

I. Response to Current Charter School Performance Educational Performance

1. Provide a description of how the school has been faithful in implementing its educational program outlined in the charter proposal (Appendix A).

Milwaukee College Prep (MCP) continues to strive to meet the expectations and educational mission as defined in Appendix A while remaining nimble to make curricular changes as deemed necessary to keep aligned to best practices and revised State Standards. The major changes that MCP has implemented are described below.

MCP has adopted Core Knowledge of Language Arts for grades K4-1st. This is a comprehensive ELA curriculum teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, world and American history, and the sciences. It aims to combine excellent decoding instruction with frequent reading-aloud in order to ensure that students can translate letters into words and make sense of the words they are decoding.

In grades 2-8, MCP scholars now continue their literacy development with the Wit and Wisdom curriculum from Great Minds. With Wit & Wisdom, every text a student touches is authentic and of the highest quality. Students use these texts at every turn — to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary. Instead of basals, students read books they love, to build knowledge of important topics and master literacy skills. All students read and communicate about grade-level texts, with suggestions for support included at key moments in lessons.

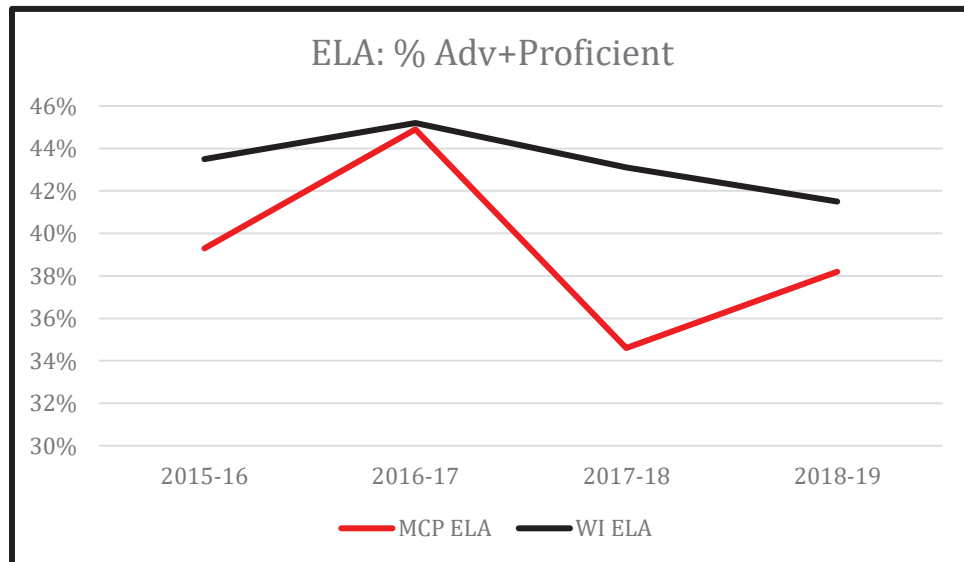
MCP has also adopted the Eureka math program. The Eureka program is focused on Common Core State Standards and uses modules which cover math topics with more depth than breadth. Critical thinking, problem solving, extensive vocabulary and real world hands-on problems are part of this curriculum. It is complemented with Zearn and ALEKS, two blended learning models that differentiate based on student needs and which are aligned to the Common Core State Standards.

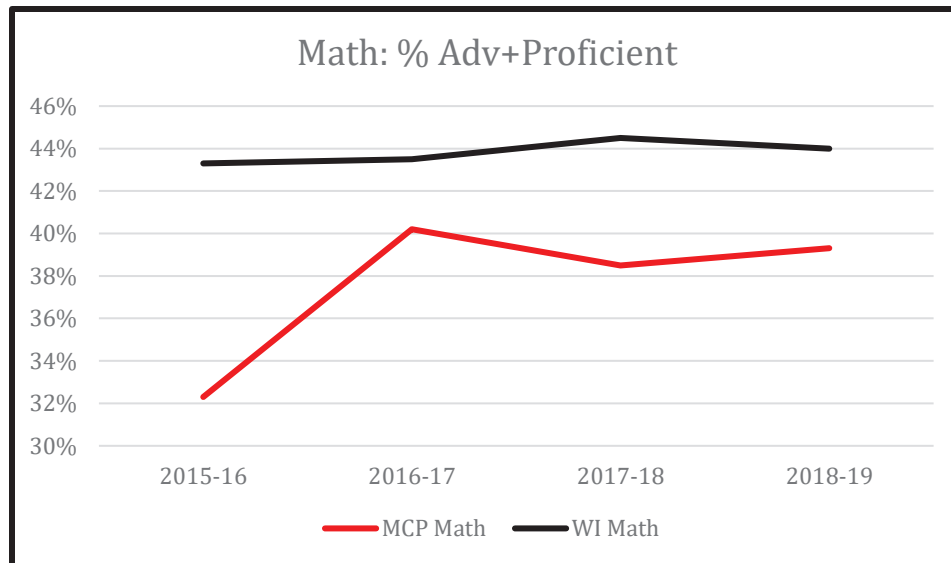
The Middle School Social Studies and Science curriculums have also been updated. The Amplify curriculum for science, which uses 3-D models and hands-on experiments through the use of technology, has been added as has a new Social Studies curriculum, which covers a variety of topics in world and US History, Wisconsin history, the evolution of the black experience in Milwaukee, civics, economics and social justice.

