Carmen Schools of Science and Technology

Table of Contents

Carmen Schools of Science and Technology

Carmen South and Southeast Appendix A

Carmen High School of Science and Technology
MPS Non-instrumentality School
Charter Proposal

The mission of Carmen High School of Science and Technology is to graduate all students as critical thinkers and self-directed learners who are prepared for success in college, meaningful careers, community involvement and family life.

Submitted By:

Patricia Hoben, Ph. D.
Head of School
Carmen High School of Science and Technology
St Joseph Center, 1501 S. Layton Blvd.
Milwaukee, WI 53215-1924
414.759.7759 Primary
414.906.9373 Secondary
phoben@msn.com

Signed Pat J. Hoben

Date 1/4/07

Table of Contents

Executive Summary

Overview

Carmen High School of Science and Technology will be a college preparatory school with a liberal arts curriculum, emphasizing student proficiency in science and technology and integrating student employment and internships. The school will open on the near South side of Milwaukee in August 2007 as a private high school participating in the Milwaukee Parental Choice Program. In its first year of operation, Carmen High School of Science and Technology will serve approximately 100 students in grades 9-11. The school will become either an MPS non-instrumentality or an independent charter school in August 2008. By its fifth year (2011-2012), the school will operate at full capacity with approximately 250 students (60-65 per grade level) in grades 9-12.

The mission of Carmen High School of Science and Technology is to graduate all students as critical thinkers and self-directed learners who are prepared for success in college, meaningful careers, community involvement and family life. To achieve its mission Carmen High School of Science and Technology is adopting two proven educational models that integrate academic content learning with personal development and life skills. The two models are the internationally recognized Alverno College abilities-based educational model, which articulates "8 Abilities" students must achieve over the course of a liberal arts education, and the Cristo Rey high school student employment model, which now operates in over 10 urban centers nationwide and is in the planning stages in additional cities.

Educational Program

To graduate from Carmen High School of Science and Technology, students must take four year-long college preparatory courses in each of the following subjects: English language arts, mathematics, science, and history/social sciences. In addition, all students must take at least three years of Spanish (native speakers will master reading and writing in their native language through courses in Spanish for native speakers) and four semesters of fine arts. Other non-academic requirements include participating in community service and working or interning one full day per week at local corporations or nonprofits. Every student will have an Individual Learning Plan defining objectives and strategies for achieving the school-wide goal of attending and completing a four-year college education at a competitive institution. Personalized advisory programs, a three week mid-year intercession, an after school program, and a summer school program are examples of resources available to students to ensure they can remain at or above grade level in all subject areas and pursue remedial and enrichment activities to achieve their Individual Learning Plan goals and objectives. Teachers and the Head of School will meet the professional standards required by the state of Wisconsin for their respective positions. Additional standards for the professional staff will be set forth by the Board of Directors.

Name of Person Seeking to Establish the MPS Charter

Patricia J. Hoben, Ph.D.

Applicant Team Developing the Proposed Program

The Development Team Leader for the school is Dr. Patricia Hoben, a scientist with management and educational leadership experience at national, state, and local levels. The development team and Board of Directors include high school and college preparatory curriculum experts as well as representatives from the community to be served by the school. Froedtert Memorial Lutheran Hospital, Foley and Lardner, LLP, Marquette University and Alverno College are among the collaborators. An Advisory Council has formed to provide fundraising leadership.

Expected Student Outcomes

The expected learning outcomes include, but are not limited to, the following:

All students are competent in academic skills and literate in the arts of communication:

- 90 % of students will become proficient by meeting WI state standards and completing Level 4 ability validations in scientific inquiry, creative discovery, and constructive problem-solving before they graduate.
- 85 % of the students will increase their reading levels (as determined by an entrance evaluation September 07) by one year as measured by a reading evaluation in June 08.
- 85 % of students will write persuasive essays that meet the writing ability criteria one level above their entrance evaluation writing sample.
- 100 % of students will show some increase in all areas tested on standardized tests by comparing 8th grade WKCE and 10th grade WKCE scores.
- 80 % of students behind grade level in reading, math, and other measured content areas will show more than a year's growth on standardized tests by comparing 8th grade WKCE and 10th grade WKCE scores.
- 100 % of students and staff will be able to describe, in writing, the 8 Abilities and be able to describe the school's validation requirements for demonstrating proficiency in each of the abilities. The eight abilities include: communication, analysis, problem-solving, applying values in decision-making, social interaction, developing a global perspective, effective citizenship, and aesthetic engagement.

All students are prepared for enrollment in and completion of college:

- 90 % of students will be admitted to, and 80 % of students admitted will *graduate from,* colleges that will enable them to become civic leaders, authors, artists, scientists, teachers, doctors, or be successful in any other family-and community-sustaining career as measured by continued data collection after graduating from Carmen High School of Science and Technology.

All students have the skills and express the personal qualities needed to be successful in a professional setting:

- 90 % of job or internship sponsors for the Student Work/Internship Program (SWIP) will agree to continue as sponsors for a second year.
- 90 % of students will demonstrate positive work habits on the job as determined by mid-year evaluations by the employers.
- 90 % of students will practice and attain professional-level skills in the uses of 21st century technology as measured by pre and post evaluations during SWIP training.
- 100 % of students will participate in the SWIP.
- 100 % of the students will be able to explain how the 8 Abilities are applied in the workplace as determined by a mid-year written self-assessment in the first year of SWIP participation.
- 100 % of students will complete workshops designed around Sean Covey's "7Habits of Highly Effective Teens."
- 90 % of students will be able to explain basic principles of business and economics as determined by pre and post tests.

All students demonstrate physical, emotional, and social development.

- 100 % of students will participate in sports and/or physical education programs as measured by class attendance records.
- 100 % of students will participate in health education workshops to promote healthy lifestyles as measured by number of participants at workshop.
- 100 % of students will participate in social events connected with the school to promote school culture to be measured by attendance rosters

Non-instrumentality Charter School Proposal

1. Mission

The mission of Carmen High School of Science and Technology is to graduate all students as critical thinkers and self-directed learners who are prepared for success in college, meaningful careers, community involvement and family life.

Vision

At Carmen High School of Science and Technology, we envision:

Students Achieving...

- proficiency in scientific inquiry, creative discovery, and constructive problem-solving;
- professional-level skills in the uses of 21st century technology; and
- admission to and graduation from colleges that will enable them to become civic leaders, authors, artists, scientists, teachers, doctors, or successful in any other community-and family-sustaining career.

Habits of Mind

- All students and staff pursue excellence in eight abilities: communication, analysis, problem-solving, applying values in decision-making, social interaction, developing a global perspective, effective citizenship, and aesthetic engagement.
- All students and staff display passion for learning and appreciation for good work.
- All students and staff welcome new perspectives and challenging ideas.

Habits of the Heart

- Everyone strives to bridge cultures through learning, work, service, and celebration.
- Everyone contributes to a vital and compassionate community.
- Everyone respects the cultures and traditions that sustain a free and just society.

Core Beliefs

We believe it is the responsibility of Milwaukee's civic, community, and business leaders to develop new, high quality, and innovative programs for impoverished families and traditionally underserved student populations in our city.

We believe that all students must graduate from high school prepared to enter and succeed in college. Further, we believe that students learn best when they can see the real world applications of their knowledge. Limiting learning to the high school classroom prevents teens from fully developing their ability to apply knowledge to new contexts and from pursuing the kinds of personal passions that lead to self-directed, life-long learning. Above all else is our conviction that all teachers, parents, and mentors must hold the highest expectations for the academic

success of all children, regardless of their cognitive abilities, or cultural and socioeconomic backgrounds.

We believe that the combination of autonomy in governance, flexibility in organizational design, creativity in human resource development, and accountability for performance established through the non-instrumentality charter contacting and monitoring process will best enable *Carmen High School* to realize our mission and vision as we practice our core beliefs.

Research Base for the Educational Model

To ensure that we achieve our mission and vision, the planning team for Carmen High School of Science and Technology is adopting components of two of the most successful educational models we have found that integrate academic content learning with personal development, life skills, and work experiences. The two models are the internationally recognized Alverno College abilities-based educational model, which articulates "8 Abilities" students must achieve over the course of a liberal arts education, and the Cristo Rey high school student employment model, which now operates in over 10 urban centers nationwide and is in the planning stages in additional cities.

Origin of the School Name

The planning team for the school sought a name that reflects both the science orientation of the school and our desire to offer students a life-transforming liberal arts educational experience – one that will yield the breadth and depth of knowledge and competencies students will need to respond to the constantly evolving workforce demands and social challenges of American lilfe. The team wanted to identify individuals who represent the kinds of thinkers and productive citizens we intend the school to produce. The acronym CARMEN comes from our research on accomplished, well-known Latinos and Latinas:

C—Cesar Chavez (civil rights leader)

A – Isabel Allende (writer)

R – Diego Rivera (artist)

M – Mario Molina (chemist)

E – Jaime Escalante (teacher)

N – Atonia Novello (physician and former U.S. Surgeon General)

Embedding special meaning in a school name is important to the symbolic dimension of the school culture. We plan to find many opportunities to honor -- in the school's programs and celebrations -- each of the individuals who comprise the name "Carmen." We will emphasize that the fields these individuals represent (e.g., writer, artist, scientist, etc.) are career goals to which our students can aspire.

2. Patricia J. Hoben, Ph. D.

3. As Head of School, Dr. Hoben will be in charge of Carmen High School of Science and Technology and the manner in which administrative services are provided. The Administrative

Team working with Dr. Hoben will include, the Dean of Students, the Education Coordinator, the Business Manager, and the Executive Director of the Student Work/Internship Program (SWIP). Ultimate accountability for all areas of educational and administrative services lies with the Board of Directors.

4. Several unique features demonstrate how Carmen High School is assuming more responsibility/support for, and leadership in, the educational process. We offer:

- *Academic requirements for graduation* that are more rigorous than most high schools in Milwaukee and exceeded by none.
- *Individual Learning Plans* for all students that will foster goal setting and provide students with ownership in their own success. Further, the school is developing state-of-the-art interactive database to monitor these plans.
- *Two proven educational models*: the work-based program of the Cristo Rey high schools and the internationally recognized 8 Abilities program of Alverno College.
- *A Student Work/Internship Program* that allows students to apply academic skills in a work/internship setting and save money for college.
- *Business and university partnerships* that will enhance the school's visibility and success in the community.

Marketing the School to Families and the Community

For the past year, the Carmen High School of Science and Technology planning team has been actively communicating with families, organizations and local leaders about the school. We have met with business leaders, educational leaders, community-based organizations such as the United Community Center, the Latino Community Center, and the Hispanic Chamber of Commerce, and others. The planning team has conducted three focus groups with over 40 students and parents and has scheduled multiple parent/student information sessions at community centers and schools throughout the target area. From now until the school opens in August 2007, we will continue to reach out to individuals and groups in order to create the interest necessary to meet our targets for student enrollment and Student Work/Internship Program sponsorship.

We are committed to adopting less traditional student recruitment strategies that will generate interest in hard-to-reach communities and neighborhoods. Examples already planned include:

- Distributing information meeting fliers and brochures at South side family restaurants, coffee shops, popular stores, and cultural festivals scheduled for fall 2006
- Recruiting students and parents who are interested in the school to serve as spokespersons and advocates for the school in a variety of settings
- Working with Spanish language radio stations and journals (e.g., the Spanish Journal) to publicize plans for the school

- Canvassing, door-to-door, single resident homes, apartments, and public housing

We believe door-to-door canvassing is the best approach to reaching families that do not participate in traditional forums such as school-sponsored information nights for 8th grade families. Also, since we are expecting to recruit 10th grade students and possibly 11th grade students, we need to reach well beyond the public and private K-8 and middle schools. Canvassing is an excellent means of getting whole families interested in the school.

5. To ensure that we achieve our mission and vision, the planning team for Carmen High School of Science and Technology is adopting the most successful educational models we have found that integrate academic content learning with personal development, life skills, and work experiences. The two models are the internationally recognized Alverno College abilities-based educational model, which articulates "8 Abilities" students must achieve over the course of a liberal arts education, and the Cristo Rey high school student employment model, which now operates in over 10 urban centers nationwide and is in the planning stages in additional cities.

To graduate from Carmen High School of Science and Technology, students must take four year-long college preparatory courses in each of the following subjects: English language arts, mathematics, science, and history/social sciences. In addition, all students must take at least three years of Spanish (native speakers will master reading and writing in their native language through courses in Spanish for native speakers) and four semesters of fine arts. Other non-academic requirements include participating in community service and working or interning one full day per week at local corporations or nonprofits. Every student will have an Individual Learning Plan defining objectives and strategies for achieving the school-wide goal of attending and completing a four-year college education at a competitive institution. Personalized advisory programs, a three week mid-year intercession, an after school program, and a summer school program are examples of resources available to students to ensure they can remain at or above grade level in all subject areas and pursue remedial and enrichment activities to achieve their Individual Learning Plan goals and objectives.

Alverno College's 8 Abilities are (1) *communication,* (2) *analysis*, (3) *problem solving,* (4) *valuing in decision making,* (5) *social interaction,* (6) *developing a global perspective,* (7) *effective citizenship*, and (8) *aesthetic engagement.* These 8 Abilities overlap with yet go well beyond the skills and competencies identified by the U.S. Labor Secretary's Commission on Achieving Necessary Skills (SCANS), commonly used by schools to prepare students for success in knowledge-based careers. Carmen High School of Science and Technology's curriculum team is adapting the Alverno College abilities-based instructional model and scaling it developmentally for adolescents in a secondary school setting. Research on the careers and life outcomes of Alverno College graduates shows this model is successful in developing critical thinking and moral reasoning skills, along with communication and interpersonal abilities that enhance academic success in higher education, workplace performance, and citizenship. A student must be able to assess his or her own performance in the 8 Abilities and this skill will be taught. Developing the ability to self assess is essential if a student is to become a life-long, self-directed learner.

The Cristo Rey high schools allow students to learn life skills at work while they help pay for their own private school education. These parochial high schools have demonstrated success in improving life skills and increasing high school retention and graduation rates of minority students from low-income, urban families. Students from Cristo Rey high schools also attend college at higher rates than those in the public schools serving student populations with the same

demographics. The Carmen High School of Science and Technology planning team chose to incorporate this model in a public charter school because it supports our belief in the importance of real world experiences in student engagement and success in learning. In the charter model, realistic financial planning for college becomes a fundamental element of each student's learning program.

Our decision to emphasize science and technology in the Carmen High School of Science and Technology curriculum responds to community calls for greater numbers of minority students pursuing college degrees and careers in these fields. Further, it reflects our belief (supported by case study research from the National Research Council/National Academy of Sciences) that students with strong backgrounds in science have exceptional communication, critical thinking, and problem-solving skills that can readiily be transferred to non-science careers.

College Preparatory, Abilities-Based Curriculum

The Alverno College 8 Abilities framework will serve as the organizing core of the Carmen High School of Science and Technology educational model. Students will be expected to demonstrate competence in each of the 8 Abilities in both their academic courses and jobs and internships, achieving increasingly challenging outcomes over the four year term of high school. The Alverno College abilities-based model is designed specifically for teaching the subject areas that constitute a rich liberal arts curriculum. The Carmen High School of Science and Technology curriculum team is adapting Alverno College's criteria for assessing competencies in the 8 Abilities and embedding these criteria in our curriculum for each subject. In each course, students will be evaluated on both subject matter (content) knowledge and their competencies in the abilities that support the acquisition and application of that knowledge. The following example illustrates how a performance assessment can be used both to glean a student's content knowledge *and* ability to apply that knowledge using higher order thinking skills, just as he or she would be required to do in a professional setting.

EXAMPLE: A student is nearing the end of a junior level course in Chemistry and is given a performance assessment through which he or she must demonstrate knowledge of chemistry and show specific levels of competence in four abilities: analysis, communication, effective citizenship, and valuing in decision making.

The assessment asks the student to respond to a recent Notice of Proposed Rulemaking (NPRM) by the U.S. Environmental Protection Agency, which is seeking comments from the public on its plan to implement a new regulation lowering the allowable levels of mercury in tap water. The student must respond to the NPRM in the role of President of the *National Association of Manufacturers of Products that Release Mercury Into the Environment.*

Prior to the performance assessment, the student would have taken quizzes and/or tests to demonstrate understanding of the relevant science content, such as mercury's solubility properties in water and fat. In this performance assessment, the student has to *apply* that knowledge in a new context to discern the potential chemical effects of mercury in living organisms. Then, in order to be successful in the assessment, the student must:
(1) Identify and respond to the pros and cons of the current mercury standard from various perspectives or frameworks of understanding (e.g., scientific, economic, political) [*analysis*].
(2) Make an informed judgment/decision about the standard [*valuing in decision making*].
(3) Advocate for a particular position on the standard [*effective citizenship*].
(4) Articulate the position persuasively in writing [*communication*].

Science and Technology

Students at Carmen High School of Science and Technology will be required to take four years of laboratory courses in the sciences and will have access to advanced placement courses and a highly regarded pre-engineering curriculum, called Project Lead the Way, which will be implemented in collaboration with engineers at Marquette University. All students will be competent in the use of computer technologies to advance their learning. The school will have state-of-the-art interactive software for developing literacy in the areas of reading, writing, and mathematics. Further, classrooms and science laboratories will be equipped with computers and media to enhance instruction and link teachers and students.

Student Work/Internship Program (SWIP)

The Cristo Rey work program model developed originally as a strategy to help families raise tuition funds to send their children to parochial schools. In the Cristo Rey model, the school sets up an independent nonprofit agency, which in turn contracts with corporations or nonprofits to place students in entry-level clerical and technical assistance jobs in their offices. Typically, teams of four students share one full-time job, with each student working one full business day per week. The proven success of the Cristo Rey model in keeping low-income and at risk students from dropping out of school and in boosting academic performance makes it a particularly appealing model for scaling to the public sector.

The business community has long advocated the principle that competition from the private education sector will positively influence public education. Indeed a key goal of the choice and charter school movement in Milwaukee is to create innovative and scaleable educational models. The planning team for Carmen High School of Science and Technology believes the time is right to demonstrate how the Cristo Rey model is scaleable for public school implementation. A public charter school cannot charge tuition and instead receives a per pupil allocation from the state. Thus, in our version of the Cristo Rey model, instead of asking students to sign their wages over to the school to pay for their high school tuition, we will encourage families to save student earnings for college education. Although the school will operate as a private school in the first year, most students will receive support from the Milwaukee Parental Choice Program, and the remaining students will pay very minimal tuition and receive scholarships. Thus all students will be able to begin college savings in the first year the school operates. Savings continue and increase when the school converts to charter in year two.

In several different focus group discussions with over 40 students and parents from the South side, we found very enthusiastic support for students to "own" their educations and futures by working to save money. Focus group participants agreed that creating opportunities and incentives for students and families to open savings accounts and initiate long-term planning for financing life goals such as a college education are key to establishing a school culture that institutionalizes professional work ethics and builds students' confidence in their abilities to achieve.

To institute the student work model, the Board of Directors of Carmen High School of Science and Technology will establish a nonprofit corporation, called the Carmen High School of Science and Technology Student Work/Internship Program (SWIP). This entity will seek employment and internship opportunities for students enrolled at Carmen High School of Science and Technology as well as additional support for an after school program. Students will work in entry level clerical positions at corporations or nonprofit organizations, mostly in the downtown Milwaukee area. They will be paid minimum wage and will be encouraged to establish savings accounts for

their college education. Fees collected from the employers will be used to sustain the costs of operating the program and to pay the students their wages. As an alternative to the work program, students can choose internships at Milwaukee area nonprofit organizations where they will learn skills required in nonprofit organizational operations and management. SWIP will establish a college scholarship fund for students who participate in the internship program. Successful annual participation in either the work program or the internship program is a requirement for graduation from Carmen High School of Science and Technology.

The structure and procedures for operation of SWIP were reviewed by the law firm of Michael Best & Friedrich, Milwaukee. A detailed overview and budget for this self-sustaining program is provided in Appendix c.

SWIP Curriculum

The SWIP curriculum will be introduced in a three-week summer "bootcamp" orientation offered annually for all students new to the school. Students at each grade level also will take a weekly business-oriented course during the school year. The weekly course will be team taught with the faculty from the school and will have a different curriculum for each grade level. The courses will be modeled on an excellent and tested curriculum developed by the Corporate Internship Program staff of the New York Cristo Rey High School.

The curriculum to be used by Carmen High School of Science and Technology targets learning objectives in four areas:

- skills for success in the workplace
- the 8 abilities applied in work contexts
- Sean Covey's 7 Habits of Highly Effective Teens
- basic principles of business, economics, leadership, and management

SWIP coursework overall will encourage students to accomplish these learning objectives by constructing three winning formulas for career and personal success: a learning formula, a professional formula, and a financial formula. Construction of these winning formulas will be documented in the students Individual Learning Plans.

In first year coursework, SWIP will introduce topics such as entrepreneurship, organizational structure, microeconomics, macroeconomics, accounting, leadership, and management. Skill-building will focus on the use of MS Word, Excel, and PowerPoint. Character education will stress the seven habits identified and described in the work of Steven and Sean Covey:

Habit 1 Be Proactive: Principles of Personal Vision
Habit 2 Begin with the End in Mind: Principles of Personal Leadership
Habit 3 Put First Things First: Principles of Personal Management
Habit 4 Think Win/Win: Principles of Interpersonal Leadership
Habit 5 Seek First to Understand, Then to be Understood
Habit 6 Synergize Principles of Creative Communication
Habit 7 Sharpen the Saw: Principles of Balanced Self-Renewal

In upper level coursework, SWIP will continue to stress character education and skill-building, and will feature directed readings of contemporary books (e.g., Freakonomics) that describe our current economic environment and the challenges of being prepared for a rapidly changing

society. Students will be given opportunities to pursue research and development projects of their own design. During the capstone year of the SWIP curriculum, seniors will serve as educational assistants, tutors and service project managers for first year SWIP students.

Other Features of the Educational Model

Individual Learning Plans. Many low-performing urban students come to high school with learning differences not so easily defined by specific labels. The situation for high school students, especially in large high schools, is complicated by the fact that students usually have four or more teachers at any one time. In many settings teachers are not given enough opportunity to communicate with each other about the learning patterns they observe for an individual student, or the kinds of instructional adaptations they have found to be effective in meeting the student's needs. Yet without significant intervention, many students cannot and do not succeed. Clearly the way to ensure that no child is left behind is to put in place an Individual Learning Plan (ILP) for every student. At Carmen High School of Science and Technology, the ILP will chart a student's academic and life goals and progress in achieving them from 9th grade through graduation. The ILP development process will be initiated with all new students during a mandatory three-week orientation for the Student Work/Internship Program that will take place during August before the start of school. (A concept brief on the Individual Learning Plans is included in this proposal as Appendix B).

Academic Advisory Program. All students will be assigned an advisor from the first day of enrollment. The advisor -- usually a teacher but other administrators also will serve in this role -- will stay with the student through graduation. The role of the advisor is to assist the student in the development of his or her ILP and to ensure that the student has access to the resources he or she will need to execute a successful plan. Examples of resources are materials and supplies, tutoring, internships in areas of career interest, and special activities in the after school and summer program.

After School Program. Revenues raised through SWIP will be used to support the expenses of an after school program for all Carmen High School of Science and Technology students. While the program will not be mandatory, participation will be strongly encouraged and some activities will be mandatory for students with serious academic needs or on Academic Probation. Teachers and volunteers will offer a variety of opportunities to the students, including remedial reading and mathematics instruction; general tutoring; enrichment programs such as internships at Marquette University and other collaborating institutions; homework clubs; forensics (i.e., speech and debate); sports (i.e., plans are under discussion for students to participate in a charter high school sports consortium that would support competitive volleyball, soccer and basketball leagues); and other activities that students and parents request.

Intercession and Summer School Programs. Carmen High School of Science and Technology will have a three-week intercession in mid-year, and a summer school program through which students can make up failed courses, take an advanced course they may not otherwise be able to fit into their schedules during the regular school year, and undertake enrichment activities as directed by their ILPs.

Community Service. Every student must complete at least 40 hours of community service to graduate from Carmen High School of Science and Technology. Most service projects will be carried out jointly with teachers, parents, and the school's community partners. Options for meeting this requirement will come from the Parent Association, the Young Professionals

Advisory Council, corporate and nonprofit sponsors of SWIP, the School Improvement Committee, and the students themselves.

Leadership, Faculty and Staff

Carmen High School of Science and Technology Planning Team Leader

Dr. Patricia Hoben is the Planning Team Leader for Carmen High School of Science and Technology and she will apply for the position of Head of School. She holds a doctoral degree in Molecular Biophysics and Biochemistry from Yale University. Dr. Hoben spent the early years of her career working in science and technology policy in the United States Congress and the U.S. Department of Health and Human Services. As a policy advisor, Dr. Hoben advocated for programs to increase the supply of women and minorities prepared to work in science and engineering professions. Later she managed a $10 million, K-12 science education grants program for the Howard Hughes Medical Institute in Maryland. After moving to Minnesota in the mid-1990s, Dr. Hoben served as Vice Chair of Minnesota's public-private science and math education reform board (Sci/Math MN). Her political and legislative experience positioned Dr. Hoben for success in leading a $6 million community collaborative to strengthen K-12 science curriculum and instruction in the Minneapolis Public Schools. Under that initiative, she developed a multi-tiered professional development program for teachers and principals and increased her understanding of what it takes to be successful in educating diverse students in urban settings.

While working in education reform at the national, state, and local levels, Dr. Hoben developed a personal goal to obtain the necessary certifications and licenses to become an urban school leader herself. In Milwaukee she enrolled in Alverno College where she worked to obtain a secondary school chemistry teaching credential. Later as a member of the first cohort of PAVE Scholars (a school administrator licensing program run by a consortia of Milwaukee area universities), Dr. Hoben conducted research on secondary school curriculum and instruction, and educational and organizational models for small high schools. As part of her training, she spent time in Milwaukee schools with diverse student populations, including Messmer High School, Notre Dame Middle School, St. Joan Antida High School, and the Milwaukee Academy of Science High School. Dr. Hoben spent a full academic year at St. Joan Antida High School, where she helped design and later co-chaired the School Improvement Committee. There she also developed the curriculum for a physical science course for freshmen and introduced the Project Lead the Way engineering curriculum. Dr. Hoben completed a portfolio for licensure through the PAVE Scholars program, and will apply for a Wisconsin School Administrator's license in September 2006.

SWIP Planning Team Leader

As a consultant to the planning team, Mr. Daniel Goldberg is leading the effort to develop the Student Work/Internship Program for Carmen High School of Science and Technology. He has spent most of his professional life creating new educational opportunities for low-income and minority youth in Milwaukee. Mr. Goldberg's experience in educational program design, grassroots advocacy and policy development is a tremendous asset to the planning team. He has experience in all aspects of education program development and management, including fund raising, staff development, client support, building community partnerships and coalitions, youth development, and curriculum design. As an elected member of the Milwaukee Public Schools Board of Directors, Mr. Goldberg has strong working relationships with workforce development leaders, Wisconsin elected officials, and national education reform leaders. He oversaw a jobs

training program for Milwaukee area at risk youth while at Homeboyz, Inc. Mr. Goldberg also is a co-author of "A New Vision of Secondary Education: Small School Development in Milwaukee," the proposal funded by the Bill and Melinda Gates Foundation to support new small high schools throughout the city.

School and SWIP Staff

A key goal of Carmen High School Science and Technology's strategy for developing staff is to identify and cultivate indigenous leadership from the minority communities we will serve. Four young Hispanic professionals are currently working on the planning team for the school. One is a Board member and three others plan to work at the school when it opens.

Ivana Renteria is currently working toward her bachelor's degree in English at Alverno College, where she was a student of Dr. Hoben. In January 2007, Ms. Renteria will begin a Master's program for secondary school licensure in English Language Arts and plans to apply for a position to teach English at Carmen High School of Science and Technology when it opens in 2007.

Aracelly de Haan is currently completing the requirements for a bachelor's degree in business at Marquette University. She will apply for the position of Assistant Director of the Student Work/Internship Program (SWIP) where she intends to play a key role in working with parents and corporate sponsors.

Anna Flores is the school secretary at a public middle school in Milwaukee and will apply for the position of Administrative Assistant to the Head of School. Having an experienced bi-lingual administrative assistant for the school and several bi-lingual staff persons is crucial to our success in working with Spanish-speaking families.

Jonathan Villa, a member of the Board of Directors, is a Red Hat certified computer programmer and IT project manager working for Electronic Knowledge International. He is advising the planning team on technology plans for the school. Mr. Villa is well aware of the challenges faced by at risk youth on the South side. As a young teen in the 1990s, Mr. Villa benefited directly as a participant in the Homeboyz, Inc. information technology skills-building program for at risk youth on the South side, and wants to find ways to motivate other young Hispanic men and women to stay in high school so they can eventually go on to college and successful careers.

Working together with Dr. Hoben, Ms. Renteria, Ms. de Haan, and Ms. Flores have been involved in leading student and parent focus groups. They are designing the schedule of recruiting events for the upcoming year and planning cultural events and celebrations for the first year of implementation. Ms. de Haan has been serving as bookkeeper for the school in this planning year. Ms. Renteria also is part of the curriculum planning team.

Other key members of the planning team are *Ms. Linda Cram*, who has a Master's degree in curriculum and instruction and fifteen years experience teaching in Milwaukee public high schools. Ms. Cram is leading the curriculum planning team and she will apply to teach chemistry at the school and serve as curriculum coordinator and mentor to less-experienced teachers. *Mr. Scott Hanson* has initiated planning of a history/social studies curriculum for the school. He has taught at two South-side middle schools, is bi-lingual, and is interested in a teaching position at Carmen High School of Science and Technology. *Ms. Shemagne O'Keefe* recently joined the team to provide assistance in marketing the school to families and potential SWIP job and

internship sponsors. Her professional background in development has been particularly important to the team's strategic planning in this area.

Carmen High School of Science and Technology will strive to generate a school culture that supports the belief that education is a cooperative endeavor. All individuals assuming teaching and leadership roles at the school will model its cultural, professional, and educational standards by working as an effective team that accomplishes clearly defined goals by utilizing all available talents and respecting individual differences.

6. Teachers will use a combination of instructional approaches, including facilitation of discussion through questioning, cooperative learning, and direct instruction—depending on the educational objective of a particular lesson or unit. Science instruction will include teacher-facilitated inquiry methods. Students will learn the "shared inquiry" instructional approach and "literacy circles" used in Junior Great Books curricula, but at Carmen High School this approach will be applied in all of the core courses. Instructional approaches and the tools that support the Six Traits writing curriculum and the Alverno College 8 Abilities Framework also will be used to promote literacy among all students, regardless of their academic backgrounds. Student reading below grade level will earn how to read for meaning and will have access to a variety of literacy-promoting computer-based tools.

Carmen High School will insitute an advisory program—each student will be assigned an advisor who stays with the student for all of his or her years at the school. The advisor, together with the student's parents or guardians, will work with the student on his or her Individual Learning Plan, which will lay out the individual goals and needs of the student aligned with the mechanisms and resources required to achieve these goals. Students working below grade level can access numerous instructional resources during the school day in study halls, in the after school program, during the three-week mid-year intercession, and in summer school. Students take study hall with their advisor, and also meet with the advisor at least once per month to review progress so the advisor can keep other teachers appraised of the student's needs. Students receiving low grades must attend the after school program. Students must retake failed courses during the intercession or summer school.

Students with Special Needs

Carmen High School of Science and Technology will welcome students with special needs, and will enroll special needs students whose educational goals and objectives, as delineated in their Individual Education Plans (IEPs), can be met with appropriate internal or external aides and services in the educational environment of the school. To discern whether the individual needs of an exceptional learner can be met appropriately in the school, an IEP meeting will be held prior to enrollment. A representative from Carmen High School of Science and Technology will be a member of the IEP team and will ensure that all members of the IEP team, including the parent, agree with the goals and objectives, placement, aides, and services and modifications of the educational program.

7. In addition to the mandated state and district tests, Carmen High School will also use ACT, PSAT, SATs, and AP exams to ensure college readiness.

Beyond standardized testing, we believe that assessment of student learning must inform and guide the practices of our teachers. Both students and teachers must learn to assess their own performance and learn to adjust their efforts accordingly. Assessing the progress one student or teacher makes on his or her own learning plan always provides the most valuable information.

Carmen High School of Science and Technology wants to be held to the highest public standards for accountability and thus we also will conduct assessments that allow the public to compare the overall achievement of our school with that of other schools.

Assessment of student learning should measure student knowledge, performance, and progress and always should be based on clearly stated objectives, criteria, and/or standards to ensure the data measure what they are intended to measure (i.e., are valid). We also believe that assessment should be formative (during the learning process so adjustments can be made mid-course) and summative (at the end of a unit or course to look at performance in relation to set standards for achievement).

Examples of *formative assessments* include: quizzes and tests (e.g., comprised of multiple choice or fill-in or true-false or short answer or essay questions), lab reports, and student self-assessments (e.g., reflections or questionnaires).

Examples of *summative assessments* include: norm-referenced exams (e.g., SAT, ACT exams, etc.), which measure a student's performance relative to a normal/bell curve; criterion-referenced exams (e.g., Wisconsin Knowledge and Concepts Examinations (WKCE)), which measure a student's performance judged in relation to specified criteria and seek to demonstrate the student's proficiency in outcomes associated with high standards; final examinations; student portfolios; and senior project reports and presentations.

Tools for Measuring Progress on Goals

Measurements of progress on the core goals of the school will address the performance of students, staff, parents, collaborators, school operations, and the "habits of mind" and "habits of the heart" set forth in the school's vision. We will use many different kinds of tools to measure progress on Carmen High School of Science and Technology's core goals, including the following examples:

- Standardized exams (e.g., Explore, PLAN, ACT, PSAT, SAT, Wisconsin Knowledge and Concepts Examinations (WKCE), AP exams, etc.)
- Classroom-based quizzes and tests (used primarily to measure subject area content knowledge)
- Performance assessments (used to measure one or more of 8 Abilities in the context of a particular content area)
- Student portfolios
- School program and activity logs and records
- Meeting minutes
- Individual Learning Plans of students and Professional Development Plans of staff
- Surveys

The 8 Abilities Outcomes Frameworks for Performance Assessment rubric is included in this proposal as Appendix C. A complete overview of the specific tools, approaches, and timelines for measuring progress on each of goals is included in this proposal as Appendix D: Local Measures Matrix for Assessment of Goals. A complete listing of our Goals and Objectives is provided in this proposal as Appendix E. More detailed description of Carmen's theory and practice of Assessment of Progress on Meeting Goals appears on P. 32 of our Business Plan, included in this proposal as Appendix F.

8. Carmen High School of Science and Technology has applied for status as a 501c(3) nonprofit corporation. A *Board of Directors* has been established and is serving as the principal governing and policy making entity of the organization. A separate *Advisory Committee* is being established with the sole purpose of advising the Board of Directors on fundraising strategies and helping the Board and the school leader make contacts in the funding community. The Articles of Incorporation for the school were filed in March 2006 and its nonprofit status is still pending. The Bylaws of the corporation specify that the Board may have up to 13 voting members and the Head of School, who is a non-voting member.

The Bylaws also specify several committee vehicles for the Board of Directors to obtain outside input into its policy making function. A *School Improvement Committee* will be responsible for ensuring that the school's budget and human resources are aligned with the education, parent involvement, and community engagement plans, local performance measures, and qualitative and quantitative benchmarks identified in the charter contract. The school's progress in meeting its educational goals is monitored by the School Improvement Committee. The Committee includes representatives from the Board of Directors, faculty, student body, parent community, as well as South side community, education, and business leaders, sponsors of the Student Work/Internship Program, higher education representatives in admissions and science and technology, and others with a stake in the success of Carmen High School of Science and Technology. Parental complaints will also be documented and addressed via this committee.

A *Parent Association* (PA) will lead fundraising by parents and serve as a volunteer support group for the school. This organization will give parents an opportunity to be empowered with knowledge of the school operations. The PA also will assist the Board indirectly through its roles in fundraising and reporting information about issues of interest to parents. All parents will be encouraged to take on PA leadership roles and participate in the organization. The PA leadership will prepare and present written and oral reports of PA activities to the School Improvement Committee and the Board of Directors.

A *Community Trust Committee* will be established to maintain a school climate that is consistent with the mission and vision of the school. Through its student discipline management role, this Committee will strongly influence school culture. The Community Trust Committee will not make policy but will recommend disciplinary consequences to the Head of School, who will be the final decision maker on these matters. Decisions made by the Head of School on all matters of school operations can be appealed to the Board of Directors through an established complaint procedure.

