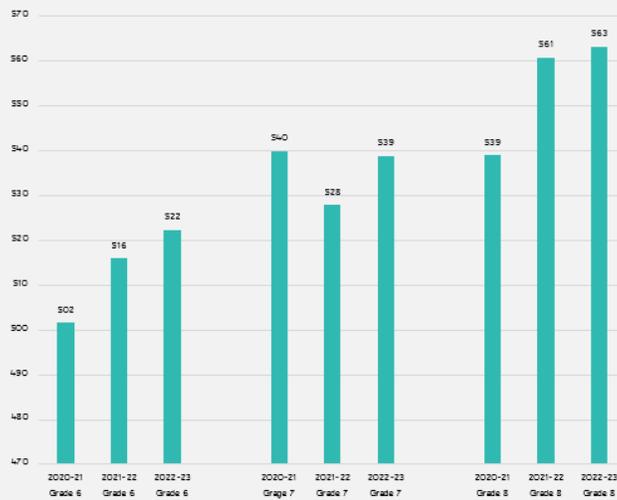
ELA Average Scores for All Grades 6,7,8 at GPA

DATE	Scores
2020-21 Grade 6	523
2021-22 Grade 6	535
2022-23 Grade 6	540
2020-21 Grade 7	540
2021-22 Grade 7	561
2022-23 Grade 7	571
2020-21 Grade 8	548
2021-22 Grade 8	557
2022-23 Grade 8	575



Math Average Scores for All Grades 6,7,8 at GPA

DATE	Scores
2020-21 Grade 6	502
2021-22 Grade 6	516
2022-23 Grade 6	522
2020-21 Grade 7	540
2021-22 Grade 7	528
2022-23 Grade 7	539
2020-21 Grade 8	539
2021-22 Grade 8	561
2022-23 Grade 8	563



There were 42.1% of students in grades 6-8 English/Language Arts who took the test as compared to the district 42.2%. GPA had 2.5% proficient students as compared to the district 8.1% proficient. In Math, 40.3% of the student population was tested as compared to the district 41.8%. GPA was 0.0% proficient as compared to the district which was at 3.9% proficient. GPA did not meet the district's goals for English and Math.

There was growth made consistently in the ELA average scores charts above in grades 6, 7 and 8 from 2020-21 to 2021-22 to 2022-23.

There was growth made consistently in the Math average scores chart above in grades 6 and 8 from 2020-21 to 2021-22 to 2022-23. In grade 7 there was a slight decline in the Math average scores in 2021-22.

In English/Language Arts (ACT Aspire), 16.7% of the student population was tested as compared to the district's 15.4%. GPA was 0.0% proficient as compared to the district 2.5% proficient. In Math (ACT Aspire), 25.6% of the student population was tested as compared to the district's 19.0%. GPA was 0.0% proficient as compared to the district's 1.4 % proficient. GPA did not meet the district's goals in English and Math.

In Math, (ACT Aspire 9-10), 63.1% of the student's population was tested as compared to the district's 71.3%. GPA was 1.0% proficient as compared to the district's 7.8% proficient. GPA did not meet the district's goal.

In Math, (ACT 11 grade), 87.5% of the student population was tested as compared to the district's 75.8%. GPA was 0.0% proficient as compared to the district's 7.8% proficient. GPA did not meet the district's goals in Math.

According to Renaissance STAR Reading Assessment during the 2022-2023 school year, our sixth grade from winter to spring increased by 4.8% in the below category from 19.6% to 24.4%. Eighth grade increased by 11% in the well below category from 10.9% to 21.9%. Ninth grade increased by 3.9% in the below category from 7.2% to 11.1%. Tenth grade increased by 5% in the on-target category from 4.7% to 9.7%. Seventh grade had a slight decline in most categories.

Investigation of the practices of the instructional staff and a closer look at the curriculum delivery, strategies and assessments was evaluated by the Leadership/Learning team and staff to ensure that expected growth is attained for each grade annually moving forward.

B. Financial Performance

1. Explain how the school has met its financial performance standards. Describe how the school is financially sound.

GPA has met its financial performance standards. We continuously meet our target of a balanced budget, an excellent audit as evaluated and reviewed by the audit committee. The administration with support from the bookkeeper and the Governance Board collaborated to ensure that we met our target of a balanced budget.