2. Explain how the school has met goals and measurable objectives during the term of this contract. Highlight growth in student achievement and provide

evidence of how the school is making progress towards meeting its academic outcomes.

We understand that proficiency rates on the Forward exam are not the end all in terms of measuring value added growth, but they do measure one of our goals and that is to match or exceed the statewide proficiency rates. We understand that the “achievement gap” is really an “opportunity gap”, but one of our tenets is to great teaching, great curriculum, great resources and great relationships to prove that we can bridge the achievement gap. We were there prior to the new cut scores being introduced in the state about 5 years ago and are climbing back towards that goal now. As you can see, we had a great year of growth in 2016-17, a weird and unexplained dip the following year and a begin to bounce back in 2018-19. We are not sure at this point how precipitous the impact of the pandemic will be on our scholars, but are anxious to continue trekking towards the elimination on this gap.





While we are primarily focused on closing the gap between our scholars and the students statewide in WI, it is significant for MCP to also look at peer comparisons. The 2018-19 FORWARD data below in our state, city and for the 15th Aldermanic District, where our 4 schools reside, tells a pretty dramatic story in regards to the work MCP is doing.

ELA	School (District)	Student Count	Proficient and Advanced	Percent Proficient and Advanced
Black	WI	34019	4362	12.80%
Black	MCP	1109	413	37.20%

Math	School (District)	Student Count	Proficient and Advanced	Percent Proficient and Advanced
Black	WI	34019	3958	11.60%
Black	MCP	1109	424	38.20%

15th Aldermanic District Elem Schools	Students Tested (ELA & Math)	# Proficient	% Proficient
MPS & MPCP	4358	199	4.57%
MCP	2328	905	38.87%

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

With virtually no notice last March, we asked our staff to completely redesign school. Within days, our administrators and teachers "MacGyvered" the problem. Chromebooks were distributed, perishable foods donated and curriculum was totally revised.

We made adjustments as the proposed three week shutdown evolved into a three month, rest of the school year affair -- creating a temporary website, learning new technologies on the fly, resetting (but not lowering) expectations and hosting virtual assemblies, award programs and commencement programs. Although we physically distanced, we did not socially distance. Throughout last Spring, we were able to:

- Maintain contact with 97% of all families
- Consistently engage 90% of all scholars
- Distribute 800 Chromebooks
- Establish an Emergency Fund that, to date, has provided housing for MCP families experiencing homelessness, food to those who are experiencing food scarcity, and delivery services for those who are homebound.
- Establish a Tech Equity Fund to provide Chromebooks or tablets to our youngest scholars.

From surveying families and staff last June and participating in numerous local and national Zoom sessions on best practices in the virtual world, we made several adjustments in the delivery of virtual instruction once we decided in mid-July to open 100% on-line this fall. Those adjustments include:

- **Restructured School Day:** There are 2 major adjustments that we made to our school day. First is that we added about 90 minutes of synchronous, whole class instruction to each virtual school day and second, we added more time and structure to the school day, with scholars working from 8:30 a.m. – 2 p.m. each day.
- **Technology:** We added 1:1 technology devices for every staff and scholar and made Hotspots available to families who needed them.
- **RtI:** Even virtually, the RtI team will be responsible for screening all scholars, identifying scholars who qualify for interventions, planning, coaching other educators to executive interventions and/or executing the interventions, monitoring progress and building a support team and action plan for each scholar who qualifies.
- **Wisconsin Reading Corps:** As we have in the past Wisconsin Reading Corps will continue to provide a highly valued literacy tutoring program with scholars from all four campuses to move our struggling readers toward mastery. The tutors will continue to work 20 minutes every day M-F with the identified K5-3rd grade scholars virtually while we are still remote and will transition to in-person when it is safe to do so.