The Governance Model and Organization Chart are included in this proposal as Appendix G.

9. Teachers and the Head of School will meet the professional standards required by the state of Wisconsin for their respective positions. Faculty will possess valid teaching certificates or Charter school licenses in accordance with Wisconsin statutes 118.19(1) and 121.02(1)(a). Additional standards for the professional staff may be set forth by the Board of Directors.

The top three criteria for evaluating a teacher's job performance are: (1) Teaching all the required curriculum for each course; (2) Successfully integrating Alverno College's 8 Abiliities into the curriculum and performance assessments; and (3) Demonstration of ability to identify and correct own weaknesses. Teachers will be evaluated by the Head of School. New teachers will be evaluated at 3 months and 6 month. The Head of School uses the teacher's position description, and additional teacher expectations set forth by the Board of Directors in the charter school contract, including success in meeting the goals and objectives in the teacher's Professional

Development Plan (PDP), to review performance. Compensation is determined on a scale commensurate with traditional MPS schools.

Job Descriptions for key staff positions are included in this proposal as Appendix H.

10. Carmen High School has developed a safety and crisis handbook, which employs best practices and complies with MPS codes. The school will complete regular inspections of the facility for safety, systems operations [HVAC}, hazardous materials and other health and safety factors. In addition, a regular schedule of facility maintenance will be in place two months prior to the opening of the school.

11. Students from all over Milwaukee will be welcome at Carmen High School, but recruitment efforts will focus on the city's near South Side, where the school will be located. Demographic data from the 2000 census show that the majority of students in the primary target area (zip code 53204) are likely to be non-native English speakers and the first or second in their families to graduate from high school and /or go to college. Students draw from this area will likely be children of first- or second-generation immigrants from Mexico and Latin America. African American and Asian American families are growing in numbers in this area. Carmen High School will work to recruit students from these families as well, using the strategies defined in this proposal in section 4.

Recruitment of special needs students though personal contacts and visits with families and K-8 and middle school special needs faculties with will be a particular priority.

12. Carmen High School will be open to all students of appropriate age and credit qualifications. The school requires an application essay for purposes of initial skills assessment and to identify students with a committed interest in the school. Intake Process, Application for Admission and Open Enrollment, and Admissions Announcement documents, along with two sample student application essyts, are included in this proposal as Attachment I.

13. The five-year enrollment plan for the school is as follows:

Year of Operation	Freshmen	Sophomores*	Juniors**	Seniors	Total Students
Year I*	50	35	15		100
Year II	60	50	30	20	160
Year III	70	65	60	20	215
Year IV	60	55	60	60	235
Year V and After	70	60	60	60	250

*Year I in this table is the 2007-2008 school year. In Year I the school will recruit small classes of sophomores and juniors, depending on the market. In year II, sophomore and junior transfers will be accepted again, but the numbers will depend on the rates of freshmen attrition and grade retention.

**Juniors will be accepted in Year I only if a full cohort of at least 20 can be recruited. Otherwise, the following combinations of students will be sought: 60 freshmen and 40 sophomores or 80 freshmen and 20 sophomores. Juniors will be allowed to transfer in even lower numbers in Years II, III, IV, and V. Seniors will not be accepted as transfer students in any year.

14. Minimal and optimal enrollment budgets formatted in the MPS school budget templates, along with monthly cash flow projections, are attached to this proposal as Appendix a. Also included in Appendix a is a Walton Family Foundation Start-up Grant Proposal, submitted by invitation from the Walton Foundation

15. An annual fiscal audit will be conducted by Reilly, Penner, & Benton, LLP. Program development and evaluation will be overseen by the Carmen High School Board of Directors, and led by Dr. Mary Diez and Ms. Mary Statten.

16. Procedures for disciplining students, including a complete description of the appropriate due process afforded under law and offenses that can result in suspension or expulsion, are defined in the Parent and Student Handbook and attached to this proposal as Appendix J. These disciplinary guidelines are consistent with the MPS Parent/Student Handbook on Rights, Responsibilities and Discipline.

17. Students who do not wish to attend this charter school have other alternatives in the MPS system including specialty and general high schools, partnership schools, other charters, and private high schools participating in the Milwaukee Parental Choice Program.

18. Carmen High School will be housed in a facility that meets the occupancy requirements of appropriate state codes, and will carry an insurance portfolio that includes:
--A fidelity bond to MPS
--Indemnification and hold harmless clause for MPS for claims
--Workers compensation and statutory employers liability insurance
--Comprehensive general liability insurance

19. We will adhere to state laws and MPS insurance and risk management requirements.

20. Carmen high school will negotiate with MPS nutrition services to provide meals for students. Transportation costs will be covered by per pupil charter school funding and revenues from the Carmen Student Work/Internship Program. Parents will be informed of all policies pertaining to transportation and nutrition during the admissions process.

21. Carmen High School will be a non-instrumentality charter school.

22. Carmen High School requests a 5 year contract to begin in the 2008-2009 school year.

Carmen High School Board of Directors

Ex-Officio

Dr. Patricia J. Hoben
Head of School
Carmen High School of Science and Technology
St. Joseph Center
1501 S. Layton Blvd.
Milwaukee, WI 53215-1924
Tel. (414) 759-7759
[email: phoben@msn.com]

Board of Directors

Dr. Mary Diez [(414) 382-6214 or mary.diez@alverno.edu]

Mr. Stephen Foltz [(262) 966-0259]

Ms. Aura Mora Gheller [(414) 444-7568 or 4gheller@sbcglobal.net]

Dr. Jon Jensen [(414) 288-5661 or jon.jensen@marquette.edu]

Ms. Pamela Maxson Cooper [(262) 965-4408 or pmaxson@fmlh.edu]

Mr. Charles Opferman [(414) 416-1755 or copferman@wi.rr.com]

Ms. Mary Staten [(414) 475-8865 or ellenscience@yahoo.com]

Mr. Jonathan Villa [(414) 573-3579 or jvilla@innovativesorce.com]

NAME	QUALIFICATIONS	CONSTITUENCIES REPRESENTED	DUTIES
Dr. Patricia Hoben	--PhD, biophysics and biochemistry --WI Grades 6-12 Chemistry (610) Teacher License (2004) --Application for WI School Administrator's license to be submitted September 2006 --Leadership experience in K-12 science curriculum and instruction reform in urban schools and districts --Program and organizational management and public policy experience	Scientists Parents Local Education Leaders	Head of the School Ex-Officio, Non-Voting Board Member
Dr. Mary Diez	--PhD, Communication --Dean, Graduate Studies, Alverno College --Leader in curriculum and assessment practices in urban school reform	Local Education Reform Leaders Higher Education Professionals Minority Student Advocates	Board Member Advisor on Curriculum and Instruction Advisor on Alverno's Abilities-Based Education Model
Mr. Stephen Foltz	--Extensive professional experience in finance; --Multiple professional experiences as CFO and/or V.P. Finance --Former Executive Director of "Homeboyz, Inc."	Local CBO Leaders Corporate Partners Business Professionals	Board Member Acting Board Treasurer Advisor on Accounting Procedures and Policies
Ms. Aura Mora Gheller	--Parent of a student entering Grade 9 when school opens --Bi-lingual realtor with extensive personal and professional contacts in community to be served --Graduate of Alverno College	Parents Neighborhood-Based Business Leaders Minority Student Advocates	Board Member Advisor on Engagement of Hispanic Community and Parents Recruiter of Students Develop Young Professionals Advisory Council
Dr. Jon Jensen	--PhD, Education --Associate Dean for Undergraduate Admissions in Engineering, Marquette University --expertise in college admissions, internship design for high school juniors and seniors, fundraising	Minority Student Advocates Higher Education Professionals Engineers	Board Member Advisor on college admissions and science/engineering curriculum Designer of Intern Partnerships for Carmen and Marquette Students

Ms. Pamela Maxson Cooper	--Vice President and Chief Nursing Officer, Froedtert Mem. Lutheran Hospital --Chair of Diversity Committee (Froedtert) --Leadership in recruitment of health professionals	Corporate Partners Health Professionals Minority Student Advocates	Board Member Student Work Program Corporate Sponsor Advisor on Recruitment of Corporate Sponsors
Mr. Charles Opferman	--Architect with 28 years experience in construction, with a focus on educational facilities; -- Expertise in initial budgeting, design phase, and managing designs to budget.	Business Professionals Corporate Partners	Board Member Advisor on School Facility Renovations: Budgeting and Design Recruiter of Corporate Sponsors
Ms. Mary Staten	--Educator and science curriculum specialist --High school redesign facilitator for Milwaukee Public Schools --Certified as a secondary school science teacher --Certified by National Board for Professional Teaching Standards --Worked as scientist in industry	School and Curriculum Leaders Minority Student Advocates	Board Member Advisor on Science Curriculum Advisor on Small High School Design Advisor on Human Resources
Mr. Jonathan Villa	--Red Hat certified computer programmer --Information technology project manager --Former student participant in "Homeboyz, Inc." training programs	At-Risk Youth Parents Information Technology	Board Member Advisor on Computer Systems and Web-Based Programs Advisor on Student Recruitment and Retention Develop Young Professionals Advisory Council

Carmen Schools of Science and Technology

Carmen Northwest Appendix A

NWCHS Charter Petition Proposal: Executive Summary

Overview

Northwest Campus School (NWCHS – to be named in planning year) will be a college preparatory secondary school with a liberal arts curriculum, emphasizing student proficiency in science and technology and integrating internships. The school intends to open on the Northwest side of Milwaukee in August 2013 as a non-instrumentality charter school authorized by the Board of School Directors of the Milwaukee Public Schools. In its first year of operation, NWCHS will serve up to 80 students in grade 6 and 140 students in grade 9, for a total of 220 students. By its fifth year of operation, the school will operate with 960 students in grades 6-12. Full enrollment capacity for the school model is approximately 1100 students, which will be achieved in the fall of 2019.

The mission of NWCHS is to graduate all students as critical thinkers and self-directed learners who are prepared for success in college, meaningful careers, community involvement, and family life. To achieve its mission, NWCHS is adopting two proven educational models, the ACT College Readiness Standards and Curriculum Framework (i.e., the foundation of the Common Core Standards initiative) and the internationally-recognized Alverno College's abilities-based educational model which articulates developmental outcomes in eight ability areas that students must achieve over the course of a liberal arts education and strategies for how to assess student mastery of the abilities.

Educational Program

The educational program for NWCHS will be modeled wholly after that developed by Carmen High School of Science and Technology, the flagship school in the new Carmen Network. To graduate from a Carmen Network school, students must take four yearlong college preparatory courses in each of the following subjects: English language arts, mathematics (beginning with Algebra 1), laboratory science, and history/social sciences. In addition, all students must take at least three years of Spanish (native speakers will master reading and writing in their native language through courses in Spanish for native speakers) and one year of fine arts. Other non-academic requirements include participating in 20 hours of community service per year and internships at local corporations or nonprofits. Every student has an Individual Learning Plan defining objectives and strategies for achieving the school-wide goal of attending and completing a four-year college education at a competitive institution. Personalized advisory programs, a three week mid-year inter-session term, an after school academic program, and a summer school program are examples of resources available to students to ensure they can remain at or above grade level in all subject areas and pursue remedial and enrichment activities to achieve their Individual Learning Plan goals and objectives. New students undertake an 80-hour academic and sociocultural orientation to middle or high school in August. Teachers and the Head of School must meet the professional standards required by the state of Wisconsin for their respective positions.

Name of Persons Seeking to Establish the MPS Charter

Patricia J. Hoben, Ph.D., Head of School, Carmen High School of Science and Technology and Mary Diez, Ph.D., Chair, Carmen High School of Science and Technology, Inc., Board of Directors and Dean of Education, Alverno College.

Applicant Team Developing the Proposed Program

The Development Team Leader for the school is Dr. Patricia Hoben, a scientist with government and nonprofit management and educational leadership experience at national, state, and local levels. The team includes members of the Carmen High School of Science and Technology Board of Directors and founding staff and faculty from Carmen. In addition, Mr. Andre Robinson, Executive Director of the Milwaukee Violence Free Zone, has agreed to participate in the planning team. He has extensive experience in the schools in the target area and will assist us in identifying additional community partners to join the planning team in the summer of

2012. School leaders and parents from the MPS Northwest Region (including non-MPS K-5 and K-8 schools) will be tapped to assist in the planning effort as well.

Expected Outcomes

In addition to the outcomes set forth in the charter school contract for all non-instrumentality charter schools, the expected outcomes include, but are not limited to, the following local measures:

Student Outcomes:

- The average annual growth of students in reading, English Language Arts, science and math is at least one point (i.e., considered by ACT to be significant growth) as measured by beginning and end of year assessments from the Explore, PLAN, ACT (EPAS) series given in grades 8 and 9 (Explore), grade 10, (PLAN), and grades 11/12 (ACT).
- Average growth of the cohort of students who enter NWCHS more than two points below the ACT College Readiness Benchmark in any subject area exceed ACT-projected average growth in that subject area from Explore to PLAN and PLAN to ACT assessments (i.e., expected growth is measured against national average growth of students who begin more than 2 points below the College Readiness Benchmark on their entry Explore exam).
- 60% of students take at least one AP course and exam before they graduate from NWCHS.
- 20% of students pass at least one AP exam before they graduate (Wisconsin 2011 average is 18%)
- 90 % of students in the first graduating class are admitted to a four-year college and 100 percent will be admitted to a post-secondary educational or certification program. Rates of admission to four-year colleges will increase in subsequent years.
- 75% of students in the first graduating class who receive sufficient financial aid to be able to attend college *graduate from* college within six years in fields that will enable them to become civic leaders, authors, artists, scientists, teachers, doctors, or be successful in any other family-and community-sustaining career as measured by continued data collection after graduating from NWCHS.
- 30% or more students who graduate from NWCHS major in STEM fields, including the health professions, in college
- Students in the first graduating class of NWCHS who attend University of Wisconsin system schools are required to take remedial English or math classes at a rate 10 percent or more lower than MPS graduates overall Remedial college course rates continue to decline in each subsequent year.

Human Capital and Operations:

- 90% of staff remain from one year to the next excluding life circumstance moves and staff not invited back
- 90% of open positions are filled by June 15 each year
- Non-MPS revenues are within 10 percent of financial projections
- Expenses are within 10 percent of financial projections
- 90% positive responses are received from all staff on satisfaction surveys

School Culture

- The school-wide average daily attendance rate exceeds the average daily attendance rate for MPS high school students in the first year of operation and all subsequent years.
- The school-wide average daily attendance rate is 90 percent or higher in year one, 92% or higher in year 2, 94% or higher in year 3 and subsequent years.
- 90% positive responses are received from all students and parents on satisfaction surveys

Proposal Narrative

1. Mission

The mission of Northwest Campus High School (NWCHS) is to graduate all students as critical thinkers and self-directed learners who are prepared for success in college, meaningful careers, community involvement and family life.

Vision

At NWCHS, we envision:

Students Achieving...

- proficiency in scientific inquiry, creative discovery, and constructive problem-solving;
- professional-level skills in the uses of 21st century technology; and
- admission to and graduation from institutions of higher education that will enable them to become civic leaders, authors, artists, scientists, teachers, doctors, or successful in any other community-and family-sustaining career.

Habits of Mind

- All students and staff pursue excellence in eight abilities: communication, analysis, problem-solving, applying values in decision-making, social interaction, developing a global perspective, effective citizenship, and aesthetic engagement.
- All students and staff display passion for learning and appreciation for good work.
- All students and staff welcome new perspectives and challenging ideas.

Habits of the Heart

- Everyone strives to bridge cultures through learning, work, service, and celebration.
- Everyone contributes to a vital and compassionate community.
- Everyone respects the cultures and traditions that sustain a free and just society.

Core Beliefs

We believe it is the responsibility of Milwaukee's civic, community, and business leaders to develop new, high quality, and innovative educational programs for impoverished families and traditionally underserved student populations in our city.

We believe that all students must graduate from high school prepared to enter and succeed in college. Further, we believe that students learn best when they can see the real world applications of their knowledge. Limiting learning to the high school classroom prevents teens from fully developing their ability to apply knowledge to new contexts and from pursuing the kinds of personal passions that lead to self-directed, life-long learning. Above all else is our conviction that all teachers, parents, and mentors must hold the highest expectations for the academic success of all children, regardless of their cognitive abilities, or cultural and socioeconomic backgrounds.

We believe that the combination of autonomy in governance, flexibility in organizational design, creativity in human resource development, and accountability for performance established through the Milwaukee Public Schools' non-instrumentality charter contacting and monitoring process will best enable NWCHS staff, students, parents and community partners to realize our mission and vision as we practice our core beliefs.

Research Base for the Educational Model

To ensure that we achieve our mission and vision, the planning team for NWCHS is adopting the same educational program model implemented by Carmen High School of Science and Technology, which opened on Milwaukee's near South side in September 2007. The Carmen HS approach integrates rigorous, college preparatory academic content learning with personal and life skills development, including experiences in workplace settings. The educational program of Carmen HS incorporates the research-based College Readiness Benchmark standards developed by the ACT and which now serve as the underpinnings of the National Common Core Standards, and the internationally recognized Alverno College abilities-based educational model, which articulates "8 Abilities" students must achieve over the course of a liberal arts education.

The School Name

The planning team for NWCHS will create the school's official name early in the 2012-2013 planning year. The naming process will involve members of the community to be served and the name will reflect both the college preparatory orientation of the school and our desire to offer students a life-transforming liberal arts educational experience – one that will yield the breadth and depth of knowledge and competencies students will need to respond to the constantly evolving workforce demands and social challenges of American life.

Embedding special meaning in a school name is important to the symbolic dimension of the school culture. The staff and students at Carmen HS find many opportunities to honor -- in the school's programs and celebrations -- each of the individuals who comprise the name "Carmen." The professional fields that the school's namesakes represent (e.g., writer, artist, scientist, etc.) are career goals to which Carmen students aspire. Accordingly, the planning team for NWCHS will create a name that reflects the aspirations of the community the school serves.

Rationale for Charter School Status

Charter school status is needed for the school because exemptions from certain state and local education agency requirements, such as length of school day and year, grade promotion, and credit/graduation requirements, are necessary for the school's operation. NWCHS has several unique features that will distinguish it from other schools in the service area. (1) *Academic course and credit requirements for graduation are more rigorous than any public or private high school in Milwaukee.* In order to graduate from NWCHS, students must complete four years of college preparatory mathematics, beginning with Algebra 1 and ending at least with Pre-calculus or Calculus; four years of English; four years of social studies/history; and four years of laboratory science. In addition to the requirement that students take four full years of all core academic subjects, students must take at least three full years of Spanish or Spanish for Native Speakers, and two or more semesters of Fine Arts. (2) *Grading and grade promotion requirements are more stringent than those of public schools in MPS or in Wisconsin public schools in general.* Students who earn semester grades below a "C" or 73 percent are required to participate in a midyear inter-session or summer session to attempt to raise their grades up to a "C." Students with grades below the "C" level after a semester's final exams are allowed to take a 30 hour course extension to attempt to bring their grade up to a "C;" however, grades cannot be raised above a

"C" through the course extension process. The 30-hour extension terms are offered in January or in one of two summer school sessions. The purpose of this "extended semester" approach is to give those students who need it the extra attention required to learn core course concepts in smaller group instruction with their teachers. Students who fail more than one of four core academic courses and fail to improve their grades to the "C" level during the January or summer sessions are not promoted to the next grade level and must repeat the entire course during the next school year. (3) *Students who are earning grades below "C" are required to attend an after school academic tutoring program until their grades are consistently maintained at the "C" or higher level.* Teachers lead structured academic tutoring sessions each Tuesday, Wednesday and Thursday to provide additional instruction in a small group setting. Students must attend these sessions on a regular basis in order to be eligible to participate in the intersession or summer session extended semester terms to boost their grades up to the "C" level. This program requires an extended school day. (4) *The school day and school year exceed MPS hours.* Students at NWCHS attend school from 8:30 a.m. to 4:15 p.m. and for more than 180 days each year, not including the after school academic program hours.

2. Persons seeking to establish the charter: Patricia J. Hoben, Ph. D., Head of School and Mary Diez, OSF, Ph.D., Board Chair (see Appendix P for resumes)

3. As Head of School, Dr. Hoben will be in charge of NWCHS and the manner in which administrative services are provided. The key administrators who will work with Dr. Hoben include the Dean of Students (to-be-appointed), the Campus Director (to-be-appointed), and Mr. Jim Otepka, the Director of Operations. The Head of School and the Director of Operations will devote their administrative services half-time to NWCHS, as they are also responsible for overseeing Carmen High School of Science and Technology. All other NWCHS administrative positions will be full-time. Ultimate accountability for all areas of educational and administrative services lies with the Board of Directors of Carmen High School of Science and Technology, Inc., the nonprofit organization that governs Carmen HS and will also govern NWCHS.

4. Several unique features demonstrate how NWCHS will assume responsibility/support for, and leadership in, the educational process. We will offer:

- *Academic requirements for graduation* that are exceeded by no high schools in the greater Milwaukee metro area.
- *Individual Learning Plans* for all students that foster goal setting and provide students with ownership in their own success.
- *Proven educational models*, including ACT's College Readiness Standards-based curriculum and Alverno College's internationally recognized Eight Abilities program.
- *A Student Internship Program* that allows students to interns in a professional setting to gain and practice career-ready skills.
- *Business and university partnerships* that enhance student success and model how such partnerships can support college preparatory education.

5. <u>College Preparatory, Abilities-Based Curriculum</u>

Several studies in the last ten years have shown that the single factor with the highest correlation to a student actually *completing* a college education is the academic rigor of his or her high school

curriculum, as manifested in the number and types of academic courses completed. Many studies over the last ten years have confirmed that the single factor most highly correlated to entry into and graduation from college is a student's score on the 8th or 9th grade Explore exam published by ACT. Accordingly, to ensure that all students are prepared to enter and succeed in college, high school level students at NWCHS are required to undertake the equivalent of a core curriculum of four years each of English, social studies/history, science, and mathematics courses, three years of Spanish, and one year of Fine Arts in order to graduate. Middle school students will take three years of mathematics according to the Common Core standards such that most students can enter high school ready to take Geometry rather than Algebra 1, and have the potential to complete Calculus by graduation. The humanities curriculum will follow the Common Core literature, language and social studies standards and will be supported by instructional resources from the Great Books Foundation. The science curriculum will include modules taken form Delta Education's FOSS Middle School Science Curriculum and Carolina Biological's STC Middle School Curriculum, both of which have been approved by the National Academy of Sciences as meeting the National Science Education Standards (also adopted by the state of Wisconsin). These two middle school science curricula also are better aligned with the ACT Science College Readiness Benchmarks than any other currently available.

Each course has a syllabus that maps out the content area learning outcomes (consistent with the Common Core Standards and the National Science Education Standards) and identifies which of the Eight Abilities students must demonstrate and at what level(s). Every year students must receive a set number of "validations" in each of the Eight Abilities, and they will have multiple chances to do so in their various courses. The "developing a global perspective" and "effective citizenship" abilities are unique in their potential to improve civic engagement and, combined with the abilities fostered by the student internship and community service components of the curriculum, have the potential to decrease truancy and crime.

Courses in fine arts help students achieve the aesthetic engagement ability and, for those students who wish to pursue the fine arts major in college, provide a scaffold for developing a portfolio to accompany college applications. Participation in the arts supports development of critical thinking skills by enhancing the student's understanding of how to use all of his or her senses in observation and problem solving.

Native Spanish-speaking students with limited reading and writing proficiency in Spanish will take courses in Spanish for Native Speakers because research shows that learning to read and write competently in the native language improves the ability of a student to attain these same skills in the second language.

All students are expected to take one or more Advanced Placement (AP) courses that can yield college credit. AP courses are offered in all subject areas and available to students beginning in the 10th grade. Students do not have to meet GPA requirements to take the courses, but all students who sign up for an AP course must take the exam at the end of the year, and this will be paid for by the school's budget. AP science courses and one or more engineering courses from the nationally-recognized Project Lead the Way curriculum will be offered beginning after the first operating year of the school.

Curriculum frameworks for grades 6-8 and grades 9-12 are given under Appendix L of this charter proposal, together with the Eight Abilities outcomes frameworks. The Eight Abilities outcomes frameworks are developed for four developmental levels that are not intended to correspond to grade levels.

Together with the ACT College Readiness Benchmarks, the Alverno College Eight Abilities framework serves as one of the organizing cores of the Carmen network's educational model. Students

are expected to demonstrate competence in each of the Eight Abilities in both their academic courses and internships, achieving increasingly challenging outcomes over the four-year term of high school, or in the case of NWCHS, middle school and high school. The Alverno College abilities-based model is designed specifically for teaching the subject areas that constitute a rich liberal arts curriculum. The Carmen HS curriculum team has adapted Alverno College's criteria for assessing competencies in the Eight Abilities and embedded the criteria in our curriculum for each subject. In each course, students are evaluated on both subject matter (content) knowledge and their competencies in the abilities that support the acquisition and application of that knowledge. The following example illustrates how a performance assessment can be used both to glean a student's content knowledge *and* ability to apply that knowledge using higher order thinking skills, just as he or she would be required to do in a professional setting.

EXAMPLE: A student is nearing the end of a high school course in Chemistry and is given a performance assessment through which he or she must demonstrate knowledge of chemistry and show specific levels of competence in four abilities: analysis, communication, effective citizenship, and valuing in decision making.

The assessment asks the student to respond to a recent Notice of Proposed Rulemaking (NPRM) by the U.S. Environmental Protection Agency, which is seeking comments from the public on its plan to implement a new regulation lowering the allowable levels of mercury in tap water. The student must respond to the NPRM in the role of President of the *National Association of Manufacturers of Products that Release Mercury Into the Environment.*

Prior to the performance assessment, the student would have taken quizzes and/or tests to demonstrate understanding of the relevant science content, such as mercury's solubility properties in water and fat. In this performance assessment, the student has to *apply* that knowledge in a new context to discern the potential chemical effects of mercury in living organisms. Then, in order to be successful in the assessment, the student must:
(1) Identify and respond to the pros and cons of the current mercury standard from various perspectives or frameworks of understanding (e.g., scientific, economic, political) [*analysis*].
(2) Make an informed judgment/decision about the standard [*valuing in decision making*].
(3) Advocate for a particular position on the standard [*effective citizenship*].
(4) Articulate the position persuasively in writing [*communication*].

Alverno College's Eight Abilities are (1) *communication,* (2) *analysis*, (3) *problem solving,* (4) *valuing in decision making,* (5) *social interaction,* (6) *developing a global perspective,* (7) *effective citizenship*, and (8) *aesthetic engagement*. These Eight Abilities overlap with yet go well beyond the skills and competencies identified by the U.S. Labor Secretary's Commission on Achieving Necessary Skills (SCANS), commonly used by schools to prepare students for success in knowledge-based careers. From 2007-2009, the Carmen High School of Science and Technology faculty team, in collaboration with a faculty team from Alverno College, adapted the Alverno College abilities-based instructional model and scaled it developmentally for adolescents in a secondary school setting. Research on the careers and life outcomes of Alverno College graduates shows this model is successful in developing critical thinking and moral reasoning skills, along with communication and interpersonal abilities that enhance academic success in higher education, workplace performance, and citizenship. A student must be able to assess his or her own performance in the Eight Abilities and this skill will be taught. Developing the ability to self-assess is essential if a student is to become a life-long, self-directed learner, as directed by the school's mission.

The Carmen network also believes in intensive instruction in the area of life skills development, and this is accomplished through both in school and out of school experiences. At the Carmen High School of Science and Technology campus, students who have a cumulative GPA of 2.5 or higher may, beginning in their sophomore year, participate in an internship program where they gain entry-level professional skills, including communication and problem solving. The internship is one day per week for an entire school year, beginning as early as the sophomore year and ending upon graduation. Students gain valuable experience by interning at the same site for one or more years. In addition, corporate sponsors and private donors support a college scholarship program for participating student interns. At the NWCHS campus, this program will be modified but with the intent of achieving the same major goals. All students will have an intensive internship during the junior year. Further, the internship will take place in a venue that aligns with each student's current career interests. Success in improving life skills is key to increasing high school retention and graduation rates of minority students from low-income, urban families.

Science and Technology

Our decision to emphasize science and technology in the Carmen network curriculum responds to community calls for greater numbers of minority students pursuing college degrees and careers in these fields. Further, it reflects our belief (supported by case study research from the National Research Council/National Academy of Sciences) that students with strong backgrounds in science have exceptional communication, critical thinking, and problem-solving skills that can readily be transferred to non-science careers.

High school students at NWCHS will be required to take four years of laboratory courses in the sciences and will have unrestricted access to advanced placement (AP) courses in Biology, Chemistry, Environmental Science, and Physics. Middle school students will take three years of life, earth, and physical sciences. Each campus of the Carmen network will emphasize a different area of science. At Carmen High School of Science and Technology the focus is on engineering, with the school offering middle and high school Project Lead the Way curriculum. At NWCHS, the emphasis will be on the environment and health professions. Ongoing collaborations with the Urban Ecology Center will be further developed, and a new collaboration with the Medical College of Wisconsin is under development. The network already has a five-year old partnership with Froedtert Hospital. All of these partner institutions are easily accessible from the northwest side of Milwaukee.

Further, all students will be competent in the use of computer technologies to advance their learning. The school will have state-of-the-art interactive software for developing literacy in the areas of reading, writing, and mathematics. Further, classrooms and science laboratories will be equipped with computers and media to enhance instruction and link teachers and students.

Other Features of the Educational Model

Individual Learning Plans. Many low-performing urban students come to school with learning differences not so easily defined by specific labels. The situation for secondary school students, especially in large middle and high schools, is complicated by the fact that students usually have four or more teachers at any one time. In many settings teachers are not given enough opportunity to communicate with each other about the learning patterns they observe for an individual student, or the kinds of instructional adaptations they have found to be effective in meeting the student's needs. Yet without significant intervention, many students cannot and do not succeed. Clearly the way to ensure that no child is left behind is to put in place an Individual Learning Plan (ILP) for every student. The ILP charts a student's academic, personal/life and financial goals and progress in achieving them from school entry through graduation. The ILP development process is initiated with all new students during a mandatory

two-week orientation that takes place during August before the start of school. Resources used include learning style inventories and career planning tools, as well as the student's performance and growth on standardized tests that measure progress on the ACT college readiness and common core standards.

Academic Advisory Program. The advisory curriculum is introduced in a two-week summer "bootcamp" orientation offered annually for all students new to the school. Students at each grade level also will take a daily advisory course during the school year. The advisory course is taught by the students' faculty advisors and by school staff persons such as the School Social Worker, the Dean of Students, the College Transition Coordinator, and the Student Internship Program Director. The curriculum is different for each grade level and targets learning objectives in four key areas:

- skills for success in the workplace,
- the Alverno Eight Abilities applied in professional work environments,
- Sean Covey's 7 Habits of Highly Effective Teens, and
- basic principles of business, economics, leadership, and management

The advisory curriculum encourages students to accomplish these learning objectives by constructing SMART goals and implementation plans each semester in three key areas: academic, life/personal, and financial planning for the future. Individual plans for implementing these goals are created with guidance from and monitoring by the student's advisor (a teacher). Resources for the ILPs include learning style inventory results, career planning tools, and academic and standardized test growth data (e.g., MAP data and Explore, PLAN, and ACT data).

All students are assigned an advisor from the first day of enrollment. The advisor -- usually a teacher but other administrators also may elect to serve in this role -- stays with the student through graduation. The role of the advisor is to assist the student in the development of his or her Individual Learning Plan and to ensure that the student has access to the resources he or she will need to execute a successful plan. Examples of resources are materials and supplies, tutoring, internships in areas of career interest, and special activities in the after school and summer program.

After School Program. Teachers are scheduled on one of three days per week to offer small group tutorials to help students who are struggling with course concepts and thus unable to earn passing grades. Any student may attend these sessions, but students who are averaging a grade below a "C" are required to attend until the grade is improved and sustained at the passing level for one full grading period (usually one quarter). Students have regular after school schedules on Tuesdays, Wednesdays and Thursdays, and attendance is monitored in the same way it is during the regular school day. Consequences for missing an after school session are the same as those given a student for skipping a class during the regular school day.

New Student Orientation, Inter-session and Summer School Programs. NWCHS, like Carmen HS, will have a three-week inter-session in January and a summer school program through which students can make up failed courses, take an advanced course they may not otherwise be able to fit into their schedules during the regular school year, and undertake enrichment activities as directed by their ILPs. New 6th and 9th grade NWCHS students will attend an 80 hour orientation in August that includes math and literacy instruction to help get the students ready for middle or high school level work, and orientation to the Carmen Network's mission and vision through a variety of activities, including an Introduction to the 7 Habits of Highly Effective Teens and the Alverno College Eight Abilities adapted to the adolescent level for secondary school students.

Community Service. Every student must complete at least 20 hours of community service each year to graduate from NWCHS. Most service projects will be carried out jointly with teachers, parents, and the school's community partners. Monitoring of service projects is done as part of the student's advisory curriculum.

NWCHS Planning Team Leader and Members

Dr. Patricia Hoben is the Planning Team Leader for the NWCHS and she will serve 0.5 time as Head of School when the school opens in September 2013, while remaining 0.5 time as Head of School for Carmen High School of Science and Technology. A Campus Director for NWCHS will be appointed by June 30, 2012 to serve under Dr. Hoben. This individual will hold a secondary school level administrator's license or be registered in a certification program for school administration. The Campus Director will work with Dr. Hoben and Mr. Jim Otepka, who is currently Dean of Students at Carmen HS and will become Director of Operations for the Carmen Network, to hire staff for the school.

Dr. Hoben holds a doctoral degree in Molecular Biophysics and Biochemistry from Yale University and currently holds teaching and school administration licenses in Wisconsin. She spent the early years of her career working in STEM and public health policy in the United States Congress and the U.S. Department of Health and Human Services. As a policy advisor, Dr. Hoben advocated for programs to increase the supply of women and underrepresented minorities prepared to work in science and engineering professions. Later she managed a $10 million, K-12 science education grants program for the Howard Hughes Medical Institute in Maryland. After moving to Minnesota in the mid-1990s, Dr. Hoben served as Vice Chair of Minnesota's public-private science and math education reform board (Sci/Math MN). Her political and legislative experience positioned Dr. Hoben for success in raising funds for and leading a $6 million community collaborative to strengthen K-12 science curriculum and instruction in the Minneapolis Public Schools. Under that initiative, she developed a multi-tiered professional development program for teachers and principals and increased her understanding of what it takes to be successful in educating diverse students in urban settings. In addition to her science education reform leadership in Minneapolis, Dr. Hoben served as Associate Director at the Bakken Museum of Electricity in Life, where she was oversaw exhibits and educational programs.

While working in education reform at the national, state, and local levels, Dr. Hoben developed a personal goal to obtain the necessary certifications and licenses to become an urban school leader herself. In Milwaukee she enrolled in Alverno College where she worked to obtain a secondary school chemistry teaching credential. Shortly thereafter, as a member of the first cohort of PAVE Scholars (a school administrator licensing program run by a consortia of Milwaukee area universities), Dr. Hoben conducted research on secondary school curriculum and instruction, and educational and organizational models for small high schools. She used that experience to co-found and become the lead planner for Carmen High School of Science and Technology, where she currently serves as the first Head of School. Dr. Hoben raised $1.3 million in private and public grants to start up Carmen HS and will leverage that success in developing the NWCHS. She has received the Milwaukee Hispanic Chamber of Commerce's Amiga Award and the Milwaukee Business Journal's Woman of Influence Award for Innovation for her work with Carmen High School of Science and Technology.

A key goal of the Carmen Network's strategy for developing staff is to identify and cultivate indigenous leadership from the communities we serve. Carmen Network schools strive to generate a school culture that supports the belief that education is a cooperative endeavor. All individuals assuming teaching and leadership roles at the school will model its cultural, professional, and educational standards by working as an effective team that accomplishes clearly defined goals by utilizing all available talents and respecting individual differences.

6. Teachers use a combination of instructional approaches, including facilitation of discussion through questioning, cooperative learning, and direct instruction—depending on the educational objective of a particular lesson or unit. Science instruction includes teacher-facilitated inquiry methods. Students learn the Great Books Foundation's "shared inquiry" instructional approach to critical analysis of literary works and non-fiction works in the humanities (i.e., English and Social Studies). Instructional approaches and the tools that support the Common Core Standards-based literature, language, and social studies curricula and the Alverno College Eight Abilities Framework also are used to promote literacy among all students, regardless of their academic backgrounds. Student reading below grade level learn how to read for meaning and have access to a variety of literacy-promoting computer-based tools such as Read/Write Gold and Inspiration software. These tools are especially effective for English Language Learners, as are audio books that allow students to hear a literary work read while reading along.