GPA has been independently audited yearly. The independent audit was completed by a third party accounting firm. The audits have shown that we have complied with district charter requirements and continue to use school funding to support the educational program. GPA aligns the use of funds to support the mission and vision of the school. Our funds support staffing, student's academic, emotional growth, the internship, PBIS, STEM, and the M-Cube 3 program as well as others.

The Governance Board reviews the financial statements monthly. They review the Statement of Financial Position, Statement of Activities, Change in Net Assets and Statement of Cash Flow. The Board also reviews the notes of the financial statements.

In conclusion the GPA has established a proven record of financial stability and has met its financial goals as established by the GPA Charter and the MPS Board of Directors.

C. Organizational Performance

1. 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.

Well-Functioning Organizational Structure

GPA is a well-functioning organizational structure which provides our students with excellent academics, and an educational program which is structured around GPA's Seven Skills for Success. It is a professional culture that is village immersed in restorative practices. Our Professional Development has used strategies to increase student engagement with project-based learning. All students learn by using strategies personalized for them.

The organizational structure of GPA provides for the Principal who is the administrator with the responsibilities for all the functions in the organization. The middle school Assistant Principal main function is to oversee the middle school. The high school Assistant Principal oversees the high school operations. The Dean of Students ensures the success of the culture and climate of the school. The Academic Dean for middle and high school focuses on teaching and learning.

Parental Involvement

GPA has a well-functioning organizational structure as demonstrated by ongoing parental involvement. Parents and families perform a vital role in the education of children. GPA has multiple ways to engage our parents to support student achievement and school improvement.

Some of the activities that parents participate in during the school year are as follows:

- On boarding meetings with parents/students new to the school
- Enrollment in the Parent Portal to have access to attendance, grades, assignments, and communication with teachers.
- High School Parent Institute which is a 6-week program that covers understanding the high school requirements, environment, culture, and post-secondary opportunities.
- Parents have access to the parent center for resources and information regarding activities and special events.
- Royal Jewels mentoring program provides support for middle school students.
- Community partner that provides Prom formal wear and accessories for GPA students.
- Open House for all interested families and their students.

The parent center works with administration to sponsor Title 1 meetings and activities to support parents and families.

Staffing

As a well-functioning organization, GPA complies with all state statutes and provisions of the charter school contract as it relates to qualifications and hiring of individuals employed. We work with the Office of Human Resources (Talent Management) to secure instructional staff, support staff, and administrators. We also ensured that all staff are licensed or permitted by the Wisconsin Department of Public Instruction and each potential employee completes a background screening.

GPA provides opportunities for career advancement for our employees. Teachers and teacher leaders serve on committees such as PBIS, culture and climate, curriculum development, student activities, interviewing, student promotion, and graduation.

Staffing is a major challenge at GPA. We opened the school with teacher shortages and continue to experience vacancies. GPA has been very fortunate to have teachers who were willing to substitute in classes during their preparation periods. We are very privileged to have three New International teachers, a school support teacher and an amazing MPS teacher mentor program. The School Support Teacher (SST) and the Mentor teacher also support our veteran teachers. In addition, the K12 Elevate Program is used to support teachers who are not licensed but are working toward certification. We are proud to celebration programs to recognize our staff accomplishments, efforts and continue commitment to our students' academic achievement.

Health and Safety,

GPA is implementing a comprehensive health and safety emergency plan to reduce risks. The Crisis Plan provides information for CODE BLUE, AED Medical Emergency, Power Outage, Fire, Lockdown, and Tornado Drills. It also includes emergency site evacuation that assures the safety of GPA staff, students and visitors. Professional development sessions are provided several times throughout the year on safety issues and concerns.

Lockdown and fire drills are performed in accordance with district mandates. Staff are provided with the information and are trained on how to react appropriately in an emergency situation.

GPA is committed to providing a safe and healthy work environment free from any threats and violence. All staff must review the staff and family handbooks which provide information on anti-harassment and bullying policy, etc. We also provide a professional work environment with community members that respect each other and believe in the core principles.

Immunization

The law requires that students receive a minimum number of immunizations prior to entering school. Students entering GPA must comply with the district's requirements regarding immunizations. Parents can opt out of immunization requirements by completing the Immunization form indicating the reason(s) for non compliance. These reasons may include: religion, health and/or personal convictions.

