

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

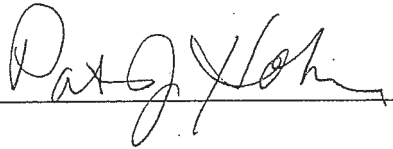
The mission of Carmen High School of Science and Technology is to graduate all students as critical thinkers and self-directed learners who are prepared for success in college, meaningful careers, community involvement and family life.

Submitted By:

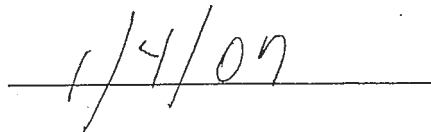
Patricia Hoben, Ph. D.
Head of School

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



Date



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MPS - Board Governance

Table of Contents

Executive Summary	Page
1. Charter Concept: Mission, Vision, Core Beliefs, Origin of School Name.....	1
2. Name of the Person Seeking to Establish the Charter.....	2
3. Administrative Services.....	2
4. Community Responsibility/Support.....	3
5. Educational Program.....	4
6. Educational Methods.....	11
7. Measuring Progress.....	11
8. Governance and Parental Involvement.....	13
9. Employee Qualifications.....	13
10. Health and Safety Procedures.....	14
11. Achieving Diversity.....	14
12. Requirements for Admission.....	14
13. Enrollment and Grade Level Distribution.....	14
14. Budget.....	15
15. Annual Audits.....	15
16. Procedures for Discipline.....	15
17. Public School Alternatives.....	15
18. School Facilities.....	15
19. Effects on Liability.....	15
20. Transportation and Nutrition.....	15
21. Instrumentality or Non-Instrumentality.....	15
22. Start-up Year and Length of Contract.....	15
Carmen High School Board of Directors	
Budget, Funding Sources and Walton Start-up Proposal	Appendix a
Letters of Support	Appendix b
Additional Curriculum and SWIP Program Information	Appendix c
Student Schedule Planning Assumptions	Appendix d
Teacher Work Week Planning Assumptions	Appendix e
Vitae and Contact Information	Appendix f
Other Pertinent Information:	
Information Sheet on Letterhead	Appendix A
Individual Learning Plans	Appendix B
8 Abilities Performance Outcomes Frameworks	Appendix C
Local Measures Matrix for Assessment of Goals	Appendix D
Goals and Objectives	Appendix E
Business Plan	Appendix F
Governance Model and Organizational Chart	Appendix G
Job Descriptions, Staffing Plan and Projections	Appendix H
Intake, Admissions, and Open Enrollment	Appendix I
Discipline Policy	Appendix J
Articles and By-Laws	Appendix K
Carmen Handbooks	Appendix L

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 life. 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. Jennifer Lopez

3. As Chief Executive Officer, formerly known as Head of School, Jennifer Lopez will be in charge of Carmen High School of Science and Technology and the manner in which administrative services are provided. The Administrative

The Chief Executive Officer (CEO) oversees and advances all Carmen Schools of Science and Technology schools. The CEO embodies and advocates the mission, vision, and strategic direction of the network of schools. 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 readily 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.

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

Historical Context: 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 consortium 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 learn how to read for meaning and will have access to a variety of literacy-promoting computer-based tools.

Carmen High School will institute 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 apprised 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.

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. 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 Abilities 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 drawn 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 through personal contacts and visits with families and K-8 and middle school special needs faculties 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 essays, are included in this proposal as Attachment I.

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,

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 2021-2022 school year.

Carmen Schools of Science and Technology

Carmen Northwest Appendix A

NWMS/HS: Executive Summary

Historical Context and Overview

Northwest Middle and High School is a college preparatory secondary school with a liberal arts curriculum, emphasizing student proficiency in science and technology and integrating internships. The school opened in 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.

The mission of NWMS/HS 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, NWMS/HS 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 NW MS/HS 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, 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.

Context of the Applicant Team That Developed Northwest Middle and High School

The Development Team Leader for the school was 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, 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.

Proposal Narrative

1. Mission

The mission of Northwest Campus High School (NWCCHS) 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 NWCCHS, 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 contracting and monitoring process will best enable NW 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 NW 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 NW created the school's official name early in the 2012-2013 planning year. The naming process involved 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. NW 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 NW, 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. Students who fail more than one of four core academic courses and fail to improve their grades to the “C” level during the 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 NW CHS 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. The Chief Executive Officer (CEO) oversees and advances all Carmen Schools of Science and Technology schools. The CEO embodies and advocates the mission, vision, and strategic direction of the network of schools. Ultimate accountability for all areas of educational and administrative services lies with the Board of Directors.

3. 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 intern 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.

4. College Preparatory, Abilities-Based Curriculum

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 NW 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 from 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.

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.

Historical Context for NWCHS Planning Team Leader and Members

Dr. Patricia Hoben was the Planning Team Leader for the NWCHS and she served 0.5 time as Head of School when the school opened 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 Chief Executive Officer, formerly the Head of School reports to the Board and is a non-voting ex-officio member of the Board. Further, the bylaws state that the governing board will meet regularly and hold one annual meeting. 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.

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 CEO/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 Chief Executive Officer, overseeing the annual fiscal and contract compliance audits conducted by an outside firm, and developing and setting policies in these and other areas.

Board of Directors

The Board of Directors is composed of seven members, including the CEO/Head of School, who are elected by the MPS Board of School Directors. The Board of Directors is responsible for the overall governance of the school, including the approval of the budget, the education plan, and the hiring and evaluation of the CEO/Head of School. The Board of Directors also oversees the annual fiscal and contract compliance audits conducted by an outside firm and develops and sets policies in these and other areas.

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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.

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.

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 is a non-instrumentality charter school.

22. NWCHS opened in August 2013, and received a five-year contract. Carmen Middle and High School, Northwest requests a 5 year contract to begin 2021—2022 school year