Throughout the school day, the Carmen Network faculty employs the instructional strategies published by Doug Lemov in Teach Like A Champion. This treatise, which incorporates the research on best practices in instruction but in a handbook format, addresses setting high expectations, planning that ensures academic achievement, how to structure and deliver lessons that engage 100 percent of learners, creating a strong classroom culture, and setting and maintaining high behavioral expectations.

Students with Special Needs

NWCHS welcomes students with special needs, and will enroll special needs students whose educational goals and objectives, as delineated in their Individual Education Plans (IEPs), can be met with appropriate internal or external aides and services in the educational environment of the school. To discern whether the individual needs of an exceptional learner can be met appropriately in the school, an IEP meeting will be held prior to enrollment. A representative from NWCHS will be a member of the IEP team and will ensure that all members of the IEP team, including the parent, agree with the goals and objectives, placement, aides, and services and modifications of the educational program. A detailed special education services plan for the school is provided under Appendix F of this charter proposal.

7. In addition to the mandated state and district tests, NWCHS will also use the EXPLORE, PLAN, ACT series (EPAS) and AP exams to measure college readiness.

Beyond standardized testing, we believe that assessment of student learning must inform and guide the practices of our teachers. Both students and teachers must learn to assess their own performance and learn to adjust their efforts accordingly. Carmen Network schools want to be held to the highest public standards for accountability and thus we also conduct assessments that allow the public to compare the overall achievement of our school with that of other schools statewide and throughout the nation.

Assessment of student learning should measure student knowledge, performance, and progress and always should be based on clearly stated objectives, criteria, and/or standards to ensure the data measure what they are intended to measure (i.e., are valid). We also believe that assessment should be formative (during the learning process so adjustments can be made mid-course) and summative (at the end of a unit or course to look at performance in relation to set standards for achievement).

Examples of *formative assessments* include: quizzes and tests (e.g., comprised of multiple choice or fill-in or true-false or short answer or essay questions), lab reports, and student self-assessments (e.g., reflections or questionnaires). Examples of *summative assessments* include: norm-referenced exams (e.g., ACT and AP exams, etc.), which measure a student's performance relative to a normal/bell curve; criterion-referenced exams (e.g., Wisconsin Knowledge and Concepts Examinations (WKCE)), which measure a student's performance judged in relation to specified criteria and seek to demonstrate the

student's proficiency in outcomes associated with high standards; final examinations; student portfolios; and senior project reports and presentations.

Tools for Measuring Progress on Goals

We will use many different kinds of tools to measure progress on the school's core goals, including the following examples:

- Standardized exams (e.g., Explore, PLAN, ACT, Wisconsin Knowledge and Concepts Examinations (WKCE), AP exams, etc.)
- Classroom-based quizzes and tests (used primarily to measure subject area content knowledge)
- Performance assessments (used to measure one or more of Eight Abilities in the context of a particular content area)
- Student portfolios
- School program and activity logs and records
- Meeting minutes
- Staff, Student, and Parent Survey Instruments

An assessment plan is attached as Appendix O to this charter proposal and specific performance measures are listed in the executive summary.

8. The NWCHS will be managed under the auspices of Carmen High School of Science and Technology, Inc., a nonprofit corporation established in 2007. During the planning year, the Board of Directors will take any necessary steps to modify the Bylaws for the school etc. to address the creation of the Carmen Network of high schools under the corporation. A *Board of Directors* serves now and will continue to serve as the principal governing and policy-making entity of the corporation. The Bylaws of the corporation (included under Appendix P of this petition) specify that the Board may have up to 13 voting members and the Head of School, who is a non-voting member.

Summary of Management and Governance Structure of School

The NWCHS will be a non-instrumentality charter school and its Board of Directors maintains independent governance authority. The Head of School reports to the Board and is a non-voting ex-officio member of the Board. The bylaws of the corporation specify that the Board may have no fewer than three and up to 13 voting members and the Head of School. Further, the bylaws state that the governing board will meet regularly and hold one annual meeting. The annual meeting is held in April. Officers are elected at the annual meeting, as are new members; however, new members may be proposed and elected at any meeting of the Board.

The full Board of Directors meets at least four to six times per year and its Executive Committee (Chair, Vice Chair, Secretary, Treasurer, and Head of School) meets on the alternating months. The bylaws charge a *School Improvement Committee* with advising the Board of Directors on the school's Education Plan (i.e., annual strategic plan with goals and objectives) and making recommendations to the Board on program directions and resources needed to meet the school's measurable goals for each school year. The SIC is responsible for ensuring that the school's budget and human resources are aligned with the education, parent involvement, and community engagement plans, local performance measures, and qualitative and quantitative benchmarks identified in the charter contract. The school's progress in meeting its educational plan goals is monitored by the SIC, which has representatives from the faculty, the student body, the Board of Directors, the Parent Association and other community organizations (e.g., area universities, businesses that sponsor student interns, community and neighborhood organizations,

etc.) that partner with Carmen High School of Science and Technology and NWCHS to support the network's mission and vision.

Authority of Governing Board

The governing Board of Directors maintains authority over all decisions regarding school operations and together with the Head of School is accountable to the charter authority (MPS Board of School Directors) for ensuring that the school follows the provisions of the non-instrumentality charter school contract. The Board of Directors has sole authority over approval of budget, the education plan, hiring and evaluation of the Head of School, overseeing the annual fiscal and contract compliance audits conducted by an outside firm, and developing and setting policies in these and other areas. The Head of School is evaluated using the Wisconsin state standards for school administrators, and the process includes written input from and interviews of school faculty and staff, parents, and students.

Names/Titles of Governing Board Members

Mary Diez, OSF, Ph.D., *Chair*, Board of Directors (Alverno College, Dean of Graduate Education)
Pam Maxson Cooper, MS, BSN, *Vice Chair*, Board of Directors (retired Froedtert Hospital, Executive Vice President of Patient Care Services)
Charles Opferman, *Secretary*, Board of Directors (xxx)
Jason Kohout, *Treasurer*, Board of Directors (Attorney, Foley and Lardner LLC)
Barbara (Bobbie) Coria, *Member*, Board of Directors (Carmen HS Parent Association)
Carolyn Ettlie, MS, *Member*, Board of Directors (Principal, St. Rafael the Archangel School)
Ivan Gamboa, *Member*, Board of Directors (Vice President, Tri-City National Bank)
Jon Jensen, Ph.D., *Member*, Board of Directors, (Associate Dean, College of Engineering, Marquette University)
Lori A. Lorenz, CCP, GPHR, (Managing Director and Director of Human Capital Operations, Robert W. Baird and Company)
Agustin A. Ramirez, *Member*, Board of Directors (Chairman, HUSCO International, Inc.)
Fr. David Shields, *Member*, Board of Directors (Executive Director, Casa Romero, a south side social services center serving Latino immigrant families)
Dr. Patricia Hoben, *Non-Voting Member* of the Board of Directors (Head of School)

Involvement of Parents and Community

Parents and community members serve on the school's Board of Directors, as well as the Board's School Improvement Committee and the *Parent Association*. All parents are expected to participate with their children in the school's community service program and to spend some time volunteering at the school. Attendance at fall and spring parent/teacher conferences is mandatory. In addition, participation in a day-long family workshop is expected of each family in the first year of a student's attendance. The workshops, which have been implemented at Carmen High School of Science and Technology for the past five years, are designed to assist families in exploring issues of concern to teenagers making the transition to high school and a new level of personal independence and responsibility. After participating in the workshops, families plan and execute a joint community service project. The school also encourages community partner involvement. Community partners are invited to assist students and the staff in many different ways, including tutoring, providing jobs and internships, and helping the school to develop strong relations in the neighborhood of the school.

The Parent Association (PA) leads fundraising by parents and serves as a volunteer support group for the school. This organization gives parents an opportunity to be empowered with knowledge of the school's operations. The PA also assists the Board indirectly through its roles in fundraising and reporting information about issues of interest to parents. All parents are encouraged to take on PA leadership role and/or to participate in the organization. The PA leadership prepares and presents written and oral reports of PA activities to the School Improvement Committee and the Board of Directors.

When a student enrolls at NWSHS, he/she and parents are required to participate in a one hour in person meeting before the start of the school year at which the school's policies are reviewed, allowing the family to discern whether the school is the best fit to meet the child's educational goals and aspirations. After the meeting, the parent and student sign contracts acknowledging their receipt and understanding of the school's expectations and policies.

The school is committed to working with students and parents/guardians to resolve issues of concern in a mutually agreeable fashion. According to the school's Parent/Student Handbook, if at any time a parent has a complaint that is not satisfactorily addressed by the staff at the school, he/she is directed to schedule a phone or in person meeting with the Head of School to seek resolution of the concern. After this meeting takes place, if the parent is still not satisfied with the school's handling of the issue or concern, he/she is directed to the Chair of the Board of Directors, who will schedule a meeting to discuss and attempt to resolve the issue of concern.

9. Teachers and the Head of School will meet the professional standards required by the state of Wisconsin for their respective positions. Faculty will possess valid teaching certificates or Charter school licenses in accordance with Wisconsin statutes 118.19(1) and 121.02(1)(a). Additional standards for the professional staff may be set forth by the school's Board of Directors. A Job Description for the Head of School position and Dean of Students position are included in this proposal under Appendix P.

The top three criteria for evaluating a teacher's job performance are: (1) Teaching all the required curriculum for each course and successfully integrating the relevant Common Core Standards; (2) Successfully incorporating Alverno College's Eight Abilities into the curriculum and performance assessments; and (3) Demonstration of ability to identify own strengths and areas in need of improvement and to develop professionally through goal setting and implementation of plans that support the goals. Teachers will be evaluated by the Head of School and/or the Campus Director, both of whom will have the proper licenses. New teachers are given a preliminary evaluation at three months and a formal evaluation at six months and have access to an experienced instructional coach throughout the first year of teaching. To evaluate teacher performance, the Head of School uses an instructional practice review framework developed in concert with the school's faculty and the Board of Directors, which is aligned with the Wisconsin Teaching Standards. In addition, the teacher writes a reflective essay on his/her success in meeting the goals and objectives in the teacher's Professional Development Plan (PDP) and in meeting benchmarks for student academic growth under the school's local assessment measures. Compensation is determined on a scale commensurate with traditional MPS schools and performance bonuses are approved by the Board of Directors.

The planning team will take steps to identify and recruit ethnic minorities to help plan the school and some will hold teaching and staff positions at the school when it opens in 2013. The Carmen Network has a strong partnership with Teach for America's Milwaukee regional team, and is working with the Executive Director to identify strong candidates from the minority communities the school will serve.

With the goal of identifying a large and diverse job candidate pool, advertisements for all of the positions will be posted starting in fall 2012 in a variety of forums, including the Department of Public Instruction web site (the main site used by Milwaukee area teachers searching for positions), the Teach

for America national network site, and area colleges and universities. Interviews for the school leader position will be held in June 2012 and interviews for teaching positions will begin in mid-February 2013.

10. NWCHS will adopt the Carmen High School of Science and Technology safety and crisis handbook, which employs best practices and complies with MPS codes. As a tenant in an MPS building, the school will cooperate with MPS in its regular inspections of the facility for safety, systems operations, hazardous materials and other health and safety factors.

11. Students from all over Milwaukee will be welcome at NWCHS, but recruitment efforts will focus on the MPS Northwest Region, where the school will be located, since no transportation will be offered. Demographic data from the 2010 census show that the majority of students in the primary target area are low-income African Americans, with smaller populations of Asian and White students. There is a growing population of Hmong students in the primary target area, and the staff at NWCHS will collaborate with the Carmen HS staff as well as colleagues at the nearby Hmong International Peace Academy, to best serve these families during the enrollment process. Recruitment of special needs students will be accomplished by working directly with counselors from K-5 and K-8 schools in the target region and making sure that students' applications are completed and submitted by the enrollment application submission deadline in order to be included in the first lottery, or if no lottery is required, admitted early in the enrollment process.

We are committed to adopting less traditional student recruitment strategies that will generate interest in hard-to-reach communities and neighborhoods. Examples already planned include:

- Distributing information meeting fliers and brochures at local churches, coffee shops, popular stores, and cultural festivals scheduled for summer 2012
- Recruiting students and parents who are enrolled in Carmen High School of Science and Technology but live in the Northwest region to serve as spokespersons and advocates for the school in a variety of settings
- Canvassing, door-to-door, single resident homes, apartments, and public housing
- Working with Milwaukee Public Schools student services and teens involved in the Violence Free School Zones initiative.

Also, the Head of School has strong working relationships with K-8 school leaders from other charter schools with college preparatory missions, both within and outside of MPS, and will work with those contacts to arrange for meetings with families and students from their schools beginning in summer 2012.

Finally, Carmen High School of Science and Technology already turns away over 200 9th grade students each year, most of whom live on the South side of Milwaukee. Many of these families are willing to find transportation to attend a quality college preparatory high school, and they will be made aware of the NWCHS option during open house at Carmen HS in fall 2012. All students placed on the Carmen HS wait list will be given the option to apply to the NWCHS as well.

The NWCHS Diversity Plan and the Special Education Services Plan are attached as Appendices E and F, respectively, to this charter petition.

12. NWCHS will be open to all students of appropriate age and credit qualifications. Because of the school's rigorous academic and credit requirements, students will only be accepted in the 6th and 9th grades. A very limited number of transfer students may be accepted as 7th and 10th grade students after the first year of the school's operation. The school requires all students who wish to apply to submit report cards from the past school year and to write an essay describing why the student wishes to attend NWCHS. This application information is *not* used for selection purposes. All students who apply to the school are accepted unless the applicant pool exceeds the available seats. In that case, a lottery is held. The student's application, including grade reports and the essay, are used in a one-hour meeting that is held with each student *after* a seat has been offered to the student. The purpose of the meeting is to carefully review the unique graduation requirements and grading and credit policies of the school with each family to discern whether the student truly desires to commit to the special requirements of the school's educational program. The meetings are intended to provide a realistic overview of what is offered and expected by the school, and to get the student excited about the prospects of a college preparatory education.

13. The five-year enrollment plan for the school is as follows:

Number of Students by Grade and School Year Until Enrollment Capacity is Reached

	6	7	8	9	10	11	12	Totals
2013	80			140				220
2014	80	80		140	140			440
2015	80	80	80	140	140	140		660
2016	80	80	80	220	140	140	140	880
2017	80	80	80	220	220	140	140	960
2018	80	80	80	220	220	220	140	1040
2019	80	80	80	220	220	220	220	1120
2020	80	80	80	220	220	220	220	1120

Note: Shaded numbers show enrollment trends for the five-year contract term.

The school will open with a single 6th grade class and a single 9th grade class and total enrollment will grow according to the schedule shown in the table. In fall of 2016, the school's first graduating 8th grade class will have the opportunity to continue on as 9th grade students in the high school, thus increasing the number of 9th grade students in that and subsequent years. The model shown assumes that all 8th graders will want to continue on. However, if that is not the case, additional 9th grade students will be recruited from other K-8 and middle schools to achieve the desired enrollment.

14. A complete proposed budget is attached to this charter petition as Appendix G. The planning team for NWCHS is also submitting a planning grant to the Wisconsin Department of Public Instruction for the April 15, 2012 deadline. The school would be eligible for a one year planning grant of up to $250,000, followed by the option to submit implementation grant proposals for two subsequent years that would total an additional $500,000. The Walton Family Foundation has also invited the Dr. Hoben and the planning team to submit a combined planning/start up grant proposal for NWCHS. Carmen High School of Science and Technology received a $255,000 start up grant from WFF in 2007 and would expect the new WFF grant to be comparable.

15. An annual fiscal audit and the required contract performance and compliance audits will be conducted by Reilly, Penner, & Benton, LLP. Carmen High School of Science and Technology has worked with this firm since 2007.

16. The school elects to have its own discipline policy. Under the school's policy, the Head of School appoints a *Community Trust Committee* each year to maintain a school climate that is consistent with the mission and vision of the school. Teachers and students are represented equally on the CTC, ensuring that faculty and student voices are given equal weight in making recommendations for disciplinary action. Through its student discipline management role, this Committee strongly influences school culture. The Community Trust Committee does not make policy but recommends disciplinary consequences to the Head of School, who is the final decision maker on these matters.

Decisions made by the Head of School on all matters of school operations can be appealed to the Board of Directors through an established parent complaint procedure.

Procedures for disciplining students, including a complete description of the appropriate due process afforded under law and offenses that can result in suspension or dismissal, will be the same as those that have been used for Carmen High School of Science and Technology since it opened in 2007. A copy of the policy for disciplining students and related information is given at Appendix H.

17. Students who do not wish to attend this charter school have other alternatives in the MPS system including specialty and general high schools, partnership schools, other charters, and private high schools participating in the Milwaukee Parental Choice Program. Over the past few years, relatively large numbers of students in the northwest Milwaukee attendance area have been attending schools such as Vincent High School, Milwaukee High School of the Arts, Rufus King and other city-wide attendance area high schools.

18. NWCHS plans to lease a facility from MPS that meets the occupancy requirements of appropriate state codes. The school will carry an insurance portfolio that includes:
--A fidelity bond to MPS
--Indemnification and hold harmless clause for MPS for claims
--Workers compensation and statutory employers liability insurance
--Comprehensive general liability insurance

The school will meet all other charter contract requirements pertaining to insurance.

19. The school will adhere to state laws and MPS insurance and risk management requirements.

20. NWCHS plans to work with a non-MPS nutrition services vendor to provide meals for students. Transportation will not be provided to students, with the exception of homeless students and any student with an IEP that includes transportation. Parents will be informed of all policies pertaining to transportation and nutrition in writing during the enrollment process and orally at open houses and at individual meetings that take place with all new families once a student accepts a seat at the school.

21. NWCHS will be a non-instrumentality charter school.

22. NWCHS will open in late August 2013, and is seeking a five-year contract.

Carmen Schools of Science and Technology

Carmen South Middle School Appendix A

EXECUTIVE SUMMARY

Overview

Carmen Schools of Science and Technology (Carmen) is planning a new middle school to open on Milwaukee's south side. The school is planned as a *replication* of the educational model Carmen executed for Carmen Middle School of Science and Technology, Northwest Campus, which opened in August 2013. The new middle school will prepare students for a college preparatory education at a Carmen high school or any other Milwaukee Public Schools (MPS) college preparatory high school. The middle school, like Carmen's high schools, will emphasize a strong foundation in literacy and math, student proficiency in science and technology, character development, and life skills. The educational model includes a variety of personalized supports for students who enter middle school behind grade level, at grade level, and above grade level. The school intends to open on the south side of Milwaukee in August 2018 as a non-instrumentality charter school authorized by the Board of School Directors of the Milwaukee Public Schools. In its first year of operation, the middle school will serve 80 students in grades 6, but if it proves necessary to meet the enrollment target in the school's first year, it will launch with two sections of grade 6 and one section of grade 7. By its fifth year of operation, the middle school will operate with as many as 320 students in grades 6-8. *Carmen's mission is to graduate all students as critical thinkers and self-directed learners who are prepared for success in college, meaningful careers, community involvement, and family life.*

Educational Program

Students must take courses in English, math, science/engineering, social studies, and Spanish. Course electives include fine arts, music, and physical education. The middle school has adopted the Engage NY English and Engage NY math curricula for grades 6-8; a combination of the STC and FOSS secondary school science inquiry-based, modular curriculum that includes life sciences, earth science, physical science and technology; and a social studies curriculum that incorporates ancient history, world history and U.S. history. Other non-academic requirements include participating in 10 hours of community service per year; an advisory program taught by the students' teachers that addresses social/emotional issues, character development, individual plans for students success, and relationship-building among students; and a longer school day and school year. An optional summer school program is another resource available to students to ensure they can remain at or above grade level in all subject areas and pursue remedial and enrichment activities to achieve their individual growth goals. New students undertake an 40-hour academic and sociocultural orientation to middle school in August. Teachers and the school leader must meet the professional standards required by the state of Wisconsin for their respective positions.

Name of Persons Seeking to Establish the MPS Charter

Patricia J. Hoben, Ph.D., Head of Schools, Carmen Schools of Science and Technology and Glen Hackmann, Chair, Carmen Board of Directors.

Applicant Team Developing the Proposed Program

The south side middle school planning team leader is Dr. Patricia Hoben, Head of Schools, with support from Ms. Kris Mac Donald, who served for two years as co-leader at the Carmen Northwest campus middle school and is now the interim Dean of Students and School Culture at the Carmen South high school campus. Dr. Hoben is a scientist with government and nonprofit management and

educational leadership experience at national, state, and local levels. She holds a Ph.D. from Yale University in Molecular Biophysics and Biochemistry and is the founding principal of Carmen's first high school, Carmen High School of Science and Technology, South Campus. As Head of Schools, Dr. Hoben currently oversees the administration of all three Carmen schools and reports directly to the Carmen Board of Directors. Ms. Mac Donald holds a Wisconsin school administrator's license, a Master's in Educational Leadership from MSOE via the Woodrow Wilson school leadership fellowship program, and currently is a Ryan Fellow in school leadership through the Accelerate Institute in Chicago. Parents from the Carmen Northwest middle school and parents from Carmen Southeast and Carmen South high schools are also participating in focus groups and other planning activities for the new south side middle school.

Expected Outcomes

In addition to the academic performance outcomes set forth in the charter school contract for all non-instrumentality charter schools, the expected outcomes include, but are not limited to, the following local measures:

Student Outcomes:

- Students who graduate from the 8th grade at the south side Carmen middle school after being enrolled two or more years there will enter a Carmen high school with an average composite score on the pre-ACT or equivalent assessment that is 1.5 points (approximately 1.5 grade levels) higher than the average score of students enrolling in Carmen's south side high schools from all other K-8 or middle schools.
- Fall to Spring scores on the NWEA MAP assessments for students in grades 6 and 7 will show at least 60% of students meeting their growth goals.
- NWEA MAP assessments for students in grades 6 and 7 will show an average growth of at least 120% of projected growth from Fall to Spring.
- Fall to Spring growth on the pre-ACT or equivalent test will be 1 point or higher for students in 8th grade in reading.
- Fall to Spring growth on the pre-ACT or equivalent test will be 1 point or higher for students in 8th grade in English language.
- Fall to Spring growth on the pre-ACT or equivalent test will be 1 point or higher for students in 8th grade in math.
- Fall to Spring growth on the pre-ACT or equivalent test will be 1 point or higher for students in 8th grade in science.

School Culture

- The school-wide average daily attendance rate exceeds the average daily attendance rate for MPS students in grades 6-8 in the first year of operation and all subsequent years.
- The school-wide average daily attendance rate is 90 percent or higher in year one, 92% or higher in year 2, 94% or higher in year 3 and subsequent years.
- September-to-September student keep rate is 80% or higher each year.
- Annual September to September teacher return rate averages 80% or higher after the second year of operation, not including those who a) are not asked to return due to performance issues; b) leave because they move out of Milwaukee or Wisconsin; or c) have a significant life change that causes them not to return to work.

PROPOSAL NARRATIVE

1. Charter Concept Description

Carmen Schools of Science and Technology is proposing to establish a new middle school that *replicates* the successful middle school educational model created at Carmen Middle/High School of Science and Technology, Northwest Campus, which was founded in 2013. The middle school would be based on the south side of Milwaukee with the intention of serving families living in the same neighborhoods that Carmen's South and Southeast high schools draw from.

Mission

Carmen's mission is to graduate all students as critical thinkers and self-directed learners prepared for success in college, meaningful careers, community involvement, and family life.

Vision

Carmen envisions students achieving proficiency in scientific inquiry, creative discovery, and constructive problem-solving; professional-level skills in the uses of 21st century technology; and admission to colleges that will lead to careers as civic leaders, authors, artists, scientists, teachers, doctors, or any other family-and community-sustaining career. "Carmen" is an acronym originally derived from the last names of well-known Hispanics whose successful careers are among those listed as goals in the Carmen vision statement. C = Cesar Chavez (community organizer), A = Isabel Allende (author), R = Diego Rivera (artist), M = Mario Molina (scientist), E = Jaime Escalante (teacher), and N = Antonia Novello (physician).

Carmen also envisions purposefully establishing a school culture and community based on specific "Habits of Mind" and "Habits of Heart:"

> *Habits of Mind:* All students and staff pursue excellence in Eight Abilities: communication, analysis, problem-solving, applying values in decision making, social interaction, developing a global perspective, effective citizenship, and aesthetic engagement. All students and staff display passion for learning and appreciation for good work. All students and staff welcome new perspectives and challenging ideas.
>
> *Habits of the Heart:* Everyone strives to bridge cultures through learning, work, service, and celebration. Everyone contributes to a vital and compassionate community. Everyone respects the multiple traditions that sustain democracy and build a just society.

Research Basis for the Educational Model

According to the National Assessment of Educational Progress (NAEP), Wisconsin continues to have the highest achievement gap in the country for African American students. By the time African American students are in the 8th grade, their NAEP math scores are an astounding 44 points behind their White counterparts – a gap that is 14 points larger in Wisconsin than the national average gap. The gap between Whites and Hispanics is not as large comparatively, but by the 8th grade Hispanic math students are still 23 points behind their fellow White students. Public education is the great equalizer, and yet in Wisconsin, and particularly in Milwaukee, most schools are failing to adequately educate children and teens, particularly children of color who come from low-income backgrounds. Carmen was established to

close these achievement gaps by addressing the serious educational disadvantages students bring to high school in Milwaukee.

Open for only three years, the middle school at Carmen Northwest has consistently outperformed traditional public schools in achievement gap closure. Even though students enter Carmen Northwest's sixth grade below the MPS average, the school is still only one of six MPS secondary schools (including both charter and non-charter schools) to either meet or exceed expectations on the 2016 Wisconsin state report card. Recent data show that students who spent two or more years at Carmen's middle school entered Carmen Northwest's high school with an average composite score two full points (equivalent to two years) higher on the pre-ACT than the students who entered Carmen's 9th grade from all other schools.

The Carmen approach integrates rigorous, college preparatory academic content learning with personal and life skills development, including career exposure activities in middle school and experiences in workplace settings in high school. The educational program incorporates the research-based College Readiness Benchmark standards developed by the ACT and which now serve as the underpinnings of the National Common Core Standards, and the internationally recognized Alverno College abilities-based educational model, which articulates "8 Abilities" students must achieve over the course of a liberal arts education. The research foundations for instructional approaches used to implement the model are outlined below in Section 6.

Rationale for Charter Status

Charter status is needed for the proposed Carmen middle school because exemptions from certain state and local education agency requirements are necessary for the school's operation. The Carmen middle school education model has several unique features that will distinguish it from other schools in the service area. (1) *Longer school day and school year.* Carmen middle school will operate from 8:00 a.m. to 3:45 p.m. daily and from the 4th week of August through the middle of June each year. (2) *Grading and grade promotion requirements are more stringent than those of public schools in MPS or in Wisconsin public schools in general.* Students who earn semester grades below a "C" or 73 percent are required to participate in school day and after school academic support with their teachers and in summer sessions to attempt to raise their grades up to a "C." This program also requires an extended school day.

2. Person(s) seeking to establish charter.

Patricia J. Hoben, Ph.D., Head of Schools, Carmen Schools of Science and Technology and Glen Hackmann, Chair, Carmen Board of Directors.

3. Name of person(s) in charge of school.

The south side middle school will be administratively led by a school leader appointed by Dr. Patricia Hoben, Head of Schools, with approval of the Carmen Board of Directors. The charter contract will be administered by Dr. Hoben and Mr. Glen Hackmann, Carmen Board Chair. Ms. Heather Heaviland, Director of Operations for Carmen, will address charter contract issues once a contract is in place. The planning for the new middle school is being led by Dr. Hoben with support from Ms. Kris Mac Donald, who served for two years as co-leader at the Carmen Northwest campus middle school and is now the interim Dean of Students and School Culture at the Carmen South high school campus. As Head of Schools, Dr. Hoben currently oversees the administration of all three existing Carmen schools. Ms. Mac Donald holds a Wisconsin school administrator's license, a Master's in Educational Leadership from MSOE via the Woodrow Wilson school leadership fellowship program, and currently is a Ryan Fellow in school leadership with Accelerate Institute. Parents from the Carmen Northwest middle school and

parents from Carmen Southeast and Carmen South high schools are also participating in focus groups and other planning activities for the new south side middle school.

4. **Community responsibility, support for, and leadership of the educational process.**

The Carmen community is broadly defined as those students, staff, parents, school leaders, and representatives of community based organizations that together build and execute the mission and vision of Carmen schools. The community believes it is the responsibility of Milwaukee's civic, community, and business leaders to develop new, high quality, and innovative educational programs for impoverished families and traditionally underserved student populations. Further, the Carmen community believes that all students must graduate from middle school prepared to enter a college preparatory high school and that all high school students must graduate prepared to enter and succeed in college and family-sustaining careers. Students learn best when they can see the real world applications of their knowledge. Limiting learning to the school classroom prevents youth from fully developing their ability to apply knowledge to new contexts and from pursuing the kinds of personal passions that lead to self-directed, life-long learning. Above all else is the Carmen community's conviction that all teachers, parents, and mentors must hold the highest expectations for the academic success of all children, regardless of their cognitive abilities, or cultural and socioeconomic backgrounds.

Each member of the community has a role to play in leading the fulfillment of this vision. Students and staff together establish the school culture making it possible for the school to have the most productive environment for teaching and learning. Both students and staff have many opportunities for input throughout the school year to ensure that all policies and practices are operating as envisioned and that all voices are being heard as the program is refined. Parents may help lead the implementation of the vision by serving on the Parent Association or the School Improvement Committee (a governance support mechanism) and by attending and supporting the many school functions offered beyond the two annual parent/student/teacher conferences. Community partners can provide services outside of the school setting or bring programs to the school and serve on the School Improvement Committee with other members of the school community.

The Carmen community believes that the combination of autonomy in governance, flexibility in organizational design, creativity in human resource development, and accountability for performance established through the Milwaukee Public Schools' non-instrumentality charter contracting and monitoring process will best enable Carmen staff, students, parents and community partners to realize their shared mission and vision as they practice their core beliefs.

5. **Educational program description**

Carmen's middle school academic program has been developed for a diverse population of educationally disadvantaged students with the ultimate goal of closing the achievement gap for low-income studnets and students of color and meeting or exceeding Wisconsin state outcomes on the ACT and the ACT Work Keys exams. Key elements of the model are detailed below.

STEM Focused College Prep and Rigorous Academics

ACT has published numerous studies showing that one of the single factors with the highest correlation to a student actually completing a college education is the academic rigor of his or her high school curriculum, as manifested in the number and types of academic courses completed. Carmen's academic courses are vertically aligned from grades 6-12. In order to graduate from a Carmen school, students must complete four years of college preparatory mathematics, beginning with at least Algebra 1 and ending with at least with Pre-calculus or Calculus; five years of English (including two full-year courses in 9th

grade); four years of social studies/history; and four years of laboratory science. In addition, students must take at least three full years of Spanish, and two or more semesters in the Arts. The purpose of having a focus on science at Carmen is two-fold: to create scientific habits of mind that are useful in any life pursuit, and to meet the demand for workers in the science, technology, and engineering careers.

Middle school students must take three years of mathematics aligned to the Common Core standards such that most students can enter high school ready to take Geometry rather than Algebra and have the opportunity to complete Calculus by graduation. The Carmen middle school humanities curriculum follows the Common Core frameworks for literature, language and social studies and is supported by instructional resources from the Great Books Foundation. The science curriculum at this level includes inquiry modules from the Delta Education FOSS Middle School Science Curriculum and the Carolina Biological STC Secondary School Curriculum, both of which align with the national Next Generation Science Standards, also adopted by Wisconsin. (See Appendix L for more comprehensive information on the curriculum framework.

Stopping Social Promotion. Carmen knows that for students to stay and succeed in college they have to be prepared to attain at least a "C" in each of their classes. Therefore, the Carmen grading and grade promotion requirements are more stringent than those of other Milwaukee area and Wisconsin public schools. Students who earn semester grades below a "C" or 73 percent are required to participate in mid-year inter-session and/or summer session terms to attempt to raise their grades up to a "C." Similarly, middle school students are not promoted if they earn lower than failing grades in more than half of the core courses after participating in summer sessions.

Career and Technical Education Program. Carmen is collaborating with local technical colleges and other colleges in order to develop Career and Technical Education programs in health professions, information technology, and engineering to supplement the core Carmen curriculum. This program has a dual purpose: 1) ensure students have multiple pathways to family and community sustaining careers, and 2) increase the diversity of course offerings to better help students explore interests and develop passions. Middle school students will be prepared to enter a Carmen high school ready to participate in the CTE curricula through career readiness activities in the advisory program supplemented by career exposure partnership programs for middle school students with Marquette University, HUSCO and other engineering firms, MATC, Froedtert Hospital and Aurora Health.

Intervention Opportunities

While the components of Carmen's core model described above are critical to student success, reaching all students requires supplementary programs and individualized approaches that complement and support core academics. These interventions ensure that all Carmen students, including the lowest and highest performing students are provided the resources needed to significantly increase their academic growth each year.

Blended Learning. Carmen utilizes computer based math and reading programs to identify students' foundational skills and set growth and attainment goals for the year. Students spend 45 minutes per day using either ALEKS for math or Achieve 3000 for reading.

After School Support. Students who are earning grades below a "C" are required to attend an after school academic tutoring program until the student consistently maintains a "C" or higher. Each teachers leads structured a academic support session one day per week allowing students to seek after school assistance up to four days per week in different subject areas.

Summer School. Carmen offers a three-week summer school program during which middle school students can gain remedial support and enrichment and also undertake physical fitness activities and various community service projects.

21st Century Skills and Career Readiness

Bridge Program. Students new to the middle school attend a 40-hour program in August that includes orientation to Carmen's culture, mission and vision and practice of the life and study skills necessary to be successful in school. Math and literacy instruction is also included to help get the students ready for middle school level work. Students are introduced to strategies for developing the growth mindset, character traits, and planning skills necessary for success in school.

Advisory Program. All students are assigned to an advisor from the first day of the Bridge Program. The advisor -- usually a teacher, but other staff also may elect to serve in this role -- works with the student through to graduation. The role of the advisor is to assist the student in the developing high school, college and career readiness skills and to ensure that the student has access to the resources he or she will need to be successful at Carmen. The Carmen middle school environment is built upon strong relationships based on the school's core values of respect, responsibility and trust. Through the Middle School Advisory Framework (See Appendix L), the school ensures a safe, welcoming, and aspirational learning environment focused on achieving our middle school mission and vision "Earn. Celebrate. Grow."

Character Education. Carmen has developed a cultural framework (The Community Trust) based on three core values: respect, responsibility and trust that all staff and students apply consistently in recognizing positive and negative behaviors. Further each school adopts a set of character traits that all work to develop and celebrate.

Eight Abilities Framework. Carmen partnered with Alverno College in Milwaukee to scale Alverno's internationally-recognized Abilities-Based Instructional Model for adolescents in a secondary school setting. There are eight abilities all Carmen graduates must demonstrate mastery of by graduation: aesthetic engagement, analysis, communication, developing a global perspective, effective citizenship, problem solving, social interaction, and valuing in decision making. These abilities are initially introduced in 8th grade to prepare students for the Carmen high school experience.

Community Service. Carmen requires middle school students to complete at least 10 hours of community service annually. Most service projects are carried out jointly with teachers, parents, and the school's local community partners and are tied to learning goals embedded in the school's advisory curriculum.

The following appendices also are attached to this proposal: Appendix A: school calendar, Appendix B: student day start and end times, Appendix C: uniform policy. Specific instructional strategies to implement the educational model are detailed in section 6. "Strategies for Attainment o Educational Goals."

6. Strategies for attainment of educational goals

To achieve its educational mission, the middle school aims to (1) increase student achievement, (2) close long-standing achievement gaps, particularly racial and economic gaps, and (3) achieve performance results across a wide spectrum of success indicators including attendance rates, mobility rates, graduation rates, high school non-completion rates, and college enrollment rates. Carmen schools must perform at least as well as district schools on all measures to meet the terms of its charter contracts but the ultimate goal is to have students at Carmen achieve at or above Wisconsin state averages for *all* students.