- **Tech Support:** In addition to our Tech Team, we have identified 2 staff members per campus who will support families and scholars as needed to minimize disruption to learning due to technical difficulties.
- **YMCA Camp:** Since MCP is offering school remotely to begin the 2020-21 school year, we have partnered with the YMCA to provide a safe place for our scholars to be supervised while they learn virtually. In addition, we have an MCP staff person on site to trouble-shoot. The program is offered during our school day (8:30-2:30 while virtual) with an option for families to stay later if necessary.

Even with these programs in place and clear expectations and goals, the key to our success is strong relationships, consistent communication (via email, text, social media, phone calls), coupled with fierce determination and extra effort on the part of our staff.

4. Financial Performance

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

Milwaukee College Prep continues to be financially sound and meet financial performance standards by following fiscally responsible business practices that include conservative budgeting strategies to manage costs based on expected revenues that align with state and federal guidelines and the provisions of the charter school contract. This strategy also relies on our ability to deliver a high quality education, which leads our network to meeting enrollment goals and fundraising targets.

The optimal enrollment level for Milwaukee College Prep is 2,000 total students or 500 students per campus. This includes 200 students per grade-level across the network or 50 students per grade-level at each campus for grades K4 through 8th grade. Milwaukee College Prep has access to a \$2.5 million line of credit with First Midwest Bank if enrollment and/or funding falls below expected levels over multiple school years. Milwaukee College Prep is also prepared to offset short-term and long-term enrollment or funding deficiencies to maintain established educational programming by using excess resources currently invested for future program expansion.

Milwaukee College Prep is also willing to implement contingency budgets that include additional cost reduction plans--decreasing staffing levels and other expenditures while meeting the needs of our students. MCP is prepared to make critical and tough decision to advance the education and opportunities of our students.

5. Organizational Performance

- **Illustrate how the school has a well-functioning organizational structure. Include pertinent information about parental involvement, staffing, health and safety, school enrollment, discipline guidelines, and school facilities.**

Parental Involvement:

Parental Involvement at MCP is evidenced in several ways. First, is the importance of buy-in and connection to the school and the child's teacher. Every school leader and teacher works to connect with families and every leader and almost every teacher makes their cell phone number available to parents and connects almost daily with them through apps such as Remind.

Second, over 90% of parents consistently come to the quarterly Parent-Teacher Conferences.

Third, when school is in session, parents are almost daily at morning assemblies, quarterly programs (we have packed housed at events like the Spring Concert and had over 225 fathers, uncles, grandfathers, mentors present at the North Campuses "Men in Our Lives" program last winter) and parents actively coach and attend sporting events.

Formally, three parents serve on MCP's Board of Directors and each campus has a Parent Leadership Team.

Staffing:

Every aspect of MCP, from curriculum and instruction, to hiring and budgeting, is done with the scholars' best interests in mind. This is done by having exceptional leadership in place and hiring, training, supporting and retaining master teachers who firmly believe that every child, no matter his or her zip code, can and will succeed when given the right tools. The team will be provided with a clear mission, a positive environment where learning flourishes, continual support and direction, and will be held accountable for their scholars' success. There is a clear focus on each individual scholar by a team who is fiercely determined. It is truly a purpose and passion, not a job.

We fully believe that children do not fail, adults fail children. In order for our students to continue to improve and grow, we must be reflective on our own shortcomings and continuous improvement. To that end, we have adopted the Skyrocket coaching system that requires regular and rigorous feedback with a focus on improvement. We couple the coaching cycle with regular professional development opportunities. We have weekly campus-specific PD and monthly cross-campus subject specific and equity PD. These Professional Development

opportunities are deliberate and meaningful sessions that are intentionally designed to help our staff move our students toward mastery.

Recognizing that we have master teachers who are ready to become school leaders, we have established our Emerging Leaders Program that is designed to identify these strong, diverse educators and provide them individual coaching to move them toward leadership. Similarly, we are part of Project INVEST that provides an accelerated opportunity for our Educational Assistants to become certified teachers. MCP's commitment to this continuous improvement is evidenced by the numbers. Nearly 70% of EA's participating in this program offered by Concordia University are from MCP and we have already placed 8 Project INVEST graduates in their own classrooms.