School Enrollment

During the contracted years of 2019 through 2024, the school enrollment has increased yearly as we added grades 9 through 12. In addition, there was an increase in enrollment in grades that

were already established. As the GPA programming expands, we anticipate that enrollment will continue to increase. In the original charter proposal, we project our enrollment to reach 870 students. Refer to the chart below.

GPA Enrollment

2019-20	2020-21	2021-22	2022-23	2023-24
275	289	475	473	625

Discipline Guidelines

GPA continues to follow Milwaukee Public Schools guidelines for student discipline. GPA also has enhanced their student support by implementing the Restorative Practice Program. This program resolves disciplinary problems in a cooperative and constructive way. The program is based on respect, responsibility, relationship building and repairing. We will continue to provide professional development and to focus on new teachers training on Restorative Practices.

School Facilities

GreenTree Preparatory Academy is located at 6850 N. 53rd Street (formerly known as (Daniel Webster Middle School). The facility includes the first floor for middle and the second floor for high school, a full kitchen, a separate library, gym, and auditorium. We also have a designated area for our parent resource center. Additionally, we have a full parking lot, a large area for outdoor teaching and learning as well as a county park adjacent to the school. Currently, the building is shared with a virtual school, located in the basement, and the MPS Specialized Support Team that service the district.

Describe how the community partnerships have impacted students.

GPA partners with a variety of different organizations servicing the students academically, physically and emotionally. As the community learns about GPA, we continue to recruit partners to support our mission and vision.

Our Partners includes:

- M3 (M-cubed) College Connections Program: This is a dual enrollment program between MPS high schools, Milwaukee Area Technical College (MATC), and the University of Wisconsin-Milwaukee (UWM). These programs allow eligible students to complete their high school graduation requirements while earning college credits at no expense to the students. The M3 Program grew from 2 to 3 students.
- Christian Faith Partnership provided students with special occasion dresses, suits along with accessories. There were approximately 50 students that participated in the program.
- The Earn to Learn Program assists students by providing them with employment opportunities in the summer. They assist students in completing employment applications, gathering letters of recommendations, and participating in mock interviews.
- Own It Mentoring Group provides mentors for the students. They conduct both one-on-one mentoring sessions and group mentoring sessions with identified topics of interest for our students. They meet twice a month and an average of 35 students who participate.
- Alverno University worked with the staff on assessments and the development of student portfolios.

- Just One More Ministry is a mobile meal outreach program which provides food and groceries to GPA families that need support.
- Milwaukee Bucks works with our students on various projects. One of the projects included making posters for the Bucks on various topics. Students in the art classes participated in the program.
- Havenwoods Neighborhood Partnership provides resources for families regarding renting or buying homes.
- Arts at Large is a program that provides arts teachers access to students in middle and high school. The teachers work with students on the beautification of the school.
- Center for Teaching Entrepreneurship is a program that is aligned to our mission and helps students to create business plans for future business ownership opportunities.

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

Parents are valuable partners to GPA. When parents are involved in meaningful ways the school improves and the students do better. It is only through the partnership of school, family and community that the students can truly make academic and social gains. Our students will demonstrate success when parents and the community are actively involved.

Comments made by parents during the parent institute, intake meetings, graduation, and open house etc. on parent surveys includes the question:

Why did you select GPA for your child?

Survey Results:

- “ I liked the uniform policy for my child.”
- “ I felt this school was safe.”
- “ The school is clean and organized.”
- “ I like the block scheduling for the students.”
- “ I like the interaction between students and teachers.”
- “ I liked the communication between the parents and the school.”
- “ The newsletter you send out is informative.”
- “ The webpage for GPA has a lot of information on it and is easy to follow.”
- “ The school was recommended by other families.”
- “The teachers are personable and really care about the students.”

3. Demonstrate that the school has an active and effective school governance structure.

Provide examples and explain.

GPA has a well-developed Governance Board that provides a forum for parents, teachers, community members, scholars and principal. This forum works together to provide continued analysis and improvement of the public school policies, curriculum and school improvement plan. The Board decision making authority is advisory, with respect, to all duties, powers and responsibilities with the sole exception of Board authority. The Board is responsible for submitting a signature page with its school annual budget and school improvement plan. The Board consists of the president, vice president, secretary, parent member and two community members.