In addition to the academic performance outcomes set forth in the charter school contract for all non-instrumentality charter schools, the expected outcomes Carmen expects to be held accountable to are as follows:

Student Academic Outcomes

- Students who graduate from the 8th grade at the south side Carmen middle school after being enrolled two or more years there will enter a Carmen high school with an average composite score on the pre-ACT or equivalent assessment that is 1.5 points (approximately 1.5 grade levels) higher than the average score of students enrolling in Carmen's south side high schools from all other K-8 or middle schools.
- Fall to Spring scores on the NWEA MAP assessments for students in grades 6 and 7 will show at least 60% of students meeting their growth goals.
- NWEA MAP assessments for students in grades 6 and 7 will show an average growth of at least 120% of projected growth from Fall to Spring.
- Fall to Spring growth on the pre-ACT or equivalent test will be 1 point or higher for students in 8th grade in reading.
- Fall to Spring growth on the pre-ACT or equivalent test will be 1 point or higher for students in 8th grade in English language.
- Fall to Spring growth on the pre-ACT or equivalent test will be 1 point or higher for students in 8th grade in math.
- Fall to Spring growth on the pre-ACT or equivalent test will be 1 point or higher for students in 8th grade in science.

School Culture Outcomes

- The school-wide average daily attendance rate exceeds the average daily attendance rate for MPS students in grades 6-8 in the first year of operation and all subsequent years.
- The school-wide average daily attendance rate is 90 percent or higher in year one, 92% or higher in year 2, 94% or higher in year 3 and subsequent years.
- September-to-September student keep rate is 80% or higher each year.
- Annual September to September teacher return rate averages 80% or higher after the second year of operation, not including those who a) are not asked to return due to performance issues; b) leave because they move out of Milwaukee or Wisconsin; or c) have a significant life change that causes them not to return to work.

Instructional Strategies

Teachers use a combination of instructional approaches to meet educational goals. The Carmen Instructional model centers on the belief that effective instruction is student centered with the teacher facilitating learning instead of imparting knowledge. In order for teachers to deliver this type of instruction, they must use strategies to manage their classroom and deliver content. Carmen teachers are trained in and continuously practice Doug Lemov's Teach Like a Champion strategies. Additionally, teachers must use data to design their instruction to tailor content and approaches to learning to the strengths and areas for growth of their students. With this data, they are then able to choose the appropriate best practices to design their lessons. Among the best practices used by Carmen are rigorous reading access points and Great Books' Shared Inquiry discussion methods to instill in students the ability to access content on their own through strong reading skills. The comprehensive instructional and coaching model is located in Appendix P and summarized below.

Teach Like a Champion Strategies. The strategies in Doug Lemov's Teach Like a Champion originated from his study of the successful Uncommon Schools charter schools in New York. He identified 49 strategies of master teachers to help new and struggling teachers become champions in the classroom. Carmen's schools use these concrete, specific, and easy to learn steps in onboarding new teachers; in ongoing professional development of all teachers, regardless of content area specialty; and during individual instructional coaching of teachers.
Carmen teachers use Teach Like a Champion strategies to set high academic expectations, engage students in the lesson, create a strong classroom culture, and set and maintain high behavioral expectations.

Data-Driven Instruction. As described in Paul Bambrick-Santoyo's Driven by Data, when implemented well, data-driven instruction has the power to dramatically improve student performance. Carmen leaders and teachers continuously address the four components that need to be in place: rigorous assessment, skills in analysis, accountability of action, and a growth mindset culture. Teachers collaborate with others who teach the same course as well as with school and network staff to design and vet rigorous assessments. After delivering these assessments to students, teachers analyze the results to determine what their students know, what their students are struggling with and, as a result, what instructional strategies were successful or unsuccessful with their students. In collaboration with the course team and instructional coach, teachers then make action plans to increase their students' achievement. This process occurs not only at the end of course units with summative assessments, but also throughout units with formative assessments. The growth mindset leads the teachers to believe they can always improve in their instructional choices and that their students can always improve.

Rigorous Reading Access Points and Great Books Shared Inquiry. Carmen has embraced the strategies of Doug Fisher and Nancy Frey in Rigorous Reading, including their research-based five access points to rigorous reading: purpose and modeling, close and scaffolded reading, collaborative conversations, an independent reading staircase, and demonstrating understanding and assessing performance. By including reading instruction in all classes, Carmen teachers are developing students as self directed learners by increasing their ability to access content through their own reading.

Teachers also facilitate higher level discussions of literature and informational texts in all content areas using the Great Books Shared Inquiry technique. This discussion method of teaching has been developed and refined by the Great Books Foundation over the last sixty years. Similar to Socratic seminars, Shared Inquiry discussions are led by students answering a discussion question after completing activities to effectively use the text in their discussion. In this process, students read and annotate the text. Next, they re-read the text using a specific annotation strategy designed by their teacher. Lastly, before they begin the discussion, students form their answer to the shared inquiry question. Throughout the discussion, students are prompted to respond to each other using textual evidence. After the discussion, students reflect on their answer to the shared inquiry question using their experience in the discussion.

Vertically Aligned Best Practices. Content in each subject is vertically aligned throughout grades 6-12 in Carmen schools to ensure that students are building on their knowledge and skills each year. Additionally, each grade level focuses on specific study skills, note taking techniques, and organizational habits, so that students are gradually building towards greater ownership of their learning. Content-specific study skills, note taking techniques, and organizational habits, such as research and writing skills, also scaffold throughout each year of instruction. Teachers use these guides to make decisions about instructional strategies appropriate for their subject area and grade level.

Co-Teaching. Carmen's student support services program includes co-teaching by regular and special education teachers to create supportive and inclusive classrooms as well as resource room support. Also,

the Carmen Middle School model includes elements of co-teaching by humanities and STEM teacher teams. Instruction in co-teaching classrooms varies depending on the strengths of the teachers and the content of the lesson. Collaborative options include one teacher/one assistant, one teacher/one observer, station teaching, parallel teaching, alternative teaching, and team teaching. All co-teacher teams use a variety of co-teaching strategies and minimize the use of one teacher/one assistant and one teacher/one observer approaches.

Services for Students with Special Needs

Carmen supports and provides special education services to students with a variety of disability designations. Each student receives special education and related services to address needs based on his/her Individualized Education Program or IEP. A student with a disability is entitled to be educated in the least restrictive environment, which means the student must have the opportunity to utilize the general education curriculum and as often as appropriate with non-disabled peers. The IEP team determines the type and amount of services needed, and students are given a service level designation based on the number of hours of service needed per week. For students with disabilities who enroll at the Carmen middle school, the same services will be provided. School staff members make contacts with school counselors and special education teachers at potential feeder elementary schools as well as MPS student services to identify students with special needs who may be interested in attending the school.

A smooth transition for special needs students from other schools to Carmen is enhanced by post-enrollment orientation sessions and one-on-one meetings with incoming families of special needs students, and by reviewing the IEP. All students, regardless of their special needs, have a unique opportunity to learn and grow at Carmen. For students with disabilities, Carmen is an excellent place for a student to develop while receiving the support and mandated services he or she needs, including college preparation support. The IEP team determines the appropriate services for each student with the goal of placement in the least restrictive environment possible. The amount of time each student will participate within the general curriculum and away from the general curriculum will be determined by the IEP team based on each student's individual needs.

A variety of assistive technologies are available in order to make accessing the general curriculum possible for students with disabilities. Students have access to computers, books on tape, computerized reading programs and dictation programs to assist students in accessing the general curriculum and performing at their highest level. Having access to these types of assistive technologies can greatly increase a student's confidence and foster the manifestation of his or her true abilities and talents.

Carmen has a network Special Education Coordinator who coordinates initial evaluations, monitors IEP compliance, reporting, and related activities. Further, Carmen employs certified special education teachers in a ratio of approximately 1 F.T.E. teacher per 15 students with IEPs; however, staff numbers are dictated by the numbers of students with disabilities and the specific nature of the services required.

A complete Special Education Services Plan is provided as Appendix F.

Other Service Areas

English Language Learners are provided services by specialists supported hired using federal Title and per pupil funds.

The middle school will employ a full-time School Social Worker who helps support the social/emotional needs of students and families and also supports school staff members in meeting those needs as appropriate in their respective roles.

The school will have a library with fiction and non-fiction instructional and student resources and access to on-line resources in a full range of subject areas appropriate to support the middle school curriculum. School staff members and teachers are trained to use the library and made familiar with the research resources available for classes and for individual student use. Volunteers also support student access to and proper use of the library and media resources.

7. **Measurement of student progress**

In addition to the mandated state and district tests (e.g., Wisconsin Forward and STAR), the new middle school will also use the NWEA MAP exam to assess academic growth in grades 6 and 7 students and the pre-ACT exam for 8th grade students to measure high school and college academic readiness.

Beyond standardized testing, Carmen believes that assessment of student learning must inform and guide the practices of our teachers. Both students and teachers must learn to assess their own performance and learn to adjust their efforts accordingly. Carmen schools want to be held to the highest public standards for accountability and thus we also conduct local assessments that allow the public to compare the overall achievement of a Carmen school with that of other schools statewide and throughout the nation.

Assessment of student learning should measure student knowledge, performance, and progress and always should be based on clearly stated objectives, criteria, and/or standards to ensure the data actually measure what they are intended to measure (i.e., are valid). Carmen also believes that assessment should be formative (during the learning process so adjustments can be made mid-course) and summative (at the end of a unit or course to look at performance in relation to set standards for achievement).

Examples of *formative assessments* include: quizzes and tests (e.g., comprised of multiple choice or fill-in or true-false or short answer or essay questions), lab reports, and student self-assessments (e.g., reflections or questionnaires). Examples of *summative assessments* include: norm-referenced exams (e.g., ACT or MAP), which measure a student's performance relative to a normal/bell curve; criterion-referenced exams (e.g., Wisconsin Forward), which measure a student's performance judged in relation to specified criteria and seek to demonstrate the student's proficiency in outcomes associated with high standards; final examinations; student portfolios; and senior project reports and presentations.

Tools for Measuring Progress on Goals

The middle school will use many different kinds of tools to measure progress on core goals, including the following examples:

- Standardized exams (e.g., pre-ACT, Wisconsin Forward, MAP, STAR)
- Classroom-based quizzes and tests (used primarily to measure subject area content knowledge)
- Performance assessments (used to measure one or more of Eight Abilities in the context of a particular content area)
- Student portfolios
- School program and activity logs and records
- Staff, Student, and Parent Survey Instruments

An assessment plan is attached as Appendix O to this charter proposal and specific performance measures also are listed in the Executive Summary.

8. Governance

The middle school will be managed under the auspices of Carmen High School of Science and Technology, Inc., a nonprofit corporation established in 2007 and that currently oversees three distinct charter schools. A Carmen Board of Directors now serves and will continue to serve as the principal governing and policy-making entity of the nonprofit corporation. The Bylaws of the corporation specify that the Board may have no fewer than 3 and up to 13 voting members and the Head of Schools, who is a non-voting member.

Summary of Management and Governance Structure of School

The middle school will be a non-instrumentality charter school and its Board of Directors maintains independent governance authority. The school will be lead by a Principal who reports to the Head of Schools who in turn reports to the Carmen Board of Directors. the Bylaws state that the governing board will meet regularly and hold one annual meeting. The annual meeting is held in April. Officers are elected at the annual meeting, as are new members; however, new members may be proposed and elected at any meeting of the Board.

The full Board of Directors meets six times per year and its Executive Committee meets on the alternating months. The Bylaws charge a *School Improvement Committee* (SIC) with advising the Board of Directors on the school's Education Plan (i.e., annual strategic plan with goals and objectives) and making recommendations to the Board on program directions and resources needed to meet the school's measurable goals for each school year. The SIC is responsible for ensuring that the school's budget and human resources are aligned with the education, parent involvement, and community engagement plans, local performance measures, and qualitative and quantitative benchmarks identified in the charter contract. The school's progress in meeting its educational plan goals is monitored by the SIC, which has representatives from the faculty, the student body, the Board of Directors, the Parent Association and other community organizations (e.g., area universities, businesses that sponsor student interns, community and neighborhood organizations, etc.) that partner with Carmen Schools to support the charter network's mission and vision.

Authority of Governing Board

The governing Board of Directors maintains authority over all decisions regarding school operations and together with the Head of Schools is accountable to the charter authority (MPS Board of School Directors) for ensuring that each charter school follows the provisions of the non-instrumentality charter school contract. The Board of Directors has sole authority over approval of budget, the education plan, hiring and evaluation of the Head of Schools, overseeing the annual fiscal and contract compliance audits conducted by an outside firm, and developing and setting policies in these and other areas.

Names/Titles of Governing Board Members

- Glen Hackmann, R.W. Baird (Chair)
- Jason Kohout, Foley and Lardner, LLP (Treasurer)
- Sharon Canter, Community Volunteer
- Tom Ellis, Silver Spring Neighborhood Center
- Ivan Gamboa, Tri City National Bank
- Craig Jorgensen, VJS Construction Services
- Agustin A. Ramirez, HUSCO International, Inc.
- Todd Reardon, Braeger Co. of Wisconsin

- Barbara Wanzo, Blark Arts Milwaukee
- Patricia Hoben, *Non-Voting Member* of the Board of Directors (Head of School)

Involvement of Parents and Community

Parents and community members may serve on the school's Board of Directors, as well as the Board's School Improvement Committee and the *Parent Association*. All parents are expected to participate with their children in the school's community service program and to spend some time volunteering at the school. Attendance at fall and spring parent/teacher conferences is mandatory. In addition, participation in parent workshops is expected of parents. Workshops cover topics that parents request and generally are aimed to help parents grapple with parenting issues such as bullying, what it takes to be successful in a college preparatory school, health and welfare issues, etc. The school also encourages community partner involvement. Community partners are invited to assist students and the staff in many different ways, including tutoring, career information, providing jobs and internships, and helping the school to develop strong relations in the neighborhood of the school.

The Parent Association (PA) leads fundraising by parents and serves as a volunteer support group for the school. This organization gives parents an opportunity to be empowered with knowledge of the school's operations. The PA also assists the Board indirectly through its roles in fundraising and reporting information about issues of interest to parents. All parents are encouraged to take on PA leadership role and/or to participate in the organization. The PA leadership prepares and presents written and oral reports of PA activities to the School Improvement Committee and the Board of Directors.

When a student enrolls at the school, he/she and parents will be required to participate in a one hour in person meeting before the start of the school year at which the school's educational goals and strategies and operational policies are reviewed. After the meeting, the parent and student sign contracts acknowledging their receipt and understanding of the school's expectations and policies.

The school is committed to working with students and parents/guardians to resolve issues of concern in a mutually agreeable fashion. According to the school's Parent/Student Handbook, if at any time a parent has a complaint that is not satisfactorily addressed by the staff at the school, he/she is directed to schedule a phone or in person meeting with the Head of Schools to seek resolution of the concern. After this meeting takes place, if the parent is still not satisfied with the school's handling of the issue or concern, he/she is directed to the Chair of the Board of Directors, who will schedule a meeting to discuss and attempt to resolve the issue of concern. Each year, the Head of Schools meets with parents in an open-ended forum in the Fall and Spring to identify strengths and challenges at the school in order to help the school leader and faculty team be proactive in addressing issues of concern of families as they emerge and to celebrate successes.

9. Certifications and qualifications for employment

Teachers and the school leader will meet the professional standards required by the state of Wisconsin for their respective positions. Faculty will possess valid teaching certificates or Charter school licenses in accordance with Wisconsin statutes 118.19(1) and 121.02(1)(a). Additional standards for the professional staff may be set forth by the school's Board of Directors. School leaders are evaluated by the Head of Schools and the network leadership team using the Wisconsin Department of Public Instruction's principal evaluation tool and the Carmen school audit process (see Appendix P). The top three criteria for evaluating a teacher's job performance are: (1) Teaching all the required curriculum for each course and successfully integrating the Common Core or other relevant Standards; (2) Successfully incorporating Alverno College's Eight Abilities into the curriculum and performance assessments; and (3) Demonstration of ability to identify one's own strengths and areas in need of improvement and to develop

professionally through goal setting and implementation of plans that support the goals. Teachers are evaluated by the school leader using a modified Charlotte Danielson framework (see Appendix P). New teachers are given a preliminary evaluation at three months and a formal evaluation at six months and have access to an experienced instructional coach throughout the first year of teaching. In addition, the teacher writes a Professional Development Plan (PDP) and plans for meeting benchmarks for student academic growth under the school's local assessment measures. Compensation is determined on a scale commensurate with traditional MPS schools. Any performance bonuses are approved annually by the Board of Directors.

Carmen will work to identify and recruit ethnic minorities and Spanish speakers to serve as faculty at the school. The Carmen has a strong partnership with Teach for America Milwaukee, which has been a significant resource for recruiting teachers of color. As a growing organization Carmen Schools has been working to recruit nationally as well.

With the goal of identifying a large and diverse job candidate pool, advertisements for all of the positions will be posted starting in fall 2017 in a variety of forums, including the Department of Public Instruction web site, the Teach for America national network site, and Milwaukee area and out of state colleges and universities. Teacher referrals are also a very important way to identify strong candidates to serve at Carmen schools.

10. Health and safety procedures

The new middle school will adopt the existing Carmen Schools of Science and Technology safety and crisis handbook, which employs best practices and complies with MPS codes. If a tenant in an MPS building, the school will cooperate with MPS in its regular inspections of the facility for safety, systems operations, hazardous materials, and other health and safety factors.

11. Student population to be served

Students from all over Milwaukee will be welcome at the south side middle school, but marketing and recruitment efforts will focus on the neighborhoods where the school expects to be located and where most of Carmen's current south side high schools' families reside, which primarily includes the 53215 and 53204 zip codes. Since Carmen does not provide transportation services, students at Carmen schools tend to live within a 2-4 mile radius of the school. Carmen will target fifth grade students from MPS K-5 schools in the service region and also will target students who would otherwise remain enrolled in the parochial K-8 schools in the service region. Carmen is better positioned to reach middle school students than other stand-alone middle schools because of the strong name recognition of Carmen's original south side high school and the fact that these middle school students will be eligible to enroll directly in a Carmen high school, either Carmen South or Carmen Southeast. United Community Center's two middle schools and the new St. Augustine Prep middle school are recruiting significant numbers of middle school students from 53204 and 53215 and surrounding areas, and Carmen is well-positioned to compete with these non-MPS entities, making it more likely that students will start in an MPS school by 6th grade and remain through high school.

Demographic data from the 2010 census show that the majority of students in the primary target area are low-income and Hispanic, with a smaller but growing population of African Americans. Recruitment of special needs students will be accomplished by working directly with families attending existing Carmen schools as well as counselors, social workers and school leaders from K-5 MPS schools and K-8 private schools in the target region. Special efforts will be made to ensure that students with IEPs submit enrollment forms by the published submission deadlines in order to be included in the first lottery, or if no lottery is required, admitted early in the enrollment process.

Carmen is committed to adopting some less traditional student recruitment strategies that will generate interest in hard-to-reach communities and neighborhoods. Examples already planned include:

- Distributing information meeting fliers and brochures at local churches, coffee shops, popular stores, and cultural festivals scheduled for the 2017-2018 school year preceding the opening of the new school
- Recruiting students and parents who are enrolled in Carmen's south side high schools to serve as spokespersons and advocates for the school in a variety of settings
- Canvassing, door-to-door, single resident homes, apartments, and public housing
- Working with south side organizations that advocate for families of students with special needs

The middle school's Diversity Plan and the Special Education Services Plan are attached to this charter petition as Appendices E and F, respectively.

12. Enrollment procedures

The new Carmen middle school will be open to all students of appropriate grade levels. Because a major operating goal is to ensure all students are prepared for high school, most students will be enrolled in the 6th grade entry year so they have the opportunity to go through all three middle school years at Carmen. A more limited number of transfers will be accepted as 7th and 8th grade students. The school requires all students who wish to apply to submit report cards from the past school year and to write a brief essay describing why the student wishes to attend a Carmen school. This application information is *not* used for selection purposes. All students who apply to the school are accepted unless the applicant pool exceeds the available seats. In that case, a lottery is held. The student's application, including grade reports and the essay, are used in a one-hour meeting that is held with each student *after* a seat has been offered. The purpose of the meeting is to carefully review the unique requirements of the school with each family to ensure that the family clearly understands the expectations. The meetings are intended to provide a realistic overview of what is offered and expected by the school, and to get the student and families excited about the prospects of an education that prepares him/her for college preparatory high school education.

13. Enrollment and grade level distribution

The school will open in 2018 with a single 6th grade class and total enrollment will grow according to the schedule shown in the table below. If in the first year of operation the full capacity for 6th grade cannot be met, then the school will open one section of 7th grade. The model shown offers a conservative growth scheme over the five year term of the charter until 320 students in grades 6-8 enrollment capacity is achieved.

School Year	Grade Levels	Student Enrollment
2018-2019	6,(7 possible)	80
2019-2020	6,7	140
2020-2021	6,7,8	200
2021-2022	6,7,8	260
2022-2023	6,7,8	320

14. Proposed budget

A complete proposed five-year budget plan is attached to this charter petition as Appendix G. Carmen has been awarded a grant for replication of the Carmen middle school model from the U.S. Department of Education in the amount of $800,000. The grant is to be used for the start up expenses associated with the establishment of the new south side middle school, including furnishings, equipment, curriculum materials, technology, and some staff costs that can be sustained once school enrollment is at capacity. Carmen has also received a five-year $100,000 per year grant commitment from the M and I Foundation that will be used for the replication of the middle school. The Charter School Growth Fund also has committed a grant of $250,000 to Carmen for start up expenses related to the replication of the middle school. Carmen also will seek other grants to support the start up costs that can not be covered by public per pupil funds from MPS until enrollment is at the 320 student capacity.

15. Annual financial and program audits

An annual fiscal audit and the required contract program performance and compliance audits will be conducted by Reilly, Penner, & Benton, LLP. Carmen High School of Science and Technology has contracted with this firm since 2007.

16. Student discipline procedures

The school elects to have its own discipline policy, the same one approved for the three existing Carmen schools. The policy is attached as Appendix H. The foundational principle of the Carmen discipline policy is that the students and staff operate under a Community Trust agreement and that this Trust must be maintained in order for the school to maintain a culture that reflects the school's three core values of Respect, Responsibility and Trust. The middle school also adopts a set of character traits that are embedded in all activities throughout the school day such that each student and staff member strives to manifest the positive behaviors that are reflective of the school's selected character traits. Middle school students are celebrated in a variety of ways for modeling the school character traits. By the same token, behaviors that are inconsistent with the kinds of positive behaviors representative of the character traits are subject to disciplinary actions as described in Appendix H.

Under the school's policy, parents can appeal decisions made by the school leader directly to the Head of Schools and, if not satisfied with response from the Head of Schools, will be referred directly to the Chair of the Carmen Board of Directors.

Procedures for disciplinary actions regarding students, including a complete description of the appropriate due process afforded under law as well as offenses that can result in suspension or administrative transfer are described in detail in the policy document given at Appendix H.

17. Public school alternatives

A primary reason for opening the middle school is to create a strong high school preparatory middle school that prepares students for success at schools like Carmen South and Carmen Southeast. Thus Carmen is seeking a location that is accessible to families that are currently enrolled in Carmen's high schools and are interested in having younger siblings at a Carmen middle school as well as others living nearby Carmen's two existing south side high schools. Many of these families are from non-MPS charter schools and parochial schools on the south side.

Students who do not wish to attend this charter middle school have other alternatives in the MPS system including K-8 and middle schools and other private schools participating in the Milwaukee Parental Choice Program. Middle school age students in the attendance area can attend south side MPS traditional and charter schools such as Greenfield Elementary, Morgandale Elementary, Rogers Street Academy, La Causa, Longfellow Elementary and Wedgewood IB Middle School. Non-MPS charter and private schools also operating in the target neighborhoods include: United Community Center's two middle schools, Notre Dame, Nativity, St. Adalbert, St. Rafael, Prince of Peace, St. Anthony, and the new St. Augustine Prep to open in 2017.

18. School facilities and liability insurance

The middle school hopes to lease a facility on the south side of Milwaukee from MPS. The facility would meet the occupancy requirements of appropriate state codes and must be adequate to serve 320 middle school students under the Carmen middle school educational program model. Given the limited availability of MPS facilities, the Carmen Board of Directors is also evaluating other properties available for lease that would meet the requirements.

The school will carry an insurance portfolio that includes:

--A fidelity bond to MPS
--Indemnification and hold harmless clause for MPS for claims
--Workers compensation and statutory employers liability insurance
--Comprehensive general liability insurance

The school will meet all other MPS non-instrumentality charter contract requirements pertaining to insurance.

19. Effect of charter school establishment on liability of school district

The school will adhere to all state laws and MPS insurance and risk management requirements.

20. School transportation and nutrition policies

The school will work use MPS food services if it is located in a leased MPS facility or will work with a non-MPS nutrition services vendor to provide meals for students if the school is located in a facility leased through another owner.

Transportation will not be provided to students, with the exception of homeless students and any student with an IEP that includes transportation. Parents will be informed of all policies pertaining to transportation and nutrition in writing during the enrollment process and orally at open houses and at individual meetings that take place with all new families once a student accepts a seat at the school.

21. Non-instrumentality status

The south side middle school will be a non-instrumentality charter school.

22. School year length and term of contract

The school will open in late August 2018, and is seeking a five-year contract.

Carmen Schools of Science and Technology
School Calendars

Carmen Middle/High School of Science and Technology
2017–2018 Calendar (Northwest Middle School)

Issue Date: 5/17/17

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
31						

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

All students return/last day
8/29, 6/13

New Student Foundation
8/22–8/25

Holidays/School Closed
9/4, 10/30, 11/22–11/24, 12/22–1/2
1/15, 2/19, 3/26–3/30, 4/23, 5/28, 7/4

Testing/End of Quarter
MAP: Weeks of 9/25 and 5/7
End of Quarter Assessments: Weeks of 10/16, 12/11, 3/12, 6/4
Forward Exam: Weeks of 4/16
End of Quarter: 10/19, 12/15, 3/16, 6/13

Staff Professional Development
Students do not attend school on these dates
8/11–8/21, 8/28, 9/5, 10/20, 12/21, 1/26
2/16, 4/20, 5/11, 6/14–6/15

Special Events
Carmen Day: 5/18
8th Grade Promotion Ceremony: 6/8
All School Meetings: 10/25, 12/20, 3/21, 6/6

Parent–Teacher Conferences
10/26–10/27, 3/22–3/23

New Teacher Orientation
8/3–8/10

DATE ISSUED: 5-12-17

Carmen Middle/High School of Science and Technology
2017–2018 Calendar (Northwest High School)

Issue Date: 5/12/17

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
31						

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

All students return/last day

8/29, 6/13

Bridge and Boot Camps

8/21–8/28 Freshman Bridge
8/21–8/25 College Boot Camp (12th)

Holidays/School Closed

9/4, 10/30, 11/22–11/24, 12/22–1/2
1/15, 2/19, 3/26–3/30, 4/23, 5/28, 7/4

Intersession

1/3–1/24

Summer School

6/21–7/12

Exam/Testing Days

Students will be released following test/exam completion

9/1, 10/28 (12th), 12/18–12/20, 1/25
2/27–2/28 (ACT, WorkKeys 11th Only)
4/27 (9th, 10th), 5/30–6/1 (12th Only)
6/11–6/13

Staff Professional Development

Students do not attend school on these dates

8/11–8/18, 9/5, 10/20, 12/21, 1/26
2/16, 4/20, 5/11, 6/14–6/15

New Teacher Orientation

8/3–8/10 (start date subject to change)

Special Events

8/24 Freshman Retreat
10/11–10/14 College Trip (11th)
TBD Senior Retreat (12th)
TBD – Spring Sophomore Retreat (10th)
5/18 Carmen Day
5/25 College Assembly
6/7 Senior Dinner
6/9 Graduation

Parent-Teacher Conferences

10/26–10/27, 3/22–3/23

DATE ISSUED: 5-12-17

Carmen High School of Science and Technology
2017–2018 Calendar (Southeast Campus)

Issue Date: 5/12/17

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
31						

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

All students return/last day
8/29, 6/13

Freshman Bridge
8/21–8/28 Freshman Bridge

Holidays/School Closed
9/4, 10/30, 11/22–11/24, 12/22–1/2
1/15, 2/19, 3/26–3/30, 4/23, 5/28, 7/4

Intersession
1/3–1/24

Summer School
6/21–7/12

Exam/Testing Days
Students will be released following test/exam completion
9/1, 12/18–12/20, 1/25
4/27 (9th, 10th)
6/11–6/13

Staff Professional Development
Students do not attend school on these dates
8/11–8/18, 9/5, 10/20, 12/21, 1/26
2/16, 4/20, 5/11, 6/14–6/15

New Teacher Orientation
8/1–8/10 (start date subject to change)

Special Events
8/25 Freshman Retreat
TBD – Spring Sophomore Retreat (10th)
5/18 Carmen Day

Parent–Teacher Conferences
10/26–10/27, 3/22–3/23

DATE ISSUED: 5-12-17

Carmen High School of Science and Technology 2017–2018 Calendar (South Campus)

Issue Date: 5/12/17

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
31						

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

All students return/last day

8/29, 6/13

Bridge and Boot Camps

8/21–8/25 Freshman Bridge
8/21–8/25 College Boot Camp (12th)

Holidays/School Closed

9/4, 10/30, 11/22–11/24, 12/22–1/2
1/15, 2/19, 3/26–3/30, 4/23, 5/28, 7/4

Intersession

1/3–1/24

Summer School

6/21–7/12

Exam/Testing Days

Students will be released following test/exam completion

9/1, 10/28 (12th), 12/18–12/20, 1/25
2/27–2/28 (ACT, WorkKeys 11th Only)
4/27 (9th, 10th), 5/30–6/1 (12th Only)
6/11–6/13

Staff Professional Development

Students do not attend school on these dates

8/11–8/18, 8/28, 9/5, 10/20, 12/21, 1/26
2/16, 4/20, 5/11, 6/14–6/15

New Teacher Orientation

8/3–8/10

Special Events

8/25 Freshman Retreat
9/27–9/29 College Trip (11th)
10/12–10/14 Senior Retreat (12th)
TBD – Spring Sophomore Retreat (10th)
5/18 Carmen Day
5/25 College Assembly
6/6 Senior Dinner
6/8 Graduation

Parent–Teacher Conferences

10/26–10/27, 3/22–3/23

DATE ISSUED: 5-12-17

Carmen Schools of Science and Technology

Student Schedules

Sample Student Schedule:

9th Grade:

- World Literature
- English Grammar and Composition
- Algebra
- Integrated Science or Biology
- World Cultures
- Elective (i.e. Physical Education, Yoga, Music, Art) or Algebra Skills Lab

10th Grade:

- British and Early American Literature
- Geometry
- Chemistry or Biology
- American Government or AP Government
- Spanish 1
- Elective (i.e. Physical Education, Yoga, Music, Art)

11th Grade:

- American Literature or AP Literature
- Algebra 2
- Chemistry, Physics, or AP Biology
- US History or AP US History
- Spanish 2
- Elective (i.e. Physical Education, Yoga, Music, Art, PLTW, AP Psychology)

12th Grade:

- English 12 or AP Language and Composition
- Pre-Calculus or Integrated Mathematics
- Physics, Environmental Science or AP Biology
- Economics (1 semester) and African American History (1 semester) or Economics (1 semester and AP Psychology (2 semesters)
- Spanish 3
- Elective (i.e. Physical Education, Yoga, Music, Art, PLTW)

Student Weekly Schedule
Appendix K

Student Schedule – A Week

	Monday	Tuesday	Wednesday	Thursday
8:00-8:30 (30)	Advisory	Advisory	Advisory	Advisory
8:34-9:44 (70)	Math	Math	Math	Math
9:48-10:58 (70)	Science	Diff Time (Math)	Science	Diff Time (Math)
11:02-11:52 (50)	Art	Spanish	PE	Spanish
11:56-12:26 (30)	Lunch	Lunch	Lunch	Lunch
12:30-1:00 (30)	DEAR	DEAR	DEAR	DEAR
1:04-2:14 (70)	ELA	ELA	ELA	ELA
2:18-3:28 (70)		Social Studies		Social Studies
3:32-3:45 (13)	Advisory	Advisory	Advisory	Advisory

Diff Time (differentiation time) provides a small group instruction environment where personalized on-line learning literacy and math programs such as Achieve 3000 and ALEKS are utilized in rotation with small group instruction; Science teachers work with math teachers to plan the Diff Time blocks to support math skills development and Social Studies teachers work with English Language Arts teachers to plan the Diff Time blocks for reading. Diff Time targets students in below grade level, at grade level, and above grade level groups.
2 science classes and 2 social studies classes in A Week and 3 science and social studies classes in B week.
2 Diff Times in Reading and 2 Diff Times in Math in A Week and 1 each in B Week
**Spanish is taught all year while Art and Music and PE rotate each quarter*

Student Schedule – B Week

	Monday	Tuesday	Wednesday	Thursday
8:00-8:30 (30)	Advisory	Advisory	Advisory	Advisory
8:34-9:44 (70)	Math	Math	Math	Math
9:48-10:58 (70)	Science	Science	Science	Diff Time (Math)
11:02-11:52 (50)	Art	Spanish	PE	Spanish
11:56-12:26 (30)	Lunch	Lunch	Lunch	Lunch
12:30-1:00 (30)	DEAR	DEAR	DEAR	DEAR
1:04-2:14 (70)	ELA	ELA	ELA	ELA
2:18-3:28 (70)	Social Studies	Social Studies		Social Studies
3:32-3:45 (13)	Advisory	Advisory	Advisory	Advisory

Friday **Adjusted Schedule*	
8:00-8:30 (30)	Morning Meeting
8:34-9:34 (60)	Math
9:38-10:38 (60)	ELA
10:42-11:42 (60)	Science
11:46-12:16 (30)	Lunch
12:20-1:20 (60)	Social Studies
1:24-2:14 (50)	Zest Fest
2:18-2:32 (16)	Advisory

Monday – Thursday Bell Schedule			
Time	**Class**	**Class Length**	**Passing Period**
7:45 - 7:55	Breakfast	10 mins	5 mins
8:00 - 8:25	Advisory	25 mins	4 mins
8:29 - 9:25	1st Hour	56 mins	4 mins
9:29 - 10:25	2nd Hour	55 mins	4 mins
10:29 - 11:25	3rd Hour	55 mins	4 mins
11:29 - 11:51	A Lunch/Enrichment	22 mins	4 mins
11:55 - 12:17	B Lunch/Enrichment	22 mins	4 mins
12:21 - 12:43	C Lunch/Enrichment	22 mins	4 mins
12:47 - 1:43	4th Hour	55 mins	4 mins
1:47 - 2:43	5th Hour	55 mins	4 mins
2:47 - 3:43	6th Hour	55 mins	4 mins
3:47 - 4:35	Office Hours	46 mins	4 mins

Friday Bell Schedule			
Time	**Class**	**Class Length**	**Passing Period**
7:45 - 7:55	Breakfast	10 mins	4 mins
8:00 - 8:12	Advisory Check-in	12 mins	4 mins
8:16 - 8:54	1st Hour	38 mins	4 mins
8:58 - 9:36	2nd Hour	38 mins	4 mins
9:40 - 10:18	3rd Hour	38 mins	4 mins
10:22 - 11:00	4th Hour	38 mins	4 mins
11:04 - 11:42	5th Hour	38 mins	4 mins
11:46 - 12:07	Lunch 1/Advisory	21 mins	4 mins
12:11 - 12:32	Lunch 2/Advisory	21 mins	4 mins
12:36 - 12:57	Lunch 3/Advisory	21 mins	4 mins
1:01 - 1:40	6th Hour	38 mins	4 mins
1:40	Dismissal		

Regular Schedule: Monday-Thursday				
Period	Start	End	# of Minutes	Passing Period
Advisory	8:00am	8:28am	0:28	4min
1st	8:32am	9:26am	0:54	4min
2nd	9:30am	10:24am	0:54	4min
3rd	10:28am	11:22am	0:54	4min
4th	11:26am	12:20pm	0:54	4min
Lunch 1 / Enrichment	12:24pm	1:01pm	0:37	4min
Lunch 2 / Enrichment	1:05pm	1:41pm	0:36	4min
5th	1:45pm	2:39pm	0:54	4min
6th	2:43pm	3:37pm	0:54	8min
*Office Hours	3:45pm	4:30pm	0:45	End of day
*Tutoring will be required for any students failing 1+ class and/or as determined by the classroom teacher.				