Health and Safety

MCP has done extensive work to assure that our facilities are secure from hiring Security to monitor our entrances, playgrounds and parking lots (Note: Our Security Team is only focused on monitoring external safety issues and plays no role in helping monitor student behavior); to adding additional cameras both in and outside of our facilities; and upgrading check-in and check-out procedures for visitors.

In regards to the health of our students, there are several steps that MCP takes to assure our scholars are well balanced and healthy, such as:

- **EXPERIENTIAL LEARNING/OVERNIGHT CAMPS:** Our middle school scholars typically go on a Civil Rights Trip in 7th and 8th grades and a Washington DC Trip in 5th and 6th grades. Since expanding to four campuses, we have alternated the years that the campuses go on those trips. Alternate years, they take overnight trips to Treehaven, near Stevens Point (7th & 8th grade, and Camp Minikani, in Hubertus (5th & 6th grade).
- **SCHOLAR ATHLETIC CONFERENCE:** In an effort to improve quality of play, opportunities to improve, and character development that is consistent with Milwaukee College Prep's firm belief in the value of hard work and strong character, Milwaukee College Prep created its own middle school athletic conference for both boys and girls volleyball, basketball and track. We have averaged more than 450 middle school scholars from across the four campuses participate in volleyball, basketball and track over the course of the school year. Games and meets take place weekly between campuses and occasionally against other teams from across the city or in citywide tournaments.
- **GREAT SHAKE:** While much broader in scope, part of Milwaukee College Prep's character development program includes a focus on making a positive first impression. To reinforce its importance, we started our Great Handshake Competition six years ago and it has grown progressively more competitive each year. The competition is intense, requiring middle school scholars make it through several rounds to get to the final round,

which last year was hosted by Godfrey & Kahn and the year before by Baird. The final (elite) eight are MCP ambassadors all year and the top four attended the national competition at the Ron Clark Academy in Atlanta.

- **SOCIAL EMOTIONAL PROGRAMMING:** Children who live in under-resourced communities—where domestic and neighborhood violence, racial discrimination, and poverty are more prevalent—can develop what is called complex trauma. Complex trauma occurs through repeated and prolonged exposure to trauma-inducing situations. It is impossible for scholars suffering from chronic trauma, *and* those who aren't, to achieve to their fullest academic potential if we have not first met their social emotional needs. To that end, it is essential that MCP leaders, staff, and scholars create an educational environment in which ALL students can learn and grow by practicing and teaching responsive social emotional skills in the 5 competency areas of self-awareness, self-management, social awareness, relationship skills and responsible decision making.
- **EMERGENCY FAMILY FUND:** Throughout the year, many of our families' experience significant chaos and upheaval in their lives, from homelessness to transportation issues or personal tragedy. Our social workers work with service agencies to try to fill their needs, but often MCP steps in to provide support.

School Enrollment

School enrollment continues to be conducted by a blind admissions lottery for all new students to MCP. Enrollment has been consistent at or near our target goal of 2000 for the past several years.

Discipline Guidelines

Milwaukee College Prep's discipline system is grounded in Steven Covey's emotional bank account, where "deposits" and "withdrawals" occur throughout a relationship, creating an "emotional bank account". Within this system, you cannot withdraw from an account that has not been deposited into. Creating multiple opportunities for *deposits* was increased through restorative processes, and allowed each scholar to make a social- emotional connection with an adult after making a mistake or choice that negatively affected their learning environment.

Milwaukee College Prep's commitment to embracing and strengthening restorative practices has cultivated multiple levels of positive outcomes for scholars and staff. Allowing time and resources for all staff to connect through meaningful circles, prioritizing repair after a discipline issue, and encouraging all parties to have a "voice and choice" in the restoration of relationships has created a learning environment rich in empathy, mutual respect, understanding and empowerment.

Community circles, which create space for connection and bring valuable ritual to our relationships, were first established within our adult leaders and educators, then purposefully rolled out in our classrooms. Elementary classrooms led circles to address strengths and challenges and build community, purpose and empathy within their group. Middle School educators lead PRIDES, gender based circles, grounded in commitments, responsibility and repair.

School Facilities

MCP owns the four facilities in which it operates.