II. Plans for Continued Success

A. Academic Performance

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 changes to the school’s educational program for the term of the next charter school contract (up to five years) are the following:

Our Students will continue to use SpringBoard ELA and Math in grades 6 through 11, improve the student portfolio process, implement the Restorative Practices, 6th grade and Freshman Bridge Program and grade level data chat meetings with students. We will monitor students' progress with the intervention program for middle school and monitor the Credit Recovery Program for High School. After school tutoring programs for struggling students will also continue. Finally, GPA staff will continue to review data and develop safety net strategies that will best meet the needs to support students academically.

We will develop and implement the Advanced Placement program, the National Honors Society, the internship program, Service Learning and the M-3 Cubed program.

Our Staff will continue to have training with fidelity on the SpringBoard ELA and Math Curriculum, training on formative and summative assessments, and we will expand our Data Retreat Process to identify the skills and needs of our students. We will prepare teachers on how to communicate with parents during Open House and Parent Teacher conferences.

Our Parents/Community

GPA will continue to be connected to the community. We currently have Alverno College, Lead to Change, Havenswood Neighborhood Association, Own It, Center for Teaching Entrepreneurship, and BASICS as our partners. Parents who are in need of community resources and assistance can visit our parent center located in room 156.

GPA’s Parent Coordinator will implement the following strategies to support families:

- Encourage parents to register for the Parent Portal to view students grades and assignments
- Assist parents with using the website to access report cards and interim progress reports.
- Offer parent opportunities to volunteer in the school
- Communicate with parents via the phone, email or in writing.
- Prepare an event calendar that will be accessible to them

We will continue with the Parent Institute, monthly parent and Title I meetings where we provide information about events, activities, and support.

Parent Teacher Conferences will be in Fall and Spring. Parents and families are encouraged to come and discuss their students’ progress.

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

Greentree Preparatory Academy’s enrollment has expanded significantly over the span of the charter contract. We will continue to maximize our funding to market until we have reached our goal of 870 students in both middle and high school.

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.

GPA will administer the STAR Assessment in the same manner and time frame required by MPS. We will annually administer the current Wisconsin State Assessment System which includes the Forward Exam and the ACT Aspire. We will also administer the alternate assessment for eligible students with special needs and the ACCESS for English Language Learner when applicable. Additionally, the final state assessment of the current ACT will also be administered to 11th grade students and the Civic Test will be administered to all 9th grade students.

We will strive to meet the goals and measurable objectives for the term of the next charter school contract so that our students will meet/exceed MPS academic standards for the tested grades.

Additionally, we will collect students' work samples, formative and summative assessments throughout the school year. These collections will be used to monitor students' overall growth towards mastering grade level Wisconsin State Standards.

Both formative and summative classroom-based assessments are used to support students in attaining basic and critical thinking skills to be successful in their academic endeavors. Our students will continue to receive reports during the school year to monitor their progress and achievement. During the fall and spring, parent conferences will be held to give them the opportunity to inquire about their child's progress.

Throughout the school year we will have assemblies to recognize student achievement. There will also be classroom recognition by their teachers.

B. Financial Performance

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

GPA financial plans and forecast will be to continue to work with the administration, staff, the Governance Board, and parent organization to manage the yearly budget and distribute funds to support academic success. GPA plans on using academic and operational data to guide spending and funnel resources to areas of need. We also will use the resources to expand the educational program and provide professional development for staff as directed by data results. The goal is to continue to work with our school partners with the budget forecast to afford and provide increased student opportunities.

C. Organizational Performance

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

GPA wholeheartedly believes that parent involvement in whatever capacity is key to a successful and striving school. The principal communicates with parents weekly via informational emails and a newsletter monthly that captures highlights of the month which identifies opportunities for parent/community involvement and future events.

GPA parent coordinator continues to engage parents and the community in the following activities:

- Open House that uses parent and community volunteers to highlight various components of GPA.
- Auditorium programs that celebrate events in the school
- Strive for 75% parent participation at parent-teacher conferences
- Communicate with parents through Infinite Campus (Parent Portal)
- Continue to recruit parents and community members to volunteer.
- Celebration of Learning activities that include National Honor Induction.
- Parents and the community attend the senior's portfolio presentation
- Continue to use Parent Text Alerts to inform parents of academic progress and attendance concerns.

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

Currently, GPA does not have plans to make any changes to the school's governance structure. If there are any changes that need to be made, we will communicate the changes to the Department of Contracted School Services.