Friday – Early Release				
Period	Start	End	# of Minutes	Passing Period
Advisory	8:00am	8:28am	0:28	4min
1st	8:32am	9:12am	0:40	4min
2nd	9:16am	9:56am	0:40	4min
3rd	10:00am	10:40am	0:40	4min
4th	10:44am	11:24am	0:40	4min
5th	11:28am	12:08pm	0:40	4min
Lunch 1 / Enrichment	12:12pm	12:42pm	0:30	4min
Lunch 2 / Enrichment	12:46pm	1:16pm	0:30	4min
6th	1:20pm	2:00pm	0:40	6min
Assembly	2:04pm	2:30pm	0:26	End of day

Staff Professional Development	2:45pm	4:30pm	1:45

Carmen High School of Science & Technology
SOUTHEAST CAMPUS

Regular Schedule: Monday-Thursday				
Period	**Start**	**End**	**# of Minutes**	**Passing Period**
Breakfast	7:40am	7:55am	0:15	5min
Family Meeting	8:00am	8:15am	0:15	3min
Advisory	8:18am	8:48am	0:30	3min
Academic Block 1/4	8:51am	10:21am	0:90	3min
Academic Block 2/5	10:24am	11:54am	0:90	3min
Enrichment	11:57am	12:42pm	0:45	4min
Lunch	12:46pm	1:16pm	0:30	4min
Academic Block 3/6	1:20pm	2:50pm	0:90	3min
Growth Block	2:53pm	3:40pm	0:47	5min
*Office Hours (OH) & Re-assessment room	3:45pm	4:30pm	0:45	End of day

Regular Schedule: Friday				
Period	**Start**	**End**	**# of Minutes**	**Passing Period**
Breakfast	7:40am	7:55am	0:15	5min
Advisory	8:00am	8:30am	0:30	3min
Academic Block 1/4	8:33am	9:53am	0:80	3min
Academic Block 2/5	9:56am	11:16am	0:80	3min
Academic Block 3/6	11:19am	12:43am	0:80	4min
Lunch	12:46pm	1:16pm	0:30	4min
Enrichment	1:20 pm	2:00pm	0:40	End of Day
Staff PD	2:10pm	4:30pm		
Detention: 2:10-4:10pm				

Carmen Schools of Science and Technology
School Budget

MILWAUKEE PUBLIC SCHOOLS

Transmission Cover Sheet			
School Information			
School Name:	Carmen Northwest	**Fiscal Year:**	**2017-2018**
Site Number:	673	**Date:**	
Prepared By:	Heather Heaviland	**Title:**	Director of Operations
Phone Number:	414-837-4000, ext 182	**Email:**	heavilandh@carmenhighschool.org
School Leader:	Dr. Patricia Hoben	**Financial Officer:**	Jason Kohut
Phone Number:	414-837-4000	**Phone Number:**	

Transmittal Type (Check One):			
Original Budget	☑	Budget Revision(s)	☐
Semi-Annual Expenditures	☐	Prior Year Carryover	☐
Annual Expenditures	☐	Other	☐

Indicate the reason for the submission of the attached document(s) (including any carryover amounts) and a summary of how the funds will be expended or a brief explanation of budget revisions. Additional Information (schedules, explanations, etc.) for this submission should also be emailed to Felecia Jasper-Mitchell at jasperfc@milwaukee.k12.wi.us.

For MPS Office of Finance Use Only	
Received By:	Date:
Approved By:	Date:
Notes:	

MILWAUKEE PUBLIC SCHOOLS

Optional Services Calculation Spreadsheet

School Information			
School Name:	Carmen Northwest	**Fiscal Year:**	2017-2018
Site Number:	673	**Date:**	
Prepared By:	Heather Heaviland	Title:	Director of Operations
Phone Number:	414-837-4000, ext 182	Email:	heavilandh@carmenhighschool.org
School Leader:	Dr. Patricia Hoben	Financial Officer:	Jason Kohut
Phone Number:	414-837-4000	Phone Number:	

Instructions:

Use this form to calculate the MPS Optional Services totals, which will be used in the FY18 Non-Instrumentality Charter School Budget form. A portion of the total amount of the instructional services section is deducted from each of the four contract payments: 40% from the first payment, 20% from the second payment, 30% from the third payment, and 10% from the forth payment. At the end of the fiscal year, MPS will summarize your school's actual usage and contract payment deductions and will issue an invoice to your school for excess expenditures. If your school did not incur expenditures equal to your requested MPS Optional Services amount, you must submit a refund request to Felecia Jasper-Mitchell in MPS Finance at jasperfc@milwaukee.k12.wi.us. The due date to request instructional optional services is Thursday, March 16, 2017.

Instructional Optional Services - Special Education

Position	No. of Hours	Position FTEs	FTE Billing Increments	FY18 MPS Annual Rate	FY18 Amount
Occupational Therapist		0.00	0.05	$ 4,658	$ -
Physical Therapist		0.00	0.05	$ 5,484	$ -
Psychologist		0.00	0.10	$ 10,786	$ -
Special Education Supervisor		0.00	0.10	$ 11,782	$ -
Speech Pathologist		0.00	0.20	$ 18,322	$ -
Social Worker		0.00	0.20	$ 21,422	$ -
Special Education Teacher		0.00	0.10	$ 9,161	$ -
Social Worker Assistant		0.00	0.10	$ 3,867	$ -
School Registered Nurse		0.00	0.50	$ 44,008	$ -
School Nurse Associate		0.00	0.38	$ 21,708	$ -
Total Instructional Optional Services - Special Education					**$ -**

NOTE: Non-Instructional Optional Services can be purchased at any time during the school year using an "Optional Services Request Form." Schools are encouraged to make optional services requests as soon as possible to ensure that services are available. Please reference the Optional Services Guide for offerings and prices.

Non-Instructional Optional Services - Other Services

Service Provider	Type of Service	FY18 Annual Rate	FY18 Amount
			$ -
			$ -
			$ -
			$ -
			$ -
Total Non-Instructional Optional Services - Other Services			**$ -**

Non-Instructional Optional Services - Special Education Transportation

Service Provider	Type of Service	FY18 Annual Rate	FY18 Amount
			$ -
			$ -
			$ -
			$ -
			$ -
Total Non-Instructional Optional Services - Special Education Transportation			**$ -**

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

School Name	Carmen Northwest	**Date Submitted**	1/0/1900
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	725.00	<<< sometimes not the same as the contracted FTE's
WI Estimated FTE Allocation	8,405.00	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	6,093,625	<<< Col D Total
Special Education - Reimbursable @ 20%	94,604	<<< Col G Total (will be calculated once Col B is completed)
Total Funding From MPS	6,188,229	<<< Col I Total

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

FTE's - Average or Revised		
WI FTE Allocation	8,188.00	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	0	<<< Col D + Col Q Totals
Approved FY17 Carryover		<<< Col O Total
Other Revisions		<<< Col S Total
Special Education - Reimbursable @ 20%	94,604	<<< Col G + Col T Total
Total Funding From MPS	94,604	<<< Col V Total

A	B	C	D	E	G	I	K	M	O	Q	S	T	V	X	Z
Description	MPS FY18 Eligible Spec Ed $'s from Spec Ed Claim Form & MPS Opt'l Serv Form	MPS + Other Sources FTE Bud/ Rev Bud Positions	MPS FY18 Contract Funding Include IDEA if opt out of MPS Opt Serv	%	FY18 Reimbursable - state defined - Spec Ed costs automatically calculates @ 20%	MPS FY18 Total Original Budget (D+G)	Other Sources FY18 Budget	Total MPS & Other Sources FY18 Budget	MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	MPS FY17 Available Balance (V-X)
Instruction/Instructional Support Costs															
Salaries (non-MPS Staff)															
Teacher(s) Non-Special Education			2,339,244			2,339,244		2,339,244					2,339,244		2,339,244
Teacher(s) Spec Ed - 100% reimbursable	227,916		182,333		45,583	227,916		227,916					227,916		227,916
Substitutes						0		0					0		0
Aides Non-Special Education						0		0					0		0
Aides Spec Ed - 100% reimbursable	126,865		101,492		25,373	126,865		126,865					126,865		126,865
Nurse - 71% - non-reimbursable			0			0		0					0		0
Nurse - 29% Spec Ed reimbursable			0		0	0		0					0		0
Social Worker - 41% - non-reimbursable			45,539			45,539		45,539					45,539		45,539
Social Worker - 59% Spec Ed reimbursable	65,531		52,425		13,106	65,531		65,531					65,531		65,531
Psychologist - 16% - non-reimbursable			0			0		0					0		0
Psychologist - 84% Spec Ed reimbursable			0		0	0		0					0		0
Counselor - 90% - non-reimbursable			0			0		0					0		0
Counselor - 10% Special Ed reimbursable			0		0	0		0					0		0
Spec Ed Supervisor - 100% reimbursable			0		0	0		0					0		0
Part-time Wages						0		0					0		0
Special Education Salaries --Total Aidable	**420,312**	-	-		-	-	-	-	-	-	-	-	-	-	-
Other-*Specify*						0		0					0		0
School Support Staff			19,803			19,803	376,478	396,281					19,803		19,803
						0		0					0		0
						0		0					0		0
						0		0					0		0
	Salaries Subtotal	**0.00**	**2,740,836**		**84,062**	**2,824,898**	**376,478**	**3,201,376**		**0**	**0**	**0**	**2,824,898**	**0**	**2,824,898**
Benefits	**Benefits Subtotal**		617,676		**10,542**	**628,218**		**628,218**					**628,218**		**628,218**
Special Education-Benefits -Total Aidable	52,709														

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

School Name	Carmen Northwest	**Date Submitted**	1/0/1900
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	725.00	<<< sometimes not the same as the contracted FTE's	**FTE's - Average or Revised**		
WI Estimated FTE Allocation	8,405.00		**WI FTE Allocation**	8,188.00	
Other Allocated Funds Per FTE			**Other Allocated Funds Per FTE**		
FTE's x Alloc $'s =	6,093,625	<<< Col D Total	**FTE's x Alloc $'s =**	0	<<< Col D + Col Q Totals
			Approved FY17 Carryover		<<< Col O Total
			Other Revisions		<<< Col S Total
Special Education - Reimbursable @ 20%	94,604	<<< Col G Total (will be calculated once Col B is completed)	**Special Education - Reimbursable @ 20%**	94,604	<<< Col G + Col T Total
Total Funding From MPS	6,188,229	<<< Col I Total	**Total Funding From MPS**	94,604	<<< Col V Total

A	B	C	D	E	G	I	K	M	O	Q	S	T	V	X	Z
Description	**MPS FY18 Eligible Spec Ed**	**MPS + Other Sources**	**MPS FY18 Contract Funding**	**%**	FY18 Reimbursable - state defined - Spec Ed costs	**MPS FY18 Total Original Budget (D+G)**	**Other Sources FY18 Budget**	**Total MPS & Other Sources FY18 Budget**	MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	**MPS FY17 Available Balance (V-X)**
	$'s from Spec Ed Claim Form & MPS Opt'l Serv Form	FTE Bud/ Rev Bud Positions	Include IDEA if opt out of MPS Opt Serv		automatically calculates @ 20%										
Purchased Services															
Consultants/Contracted Services						0		0					0		0
Extracurricular Activities						0		0					0		0
Field Trips						0		0					0		0
Staff Development-travel/conferences						0		0					0		0
Car allowance-instructional staff travel						0		0					0		0
Duplicating						0		0					0		0
Optional Services from MPS - Special Ed			0		0	0		0					0		0
Price List Services from MPS						0		0					0		0
Other-*Specify*						0		0					0		0
Instructional consultants and misc services			432,742			432,742		432,742					432,742		432,742
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
Purchased Services Subtotal			**432,742**		**0**	**432,742**	**0**	**432,742**	**0**	**0**	**0**	**0**	**432,742**	**0**	**432,742**
Instruction/Instructional Support Costs															
Classroom Materials/Equipment															
Instructional Supplies						0		0					0		0
Textbooks						0		0					0		0
Media						0		0					0		0
Program Supplies						0		0					0		0
Classroom Equipment						0		0					0		0
Equipment Rental						0		0					0		0
Software						0		0					0		0
Other-*Specify*						0		0					0		0
Instructional materials and equipment			395,307			395,307		395,307					395,307		395,307
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
Materials/Equipment Subtotal			**395,307**		**0**	**395,307**	**0**	**395,307**	**0**	**0**	**0**	**0**	**395,307**	**0**	**395,307**
Total Instruction		**0.00**	**4,186,561**	**63.7%**	**94,604**	**4,281,165**	**376,478**	**4,657,643**	**0**	**0**	**0**	**0**	**4,281,165**	**0**	**4,281,165**

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

School Name	Carmen Northwest	**Date Submitted**	1/0/1900
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	725.00	<<< sometimes not the same as the contracted FTE's
WI Estimated FTE Allocation	8,405.00	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	6,093,625	<<< Col D Total
Special Education - Reimbursable @ 20%	94,604	<<< Col G Total (will be calculated once Col B is completed)
Total Funding From MPS	6,188,229	<<< Col I Total

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

FTE's - Average or Revised		
WI FTE Allocation	8,188.00	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	0	<<< Col D + Col Q Totals
Approved FY17 Carryover		<<< Col O Total
Other Revisions		<<< Col S Total
Special Education - Reimbursable @ 20%	94,604	<<< Col G + Col T Total
Total Funding From MPS	94,604	<<< Col V Total

A	B	C	D	E	G	I	K	M	O	Q	S	T	V	X	Z
Description	MPS FY18 Eligible Spec Ed $'s from Spec Ed Claim Form & MPS Opt'l Serv Form	MPS + Other Sources FTE Bud/ Rev Bud Positions	MPS FY18 Contract Funding Include IDEA if opt out of MPS Opt Serv	%	FY18 Reimbursable - state defined - Spec Ed costs automatically calculates @ 20%	MPS FY18 Total Original Budget (D+G)	Other Sources FY18 Budget	Total MPS & Other Sources FY18 Budget	MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	MPS FY17 Available Balance (V-X)
Non-Instructional Costs															
Salaries															
Program Director/Principal						0		0					0		0
Assistant Administrator						0		0					0		0
Security						0		0					0		0
Engineer (Janitor)						0		0					0		0
Clerical						0		0					0		0
Accounting/Financial						0		0					0		0
Food Services						0		0					0		0
Part-time Wages						0		0					0		0
Other-*Specify*						0		0					0		0
All administrative staff			385,081			385,081		385,081					385,081		385,081
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
	Salaries Subtotal	**0.00**	**385,081**		**0**	**385,081**	**0**	**385,081**		**0**	**0**	**0**	**385,081**	**0**	**385,081**
Benefits	**Benefits Subtotal**		**157,732**			**157,732**		**157,732**					**157,732**		**157,732**
Non-Instructional Costs (non-MPS Staff)															
Purchased Services															
Consultants						0		0					0		0
Administrative Staff Development-travel/conferences						0		0					0		0
Car allowance-non-instructional staff						0		0					0		0
Duplicating						0		0					0		0
Postage						0		0					0		0
Rents			30,208			30,208	725,000	755,208					30,208		30,208
Utilities						0		0					0		0
Telephone						0		0					0		0
Maintenance Services						0		0					0		0
Memberships/Subscriptions						0		0					0		0
MPS Admin Fee @ 3%---*automatically calculates*			182,809			182,809		182,809					182,809		182,809
MPS Opt'l Serv Form - Non-instruc Services						0		0					0		0
MPS Opt'l Serv Form - Non-instruc Transportation						0		0					0		0
Special Ed Form - Spec Ed Transportation			0		0	0		0					0		0
Transportation for Non-MPS Traditional Students						0		0					0		0
Other-*Specify*	Misc services, bldg improvements		260,685			260,685		260,685					260,685		260,685
	Central administrative support		697,595			697,595		697,595					697,595		697,595
						0		0					0		0
						0		0					0		0
						0		0					0		0
	Purchased Services Subtotal		**1,171,297**		**0**	**1,171,297**	**725,000**	**1,896,297**	**0**	**0**	**0**	**0**	**1,171,297**	**0**	**1,171,297**

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

School Name	Carmen Northwest	**Date Submitted**	1/0/1900
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	725.00	<<< sometimes not the same as the contracted FTE's
WI Estimated FTE Allocation	8,405.00	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	6,093,625	<<< Col D Total
Special Education - Reimbursable @ 20%	94,604	<<< Col G Total (will be calculated once Col B is completed)
Total Funding From MPS	6,188,229	<<< Col I Total

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

FTE's - Average or Revised		
WI FTE Allocation	8,188.00	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	0	<<< Col D + Col Q Totals
Approved FY17 Carryover		<<< Col O Total
Other Revisions		<<< Col S Total
Special Education - Reimbursable @ 20%	94,604	<<< Col G + Col T Total
Total Funding From MPS	94,604	<<< Col V Total

A	B	C	D	E	G	I	K	M	O	Q	S	T	V	X	Z
Description	MPS FY18 Eligible Spec Ed $'s from Spec Ed Claim Form & MPS Opt'l Serv Form	MPS + Other Sources FTE Bud/ Rev Bud Positions	MPS FY18 Contract Funding Include IDEA if opt out of MPS Opt Serv	%	FY18 Reimbursable - state defined - Spec Ed costs automatically calculates @ 20%	MPS FY18 Total Original Budget (D+G)	Other Sources FY18 Budget	Total MPS & Other Sources FY18 Budget	MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	MPS FY17 Available Balance (V-X)
Non-Instructional Materials/Equipment															
Office Supplies			113,712			113,712	24,552	138,264					113,712		113,712
Maintenance Equipment						0		0					0		0
Building/Maintenance Supplies						0		0					0		0
Building Alarm/Security						0		0					0		0
Office Equipment						0		0					0		0
Equipment Rental						0		0					0		0
Copier Rental						0		0					0		0
Other-*Specify*						0		0					0		0
	Misc equipment					0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
	Materials/Equipment Subtotal		**113,712**		**0**	**113,712**	**24,552**	**138,264**	**0**	**0**	**0**	**0**	**113,712**	**0**	**113,712**
Insurance															
General Liability			79,242			79,242		79,242					79,242		79,242
Other-*Specify*	Working Capital					0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
	Insurance Subtotal		**79,242**		**0**	**79,242**	**0**	**79,242**	**0**	**0**	**0**	**0**	**79,242**	**0**	**79,242**
Total Non-Instruction		**0.00**	**1,907,064**	**36.3%**	**0**	**1,907,064**	**749,552**	**2,656,616**	**0**	**0**	**0**	**0**	**1,907,064**	**0**	**1,907,064**
GRAND TOTALS		**0.00**	**6,093,625**	**100.0%**	**94,604**	**6,188,229**	**1,126,030**	**7,314,259**	**0**	**0**	**0**	**0**	**6,188,229**	**0**	**6,188,229**
						6,188,229		**7,314,259**					**6,188,229**		**6,188,229**
Total Special Ed. Costs	**473,021**														

Special Ed. Costs Reconciliation	
MPS Optional Service Form	**0**
Spec Ed Cost Claim Form-Wages+Bene	**473,021**
Spec Ed Cost Claim Form-Transportation	**0**
Total Special Ed. Costs	**473,021**
	0

Funding should be			6,093,625		94,604	6,188,229			0	(6,093,625)	0	0	94,604		
Variances (s/b $0)			**0**		**(0)**	**(0)**			**0**	**6,093,625**	**0**	**0**	**6,093,625**	**6,093,625**	

Other Sources List by Fund	Dollars Budgeted
Title One	376,478
MPS Addtl Funds Request	725,000
Misc Fees, Other	24,552
Total	**1126030**
Column K Total	**1,126,030**
Difference (s/b $0)	**0**

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

School Name	Carmen Northwest	**Date Submitted**	1/0/1900
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	725.00	<<< sometimes not the same as the contracted FTE's
WI Estimated FTE Allocation	8,405.00	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	6,093,625	<<< Col D Total
Special Education - Reimbursable @ 20%	94,604	<<< Col G Total (will be calculated once Col B is completed)
Total Funding From MPS	6,188,229	<<< Col I Total

A	B	C	D	E	G	I	K	M
Description	**MPS FY18 Eligible Spec Ed**	**MPS + Other Sources**	**MPS FY18 Contract Funding**	**%**	FY18 Reimbursable - state defined - Spec Ed costs	**MPS FY18 Total Original Budget (D+G)**	**Other Sources FY18 Budget**	**Total MPS & Other Sources FY18 Budget**
	$'s from Spec Ed Claim Form & MPS Opt'l Serv Form	FTE Bud/ Rev Bud Positions	**Include IDEA if opt out of MPS Opt Serv**		**automatically calculates @ 20%**			

NOTE:
- **Submit above report, when completed, - Appendices F & G - by e-mail in Excel format To... Felecia Jasper-Mitchell (jasperfc@milwaukee.k12.wi.us) and Cc... Bridget Schock (shockbx@milwaukee.k12.wi.us).**
- **The school employee, who is in charge of approving this completed report, must send the e-mail directly or be Cc'ed on the e-mail to acknowledge he/she has authorized the submission of this report to MPS.**

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

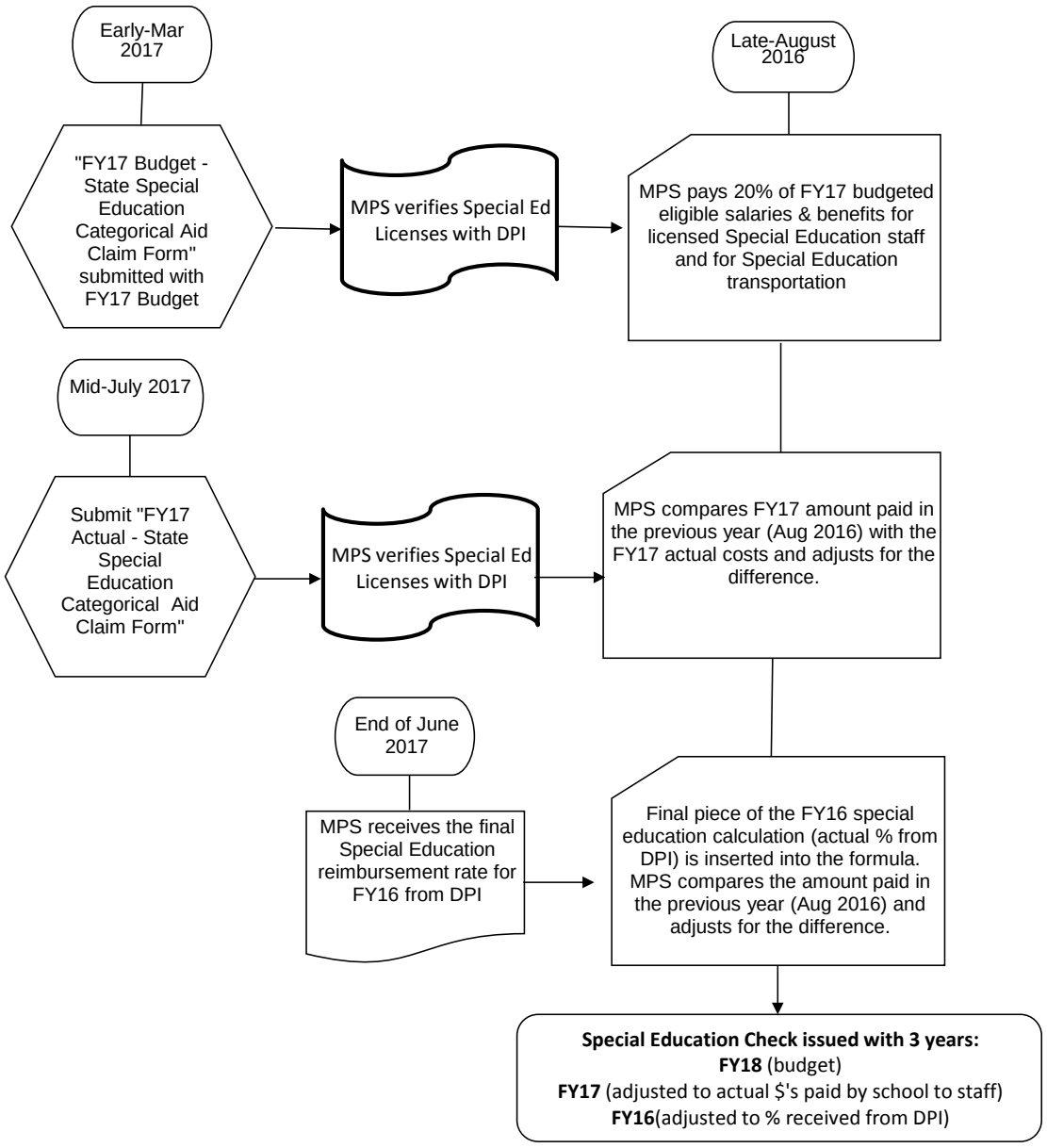
Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

FTE's - Average or Revised		
WI FTE Allocation	8,188.00	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	0	<<< Col D + Col Q Totals
Approved FY17 Carryover		<<< Col O Total
Other Revisions		<<< Col S Total
Special Education - Reimbursable @ 20%	94,604	<<< Col G + Col T Total
Total Funding From MPS	94,604	<<< Col V Total

O	Q	S	T	V	X	Z
MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	**MPS FY17 Available Balance (V-X)**

MILWAUKEE PUBLIC SCHOOLS

FY18 SPECIAL EDUCATION COST CLAIM AND REIMBURSEMENTS PROCESS



Visit MPS Mconnect and click on the **Budget and Financial Planning tab** to retrieve a copy of the "FY17 Budget - 2017-2018 State Special Education Categorical Aid Claim Form with instructions" to complete.

E-mail special education claim forms **in excel format** to Felecia Jasper-Mitchell, MPS Office of Finance, at jasperfc@milwaukee.k12.wi.us.

Note: If forms are not received on time, no August 2017 payment will be made until the following year.

MILWAUKEE PUBLIC SCHOOLS

Transmission Cover Sheet			
School Information			
School Name:	Carmen South & SouthEast	**Fiscal Year:**	**2017-2018**
Site Number:	678	**Date:**	5/31/2017
Prepared By:	Heather Heaviland	**Title:**	Director of Operations
Phone Number:	414-837-4000, ext 182	**Email:**	heavilandh@carmenhighschool.org
School Leader:	Patricia Hoben	**Financial Officer:**	Jason Kohut
Phone Number:	414-837-4000	**Phone Number:**	

Transmittal Type (Check One):			
Original Budget	☑	Budget Revision(s)	☐
Semi-Annual Expenditures	☐	Prior Year Carryover	☐
Annual Expenditures	☐	Other	☐

Indicate the reason for the submission of the attached document(s) (including any carryover amounts) and a summary of how the funds will be expended or a brief explanation of budget revisions. Additional Information (schedules, explanations, etc.) for this submission should also be emailed to Felecia Jasper-Mitchell at jasperfc@milwaukee.k12.wi.us.
Carmen South budget ONLY. Carmen Southeast (#451) is submitted seperately.

For MPS Office of Finance Use Only	
Received By:	Date:
Approved By:	Date:
Notes:	

MILWAUKEE PUBLIC SCHOOLS

Optional Services Calculation Spreadsheet

School Information			
School Name:	Carmen South & SouthEast	**Fiscal Year:**	2017-2018
Site Number:	678	**Date:**	42886
Prepared By:	Heather Heaviland	Title:	Director of Operations
Phone Number:	414-837-4000, ext 182	Email:	heavilandh@carmenhighschool.org
School Leader:	Patricia Hoben	Financial Officer:	Jason Kohut
Phone Number:	414-837-4000	Phone Number:	

Instructions:

Use this form to calculate the MPS Optional Services totals, which will be used in the FY18 Non-Instrumentality Charter School Budget form. A portion of the total amount of the instructional services section is deducted from each of the four contract payments: 40% from the first payment, 20% from the second payment, 30% from the third payment, and 10% from the forth payment. At the end of the fiscal year, MPS will summarize your school's actual usage and contract payment deductions and will issue an invoice to your school for excess expenditures. If your school did not incur expenditures equal to your requested MPS Optional Services amount, you must submit a refund request to Felecia Jasper-Mitchell in MPS Finance at jasperfc@milwaukee.k12.wi.us. The due date to request instructional optional services is Thursday, March 16, 2017.

Instructional Optional Services - Special Education

Position	No. of Hours	Position FTEs	FTE Billing Increments	FY18 MPS Annual Rate	FY18 Amount
Occupational Therapist		0.00	0.05	$ 4,658	$ -
Physical Therapist		0.00	0.05	$ 5,484	$ -
Psychologist		0.00	0.10	$ 10,786	$ -
Special Education Supervisor		0.00	0.10	$ 11,782	$ -
Speech Pathologist		0.00	0.20	$ 18,322	$ -
Social Worker		0.00	0.20	$ 21,422	$ -
Special Education Teacher		0.00	0.10	$ 9,161	$ -
Social Worker Assistant		0.00	0.10	$ 3,867	$ -
School Registered Nurse		0.00	0.50	$ 44,008	$ -
School Nurse Associate		0.00	0.38	$ 21,708	$ -
Total Instructional Optional Services - Special Education					**$ -**

NOTE: Non-Instructional Optional Services can be purchased at any time during the school year using an "Optional Services Request Form." Schools are encouraged to make optional services requests as soon as possible to ensure that services are available. Please reference the Optional Services Guide for offerings and prices.

Non-Instructional Optional Services - Other Services

Service Provider	Type of Service	FY18 Annual Rate	FY18 Amount
			$ -
			$ -
			$ -
			$ -
			$ -
Total Non-Instructional Optional Services - Other Services			**$ -**

Non-Instructional Optional Services - Special Education Transportation

Service Provider	Type of Service	FY18 Annual Rate	FY18 Amount
			$ -
			$ -
			$ -
			$ -
			$ -
Total Non-Instructional Optional Services - Special Education Transportation			**$ -**

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

School Name	Carmen South & SouthEast	**Date Submitted**	5/31/2017
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	**360.00**	**<<< sometimes not the same as the contracted FTE's**
WI Estimated FTE Allocation	**8,405.00**	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	3,025,800	**<<< Col D Total**
Special Education - Reimbursable @ 20%	38,175	**<<< Col G Total (will be calculated once Col B is completed)**
Total Funding From MPS	3,063,975	**<<< Col I Total**

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

FTE's - Average or Revised		
WI FTE Allocation	**8,188.00**	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	0	**<<< Col D + Col Q Totals**
Approved FY17 Carryover		**<<< Col O Total**
Other Revisions		**<<< Col S Total**
Special Education - Reimbursable @ 20%	38,175	**<<< Col G + Col T Total**
Total Funding From MPS	38,175	**<<< Col V Total**

A	B	C	D	E	G	I	K	M	O	Q	S	T	V	X	Z
Description	**MPS FY18 Eligible Spec Ed**	**MPS + Other Sources**	**MPS FY18 Contract Funding**	**%**	FY18 Reimbursable - state defined - Spec Ed costs	**MPS FY18 Total Original Budget (D+G)**	**Other Sources FY18 Budget**	**Total MPS & Other Sources FY18 Budget**	MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	**MPS FY17 Available Balance (V-X)**
	$'s from Spec Ed Claim Form & MPS Opt'l Serv Form	FTE Bud/ Rev Bud Positions	**Include IDEA if opt out of MPS Opt Serv**		**automatically calculates @ 20%**										
Instruction/Instructional Support Costs															
Salaries (non-MPS Staff)															
Teacher(s) Non-Special Education			1,122,047			1,122,047	95,236	1,217,283					1,122,047		1,122,047
Teacher(s) Spec Ed - 100% reimbursable	130,644		104,515		26,129	130,644		130,644					130,644		130,644
Substitutes						0		0					0		0
Aides Non-Special Education						0		0					0		0
Aides Spec Ed - 100% reimbursable			0		0	0		0					0		0
Nurse - 71% - non-reimbursable			0			0		0					0		0
Nurse - 29% Spec Ed reimbursable			0		0	0		0					0		0
Social Worker - 41% - non-reimbursable			24,042			24,042		24,042					24,042		24,042
Social Worker - 59% Spec Ed reimbursable	34,597		27,678		6,919	34,597		34,597					34,597		34,597
Psychologist - 16% - non-reimbursable			0			0		0					0		0
Psychologist - 84% Spec Ed reimbursable			0		0	0		0					0		0
Counselor - 90% - non-reimbursable			0			0		0					0		0
Counselor - 10% Special Ed reimbursable			0		0	0		0					0		0
Spec Ed Supervisor - 100% reimbursable			0		0	0		0					0		0
Part-time Wages						0		0					0		0
Special Education Salaries --Total Aidable	**165,241**	-	-		-	-	-	-	-	-	-	-	-	-	-
Other-*Specify*			93,214			93,214		93,214					93,214		93,214
Support Staff						0	119,722	119,722					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
Salaries Subtotal		**0.00**	**1,371,496**		**33,048**	**1,404,544**	**214,958**	**1,619,502**		**0**	**0**	**0**	**1,404,544**	**0**	**1,404,544**
Benefits	**Benefits Subtotal**		337,717		**5,127**	**342,844**		**342,844**					**342,844**		**342,844**
Special Education-Benefits -Total Aidable	25,634														

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

School Name	Carmen South & SouthEast	**Date Submitted**	5/31/2017
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	**360.00**	<<< sometimes not the same as the contracted FTE's
WI Estimated FTE Allocation	**8,405.00**	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	3,025,800	<<< Col D Total
Special Education - Reimbursable @ 20%	38,175	<<< Col G Total (will be calculated once Col B is completed)
Total Funding From MPS	3,063,975	<<< Col I Total

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

FTE's - Average or Revised		
WI FTE Allocation	**8,188.00**	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	0	<<< Col D + Col Q Totals
Approved FY17 Carryover		<<< Col O Total
Other Revisions		<<< Col S Total
Special Education - Reimbursable @ 20%	38,175	<<< Col G + Col T Total
Total Funding From MPS	38,175	<<< Col V Total

A	B	C	D	E	G	I	K	M	O	Q	S	T	V	X	Z
Description	MPS FY18 Eligible Spec Ed $'s from Spec Ed Claim Form & MPS Opt'l Serv Form	MPS + Other Sources FTE Bud/ Rev Bud Positions	MPS FY18 Contract Funding Include IDEA if opt out of MPS Opt Serv	%	FY18 Reimbursable - state defined - Spec Ed costs automatically calculates @ 20%	MPS FY18 Total Original Budget (D+G)	Other Sources FY18 Budget	Total MPS & Other Sources FY18 Budget	MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	MPS FY17 Available Balance (V-X)
Purchased Services															
Consultants/Contracted Services						0		0					0		0
Extracurricular Activities						0		0					0		0
Field Trips						0		0					0		0
Staff Development-travel/conferences						0		0					0		0
Car allowance-instructional staff travel						0		0					0		0
Duplicating						0		0					0		0
Optional Services from MPS - Special Ed			0		0	0		0					0		0
Price List Services from MPS						0		0					0		0
Other-*Specify*						0		0					0		0
Instructional Consultants and Misc Services			180,224		180,224	180,224		180,224					180,224		180,224
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
Purchased Services Subtotal			**180,224**		**0**	**180,224**	**0**	**180,224**	**0**	**0**	**0**	**0**	**180,224**	**0**	**180,224**
Instruction/Instructional Support Costs															
Classroom Materials/Equipment															
Instructional Supplies						0		0					0		0
Textbooks						0		0					0		0
Media						0		0					0		0
Program Supplies						0		0					0		0
Classroom Equipment						0		0					0		0
Equipment Rental						0		0					0		0
Software						0		0					0		0
Other-*Specify*						0		0					0		0
Classroom Materials/Equipment			144,412			144,412		144,412					144,412		144,412
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
Materials/Equipment Subtotal			**144,412**		**0**	**144,412**	**0**	**144,412**	**0**	**0**	**0**	**0**	**144,412**	**0**	**144,412**
Total Instruction		**0.00**	**2,033,849**	**65.6%**	**38,175**	**2,072,024**	**214,958**	**2,286,982**	**0**	**0**	**0**	**0**	**2,072,024**	**0**	**2,072,024**

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

School Name	Carmen South & SouthEast	**Date Submitted**	5/31/2017
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	**360.00**	<<< sometimes not the same as the contracted FTE's
WI Estimated FTE Allocation	**8,405.00**	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	3,025,800	<<< Col D Total
Special Education - Reimbursable @ 20%	38,175	<<< Col G Total (will be calculated once Col B is completed)
Total Funding From MPS	3,063,975	<<< Col I Total

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

FTE's - Average or Revised		
WI FTE Allocation	**8,188.00**	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	0	<<< Col D + Col Q Totals
Approved FY17 Carryover		<<< Col O Total
Other Revisions		<<< Col S Total
Special Education - Reimbursable @ 20%	38,175	<<< Col G + Col T Total
Total Funding From MPS	38,175	<<< Col V Total