- MCP 36th Street was purchased in the early 2000's and totally remodeled then. An addition with 6 new classrooms was added a few years later.
- MCP Lloyd Street and MCP 38th Street were purchased from MPS in 2012 and each underwent major upgrades in HVAC and lighting shortly thereafter. A new gym was also added to Lloyd Street.
- The MCP Lola Rowe North Campus was purchased from the Milwaukee Y in 2014. MCP owns the entire facility and leases space to the Y and Children's Hospital. Several major upgrades to the HVAC and the parking lot.

- **Describe how the community partnerships have impacted students**

As essentially neighborhood schools, MCP has developed high quality and beneficial partnerships with several community organizations. Some of which are described below:

- **Sherman Phoenix:** The Sherman Phoenix served as our host for the Annual Black History Trivia Bowl where, after months of preparation, campus-based teams of our middle school scholars compete during Black History Month.
- **City Year:** While City Year corps members cannot serve non-MPS schools, it has become a valued Educational Assistant pipeline for MCP.
- **Wisconsin Reading Corps:** MCP has worked with Reading Corps for several years to help move struggling readers to proficiency.
- **Milwaukee Bucks:** MCP has partnered with the Bucks on its annual Black History Trivia Bowl as well as creating art for Fiserv Forum and a number of other events and hosted an after school coding class for Middle School students.
- **Safe and Sound:** MCP and Safe and Sound have partnered on the Black History Trivia Bowl for several years. Our scholars also participate in Barbershop Mondays.
- **YMCA:** In addition to sharing a facility, we will partner with the YMCA this year to provide supervised care during our virtual learning.

- **Public Allies:** We have had 3 Public Allies placed at MCP and will look for further opportunities for partnership.
- **Center for Urban Teaching:** MCP has hosted CfUT summer school programs at our Lloyd St. Campus for several years.
- **School Community Partnership for Mental Health:** MCP works with SCPMH to provide mental health and therapy services to students who would benefit from it.
- **Sebastian's Counseling Services:** MCP partners with Sebastian's to provide counseling services for our scholars who would benefit.
- **All-In Milwaukee:** MCP alumni are current All-In scholars. We work to identify both All-In donors/mentors and MCP alumni to participate in the program to ensure that our alumni who participate not only start college, but finish.

We will continue to identify and build partnerships that will benefit our students, families and community.

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

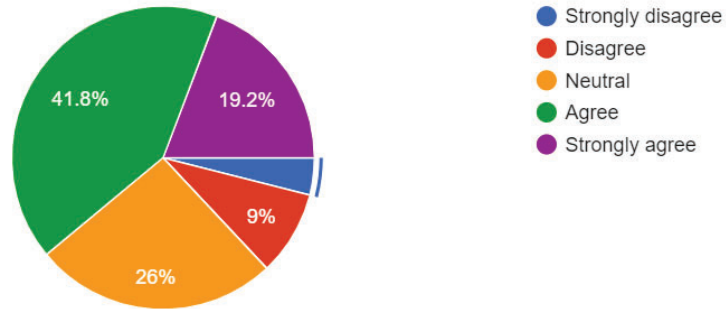
The biggest indicator of parental satisfaction is MCP's annual retention rate of almost 90% each of the past three years. That, coupled with the daily average attendance rates of just over 95% during that time period, are strong indicators of parent buy-in and satisfaction.

Another indicator is that we started a Facebook Live series this summer for parents every Wednesday to keep them updated on school reopening plans and averaged almost a 1,000 views each week.