A	B	C	D	E	G	I	K	M	O	Q	S	T	V	X	Z
Description	MPS FY18 Eligible Spec Ed $'s from Spec Ed Claim Form & MPS Opt'l Serv Form	MPS + Other Sources FTE Bud/ Rev Bud Positions	MPS FY18 Contract Funding Include IDEA if opt out of MPS Opt Serv	%	FY18 Reimbursable - state defined - Spec Ed costs automatically calculates @ 20%	MPS FY18 Total Original Budget (D+G)	Other Sources FY18 Budget	Total MPS & Other Sources FY18 Budget	MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	MPS FY17 Available Balance (V-X)
Non-Instructional Costs															
Salaries															
Program Director/Principal						0		0					0		0
Assistant Administrator						0		0					0		0
Security						0		0					0		0
Engineer (Janitor)						0		0					0		0
Clerical						0		0					0		0
Accounting/Financial						0		0					0		0
Food Services						0		0					0		0
Part-time Wages						0		0					0		0
Other-*Specify*						0							0		0
Administrative Staff			191,040			191,040	29,748	29,748					191,040		191,040
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
	Salaries Subtotal	**0.00**	**191,040**		**0**	**191,040**	**29,748**	**29,748**		**0**	**0**	**0**	**191,040**	**0**	**191,040**
Benefits	**Benefits Subtotal**		**89,884**			**89,884**		**89,884**					**89,884**		**89,884**
Non-Instructional Costs (non-MPS Staff)															
Purchased Services															
Consultants						0		0					0		0
Administrative Staff Development-travel/conferences						0		0					0		0
Car allowance-non-instructional staff						0		0					0		0
Duplicating						0		0					0		0
Postage						0		0					0		0
Rents			131,270			131,270	111,557	242,827					131,270		131,270
Utilities						0		0					0		0
Telephone						0		0					0		0
Maintenance Services						0		0					0		0
Memberships/Subscriptions						0		0					0		0
MPS Admin Fee @ 3%---*automatically calculates*			90,774			90,774		90,774					90,774		90,774
MPS Opt'l Serv Form - Non-instruc Services						0		0					0		0
MPS Opt'l Serv Form - Non-instruc Transportation						0		0					0		0
Special Ed Form - Spec Ed Transportation			0		0	0		0					0		0
Transportation for Non-MPS Traditional Students						0		0					0		0
Other-*Specify*						0		0					0		0
Central administration			330,440			330,440		330,440					330,440		330,440
General administrative costs			75,000			75,000		75,000					75,000		75,000
						0		0					0		0
						0		0					0		0
	Purchased Services Subtotal		**627,484**		**0**	**627,484**	**111,557**	**739,041**	**0**	**0**	**0**	**0**	**627,484**	**0**	**627,484**

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

School Name	Carmen South & SouthEast	**Date Submitted**	5/31/2017
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	360.00	<<< sometimes not the same as the contracted FTE's
WI Estimated FTE Allocation	8,405.00	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	3,025,800	<<< Col D Total
Special Education - Reimbursable @ 20%	38,175	<<< Col G Total (will be calculated once Col B is completed)
Total Funding From MPS	3,063,975	<<< Col I Total

A	B	C	D	E	G	I	K	M
Description	MPS FY18 Eligible Spec Ed	MPS + Other Sources	MPS FY18 Contract Funding	%	FY18 Reimbursable - state defined - Spec Ed costs	MPS FY18 Total Original Budget (D+G)	Other Sources FY18 Budget	Total MPS & Other Sources FY18 Budget
	$'s from Spec Ed Claim Form & MPS Opt'l Serv Form	FTE Bud/ Rev Bud Positions	Include IDEA if opt out of MPS Opt Serv		automatically calculates @ 20%			
Non-Instructional Materials/Equipment								
Office Supplies			46,007			46,007		46,007
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-*Specify*						0		0
Building Improvements						0	256,943	256,943
						0		0
						0		0
						0		0
						0		0
						0		0
						0		0
Materials/Equipment Subtotal			**46,007**		**0**	**46,007**	**256,943**	**302,950**
Insurance								
General Liability			37,536			37,536		37,536
Other-*Specify*						0		0
						0		0
						0		0
						0		0
Insurance Subtotal			**37,536**		**0**	**37,536**	**0**	**37,536**
Total Non-Instruction		**0.00**	**991,951**	**34.4%**	**0**	**991,951**	**398,248**	**1,199,159**
GRAND TOTALS		**0.00**	**3,025,800**	**100.0%**	**38,175**	**3,063,975**	**613,206**	**3,486,141**
						3,063,975		**3,677,181**

Total Special Ed. Costs	**190,875**

Special Ed. Costs Reconciliation	
MPS Optional Service Form	**0**
Spec Ed Cost Claim Form-Wages+Bene	**190,875**
Spec Ed Cost Claim Form-Transportation	**0**
Total Special Ed. Costs	**190,875**
	0

Funding should be	3,025,800		38,175	3,063,975		
Variances (s/b $0)	**0**		**(0)**	**(0)**		

Other Sources List by Fund	Dollars Budgeted
Title One	244706
MPS Additional Funds	360000
Fees, Misc	8500
Total	**613206**
Column K Total	**613,206**
Difference (s/b $0)	**0**

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

FTE's - Average or Revised		
WI FTE Allocation	8,188.00	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	0	<<< Col D + Col Q Totals
Approved FY17 Carryover		<<< Col O Total
Other Revisions		<<< Col S Total
Special Education - Reimbursable @ 20%	38,175	<<< Col G + Col T Total
Total Funding From MPS	38,175	<<< Col V Total

O	Q	S	T	V	X	Z
MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	MPS FY17 Available Balance (V-X)
				46,007		46,007
				0		0
				0		0
				0		0
				0		0
				0		0
				0		0
				0		0
				0		0
				0		0
				0		0
				0		0
				0		0
				0		0
				0		0
				0		0
0	**0**	**0**	**0**	**46,007**	**0**	**46,007**
				37,536		37,536
				0		0
				0		0
				0		0
				0		0
0	**0**	**0**	**0**	**37,536**	**0**	**37,536**
0	**0**	**0**	**0**	**991,951**	**0**	**991,951**
0	**0**	**0**	**0**	**3,063,975**	**0**	**3,063,975**
				3,063,975		**3,063,975**

0	(3,025,800)	0	0	38,175	
0	**3,025,800**	**0**	**0**	**3,025,800**	**3,025,800**

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

School Name	Carmen South & SouthEast	**Date Submitted**	5/31/2017
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	360.00	<<< sometimes not the same as the contracted FTE's
WI Estimated FTE Allocation	8,405.00	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	3,025,800	<<< Col D Total
Special Education - Reimbursable @ 20%	38,175	<<< Col G Total (will be calculated once Col B is completed)
Total Funding From MPS	3,063,975	<<< Col I Total

A	B	C	D	E	G	I	K	M
Description	**MPS FY18 Eligible Spec Ed**	**MPS + Other Sources**	**MPS FY18 Contract Funding**	**%**	FY18 Reimbursable - state defined - Spec Ed costs	**MPS FY18 Total Original Budget (D+G)**	**Other Sources FY18 Budget**	**Total MPS & Other Sources FY18 Budget**
	$'s from Spec Ed Claim Form & MPS Opt'l Serv Form	FTE Bud/ Rev Bud Positions	**Include IDEA if opt out of MPS Opt Serv**		**automatically calculates @ 20%**			

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

FTE's - Average or Revised		
WI FTE Allocation	8,188.00	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	0	<<< Col D + Col Q Totals
Approved FY17 Carryover		<<< Col O Total
Other Revisions		<<< Col S Total
Special Education - Reimbursable @ 20%	38,175	<<< Col G + Col T Total
Total Funding From MPS	38,175	<<< Col V Total

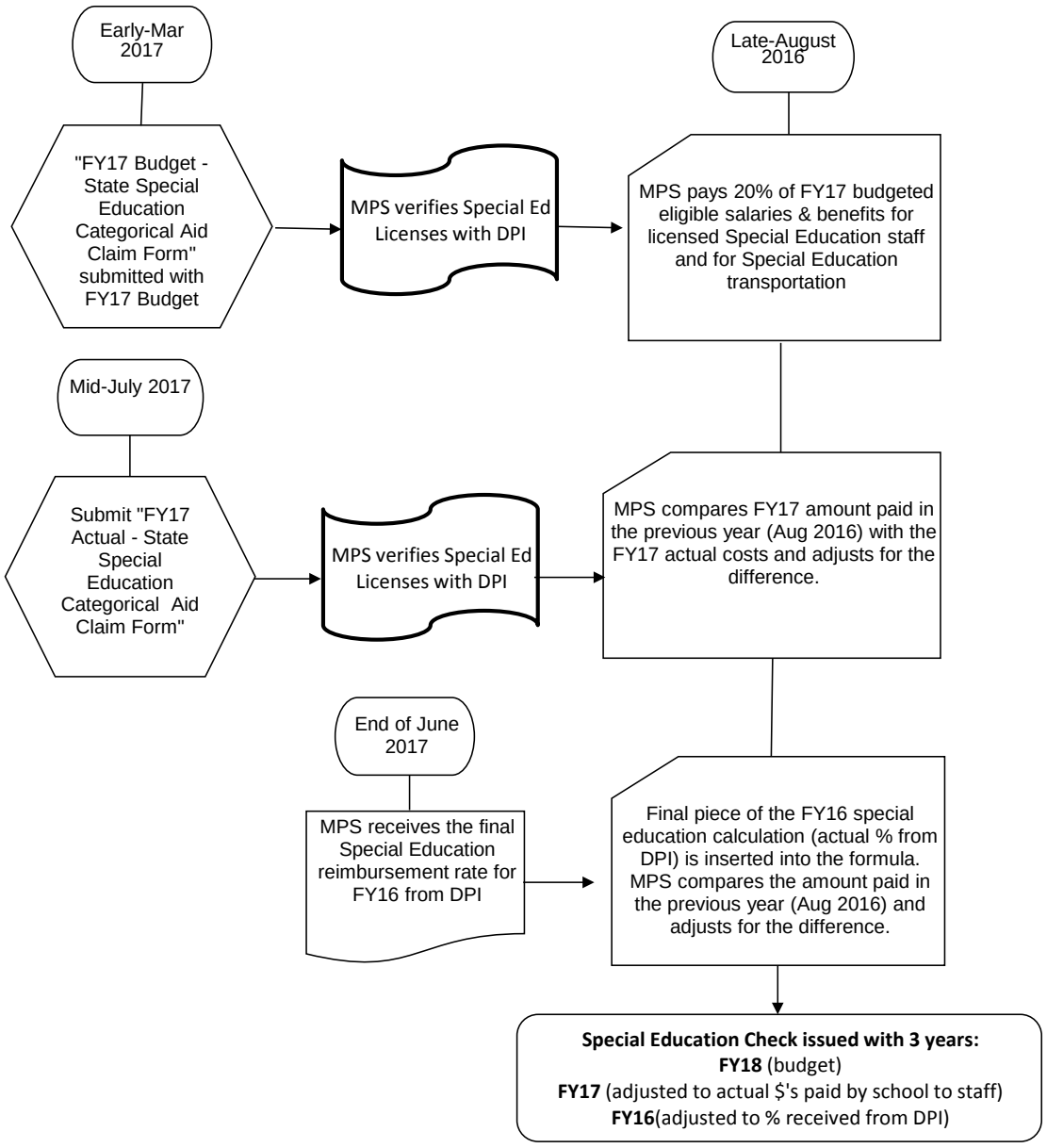
O	Q	S	T	V	X	Z
MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	**MPS FY17 Available Balance (V-X)**

NOTE:

- **Submit above report, when completed, - Appendices F & G - by e-mail in Excel format To... Felecia Jasper-Mitchell (jasperfc@milwaukee.k12.wi.us) and Cc... Bridget Schock (shockbx@milwaukee.k12.wi.us).**
- **The school employee, who is in charge of approving this completed report, must send the e-mail directly or be Cc'ed on the e-mail to acknowledge he/she has authorized the submission of this report to MPS.**

MILWAUKEE PUBLIC SCHOOLS

FY18 SPECIAL EDUCATION COST CLAIM AND REIMBURSEMENTS PROCESS



Visit MPS Mconnect and click on the **Budget and Financial Planning tab** to retrieve a copy of the "FY17 Budget - 2017-2018 State Special Education Categorical Aid Claim Form with instructions" to complete.

E-mail special education claim forms **in excel format** to Felecia Jasper-Mitchell, MPS Office of Finance, at jasperfc@milwaukee.k12.wi.us.

Note: If forms are not received on time, no August 2017 payment will be made until the following year.

MILWAUKEE PUBLIC SCHOOLS

Transmission Cover Sheet			
School Information			
School Name:	Carmen South & SouthEast	**Fiscal Year:**	**2017-2018**
Site Number:	678	**Date:**	5/31/2017
Prepared By:	Heather Heaviland	**Title:**	Director of Operations
Phone Number:	414-837-4000, ext 182	**Email:**	heavilandh@carmenhighschool.org
School Leader:	Dr. Patrica Hoben	**Financial Officer:**	Jason Kohut
Phone Number:	414-837-4000	**Phone Number:**	

Transmittal Type (Check One):			
Original Budget	☑	Budget Revision(s)	☐
Semi-Annual Expenditures	☐	Prior Year Carryover	☐
Annual Expenditures	☐	Other	☐

Indicate the reason for the submission of the attached document(s) (including any carryover amounts) and a summary of how the funds will be expended or a brief explanation of budget revisions. Additional Information (schedules, explanations, etc.) for this submission should also be emailed to Felecia Jasper-Mitchell at jasperfc@milwaukee.k12.wi.us.
Note that this is for SOUTHEAST only (Site #451). As per previous directions from Contracted Services, we will prepare separate budgets for South and Southeast going forward.

For MPS Office of Finance Use Only	
Received By:	Date:
Approved By:	Date:
Notes:	

MILWAUKEE PUBLIC SCHOOLS

Optional Services Calculation Spreadsheet

School Information			
School Name:	Carmen South & SouthEast	**Fiscal Year:**	2017-2018
Site Number:	678	**Date:**	42886
Prepared By:	Heather Heaviland	Title:	Director of Operations
Phone Number:	414-837-4000, ext 182	Email:	heavilandh@carmenhighschool.org
School Leader:	Dr. Patrica Hoben	Financial Officer:	Jason Kohut
Phone Number:	414-837-4000	Phone Number:	

Instructions:

Use this form to calculate the MPS Optional Services totals, which will be used in the FY18 Non-Instrumentality Charter School Budget form. A portion of the total amount of the instructional services section is deducted from each of the four contract payments: 40% from the first payment, 20% from the second payment, 30% from the third payment, and 10% from the forth payment. At the end of the fiscal year, MPS will summarize your school's actual usage and contract payment deductions and will issue an invoice to your school for excess expenditures. If your school did not incur expenditures equal to your requested MPS Optional Services amount, you must submit a refund request to Felecia Jasper-Mitchell in MPS Finance at jasperfc@milwaukee.k12.wi.us. The due date to request instructional optional services is Thursday, March 16, 2017.

Instructional Optional Services - Special Education

Position	No. of Hours	Position FTEs	FTE Billing Increments	FY18 MPS Annual Rate	FY18 Amount
Occupational Therapist		0.00	0.05	$ 4,658	$ -
Physical Therapist		0.00	0.05	$ 5,484	$ -
Psychologist		0.00	0.10	$ 10,786	$ -
Special Education Supervisor		0.00	0.10	$ 11,782	$ -
Speech Pathologist		0.00	0.20	$ 18,322	$ -
Social Worker		0.00	0.20	$ 21,422	$ -
Special Education Teacher		0.00	0.10	$ 9,161	$ -
Social Worker Assistant		0.00	0.10	$ 3,867	$ -
School Registered Nurse		0.00	0.50	$ 44,008	$ -
School Nurse Associate		0.00	0.38	$ 21,708	$ -
Total Instructional Optional Services - Special Education					**$ -**

NOTE: Non-Instructional Optional Services can be purchased at any time during the school year using an "Optional Services Request Form." Schools are encouraged to make optional services requests as soon as possible to ensure that services are available. Please reference the Optional Services Guide for offerings and prices.

Non-Instructional Optional Services - Other Services

Service Provider	Type of Service	FY18 Annual Rate	FY18 Amount
			$ -
			$ -
			$ -
			$ -
			$ -
Total Non-Instructional Optional Services - Other Services			**$ -**

Non-Instructional Optional Services - Special Education Transportation

Service Provider	Type of Service	FY18 Annual Rate	FY18 Amount
			$ -
			$ -
			$ -
			$ -
			$ -
Total Non-Instructional Optional Services - Special Education Transportation			**$ -**

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

School Name	Carmen South & SouthEast	**Date Submitted**	5/31/2017
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	**360.00**	<<< sometimes not the same as the contracted FTE's
WI Estimated FTE Allocation	**8,405.00**	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	3,025,800	<<< Col D Total
Special Education - Reimbursable @ 20%	35,296	<<< Col G Total (will be calculated once Col B is completed)
Total Funding From MPS	3,061,096	<<< Col I Total

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

FTE's - Average or Revised		
WI FTE Allocation	**8,188.00**	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	0	<<< Col D + Col Q Totals
Approved FY17 Carryover		<<< Col O Total
Other Revisions		<<< Col S Total
Special Education - Reimbursable @ 20%	35,296	<<< Col G + Col T Total
Total Funding From MPS	35,296	<<< Col V Total

A	B	C	D	E	G	I	K	M	O	Q	S	T	V	X	Z
Description	**MPS FY18 Eligible Spec Ed**	**MPS + Other Sources**	**MPS FY18 Contract Funding**	**%**	FY18 Reimbursable - state defined - Spec Ed costs	**MPS FY18 Total Original Budget (D+G)**	**Other Sources FY18 Budget**	**Total MPS & Other Sources FY18 Budget**	MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	**MPS FY17 Available Balance (V-X)**
	$'s from Spec Ed Claim Form & MPS Opt'l Serv Form	FTE Bud/ Rev Bud Positions	**Include IDEA if opt out of MPS Opt Serv**		**automatically calculates @ 20%**										
Instruction/Instructional Support Costs															
Salaries (non-MPS Staff)															
Teacher(s) Non-Special Education			949,654			949,654	153,782	1,103,436					949,654		949,654
Teacher(s) Spec Ed - 100% reimbursable	126,535		101,228		25,307	126,535		126,535					126,535		126,535
Substitutes						0		0					0		0
Aides Non-Special Education						0		0					0		0
Aides Spec Ed - 100% reimbursable			0		0	0		0					0		0
Nurse - 71% - non-reimbursable			0			0		0					0		0
Nurse - 29% Spec Ed reimbursable			0		0	0		0					0		0
Social Worker - 41% - non-reimbursable			21,115			21,115		21,115					21,115		21,115
Social Worker - 59% Spec Ed reimbursable	30,385		24,308		6,077	30,385		30,385					30,385		30,385
Psychologist - 16% - non-reimbursable			0			0		0					0		0
Psychologist - 84% Spec Ed reimbursable			0		0	0		0					0		0
Counselor - 90% - non-reimbursable			0			0		0					0		0
Counselor - 10% Special Ed reimbursable			0		0	0		0					0		0
Spec Ed Supervisor - 100% reimbursable			0		0	0		0					0		0
Part-time Wages						0		0					0		0
Special Education Salaries --Total Aidable	**156,920**	-	-		-	-	-	-	-	-	-	-	-	-	-
Other-*Specify*						0		0					0		0
School Support Staff - Other			152,542			152,542	63,550	216,092					152,542		152,542
						0		0					0		0
						0		0					0		0
						0		0					0		0
	Salaries Subtotal	**0.00**	**1,248,847**		**31,384**	**1,280,231**	**217,332**	**1,497,563**		**0**	**0**	**0**	**1,280,231**	**0**	**1,280,231**
Benefits	**Benefits Subtotal**		317,374		**3,912**	**321,286**	642	**321,928**					**321,286**		**321,286**
Special Education-Benefits -Total Aidable	19,558														

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

School Name	Carmen South & SouthEast	**Date Submitted**	5/31/2017
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	**360.00**	<<< sometimes not the same as the contracted FTE's
WI Estimated FTE Allocation	**8,405.00**	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	3,025,800	<<< Col D Total
Special Education - Reimbursable @ 20%	35,296	<<< Col G Total (will be calculated once Col B is completed)
Total Funding From MPS	3,061,096	<<< Col I Total

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

FTE's - Average or Revised		
WI FTE Allocation	**8,188.00**	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	0	<<< Col D + Col Q Totals
Approved FY17 Carryover		<<< Col O Total
Other Revisions		<<< Col S Total
Special Education - Reimbursable @ 20%	35,296	<<< Col G + Col T Total
Total Funding From MPS	35,296	<<< Col V Total

A	B	C	D	E	G	I	K	M	O	Q	S	T	V	X	Z
Description	MPS FY18 Eligible Spec Ed $'s from Spec Ed Claim Form & MPS Opt'l Serv Form	MPS + Other Sources FTE Bud/ Rev Bud Positions	MPS FY18 Contract Funding Include IDEA if opt out of MPS Opt Serv	%	FY18 Reimbursable - state defined - Spec Ed costs automatically calculates @ 20%	MPS FY18 Total Original Budget (D+G)	Other Sources FY18 Budget	Total MPS & Other Sources FY18 Budget	MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	MPS FY17 Available Balance (V-X)
Purchased Services															
Consultants/Contracted Services						0		0					0		0
Extracurricular Activities						0		0					0		0
Field Trips						0		0					0		0
Staff Development-travel/conferences						0		0					0		0
Car allowance-instructional staff travel						0		0					0		0
Duplicating						0		0					0		0
Optional Services from MPS - Special Ed			0		0	0		0					0		0
Price List Services from MPS						0		0					0		0
Other-*Specify*						0		0					0		0
Consutlants, field trips, retreats, and other purchased instructional			134,678			134,678		134,678					134,678		134,678
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
Purchased Services Subtotal			**134,678**		**0**	**134,678**	**0**	**134,678**	**0**	**0**	**0**	**0**	**134,678**	**0**	**134,678**
Instruction/Instructional Support Costs															
Classroom Materials/Equipment															
Instructional Supplies						0		0					0		0
Textbooks						0		0					0		0
Media						0		0					0		0
Program Supplies						0		0					0		0
Classroom Equipment						0		0					0		0
Equipment Rental						0		0					0		0
Software						0		0					0		0
Other-*Specify*						0		0					0		0
Instructional Materials and Equipment			306,756			306,756	201,201	507,957					306,756		306,756
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
Materials/Equipment Subtotal			**306,756**		**0**	**306,756**	**201,201**	**507,957**	**0**	**0**	**0**	**0**	**306,756**	**0**	**306,756**
Total Instruction		**0.00**	**2,007,655**	**65.7%**	**35,296**	**2,042,951**	**419,175**	**2,462,126**	**0**	**0**	**0**	**0**	**2,042,951**	**0**	**2,042,951**

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

School Name	Carmen South & SouthEast	**Date Submitted**	5/31/2017
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	**360.00**	<<< sometimes not the same as the contracted FTE's
WI Estimated FTE Allocation	**8,405.00**	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	3,025,800	<<< Col D Total
Special Education - Reimbursable @ 20%	35,296	<<< Col G Total (will be calculated once Col B is completed)
Total Funding From MPS	3,061,096	<<< Col I Total

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

FTE's - Average or Revised		
WI FTE Allocation	**8,188.00**	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	0	<<< Col D + Col Q Totals
Approved FY17 Carryover		<<< Col O Total
Other Revisions		<<< Col S Total
Special Education - Reimbursable @ 20%	35,296	<<< Col G + Col T Total
Total Funding From MPS	35,296	<<< Col V Total

A	B	C	D	E	G	I	K	M	O	Q	S	T	V	X	Z
Description	MPS FY18 Eligible Spec Ed $'s from Spec Ed Claim Form & MPS Opt'l Serv Form	MPS + Other Sources FTE Bud/ Rev Bud Positions	MPS FY18 Contract Funding Include IDEA if opt out of MPS Opt Serv	%	FY18 Reimbursable - state defined - Spec Ed costs automatically calculates @ 20%	MPS FY18 Total Original Budget (D+G)	Other Sources FY18 Budget	Total MPS & Other Sources FY18 Budget	MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	MPS FY17 Available Balance (V-X)
Non-Instructional Costs															
Salaries															
Program Director/Principal						0		0					0		0
Assistant Administrator						0		0					0		0
Security						0		0					0		0
Engineer (Janitor)						0		0					0		0
Clerical						0		0					0		0
Accounting/Financial						0		0					0		0
Food Services						0		0					0		0
Part-time Wages						0		0					0		0
Other-*Specify*						0		0					0		0
All School Administrative Staff			258,944			258,944	29,748	288,692					258,944		258,944
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
	Salaries Subtotal	**0.00**	**258,944**		**0**	**258,944**	**29,748**	**288,692**		**0**	**0**	**0**	**258,944**	**0**	**258,944**
Benefits	**Benefits Subtotal**		**83,945**			**83,945**		**83,945**					**83,945**		**83,945**
Non-Instructional Costs (non-MPS Staff)															
Purchased Services															
Consultants						0		0					0		0
Administrative Staff Development-travel/conferences						0		0					0		0
Car allowance-non-instructional staff						0		0					0		0
Duplicating						0		0					0		0
Postage						0		0					0		0
Rents						0	235,000	235,000					0		0
Utilities						0		0					0		0
Telephone						0		0					0		0
Maintenance Services						0		0					0		0
Memberships/Subscriptions						0		0					0		0
MPS Admin Fee @ 3%---*automatically calculates*			90,774			90,774		90,774					90,774		90,774
MPS Opt'l Serv Form - Non-instruc Services						0		0					0		0
MPS Opt'l Serv Form - Non-instruc Transportation						0		0					0		0
Special Ed Form - Spec Ed Transportation			0		0	0		0					0		0
Transportation for Non-MPS Traditional Students						0		0					0		0
Other-*Specify*	Purchased services/non-instruction		155,207			155,207		155,207					155,207		155,207
	Central administrative support		330,440			330,440		330,440					330,440		330,440
						0		0					0		0
						0		0					0		0
						0		0					0		0
	Purchased Services Subtotal		**576,421**		**0**	**576,421**	**235,000**	**811,421**	**0**	**0**	**0**	**0**	**576,421**	**0**	**576,421**

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

School Name	Carmen South & SouthEast	**Date Submitted**	5/31/2017
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	360.00	<<< sometimes not the same as the contracted FTE's	**FTE's - Average or Revised**		
WI Estimated FTE Allocation	8,405.00		**WI FTE Allocation**	8,188.00	
Other Allocated Funds Per FTE			**Other Allocated Funds Per FTE**		
FTE's x Alloc $'s =	3,025,800	<<< Col D Total	**FTE's x Alloc $'s =**	0	<<< Col D + Col Q Totals
			Approved FY17 Carryover		<<< Col O Total
			Other Revisions		<<< Col S Total
Special Education - Reimbursable @ 20%	35,296	<<< Col G Total (will be calculated once Col B is completed)	**Special Education - Reimbursable @ 20%**	35,296	<<< Col G + Col T Total
Total Funding From MPS	3,061,096	<<< Col I Total	**Total Funding From MPS**	35,296	<<< Col V Total

A	B	C	D	E	G	I	K	M	O	Q	S	T	V	X	Z
Description	MPS FY18 Eligible Spec Ed $'s from Spec Ed Claim Form & MPS Opt'l Serv Form	MPS + Other Sources FTE Bud/ Rev Bud Positions	MPS FY18 Contract Funding Include IDEA if opt out of MPS Opt Serv	%	FY18 Reimbursable - state defined - Spec Ed costs automatically calculates @ 20%	MPS FY18 Total Original Budget (D+G)	Other Sources FY18 Budget	Total MPS & Other Sources FY18 Budget	MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	MPS FY17 Available Balance (V-X)
Non-Instructional Materials/Equipment															
Office Supplies			53,799			53,799		53,799					53,799		53,799
Maintenance Equipment						0		0					0		0
Building/Maintenance Supplies						0		0					0		0
Building Alarm/Security						0		0					0		0
Office Equipment			7,500			7,500		7,500					7,500		7,500
Equipment Rental						0		0					0		0
Copier Rental						0		0					0		0
Other-*Specify*						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
Materials/Equipment Subtotal			**61,299**		**0**	**61,299**	**0**	**61,299**	**0**	**0**	**0**	**0**	**61,299**	**0**	**61,299**
Insurance															
General Liability			37,536			37,536		37,536					37,536		37,536
Other-*Specify*						0		0					0		0
						0		0					0		0
						0		0					0		0
						0		0					0		0
Insurance Subtotal			**37,536**		**0**	**37,536**	**0**	**37,536**	**0**	**0**	**0**	**0**	**37,536**	**0**	**37,536**
Total Non-Instruction		**0.00**	**1,018,145**	**34.3%**	**0**	**1,018,145**	**264,748**	**1,282,893**	**0**	**0**	**0**	**0**	**1,018,145**	**0**	**1,018,145**
GRAND TOTALS		**0.00**	**3,025,800**	**100.0%**	**35,296**	**3,061,096**	**683,923**	**3,745,019**	**0**	**0**	**0**	**0**	**3,061,096**	**0**	**3,061,096**
						3,061,096		**3,745,019**					**3,061,096**		**3,061,096**

Total Special Ed. Costs 176,479

Special Ed. Costs Reconciliation	
MPS Optional Service Form	**0**
Spec Ed Cost Claim Form-Wages+Bene	**176,479**
Spec Ed Cost Claim Form-Transportation	**0**
Total Special Ed. Costs	**176,479**
	0

Funding should be			3,025,800		35,296	3,061,096			0	(3,025,800)	0	0	35,296		
Variances (s/b $0)			**0**		**0**	**0**			**0**	**3,025,800**	**0**	**0**	**3,025,800**	**3,025,800**	

Other Sources List by Fund	Dollars Budgeted
Title One	190,563
MPS Addtl Fund Request	360,000
Misc Grants	133,360
Total	**683923**
Column K Total	**683,923**
Difference (s/b $0)	**0**

MILWAUKEE PUBLIC SCHOOLS
Office of Finance

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL BUDGET

Appendix F - Original Budget Form - 7/1/17 thru 6/30/18

School Name	Carmen South & SouthEast	**Date Submitted**	5/31/2017
Contact Person	Heather Heaviland	**E-mail Address**	heavilandh@carmenhighschool.org
Phone Number	414-837-4000, ext 182		

Items highlighted in yellow are calculated by a formula

FTE's - Original Budget	360.00	<<< sometimes not the same as the contracted FTE's
WI Estimated FTE Allocation	8,405.00	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	3,025,800	<<< Col D Total
Special Education - Reimbursable @ 20%	35,296	<<< Col G Total (will be calculated once Col B is completed)
Total Funding From MPS	3,061,096	<<< Col I Total

A	B	C	D	E	G	I	K	M
Description	**MPS FY18 Eligible Spec Ed**	**MPS + Other Sources**	**MPS FY18 Contract Funding**	**%**	FY18 Reimbursable - state defined - Spec Ed costs	**MPS FY18 Total Original Budget (D+G)**	**Other Sources FY18 Budget**	**Total MPS & Other Sources FY18 Budget**
	$'s from Spec Ed Claim Form & MPS Opt'l Serv Form	FTE Bud/ Rev Bud Positions	**Include IDEA if opt out of MPS Opt Serv**		**automatically calculates @ 20%**			

FY18 NON-INSTRUMENTALITY CHARTER SCHOOL

Appendix G - Revised Budget & Semi-annual Report Form - 7/1/17 thru 6/30/18

FTE's - Average or Revised		
WI FTE Allocation	8,188.00	
Other Allocated Funds Per FTE		
FTE's x Alloc $'s =	0	<<< Col D + Col Q Totals
Approved FY17 Carryover		<<< Col O Total
Other Revisions		<<< Col S Total
Special Education - Reimbursable @ 20%	35,296	<<< Col G + Col T Total
Total Funding From MPS	35,296	<<< Col V Total

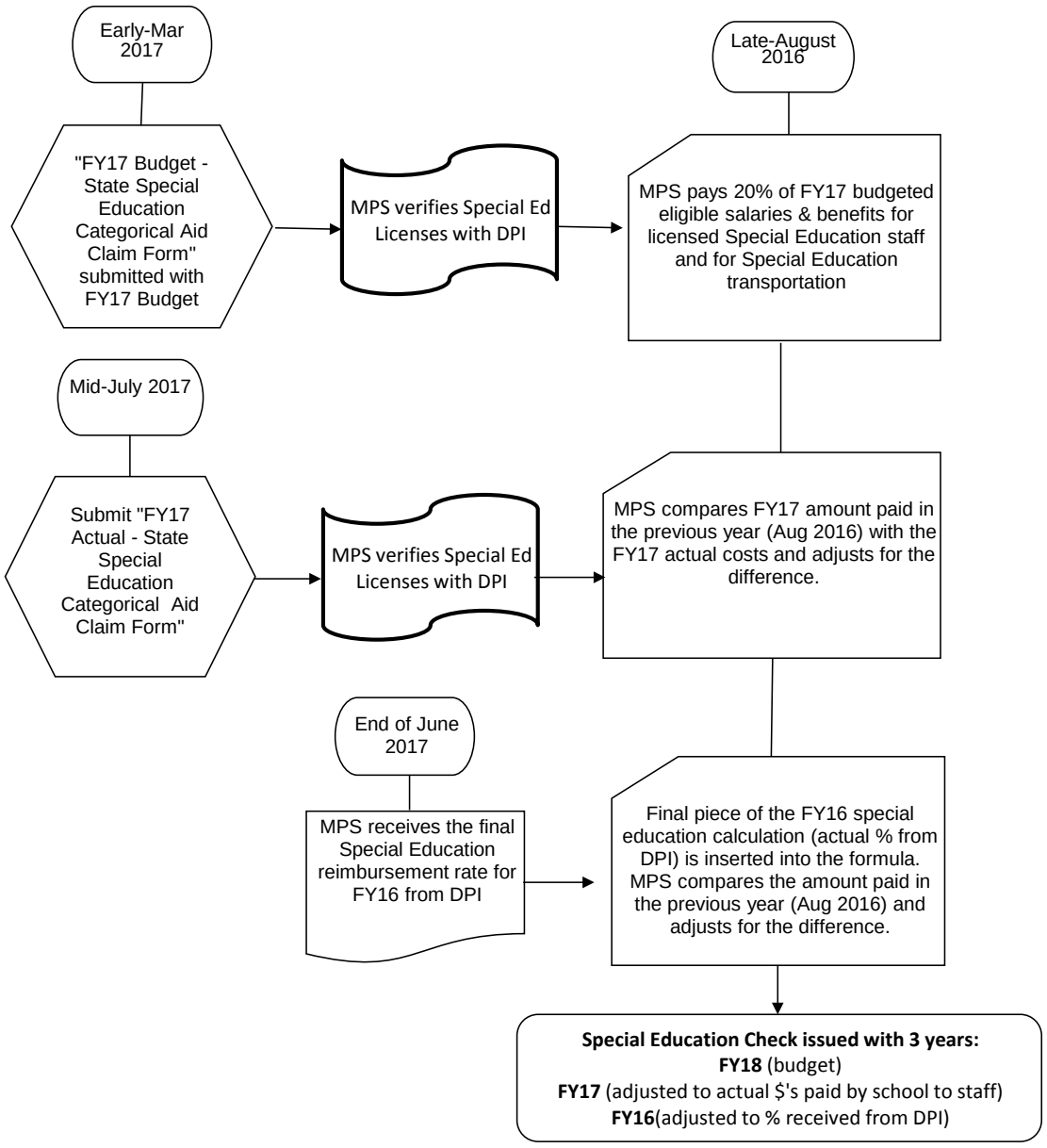
O	Q	S	T	V	X	Z
MPS Approved Carryover from FY17	MPS FY18 Allocation Per Pupil or FTE Count Changes	MPS FY18 Other Revisions	FY18 Reimbursable - state defined - Spec Ed costs @ 20%	MPS FY18 Revised Budget (I+O+Q+S+T)	MPS FY18 Actual Expenses 7/1/17 - 12/31/18	**MPS FY17 Available Balance (V-X)**

NOTE:

- **Submit above report, when completed, - Appendices F & G - by e-mail in Excel format To... Felecia Jasper-Mitchell (jasperfc@milwaukee.k12.wi.us) and Cc... Bridget Schock (shockbx@milwaukee.k12.wi.us).**
- **The school employee, who is in charge of approving this completed report, must send the e-mail directly or be Cc'ed on the e-mail to acknowledge he/she has authorized the submission of this report to MPS.**

MILWAUKEE PUBLIC SCHOOLS

FY18 SPECIAL EDUCATION COST CLAIM AND REIMBURSEMENTS PROCESS



Visit MPS Mconnect and click on the **Budget and Financial Planning tab** to retrieve a copy of the "FY17 Budget - 2017-2018 State Special Education Categorical Aid Claim Form with instructions" to complete.

E-mail special education claim forms **in excel format** to Felecia Jasper-Mitchell, MPS Office of Finance, at jasperfc@milwaukee.k12.wi.us.

Note: If forms are not received on time, no August 2017 payment will be made until the following year.

Carmen Schools of Science and Technology

Diversity Plan

Appendix E.

Carmen Middle School of Science and Technology Diversity Plan

Appendix E

Each Carmen student has the right to access a high quality education that prepares him or her to live and participate productively in a global society. Carmen believes that all students – regardless of race, color, religion, national origin, socioeconomic status, gender, and physical or mental disability – benefit from high expectations for academic success. As an educational institution, each Carmen school has a moral responsibility to remove any barriers that prevent students from learning and achieving at the highest levels. Curriculum, instruction, and assessment practices are designed to accommodate the needs of a culturally, economically, and socially diverse student population.

Diversity promotes the intellectual and emotional growth of each student and staff member at Carmen. New ideas and creativity flourish in diverse communities. Accordingly, Carmen promotes ongoing communication among students, teachers, parents, and other members of the school community from diverse racial, ethnic, and cultural backgrounds, and strives to facilitate harmony and tolerance.

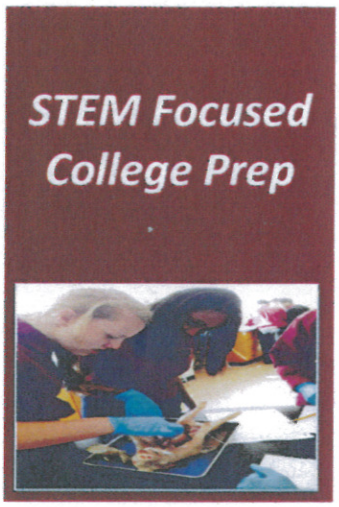
The Carmen community supports programs and service activities within and outside of the school that contribute to the exchange of ideas among diverse groups and reinforces the notion that all people have intrinsic value and worth. Carmen actively shares with other schools and community institutions the knowledge it gains from fostering a culture that celebrates diversity.

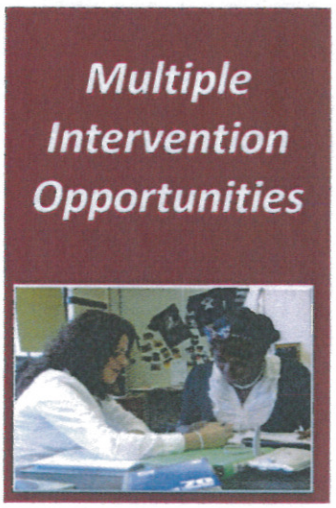
Carmen Schools of Science and Technology

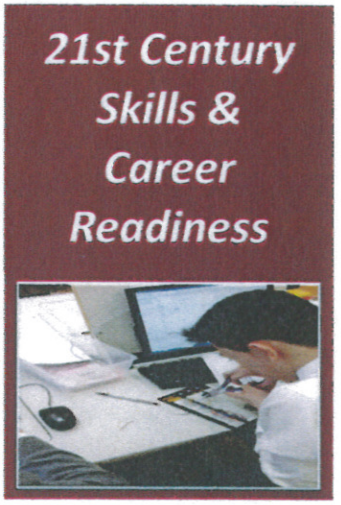
Educational Model

Charter Proposal
Appendix P.

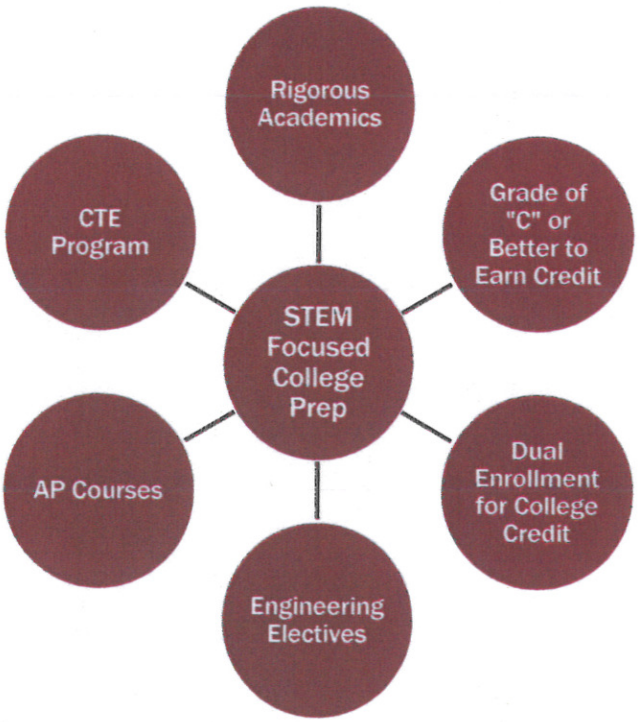
Carmen High School of Science and Technology Education Model







STEM Focused College-Prep



a. *Rigorous Academics*

Studies have consistently shown that the single factor with the highest correlation to a student actually completing a college education is the academic rigor of his or her high school curriculum as manifested in the number and types of academic courses completed. Carmen's academic course and credit requirements for graduation are more rigorous than any public or private high school in Milwaukee. In order to graduate from a Carmen school, students must complete four years of college preparatory mathematics, beginning with Algebra 1 and ending at least with Pre-calculus or Calculus; five years of English; four years of social studies/history; and four years of laboratory science. In addition to these core course requirements, students must take at least three full years of Spanish or Spanish for Heritage Speakers, and two or more semesters of courses in the Arts.

b. *College Ready Grading Policy*

The Carmen high school grading and grade promotion policies are premised on the belief that for students to succeed in college, they have to be prepared to attain at least a "C" in each of their classes. Once in college, students must maintain a "C" or 2.0 GPA in order to avoid academic probation. Those that earn below a 2.0 for more than one semester usually are expelled from college. That's

why Carmen's grading and grade promotion requirements are more stringent than those of other Wisconsin public schools. Students who earn semester grades below a "C" or 73 percent are required to participate in a midyear inter-session or summer term to attempt to raise their grades up to a "C."

c. *Dual Enrollment for College Credit*

Carmen has piloted a dual enrollment partnership with the University of Wisconsin-Milwaukee (UWM) for College Algebra. Following the success of this pilot project, Carmen is looking to expand dual enrollment opportunities through which qualified Carmen faculty members teach courses using approved syllabi from UWM, MATC or WCTC, such that students who pass the courses earn college credits from UWM.

d. *Engineering Electives*

Carmen offers 4 engineering courses based on the Project Lead the Way (PLTW) curriculum. Students who pass the PLTW end of course assessment earn college credit through Milwaukee School of Engineering. These courses also provide exposure to a wide variety of engineering fields, helping to generate interest in related professions.

e. *AP Courses*

All high school level students are expected to take one or more Advanced Placement (AP) courses that can yield college credit. AP courses are offered in all subject areas and available to students beginning in the 10th grade. Students do not have to meet GPA requirements to take the courses, but all students who sign up for an AP course must take the exam at the end of the year. Exams are paid for by the school so as not to exclude any student from the opportunity to take an AP course.

f. *CTE Program in Development*

In order to help students capitalize on the growing need for highly skilled workers in the trade and technical fields, Carmen is collaborating with local technical colleges in order to develop a Career and Technical Education (CTE) program. This program will serve multiple purposes: 1) provide students with an alternative path to family and community sustaining careers; 2) increase course offerings to better help students explore interests and develop their passions; and 3) differentiate the learning environment to comprehensively address all learning styles.

Intervention Opportunities

While the core academic components of Carmen's education model are critical to student success, reaching all students requires supplementary programs and individualized approaches that complement and support core academics.

a. *Blended Learning*

In order to address each student's individual learning plan, Carmen utilizes computer based math and reading programs to build students' foundational skills. Students spend 45 minutes per day using either ALEKS, for math, or Achieve 3000, for reading. Greater use of blended learning has contributed to Carmen's exceptional math and reading growth.

b. *After School Support*

Students who are earning grades below a "C" are required to attend an after school academic tutoring program until their grades are consistently maintained at the "C" or higher level. Teachers lead structured academic tutoring sessions every Monday, Tuesday, Wednesday and Thursday to provide additional instruction in a small group setting. Students must attend these sessions on a regular basis in order to be eligible to participate in the inter-session or summer session extended semester terms to boost their grades up to the "C" level.

c. *Inter-Session & Summer School*

Carmen has a three-week inter-session term in January and a summer school term during which students must make up failed courses or may take an enrichment course they may not otherwise be able to fit into their schedules during the regular school year.

d. *Double ELA & Math in 9th Grade*

All incoming 9th grade students take two full-year English courses, one that focuses predominantly on language and writing skills and the other on reading comprehension skills and the appreciation of World Literature. Students who are significantly behind in math participate in two hour-long periods of math each day, one period focused on new Algebra skills and the other on Pre-Algebra skills.

e. *Extended School Day and Year*

Carmen employs an extended school day and year in order to give students the time necessary to achieve above average growth and close achievement gaps. The school day and school year exceed MPS hours. High school students attend school from 8:00 a.m. to 4:10 p.m. and for more than 180 days each year, not including the after school academic program hours.

21st Century Skills and Career Readiness

In addition to ensuring academic success, Carmen seeks to prepare its students for success in college and the workforce. Most Carmen students do not have exposure to professional workplaces outside of what is offered through the school, and thus don't develop these skills independently. Carmen bridges this gap with various support programs.

a. *Advisory Program*

All students are assigned an advisor from the first day of enrollment. The advisor, who is usually a teacher, stays with the student through graduation. The role of the advisor is to assist the student in the development of his or her Individual Learning Plan through the creation of academic, personal/life skills, and financial SMART goals, and to ensure that the student has access to the resources he or she will need to execute successful plans.

b. *Bridge Program*

Incoming 9th grade students attend an one to two week orientation in August that includes a variety of activities to introduce students to Carmen's academic program, school culture, mission and vision, character education program, the 7 Habits of Highly Effective Teens, and the Alverno Eight Abilities.

c. *Character Education*

Carmen's culture is established around 3 core values: Respect, Responsibility, and Trust. These core values came from the input provided by stakeholders and community members during the founding of the first Carmen school. The student code of conduct establishes expectations that are grounded in each of the core values. Students and staff at each Carmen school also develop an additional set of character traits that the school community strives to integrate into all aspects of the school day. Common language is established around positive behaviors that reflect the adopted character traits and the traits are celebrated in a variety of ways throughout the school year.

d. *Alverno Eight Abilities*

During extensive in-services from 2007-2009, a Carmen and Alverno College joint faculty team adapted the internationally-recognized Alverno College abilities-based assessment model and scaled it developmentally for adolescents in a secondary school setting. The Eight Abilities are the 21st Century skills Carmen students are expected to master by graduation. They are: Communication, Analysis, Problem Solving, Valuing in Decision Making, Social Interaction, Global Perspective, Effective Citizenship, and Aesthetic Engagement. These abilities overlap with and go well beyond the skills and competencies identified by the U.S. Labor Secretary's Commission on Achieving Necessary Skills (SCANS) commonly used by schools to prepare students for success in knowledge-based careers. Research on the careers and life outcomes of Alverno College graduates shows this model is successful in developing critical thinking and moral reasoning skills, along with communication and interpersonal abilities that enhance academic success in higher education, workplace performance, and citizenship.

e. *Student Internship Program*

At Carmen's South Campus, students who have a cumulative GPA of 2.5 or higher may, beginning in their sophomore year, participate in an internship program where they gain entry-level professional skills, including communication and problem solving. The internship is one day per week for an entire school year, beginning as early as the sophomore year and ending upon graduation. Students gain valuable experience by interning at the same site for one or more years. In addition, corporate sponsors and private donors support a college scholarship program for participating student interns.

The internship model in development at Carmen's Northwest Campus will be geared to juniors or seniors and the opportunities will be more linked to specific career interests and pathways, such as the health professions, engineering and information technology, general business, and gaining CTE certifications.

f. *Community Service & Retreats*

The Carmen philosophy is that schools should take purposeful steps to become an integral part of the fabric of their community and thereby contribute to neighborhood revitalization and economic development in Milwaukee. That's why Carmen requires high school students to complete at least 20 hours of community service annually. Most service projects are carried out jointly with teachers, parents, and the school's community partners and are tied to learning goals embedded in the school's advisory curriculum (i.e., character education, 7-Habits of Highly Effective Teens, etc.). Monitoring of service projects is done as part of the student's advisory curriculum.

Linked to the advisory program are a series of annual overnight student retreats that take place from 9th through 12th grades. Students develop team building, problem solving, and leadership skills in the 9th and 10th grade retreats. In 11th grade, all students go on a two night, three-day college trip either inside or outside of Wisconsin. Early in 12th grade, the seniors attend a retreat that sets the stage for the transition out of high school. Students reflect on the legacy they wish to leave Carmen as they contemplate their futures and the special challenges of the senior year in preparation for college.

Carmen Schools of Science and Technology

Discipline Policy

Appendix H.

DISCIPLINARY POLICY & PROCEDURES FOR CARMEN MIDDLE AND HIGH SCHOOLS

[Note: The Community Trust approach to discipline was originally adapted from the University School of Milwaukee Upper School Student Handbook, Milwaukee, Wisconsin as published in 2006-2007.]

A. The Community Trust

We define ourselves through respect, responsibility, and trust. We give and receive **RESPECT** by taking care of our school, appreciating ourselves, and interacting with each other and our community with thoughtfulness and compassion. We demonstrate **RESPONSIBILITY** by taking ownership of our education, immediately acting to right our wrongs, and standing up for justice. We will build and maintain **TRUST** by being honest, dependable, and mature."

The members of the school community accept the Community Trust by agreeing to, in writing, relate to one another and the school with respect, responsibility, and trust. The Community Trust guides how each of us works to accomplish our goals every day. It describes the way we treat each other. It is the basis for the school's disciplinary policy.

Students will follow the school's Community Trust when they are:

- in or on school property
- at any school activity
- traveling to and from school
- outside of school (when conduct impacts students at school)

B. Minor Violations of the Community Trust

The following behaviors are considered Minor Violations of the Community Trust. For individual minor violations students receive demerits which once accumulated can result in an after school detention. Repeated minor violations will result in a meeting with the student's parent(s) or guardian(s) to discuss how best to improve the behaviors at issue. When the minor violations persist, the School Social Worker and the Dean of Students and School Culture will devise a behavior plan with intervention supports. Ongoing minor violations after these steps have been taken may be considered a major violation of the Community Trust.

1. Not being prepared for class (no pen/pencil, writing materials, books, etc.)
2. Being late to class, internship/apprenticeship, or any other school activity
3. Violating the dress code
4. Chewing gum
5. Eating food or candy or drinking outside the cafeteria without prior permission. Students may bring bottled water to class in a clear bottle
6. Inappropriate behavior in the classroom, hallways, assembly or any other school

activity
7. Being "out of bounds" in areas that are off limits to students and/or being in the school without staff supervision and permission
8. Driving or parking inappropriately or illegally around the school
9. Possession or use of mobile phones or other electronic devices, including laser pointers

C. Major Violations of the Community Trust

The following behaviors are considered Major Violations of the Community Trust and may be handled directly by the school Principal or in the case of a high school student may be referred to a hearing of the Community Trust Committee, which is charged with advising the Principal on mechanisms for restoring the trust between the school community and the student who carried out the major violation. Formal consequences for major violations are intended to correspond to the severity of the violation and may include, but are not limited to, positive behavior intervention supports, disciplinary probation, administrative transfer, expulsion from Milwaukee Public Schools, and/or referral to the Milwaukee Police Department. Refer to Item 15 for more information on procedure for administrative transfer.

1. Academic Misconduct Plagiarism and Cheating

"Academic Misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization of citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts."

--from the University of Wisconsin-Milwaukee

The school holds academic integrity as one of the most fundamental elements of our school community; therefore, academic misconduct is a serious offense against the community. Teachers are given specific instructions for dealing with academic misconduct, although each case will be treated on a case-by-case basis.

Academic misconduct can occur on any homework assignment, quiz, test, project, or assessment. Students are responsible for understanding the instructions of any test or assignment before they begin, including whether or not collaboration is allowed or calculators or other instructional aids are permitted.

Students who are unclear about the policies for academic misconduct or are having difficulty keeping up with their workload are encouraged to seek the help of their teachers, advisors, the School Social Worker, the Dean of Students and School Culture, or the Principal.

Plagiarism or cheating are acts using information from unauthorized sources to improve one's chances on an assignment or assessment, to help someone else improve his/her, chances, or to undermine the academic environment. Any student involved in such practices (whether he or she gives or receives information) is subject to the following policy and procedure.

2. Theft/Vandalism

The Community Trust protects school property and the personal property of the students, faculty, and staff from defacement, tampering, and theft. Such activities will be investigated by the school and may be referred to the police. Possession of a stolen object is considered a major violation of the Community Trust.

Tampering or misuse of fire extinguishers, fire alarms, door buzzers, keys, or other emergency or security equipment is strictly prohibited and may result in referral to the police.

3. Attendance Abuses

Please refer to the Attendance Policy section for expectations. The school is a closed campus and students are not permitted to leave the campus without permission. Attendance abuses also include skipping class and other forms of truancy.

4. Possession of Weapons

The transportation or possession of weapons (including tasers or chemical weapons such as pepper spray), fireworks, or explosives is strictly prohibited. Toy weapons of any kind, including water pistols, are forbidden at school and will be confiscated. Lighters and matches are not permitted on campus. Any potentially harmful item will be confiscated from the student and, only if appropriate, returned to a parent/guardian. Because of the clear danger to each individual in the community, any student who possesses a weapon at school or a school-sponsored event is subject to administrative transfer, an MPS hearing for expulsion, and possible legal prosecution. This is a minimum Level 4 offense under the MPS discipline policy and, as such, is grounds for expulsion from MPS.

5. Physical or Verbal Harassment

The use of physical force in dealing with one's fellow students or a school staff person is inappropriate in every circumstance. Derogatory, abusive, or offensive comments delivered orally, in writing, or electronically, whether in or out of school, have no place at the school, whether they are leveled directly or indirectly, at the school, or at an individual. Please refer to the Harassment Policy section of this handbook.

a) **Assault**, which is any aggressive behavior exhibited in an attempt to do bodily harm, or to threaten to do bodily harm to others, or to put others in fear of

immediate bodily injury, is a minimum Level 4 offense under the MPS discipline policy and, as such, is grounds for expulsion from MPS.

b) **Battery**, which is unprovoked/unanswered intentional physical contact without consent causing bodily harm, is a minimum Level 4 offense under the MPS discipline policy and, as such, is grounds for expulsion from MPS.

6. Lying

Misrepresenting one's self or actions or not being honest, depending on the circumstances and the impact of the dishonesty on the school community, may be considered a major offence.

7. Drugs, Tobacco, and Alcohol Use

Any student who possesses, uses, sells, or distributes illegal drugs, drug paraphernalia, or alcohol at any time while under the authority of the school is subject to the most serious disciplinary action, including suspension, administrative transfer, and expulsion. Possession with intent to distribute illegal drugs, alcohol, or medication is a minimum Level 4 offense under the MPS discipline policy and, as such, is grounds for expulsion from MPS.

8. Sexual Misconduct

Sexual relations are private, intimate matters that have no place in public settings like a school. Beyond recognizing state laws that strictly regulate sexual relations, the school expects its students to refrain from any sexual activity while on school grounds or at any time under school supervision (e.g. field trip, retreats, athletic events, etc.). Displays of affection like sustained kissing are not permitted on school grounds or at school functions. Sexual misconduct may be considered a serious offense.

9. Insubordination

Insubordination, rudeness, and direct disobedience are not permitted. Not following classroom rules, being rude or disrespectful, and refusing to cooperate with instructions from a teacher or any other staff member are forms of insubordination and all are unacceptable. If a student disagrees with a staff member then the student should wait for an appropriate time (i.e., after a class is over) and place to speak respectfully with the staff member about the situation.

Depending on the circumstances or frequency of the insubordination, such actions may be considered a major offense.

10. Chronic Disruption

Ongoing or multiple instances of disruption of the learning environment or of other school activities is a major violation of the Community Trust.

11. Violation of *Technology Use Policy*

12. Not Following Through with Disciplinary Consequences

13. Repeated Minor Violations

Chronic repeat incidents of *Minor Violations of the Community Trust* may be considered a major violation.

Possible Consequences of Major Violations of the Community Trust:

a) In-School Suspension (ISS) – *a school staff person will supervise the student and school work will be provided.*
b) Out-of-school Suspension (OSS) – *generally one day and not to exceed three days unless pending an administrative transfer or MPS expulsion, in which case would not exceed five days. School work will be provided.*
c) A hearing by the Community Trust Committee (high school students only).
d) Disciplinary Probation with a behavior plan and support services.
e) Administrative Transfer – *this consequence only affects the student's enrollment at a Carmen school and is carried out in cooperation with Milwaukee Public Schools.*
f) Expulsion – *this is a consequence enacted solely by Milwaukee Public Schools and affects a student's ability to enroll in schools operated by Milwaukee Public Schools. Carmen Schools does not have the authority to expel a student from Milwaukee Public Schools but refers to Milwaukee Public Schools all Level 4 violations of the district's own disciplinary policy.*
g) A referral to police for legal prosecution.

Role of Milwaukee Public Schools (MPS)

a) When a student commits a minimum Level 4 offense that is defined as expellable under the MPS discipline policy then the school will refer the student and his/her parent(s)/guardian(s) to the Milwaukee Public Schools Office of Family Services.
    i. The School will work cooperatively with the Office of Family Services, which will request a Central Office (CO) hearing per MPS Administrative Procedure 8.32.

b) Only the Head of Schools may recommend that a student be administratively transferred from a Carmen school. The Principal makes a recommendation to the Head of Schools and, if approved, the Head of Schools or designee will notify the Office of Contracted Schools Services and the MPS Office of Family Services via

email and attach a completed copy of the MPS Charter School Administrative Transfer Form and any appropriate documents supporting the recommendation.

i. The School will refer the student and his/her family to the MPS Office of Family Services.
ii. The School will work cooperatively with the MPS Office of Family Services to assist the student and his/her parent(s)/guardian(s) in finding the next best placement.
iii. The MPS Office of Family Services will decide whether immediate placement in another MPS school is possible or, when appropriate, call the student and his/her family to a Central Office (CO) hearing for possible expulsion proceedings under Administrative Procedure 8.32.
    1. If an MPS CO hearing is required and the School determines that the student *is* a danger to the School community, then he/she will serve Out-of-School Suspensions until a decision is made by MPS regarding future placement.
        a. the number of consecutive OSS days will not exceed five days.
    2. If an MPS CO hearing is required and the School determines that the student *is not* a danger to the school community, then he/she will continue to attend classes at the school after the five day suspension and is expected to meet academic and behavior expectations outlined in the Student Contract.

16. Students with Disabilities

Students with disabilities who violate the school's discipline policy will be disciplined in accordance with IDEA and applicable state and federal law.

D. The Community Trust Committee (*Applies to High School Students Only*)

The Community Trust Committee (CTC) is a group comprised of equal numbers of high school teachers and students that the high school Principal may convene in order to provide recommend solutions to how the Community Trust may be restored after a major disciplinary infraction by a student. Such a hearing would be held after a major violation of the discipline policy occurs or to address school-wide discipline and culture issues. The Principal's determination to consult with the CTC is based on:

- the potential impact of the disciplinary infraction on the safety and quality of the learning environment,
- the student's disciplinary history,
- the presence of a precedent, and
- the guidelines outlined within the school's Disciplinary Policy and Procedures.

The CTC members are nominated on an annual basis by the Dean of Students and School Culture and approved by the Principal. Confidentiality is critical in this process and all members of the CTC, as well as a parent/guardian of student members, must agree to sign a contract at the beginning of their term as a member. The contract binds the members to

hold confidential and private all information shared in a meeting. Similarly, by signing the Parent Contract at the beginning of each year, each student's parent(s)/guardian(s) consent to have relevant information about their child shared – in confidentiality – with the CTC.

The Dean of Students and School Culture coordinates the CTC process and provides guidance to the CTC when appropriate. Upon completing hearings, the CTC provides a formal recommendation of strategies for restoring the Community Trust to the Principal, who then makes a final decision on the case. The Head of Schools may intervene at any stage of the process and is the final authority on all disciplinary matters. It is important to note that the Committee's role is not to ascertain whether a violation of the Disciplinary Policy and Procedure has occurred, but is instead to analyze information regarding the specific situation in order to advise the Principal on recommended strategies to restore the Community Trust from the viewpoint of the faculty and student body.

Further, it is fundamental to this process that the CTC is not a court and not bound to the same roles of evidence or standards. Students are expected to be honest in disciplinary matters and their own statements may be used against them.

Major discipline cases are difficult for everyone involved. The guiding principle of discipline at the school is to balance the learning of the individual student with the values of the community. We must establish a process that works with families and students to reach the best outcome for all involved, yet maintains our commitment to high academic, ethical, and community standards.

Community Trust Committee Procedures:

1. Student Members:

    a. The Community Trust Committee shall include an equal number of students (with equal grade distribution) and staff when it holds a meeting. The minimum required to hold a formal meeting is three students and three staff. Members are asked to commit to serving on the Committee for one full year and may request to serve additional terms. One student and one staff member will be requested to serve a second year on the Committee. Members will receive an orientation and training at least one time per year.
    b. Members will be notified a meeting at least one (1) day in advance.
    c. Members will not discuss the content of the case or evidence with any members of the school community, especially the student appearing before the committee, before or after the case.
    d. Members shall discuss the case only within the confines of the Community Trust Committee meeting.
    e. If a Community Trust Committee member breaks the confidentiality of the Community Trust Committee or violates the Community Trust his/herself, that member will be removed from the Committee for the rest of the school year and may face serious disciplinary action.

f. Any Community Trust Committee member may remove him/herself for a case by a request to the Dean of Students and School Culture at least one day before the meeting.

2. Faculty Members:

   a. The Community Trust Committee shall include a minimum of three faculty members: one chair and two members, all nominated by the Dean of Students and School Culture and confirmed by the Principal.
   b. The faculty members will consult the precedent book and bring past cases to the Committee proceedings.
   c. Faculty members will be notified in the same way as students and be held to the same confidentiality standards as student members.

3. Students Appearing Before the Committee:

   a. Students called to appear before the committee will be verbally notified at least three days prior to the meeting.
   b. The Dean of Students and School Culture will make formal notification to the parent(s)/guardian(s) as defined below in Item B(6) and the student is encouraged to inform his or her parent(s)/guardian(s) of the meeting well.
   c. Students will be strongly encouraged to write a factual statement that is submitted to the Dean of Students who presents it to the Community Trust Committee.
   d. Students also may write and/or present orally a personal statement to be presented to the CTC during the meeting.
   e. Students are expected to answer all questions during a case truthfully and completely.

4. Advocate's Role:

   a. An advocate will have an understanding of the CTC's role and processes and attend the meeting to ensure the student called to the meeting receives a fair and impartial meeting and, when appropriate, provide any objective and relevant background on the student.
   b. Student chooses his or her Advocate, which will be a member of the school staff, be it a faculty or non-faculty staff member.
      1. Dean of Students and School Culture works closely with the student to identify an Advocate with whom the student is comfortable.
      2. The school Principal may not serve as Advocate.
      3. If the student chooses as an Advocate a faculty member currently serving on the CTC, then an alternate faculty member may take his or her place for that meeting.
   c. In addition to the Dean of Students and School Culture, the Advocate will help facilitate open lines of communication between the school and the student and his or her family.

d. While the Advocate cannot comment on the case itself or predict the recommendation of the CTC, he or she answers questions regarding the disciplinary policy and procedure and ensures the student and his or her parent(s)/guardian(s) have ample opportunity to conference with the Dean of Students and School Culture and/or the Principal regarding the student's situation.

5. Parent(s)'/Guardian(s)' Role:

   a. Parent(s)/guardian(s) should support the student in the student's relationship with the school.
   b. The school will make every effort to the notify parent(s)/guardian(s) by phone immediately after a CTC meeting is scheduled for his/her child. The school will also inform the family in writing by sending the Parent Notification Form.
      1. Notification of the parent(s)/guardian(s) must occur a minimum of three days prior to a CTC meeting with his or her child.
   c. Parent(s)/guardian(s) are encouraged to assist the Student in developing a personal statement to be presented during the CTC meeting.
   d. Parent(s)/guardian(s) are encouraged to attend and participate in the meeting.
   e. Parent(s)/guardian(s) are provided a formal opportunity during the meeting to ask questions or raise potential concerns. The parent(s)/guardian(s) are asked not to speak personally on the student's behalf during the meeting, but are encouraged to conference with the Dean of Students and School Culture immediately following the meeting to have any questions or concerns addressed or to speak personally on behalf of the student.
   f. Parent(s)/guardian(s) should understand that the CTC does not proceed in the same ways as the legal system in terms of standards, sequence, or philosophy.
   g. Parent(s)/guardian(s) should not contact any members of the Community Trust Committee.
   h. Parent(s)/guardian(s) should read the Parent and Student Handbook and any documentation they receive before a meeting to understand the Community Trust Committee procedures and the rule(s) violated by the student that resulted in the CTC hearing.

6. Dean of Students and School Culture's Role:

   a. Receive and investigate violations or alleged violations of the Community Trust, with assistance of other staff, if required, including gathering statements from staff and students involved.
   b. Notify the Principal that allegations of violations of the Community Trust are being investigated.
   c. If requested by the Principal, the Dean of Students and School Culture will schedule a meeting of the Community Trust Committee.
   d. Ensure verbal notification of parent/guardian and student occurs as soon as possible, at least three days prior to the meeting.
   e. Inform the student's Advisor and the members of the CTC.

f. Prepare Factual Statement and Student History Report.
g. Present the case to Community Trust Committee.
h. Document results of the meeting in a Recommendation Report (Chair).
i. Maintain a Precedent Book with documentation on prior cases that went before the CTC.

7. Principal's Role:

a. If warranted, give permission to the Dean of Students and School Culture o call a CTC meeting.
b. Review Community Trust Committee Recommendations Report and issue final decision on how the Community Trust can be restored given the circumstances of the disciplinary infraction.

8. Documentation Presented to the Community Trust Committee:

a. Parent Notification Form outlining the alleged major violations of the Community Trust and date and time of the meeting
b. Dean of Students Factual Statement
c. Student's Factual Statement
d. Student's Personal Statement (may be written or oral and is optional)
e. Advocate's Statement (may be written or oral and is optional)
f. Witness Statements

9. Community Trust Committee Meeting Outline:

Before the meeting:

a. The CTC process shall be completed within 10 school days following the Principal's decision that a meeting of the CTC is necessary.
b. Dean of Students and School Culture verbally informs the both the student and parent(s)/guardian(s) as soon as possible of the alleged major violation of the Community Trust.. Dean of Students and School Culture encourages the Student to also personally notify parents and discuss the situation together as a family. However, the Dean is responsible for verbally contacting the parent(s)/guardian(s) at least three days prior to the meeting to inform them of the meeting, explain the Student's situation, and to answer any questions or concerns.
c. Parent(s)/guardian(s) are sent Parent Notification Form by mail.
d. Student chooses who his/her Advocate will be during the CTC process and informs him/her.
e. Dean of Students and School Culture confirms Advocate's agreement to serve in that role.
f. Dean of Students and School Culture notifies the student's advisor. *Note: Advisor may not always serve as the Student's Advocate during the CTC meeting.*

g. Student completes and submits factual statement and is strongly encouraged to submit a personal statement. The student can receive assistance in developing his or her personal statement from his or her Advocate or the Dean of Students and School Culture.
h. Dean of Students and School Culture and Advocate, if he/she so chooses, prepare presentations for the CTC

During the meeting:

a. Dean of Students and School Culture presents the Dean's Factual Statement.
b. Community Trust Committee members question Dean of Students and School Culture and the student about the nature of the alleged major violation of the Community Trust and the circumstances.
c. Advocate speaks on behalf of the student if he/she wishes to do so.
d. Student presents personal statement if he/she chooses to do so.
e. Parent(s)/guardian(s) have an opportunity to ask clarifying questions or raise concerns about evidence or the CTC. Parent/guardian may ask questions or state concerns outside of this opportunity although the Dean of Students and School Culture may ask the parent/guardian to wait, if possible, until a more suitable point in the meeting or until after the meeting.
f. Dean of Students and School Culture and the Advocate further questioned by the Committee about the nature of the major violation of the Community Trust and the case.
g. Student, parent(s)/guardian(s), Dean of Students and School Culture and the Advocate are excused from the meeting at this point. No new information on this case may be shared with the CTC unless student and parent/guardian are present.
h. The Dean of Students and School Culture, parent(s)/guardian(s), and student may conference immediately following the meeting to address any questions or concerns or to speak personally on behalf of the student.
i. CTC discusses case and agrees to any recommended strategies for restoring the Community Trust and, if cannot discern any such strategies, reports on the reasons why.. If recommendation(s) cannot be agreed upon, the CTC Chair will explain the reasons for this in the Recommendation Report.

After the meeting:

a. Chair prepares Recommendation Report and submits to Principal within 24 hours of the meeting along with all documentation listed in Item 8.
b. Student and parent(s)/guardian(s) are informed of the recommendation and any action on recommendation both verbally and then in writing by the Dean of Students and School Culture.
c. Dean of Students and School Culture and Advocate may communicate with parents if necessary.

10. Reporting and Documentation:

a. Parent Notification Form goes to the following persons at least 24 hours before the meeting: advisor, Advocate, parent(s)/guardian(s), and the student appearing before the CTC.
b. Recommendation Report goes to: Principal, advisor, Advocate, parent(s)/guardian(s), the student's discipline file, cumulative file, and the CTC Precedent Book. Other faculty and staff may request a copy of the Recommendation Report from the Principal.
c. Disciplinary Action Form goes to: Principal, the student's advisor, Advocate, parent(s)/guardian(s), the student's discipline file, College Transition Coordinator, and the Student's cumulative folder.
d. Summary Report:
    i. Community Trust Committee Case Log – list of cases with consequences, student's name, and dates.
    ii. Disciplinary Action Forms Report – list of all formal recommended actions.
    iii. Detention Report – list of current students and the number of detentions they received in the most recently completed term.

E. Policy for Reporting Disciplinary Actions

Colleges and other educational programs often ask students and Advisors questions about any history of disciplinary actions regarding the student. Students and staff must answer such questions truthfully. Reported violations normally involve a serious violation of the Community Trust and/or a chronic pattern of inappropriate behavior.

F. Student Harassment Policy – Including Online and Over the Phone

The school seeks to provide a learning environment free from any form of harassment or intimidation toward and between students. Therefore, the school will not tolerate harassment in any form and will take all necessary and appropriate action to eliminate it. Harassment or intimidation can arise from a broad range of physical or verbal behavior which can include, but is not limited to, the following: physical or mental abuse, racial insults, ethnic slurs, religious slurs, unwelcome sexual advances and touching, sexual comments or jokes, sexually explicit derogatory statements, or discriminating remarks which are offensive or objectionable to the recipient or which cause the recipient discomfort, humiliation or which interfere with the recipient's academic performance. It is the responsibility of administrators, staff members, and all students to ensure that these prohibited activities do not occur.

Any student who believes that he/she has been the subject of prohibited harassment shall report the matter in accordance with established complaint procedures for non-discrimination policy. If the student is not comfortable making a complaint to the designated person, the complaint may be made to a teacher or other employee with the understanding that he/she will report the complaint through proper channels.

There shall be no retaliation against students who file complaints under this policy. All complaints shall be investigated in a timely manner.

Violations of this policy are subject to review by the Community Trust Committee and consequences, up to and including suspension or administrative transfer, as outlined in this Handbook.

G. Parent/Guardian Complaint Procedure

The school is committed to working closely with parents and guardians to resolve issues and concerns in a way that is mutually agreeable. If at any time a parent or guardian feels their concerns about their child's achievement or a school policy are not being addressed, he/she should use the following steps to resolve the concern, question, or problem that needs attention.

- **Step 1** – Contact the classroom teacher or staff member by phone or in writing. If there is a serious issue, parents/guardians may wish to schedule a meeting before or after school or during the teacher's prep period.
- **Step 2** – If after discussion no resolution has been reached, or if further discussion is desired, then the Principal should be contacted.
- **Step 3** – If resolution of the issue is still not reached, the parent(s)/guardian(s) are encouraged to contact the Head of Schools. If resolution is still not reached, the Chair of the Board of Directors of Carmen Schools of Science and Technology, whose contact information can be obtained by the school office, should be contacted.

Student Code of Conduct

This code applies to any actions of students before, during or after school hours and off school property if those actions pose a substantial threat to or likely disruption to the learning environment of the school.

Staff members will consider all mitigating circumstances prior to disciplinary action and ensure due process for each student, while consistently following the policies outlined below. Mitigating circumstances may include, but are not limited to: individual student behavior plans, age, health, maturity, academic placement of a student, historical discipline record, student attitude & willingness to change, cooperation of parents/guardians, seriousness of offense and willingness of student and/or parents to enroll student in an assistance program.

Carmen students participating in ANY extra-curricular activity must maintain a minimum GPA of 2.0 in the most recently completed marking period (quarter). The School reserves the right to restrict a student's participation in extra-curricular activities based on unacceptable academic performance, poor attendance or discipline issues.

Suspensions

An out of school suspension occurs when a student is removed from school due to the serious nature of the inappropriate behavior. Students who are suspended may not appear on campus or attend any school functions (before/after school or in the evening). Suspended students must be provided work to make up what is missed in the classroom and any additional missed assignments, quizzes or tests. Suspensions are generally reserved for the most serious of major violations of the Community Trust, such as a physical altercation, or possession of drugs or a weapon. No student will be suspended from school for more than five days in a row. If a student is awaiting an administrative transfer placement to another school or an MPS disciplinary hearing for possible expulsion, that student will be allowed in school after five days of suspension and provided the same class work as other students enrolled in the same courses.
Students with disabilities may be suspended up to 10 school days in one school year for violations of the Community Trust. Consequences for students with disabilities will be adjusted, as required by state and federal law and any IEPs on file.

A parent/guardian or student may appeal a suspension by requesting a review in writing to the school principal within two days of notice of the suspension. An appeal does not halt the suspension. If the suspension is overturned, it will be removed from the student's record and any remaining days will not have to be served.

When the school determines that a student has committed an offense that is grounds for dismissal, the student will be suspended for up to 5 school days pending an expulsion hearing conducted Milwaukee Public Schools.

Carmen Schools of Science and Technology

Board of Directors

Appendix J.

Carmen Schools of Science and Technology

Board of Directors (2016-2017)

Glen Hackmann, R.W. Baird (Board Chair)
Email: Ghackmann@rwbaird.com
Phone: (414) 765-3618

Jason Kohout, Foley and Lardner, LLP (BoardTreasurer)
Email: Jkohout@foley.com
Phone: (414) 319-7053

Sharon Canter, Community Volunteer
Email: Scarter@wirr.com
Phone: (414) 7702-2855

Tom Ellis, Silver Spring Neighborhood Center
Email: Tellis@ssnc-milw.org.com
Phone: (414) 463-7950 Ext 53

Ivan Gamboa, Tri City National Bank
Email: I.gamboa@tcnb.com
Phone: (414) 476-4500

Craig Jorgensen, VJS Construction Services
Email: cjorgensen@vjscs.com
Phone: (262) 542-9000

Agustin A. Ramirez, HUSCO International, Inc
Email: Agustin.ramirez@huscointl.com
Phone: (262) 513-4202

Todd Reardon, Braeger Co. of Wisconsin
Email: Treardon@braeger.com
Phone: (414) 817-3301

Barbara Wanzo, Blark Arts Milwaukee
Email: Bwanzo@blackartsmke.com
Phone: (414) 270-4494

Carmen Schools of Science and Technology

Special Education Plan

Special Education Services Plan

Appendix F

Each Carmen school provides support and services to students with a variety of disability designations. Students receive special education and related services to address needs based on their individualized education programs or IEP. A student with a disability is entitled to be educated in the least restrictive environment, which means the student must have the opportunity to utilize the general education curriculum and as often as appropriate with non-disabled peers. The IEP team determines the type and amount of services needed, and students are given a service level designation based on the number of hours of service needed per week. For students with disabilities who enroll at a Carmen school, the same services will be provided. Carmen school staff make contacts with potential feeder school counselors and special education teachers as well as MPS student services to identify students with special needs who may be interested in attending a Carmen school.

A smooth transition for special needs students into a Carmen school is ensured by post-enrollment orientation sessions and one-on-one meetings with incoming families of special needs students and by review of the IEP.

All Carmen students have a unique opportunity to learn and grow at school. For students with disabilities, a Carmen school is an excellent place for a student to develop while receiving the support and mandated services he or she needs, including preparation for a college preparatory high school and for college. The IEP team will determine the appropriate services for each student with the goal of placement in the least restrictive environment possible. The amount of time each student participates within the general curriculum and away from the general curriculum is determined by the IEP team based on each student's individual needs.

Instructional Strategies

Appropriate services for students with disabilities must be based on child-specific service needs in areas such as academics, emotional/behavioral, and communication. In order to meet these child-specific needs, Carmen provides a variety of models for students to access services. Students with special needs are provided with specialized instruction in the areas of need indicated by the IEP team. Students receive services on a continuum from small group instruction, to inclusion with resource support, to full inclusion with teacher consultation. During content area classes, students can receive instruction within the general classroom setting or in a separate resource setting based on students' individual needs. When determined necessary by an IEP team, students with more instructional needs can also access additional academic and strategy instruction services during a writing lab, study hall time, or in the after school academic program. While the philosophy of Carmen is to include students in the general curriculum as much as possible, specific placement along the continuum of services will be determined by each student's individual needs and the IEP.

Additionally, a variety of assistive technologies are available in order to make accessing the general curriculum possible for students with disabilities. Students have access to computers,

books on tape, computerized reading programs and dictation programs to assist students in accessing the general curriculum and performing at their highest level. Having access to these types of assistive technologies can greatly increase a student's confidence and foster the manifestation of his or her true abilities and talents.

Special Education Services Staff

Carmen has a network Special Education Coordinator who coordinates initial evaluations, monitors IEP compliance, reporting, and related activities. Further, Carmen employs certified special education teachers in a ratio of approximately 1 F.T.E. teacher per 15 students with IEPs; however, staff numbers are dictated by the numbers of students with disabilities and the specific nature of the services required.

The Principal and special education teachers and Special Education Coordinator are expected to attend all required special education service delivery training sessions for school administrators.

Carmen Schools of Science and Technology

Curriculum Framework

Appendix L

Grades 9-12
Curriculum Framework Overview

UBJECT/REQUIRED CREDITS FOR RADUATION	GRADE 9	GRADE 10	GRADE 11	GRADE 12
nglish redits (Enrolled Sept 2010) redits (Enrolled before Sept 2010)	English Literature 9 AND English Grammar and Composition	English Literature 10	American Literature	AP English Language and Composition OR Senior English Seminar
ath redits lacement exam determines first placement)	Algebra 1 OR Geometry	Geometry OR Geometry AND Algebra 2 with Trigonometry	Algebra 2 with Trigonometry OR Pre-Calculus	Pre-Calculus OR Calculus
cience redits	Physical Science OR Biology	Biology OR Chemistry	Chemistry Advanced Placement Biology	Physics Advanced Placement Biology
ocial Studies redits	World Cultures	American Government AND U.S. History	U.S. History Or Advanced Placement U.S. History	Economics (0.5 credit) AND/OR Sociology (0.5 credit) AND/OR Psychology(0.5 credit)
panish redits (first year level determined by acement exam; students who complete credits rough AP Spanish Lit within two years are ly required to earn 2 credits)	Spanish I or II OR Spanish for Heritage Speaker 1, 2, 3 or 4	Spanish I or II OR Spanish for Heritage Speakers 1, 2, 3 or 4 OR AP Spanish Literature	Spanish I or II OR Spanish for Heritage Speakers 2, 3, or 4 OR AP Spanish Literature	Spanish I or II OR Spanish for Heritage Speakers I, 2, 3. OR Advanced Spanish Language and Composition OR AP Spanish Literature
ine Arts credit ourses offered rotate year to year)	Foundations of Art Advanced Art Digital Photography Music Ensemble Theater	Foundations of Art Advanced Art Digital Photography Music Ensemble Theater	Foundations of Art Advanced Art Digital Photography Music Ensemble Theater	Foundations of Art Advanced Art Digital Photography Music Ensemble Theater
ngineering credits of engineering (optional)	PLTW Introduction to Engineering Design	PLTW Principles of Engineering OR PLTW Introd to Eng. Design	PLTW Digital Electronics OR PLTW Principle of Engineering	PLTW Digital Electronics OR PLTW Elective
dvisory nnual participation required n advisory/service learning course was troduced for credit in September 2011 (2 redits-0.25 per semester)	Individual Learning Plan Development Covey's 7 Habits of Highly Effective Teens Service Learning	Individual Learning Plan Maintenance Service Learning	Individual Learning Plan Maintenance ACT prep College Application Planning Service Learning	Individual Learning Plan Maintenance College Applications Service Learning

Grade 6-8 Science Curriculum Options (Appendix 2)

FOSS MIDDLE SCHOOL COURSES			
GRADE LEVEL	LIFE SCIENCE	PHYSICAL SCIENCE AND TECHNOLOGY	EARTH AND SPACE SCIENCE
Grades 6–8	Human Brain and Senses	Electronics	Planetary Science
	Populations and Ecosystems	Chemical Interactions	Earth History
	Diversity of Life	Force and Motion	Weather and Water

SCIENCE AND TECHNOLOGY CONCEPTS FOR MIDDLE SCHOOLS (STC/MS) CURRICULUM

Grade Level	Life and Earth Sciences		Physical Sciences and Technology	
STC/MS 6–8	Human Body Systems	Catastrophic Events	Properties of Matter	Energy, Machines, and Motion
	Organisms→From Macro to Micro	Earth in Space	Light	Electrical Energy and Circuit Design

Note: All STC/MS Units can be used at one grade level above or below the level indicated on the chart.

Appendix L

EIGHT ABILITIES

In order to graduate from Carmen High School of Science and Technology, all students need to master eight abilities to develop life skills that are necessary to be successful in their education, careers, families and communities. Students will develop these skills throughout their courses, work, internships, and community service. Students will have many opportunities to assess their own performance in relation to these abilities and will receive feedback from teachers and peers.

Carmen High School of Science and Technology has adopted the eight abilities developed by Alverno College (Milwaukee, Wisconsin): Communication, Analysis, Problem Solving, Valuing, Social Interaction, Global Perspective, Effective Citizenship, and Aesthetic Engagement.

Communication

Everyday we communicate with people. Our parents, siblings, neighbors, friends, teachers, and even strangers, are constantly sending messages to us and receiving messages from us. To become an effective communicator, a person needs to read and write different types of information (i.e. description of an event or information presented in numbers), and a person needs to listen and to speak to different audiences and for different purposes.

Analysis

The ability to analyze helps anyone become a better thinker. To be a critical thinker is to be a person that actively examines, searches, compares, dissects, and synthesizes. These processes help us understand events better and help us make more informed decisions.

Problem Solving

Regardless of our age, we are constantly facing 'problems' that need to be solved.
To be able to solve all kinds of problems, we need to be able to ask the right questions, think about different solutions, identify and understand the real problem, etc. Problem solving also requires predicting the consequences of possible solutions and remaining flexible to learn from good and bad experiences.

Valuing

We can all benefit from exploring our values, how they change throughout our lives, and how they affect the way we choose to think and act. In addition, we are more effective people when we understand the values other people hold and how those values affect their decisions. We should strive to use behaviors that express our values, even though it is sometimes difficult. Our goal is to be able to base every decision of our lives on the values that we hold.

Social Interaction

The ability to deal with other people is crucial in our success. We receive our first lessons in social interaction from our families. In elementary school we learn to read and write. Now, in high school, we want to also focus on speaking and, most importantly, listening. We want to know our own attitudes, beliefs, and emotions; we want to recognize other people's attitudes, beliefs and

emotions; and we want to identify what helps us relate to or what becomes a barrier between others and ourselves.

Global Perspective

To think globally is to recognize and understand how many issues are globally interconnected (i.e. connected geographically, culturally). We need to develop a global perspective because decisions that we make have the potential of having long-term consequences for people outside of our local communities. To develop this global perspective, we need to recognize that more than one solution may be needed to address a problem or a concern. We also need to find a balance between recognizing our diversity and identifying our common interests. We want to use our other abilities, such as analysis, valuing and communication, to understand not only our own points of view, but also those of others.

Effective Citizenship

Effective citizenship means that we feel socially responsible for our communities and become actively involved in supporting and improving them. To be able to do this, we must not only know ourselves and others, but we also must be aware of the state of our communities. We need to have information that will help us participate in solving different community problems and to know when we need to lead others and when we need to support others.

Aesthetic Engagement

Aesthetic engagement means that we not only appreciate different forms of art, but that we have become involved in the processes of creating art. We believe that this involvement is a very important part of our education because it has many benefits, such as balancing our intellectual and emotional selves, learning by doing, and recognizing our own culture and other cultures.

Carmen High School of Science and Technology

AESTHETIC ENGAGEMENT

Dimensions	Level 1	Level 2	Level 3	Level 4
Develops a willingness to explore mediums	Engages in imaginative play through art mediums	Immerses in process to explore ideas and feelings	Manipulates mediums for personal expression	Identifies how different mediums are used for expression
Develops a sense of self-identity in community	Reflects on self ("Who am I?"); sees self as active participant in making choices	Articulates rationale for artistic choices "Who am I in my community?"	Developing a voice for engaging with others regarding artistic choices	Is open to multiple interpretation and cooperative creativity
Demonstrates idea development through a variety of artistic methods	Uses intuitive emotional response to solve problem	Uses design-based response to solve problem	Uses stimulus-based response to express point of view	Develops a preference to idea development and expands creative process
Develops the ability to verbalize and write artistic interpretation /Artistic Response	Learns basic vocabulary and identifies basic art elements/ Students can express the ideas they see	Begins to express a personal viewpoint about interpretive choices	Expands vocabulary and interpretive aesthetic point of view	Connects vocabulary and personal choices within historical contexts

Carmen High School of Science and Technology
ANALYSIS

Dimensions	Level 1	Level 2	Level 3	Level 4
Makes Careful Observations and Logical Inferences	Students will be able to observe a situation accurately. They will be able to state facts about what was observed without making inferences.	Students will be able to use observed facts to make accurate inferences.	Students will be able to verbally articulate connections between observations and the inferences they make.	Students will be able to draw on prior experiences to analyze current situations and use multiple inferences to accurately analyze situations.
See Patterns and Relationships	Student observes patterns.	Student identifies significant patterns, including cause and effect, contrast, and repetition.	Student is able to articulate the relationships among ideas and elements.	Student identifies the structures of texts, ideas, and works of art.
Uses Vocabulary and Methods of Different Subject Matters	Student recognizes appropriate vocabulary used in various disciplines.	Student accurately uses vocabulary of the discipline.	Student uses course concepts to identify elements and patterns.	Student uses methodology of practitioners in various subjects.

DIMENSIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Connecting with Audience	Speaks to an audience for at least a minute with little use of notes	Communicates *to* an audience, long enough to suggest the speaker fully understands the message	Communicates *with* the audience, with emerging spontaneity	Interacts with the audience, without using notes
Context-Setting	Develops the topic with some sense of accuracy and purpose	Develops the topic accurately with purpose	Develops the topic accurately with a sense of audience and purpose	Develops the topic accurately and with a keen awareness of audience and purpose
Verbal Expression	Attempts to use grade-level appropriate vocabulary; errors only slightly distract from speech	Uses grade-level appropriate vocabulary. Errors do not hinder comprehension.	Attempt to use higher level vocabulary. Demonstrates a grasp of standard English conventions. language that shows consistent awareness of appropriate style/tone and varied word choice	Uses words that are specific and accurate and convey the intended message in an interesting way.
Effective Delivery	Speaks with some elements of effective volume, voice, gestures, eye contact, movement	Speaks with most elements of effective volume, voice, gestures, and eye contact, movement	Speaks consistently with elements of effective volume, voice, gestures, and eye contact, movement	Speaks with an engaging delivery that includes nearly all of effective elements, including volume, voice, gestures, eye contact, and movement
Purposeful Structure	Presents a message with recognizable introduction, development, and conclusion	Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development	Includes a recognizable introduction; includes main ideas with supporting details and transitions between ideas; develops a conclusion that leaves the reader with a sense of resolution	Begins with an interesting introduction; includes main ideas supported with evidence and clear transitions; develops a conclusion that leaves the reader with a clear sense of resolution
Use of Media	Incorporates a visual that is legible, understandable, and appropriate to topic and audience	Purposefully creates and uses eye-appealing visuals to enhance presentation	Smoothly incorporates media whose messages reflect the core concepts of a presentation	Incorporates high quality and diverse within a specific context to aid in clarifying, and enhancing the presentation
Self Assessment	Shows awareness of a few strengths and weaknesses in a presentation	Shows some understanding of development in speaking ability	Articulates how strengths and weaknesses as a speaker affected performance	Provides a realistic sense of performance, using evidence

SIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
udience some sense se *Ideas*	Develops the topic with some sense of accuracy and purpose	Develops the topic accurately with purpose	Develops the topic accurately with a sense of audience and purpose	Develops the topic accurately and with a keen awareness of audience and purpose
tes ideas accurately *Ideas*	Conveys main ideas with general support	Articulates main ideas and attempts to support them with basic information	Articulates clear main ideas and supports them with accurate evidence and logic	Articulates clear, effective main ideas and supports them with accurate and specific evidence and logic
t/ Development eaningful examples *Ideas*	Smoothly integrates and elaborates on specific textual evidence from a variety of sources.	Effectively integrates and elaborates on specific textual evidence from a variety of sources	Develops ideas and includes specific relevant textual evidence from multiple sources	Attempts to develop ideas and includes relevant textual evidence from sources
eful Structure introduction, and conclusion *Organization*	Develops recognizable introduction; includes main ideas with attempts at supporting details and transitions between ideas. The conclusion attempts to leave the reader with a sense of resolution	Begins with an acceptable introduction; includes strong main ideas supported with relevant evidence and transitions	Includes a recognizable introduction; includes main ideas with supporting details and transitions between ideas; develops a conclusion that leaves the reader with a sense of resolution	Begins with an interesting introduction; includes main ideas supported with evidence and clear transitions; develops a conclusion that leaves the reader with a clear sense of resolution
ion wareness of iate word choice, l tone *Word Choice, e Fluency, Voice*	Attempts to use grade-level appropriate vocabulary. Errors only slightly distract from the text	Uses grade-level appropriate vocabulary. Errors do not hinder comprehension. Words are logical and make the message clear on a general level	Uses grade-level appropriate vocabulary fluently. Attempts to use higher-level vocabulary. Words are logical and interesting and make the message clear	Uses words that are specific and accurate and convey the intended message in an interesting way
tions ly follows iate conventions *Conventions*	Demonstrates a basic understanding of basic writing conventions. Errors are not serious enough to distort meaning, but may be distracting at times	Demonstrates a basic understanding of most writing conventions. Skills are mostly correct and errors do not detract from the meaning	Demonstrates a grasp of standard writing conventions. Errors tend to be so few and so minor that the reader can easily overlook them	Demonstrates a solid grasp of standard writing conventions. Grammar and usage skills support the meaning
essment	Attempts to identify some strengths and weaknesses according to criteria. criteria	Identifies some strengths and weaknesses and attempts to understand own writing ability according to criteria.	Identifies some strengths and weaknesses as well as showing a basic understanding of own writing ability according to criteria	Identifies strengths and weaknesses, and also shows a clear understanding of own writing ability according to criteria

DIMENSIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Previous Knowledge and Experience	Identifies and clearly articulates previous experience and knowledge of the subject	Makes comparisons between what is previously known or experienced about the subject	Considers previous knowledge and experience within the context of the subject	Synthesizes previous knowledge and experience and relates to the subject
Content Comprehension	Engages with text by: • finding clear evidence for author's message or main point and purpose • annotating, summarizing, or mapping author's ideas	Draws inferences about the text based on explicit evidence of author's: • perspective • attitude • assumptions	Uses textual evidence to draw logical conclusions and make connections between ideas and perspectives based on multiple readings	Synthesizes relationships among multiple and diverse readings by applying ideas or concepts in varied contexts
Understanding of Structure	Identifies basic organizational structure and main point of the text	Identifies how organizational structure connects and supports ideas in the text	Identifies how organizational structure helps create relationships between ideas	Identifies how organizational structure creates relationships between ideas which contribute to further understandings
Vocabulary and Language	Infers new word meaning through context clues	Uses discipline specific vocabulary to articulate ideas	Identifies how author's use of figurative and literal language supports ideas	Identifies and analyzes the relationship between language and ideas
Self Assessment	Identifies strengths and weaknesses in using content comprehension strategies	Identifies strengths and weaknesses in inferring meaning of texts	Identifies strengths and weaknesses in using evidence to draw conclusions and make connections	Identifies strengths and weaknesses in analyzing and applying ideas in context

Carmen High School of Science and Technology

DEVELOPING A GLOBAL PERSPECTIVE

Dimensions	Level 1	Level 2	Level 3	Level 4
Forms own opinion on global issues	Articulates opinion on global issue	Remembers and understands, and applies new information to defend an opinion	Uses a variety of sources to defend an opinion and refute opposing arguments	Develops an effective action plan to address global issues
Understands of concepts are interrelated globally	Locates similarities and differences between global concepts	Compares and contrasts different forms of government and different historical epochs	Analyzes the inter-connected among world events	Integrates own values in their understanding of similarities and differences between concepts
Enhances knowledge and understanding of global issues by collecting a variety of information	Utilizes credible sources	Identities, utilizes, and cites a variety of credible sources to support knowledge and understanding	Evaluates information for its effectiveness, relevant, and timeliness	Relates credible sources to other concepts to create new knowledge and understanding
Uses ideas from subjects to formulate own judgment on a global issue	Considers a few aspects of a concept	Considers many aspects of a concept to better inform judgments	Considers all aspects of a concept to better inform and defend judgments	Uses sources, considers all aspects of a concept, and forms own judgments to create publishable work

Carmen High School of Science and Technology

EFFECTIVE CITIZENSHIP

Dimensions	Level 1	Level 2	Level 3	Level 4
Develops awareness of own community	Explores community issues	Explains what is going on in own community	Observes and analyzes communities in other parts of the world	Analyzes communities in relationship to each other and own community
Determines how decisions are made within a community	Identifies decision-makers in the community	Analyzes influences on government and communities	Compares and contrasts differing concepts of individuality and community	Analyzes differing concepts of community and the values therein, juxtaposed with those locally
Works with community members to achieve goals	Connects with major issues in their community	Researches movements in history when people organized to enact change	Creates an action plan that considers multiple community interests	Creates and implements an action plan to solve a problem in own community

Carmen High School of Science and Technology

PROBLEM SOLVING

Dimensions	Level 1	Level 2	Level 3	Level 4
Articulates the problem solving process and how it is related to course concepts	Explains the problem solving "process" by describing clearly the steps taken to approach the problem	Exemplifies appropriate vocabulary and terminology related to course concept to describe the problem	Performs accurately all steps in the problem solving process, including the implementation of steps and evaluation of final product	Independently analyzes, selects, uses and evaluates various problem solving methods to develop solutions
Analyzes the Problem	Describes the problem solving process in their own words	Implements and correctly applies content vocabulary to the problem	Integrates the steps with course vocabulary into the problem solving process	Monitors evidence of their own problem solving process
Designs a Procedure	Interprets the steps needed to solve the problem	Uses course concepts to identify the components (parts) of the problem	Uses course concepts to synthesize the components of the problem	Selects and implements an accurate problem solving method
Clarifies and Summarizes the Solution	Identifies steps needed to solve the problem	Clearly integrates the objective using appropriate vocabulary to explore the course concept	Detects and demonstrates how their solution addresses the problem	Develops a conclusion that explores the possibilities of future problems
Critiques the Consequences	Articulates anticipated or desired results	Compare expected results of solution with actual results	Demonstrates ability to evaluate the consequences of their solution	Demonstrates ability to synthesize consequences of the relationship between several perspectives

Carmen High School of Science and Technology
SOCIAL INTERACTION

Dimensions	Level 1	Level 2	Level 3	Level 4
Analytical Framework	Recognizes categories by which differences between people are constructed and the force that these differences may have on people's lives	Engages in the Task-Oriented Model and the Interpersonal Social Model and applies both models to new situations	Increases own effectiveness in group and interpretational interactions, based on analysis of social interaction situations	Displays increasingly effective interactions in a variety of group and interpersonal situations
Willingness to Engage	Participates in interactions by listening, summarizing, and providing contributions	Uses different approaches, as appropriate, to seek fuller understanding of another person's perspective	Seeks perspectives from those outside her own circles, including perspectives of those with whom she is interacting	Assumes responsibility to interact effectively with others
Cultural Perspectives	Becomes aware of categories based on cultural distinctions	Demonstrates awareness of how social phenomena function in communication	Building on his/her understanding of social-cultural frameworks, evaluates the effectiveness of own responses in interactions with others in a range of situations	Develops new interactive styles based on her experiences with others who are different from herself
Self-Awareness	Identifies attitudes, beliefs, and emotions that are triggered in interaction situations	Compares and contrasts own behaviors with those s/he observes in role models who effectively navigate social interactions	Recognizes her own possible misinterpretations and consequent behaviors within group interactions	Incorporates self-assessment to create action plans for effective interpersonal situations

Carmen High School of Science and Technology
VALUING

Dimensions	Level 1	Level 2	Level 3	Level 4
Identifies Own Values	Names own values and sources of those values	Reflects on relationship between values and behavior, including conflicts	Examine ways own values are socially influenced	Critiques own value stance and articulate how such examination may lead to changes in values
Recognizes Values of Others	Infers values of others	Expresses how communities other than she/her own believe and act out of the values they hold	Articulates ways that values of entire communities are socially developed	Critiques decisions and policies emerging from various value frameworks
Analyzes Values in Course Concepts and Texts	Infers values implicit in literature, art, historical, and other documents	Provides evidence for her inferences about values implicit in works	Compares and contrasts values in course concepts and texts with own values	Specifies core values at the heart of specific disciplines
Reflect on Valuing in Community and Work Environments	Identifies how s/he uses the values s/he holds in roles as family member, friend, student, employee, and citizen	Examines the consequences of past decisions and use them to work through alternatives in a social issue	Explain how actions and decisions influences values of broader community or work environments	Interacts in professional and community decision-making situations in moving towards the achievement of goals

Grades 6-8

Curriculum Frameworks

Detailed Course Syllabi/Plans to be Developed in Planning Year Using the Primary Resource

Appendix L

Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and

median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

Grade 6 Overview

Ratios and Proportional Relationships

- **Understand ratio concepts and use ratio reasoning to solve problems.**

The Number System

- **Apply and extend previous understandings of multiplication and division to divide fractions by fractions.**
- **Compute fluently with multi-digit numbers and find common factors and multiples.**
- **Apply and extend previous understandings of numbers to the system of rational numbers.**

Expressions and Equations

- **Apply and extend previous understandings of arithmetic to algebraic expressions.**
- **Reason about and solve one-variable equations and inequalities.**
- **Represent and analyze quantitative relationships between dependent and independent variables.**

Geometry

- **Solve real-world and mathematical problems involving area, surface area, and volume.**

Statistics and Probability

- **Develop understanding of statistical variability.**
- **Summarize and describe distributions.**

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Ratios and Proportional Relationships 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*[1]
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
   a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
   b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
   c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
   d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

The Number System 6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*

Compute fluently with multi-digit numbers and find common factors and multiples.

2. Fluently divide multi-digit numbers using the standard algorithm.
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*

[1]Expectations for unit rates in this grade are limited to non-complex fractions.

Apply and extend previous understandings of numbers to the system of rational numbers.

5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

   a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.

   b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

   c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

7. Understand ordering and absolute value of rational numbers.

   a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*

   b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3\ °C > -7\ °C$ to express the fact that $-3\ °C$ is warmer than $-7\ °C$.*

   c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.*

   d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.*

8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Expressions and Equations 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.

1. Write and evaluate numerical expressions involving whole-number exponents.

2. Write, read, and evaluate expressions in which letters stand for numbers.

   a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.*

b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.*

c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6\ s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.*

3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*

4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*

Reason about and solve one-variable equations and inequalities.

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.*

Geometry 6,G

Solve real-world and mathematical problems involving area, surface area, and volume.

1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\,w\,h$ and $V = b\,h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability 6.SP

Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
   a. Reporting the number of observations.
   b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
   c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
   d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Mathematics | Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

Grade 7 Overview

Ratios and Proportional Relationships

- **Analyze proportional relationships and use them to solve real-world and mathematical problems.**

The Number System

- **Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**

Expressions and Equations

- **Use properties of operations to generate equivalent expressions.**
- **Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**

Geometry

- **Draw, construct and describe geometrical figures and describe the relationships between them.**
- **Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.**

Statistics and Probability

- **Use random sampling to draw inferences about a population.**
- **Draw informal comparative inferences about two populations.**
- **Investigate chance processes and develop, use, and evaluate probability models.**

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Ratios and Proportional Relationships 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $^{1/2}/_{1/4}$ miles per hour, equivalently 2 miles per hour.*

2. Recognize and represent proportional relationships between quantities.

   a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

   b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

   c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.*

   d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.

3. Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

The Number System 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

   a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*

   b. Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

   c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

   d. Apply properties of operations as strategies to add and subtract rational numbers.

2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

   a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.

c. Apply properties of operations as strategies to multiply and divide rational numbers.

d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

3. Solve real-world and mathematical problems involving the four operations with rational numbers.[1]

Expressions and Equations 7.EE

Use properties of operations to generate equivalent expressions.

1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."*

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*

4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

   a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*

   b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*

Geometry 7.G

Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

[1] Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

7.SP

Statistics and Probability

Use random sampling to draw inferences about a population.

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

Draw informal comparative inferences about two populations.

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*

4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

Investigate chance processes and develop, use, and evaluate probability models.

5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*

7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

   a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*

   b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*

8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

   a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.

   b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.

   c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

Mathematics | Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount $m \cdot A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

Grade 8 Overview

The Number System

- **Know that there are numbers that are not rational, and approximate them by rational numbers.**

Expressions and Equations

- **Work with radicals and integer exponents.**
- **Understand the connections between proportional relationships, lines, and linear equations.**
- **Analyze and solve linear equations and pairs of simultaneous linear equations.**

Functions

- **Define, evaluate, and compare functions.**
- **Use functions to model relationships between quantities.**

Geometry

- **Understand congruence and similarity using physical models, transparencies, or geometry software.**
- **Understand and apply the Pythagorean Theorem.**
- **Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.**

Statistics and Probability

- **Investigate patterns of association in bivariate data.**

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Number System 8.NS

Know that there are numbers that are not rational, and approximate them by rational numbers.

1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

Expressions and Equations 8.EE

Work with radicals and integer exponents.

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.*
2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.*
4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Understand the connections between proportional relationships, lines, and linear equations.

5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

Analyze and solve linear equations and pairs of simultaneous linear equations.

7. Solve linear equations in one variable.
   a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
   b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8. Analyze and solve pairs of simultaneous linear equations.

   a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

   b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.*

   c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Functions 8.F

Define, evaluate, and compare functions.

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.[1]

2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*

Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry 8.G

Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations:

   a. Lines are taken to lines, and line segments to line segments of the same length.

   b. Angles are taken to angles of the same measure.

   c. Parallel lines are taken to parallel lines.

2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

[1] Function notation is not required in Grade 8.

3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*

Understand and apply the Pythagorean Theorem.

6. Explain a proof of the Pythagorean Theorem and its converse.
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

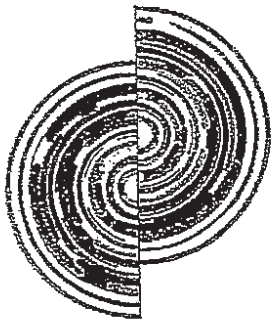
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Statistics and Probability 8.SP

Investigate patterns of association in bivariate data.

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*



STANDARDS FOR

English Language Arts

6–12

Appendix 7

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Reading Standards for Literature 6–12

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Reading Standards for Literature 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Integration of Knowledge and Ideas		
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Reading Standards for Literature 6–12

RL

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
8. (Not applicable to literature)	8. (Not applicable to literature)
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas		
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Reading Standards for Informational Text 6–12

RI

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Writing Standards 6–12

W

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes		
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Writing Standards 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes (continued)		
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Writing Standards 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards 6–12

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)	
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing Standards 6–12

Grades 9–10 students:	Grades 11–12 students:
Research to Build and Present Knowledge (continued)	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Speaking and Listening Standards 6–12

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 students:	Grade 7 students:	Grade 8 students:
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge and Ideas		
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

Speaking and Listening Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Comprehension and Collaboration	
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards 6–12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). b. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Language Standards 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
Knowledge of Language	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Language Standards 6–12

Grades 9–10 students:	Grades 11–12 students:
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills, by Grade

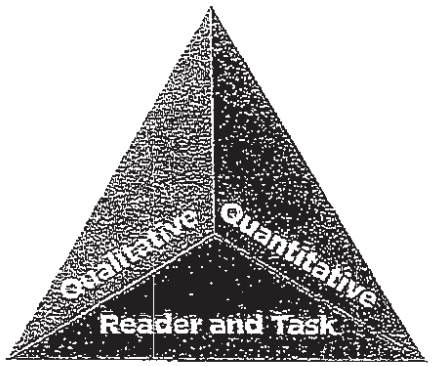
The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9-10	11-12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.*								
L.3.3a. Choose words and phrases for effect.*								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*								
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).*								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.*								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.*								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.*								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.*								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.*								
L.9–10.1a. Use parallel structure.†								

* Subsumed by L.7.3a
† Subsumed by L.9–10.1a
‡ Subsumed by L.11–12.3a

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6–8	▪ *Little Women* by Louisa May Alcott (1869) ▪ *The Adventures of Tom Sawyer* by Mark Twain (1876) ▪ "The Road Not Taken" by Robert Frost (1915) ▪ *The Dark Is Rising* by Susan Cooper (1973) ▪ *Dragonwings* by Laurence Yep (1975) ▪ *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976)	▪ "Letter on Thomas Jefferson" by John Adams (1776) ▪ *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845) ▪ "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchill (1940) ▪ *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (1955) ▪ *Travels with Charley: In Search of America* by John Steinbeck (1962)
9–10	▪ *The Tragedy of Macbeth* by William Shakespeare (1592) ▪ "Ozymandias" by Percy Bysshe Shelley (1817) ▪ "The Raven" by Edgar Allen Poe (1845) ▪ "The Gift of the Magi" by O. Henry (1906) ▪ *The Grapes of Wrath* by John Steinbeck (1939) ▪ *Fahrenheit 451* by Ray Bradbury (1953) ▪ *The Killer Angels* by Michael Shaara (1975)	▪ "Speech to the Second Virginia Convention" by Patrick Henry (1775) ▪ "Farewell Address" by George Washington (1796) ▪ "Gettysburg Address" by Abraham Lincoln (1863) ▪ "State of the Union Address" by Franklin Delano Roosevelt (1941) ▪ "Letter from Birmingham Jail" by Martin Luther King, Jr. (1964) ▪ "Hope, Despair and Memory" by Elie Wiesel (1997)
11–CCR	▪ "Ode on a Grecian Urn" by John Keats (1820) ▪ *Jane Eyre* by Charlotte Brontë (1848) ▪ "Because I Could Not Stop for Death" by Emily Dickinson (1890) ▪ *The Great Gatsby* by F. Scott Fitzgerald (1925) ▪ *Their Eyes Were Watching God* by Zora Neale Hurston (1937) ▪ *A Raisin in the Sun* by Lorraine Hansberry (1959) ▪ *The Namesake* by Jhumpa Lahiri (2003)	▪ *Common Sense* by Thomas Paine (1776) ▪ *Walden* by Henry David Thoreau (1854) ▪ "Society and Solitude" by Ralph Waldo Emerson (1857) ▪ "The Fallacy of Success" by G. K. Chesterton (1909) ▪ *Black Boy* by Richard Wright (1945) ▪ "Politics and the English Language" by George Orwell (1946) ▪ "Take the Tortillas Out of Your Poetry" by Rudolfo Anaya (1995)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

STANDARDS FOR

Literacy in History/Social Studies, Science, and Technical Subjects

6–12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in History/Social Studies 6–12

RH

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6–12

RST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
1. Write arguments focused on *discipline-specific content.* a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments focused on *discipline-specific content.* a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	1. Write arguments focused on *discipline-specific content.* a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

Text Types and Purposes (continued)

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.