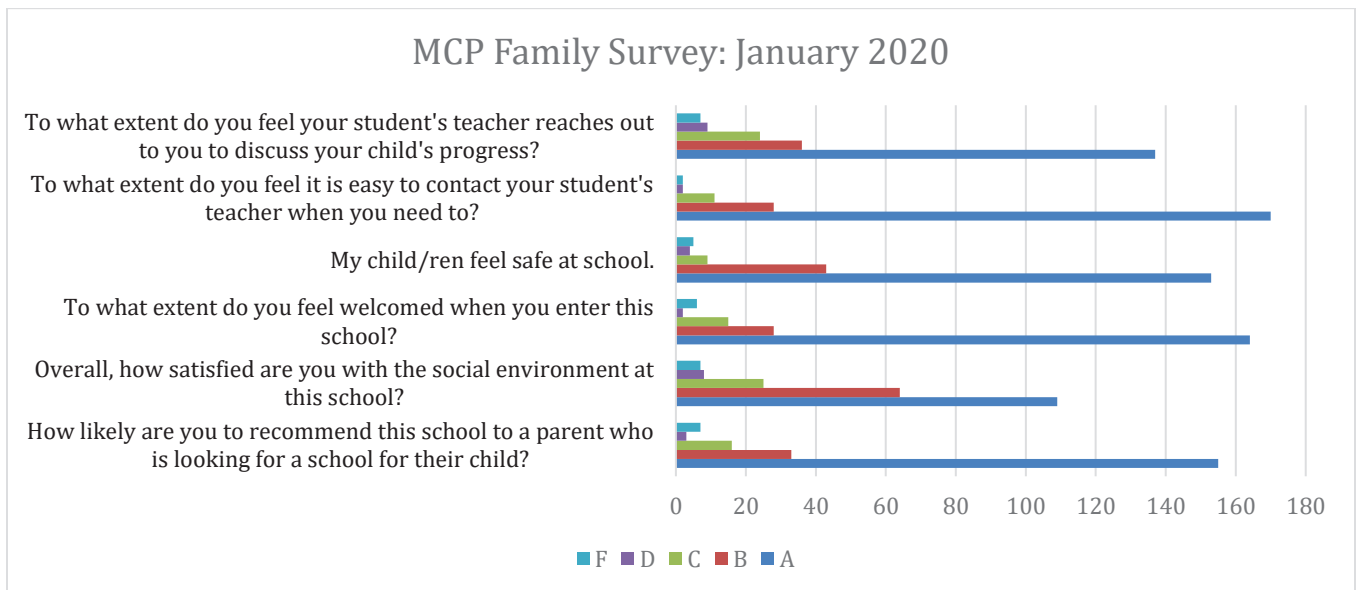
In addition, we survey parents frequently. Here is a sample of some responses garnered after the conclusion of the virtual learning experience last Spring:

Agree or disagree: "I have been satisfied with my scholar's remote learning experience."

177 responses



Here is feedback that we received from families this past January.



- **Demonstrate that the school has an active and effective school governance structure. Provide examples and explain.**

The governing board is ultimately responsible for the operation of the school. Specifically, the Board is charged with:

- Setting the enrollment and grade-level configuration for MCP;
- Approval of annual school budget, calendar, salary schedules, major fundraising events, and grant writing;
- Approval of all financial policies that set the processes and controls for contracts, expenditures, and internal control;
- Approval of bylaws, resolutions, and policies and procedures of school operation;

- Approval of all changes to the school charter to be submitted as necessary in accordance with applicable law;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Support and evaluate the leader of the organization;
- Monitoring the performance of MCP and taking necessary action to ensure that the school remains true to its mission, vision and charter;
- Monitoring the fiscal solvency of MCP;
- Participation in annual independent fiscal audit;
- Participation as necessary in student expulsion matters pursuant to School policy; and
- Oversee the development of the strategic plan and monitor progress on the plan;
- Increasing public awareness of MCP.

MCP has established a relatively flat and lean leadership structure, that fully embraces humble, servant leaders who are primarily charged with serving the educators in the classrooms so that great teaching and learning can flourish. The School Leader will report to and serve at the direction of the governing board. The School Leader will have ultimate oversight and decision making with regard to the hiring, discipline, and firing of all other school employees. The executive committee of the school network includes a Chief Financial Officer (CFO), Chief Operations Officer (COO), Co-Chief Academic Officers (CAO), Chief External Relations Officer (CXO) and a Chief Network Leadership Coach (CNC).

II. Plans for Continued Success Educational Performance

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

The biggest change item on our agenda is our focus on our Equity Priority, which will be a several year endeavor to work towards the outcomes listed.

Equity Priority	
Why is this a PRIORITY?	“Society will draw a circle that shuts me out, but my superior thoughts will draw me in.” Marva Collins Creed (1997). From the beginning, MCP was founded to eradicate educational inequities as a way to overcome social inequities. The need to battle racism and advance social justice was always an underlying and understated part of that mission, but it is evident now that MCP needs to be much more reflective and intentional about equity in order to raise the next generation of changemakers who will not just learn how to navigate systems that were not created for them, but who will disrupt those systems and forge a new future.
What are the desired OUTCOMES?	Academic Audit: TNTP Equity Audit (2021-22) as part of an effort to review our curriculum to ensure it is culturally responsive and prepares students to be college ready and future changemakers.

	<p>Culture Audit: Review our routines and procedures in regards to culture to ensure it is culturally responsive and prepares students to be college ready and future changemakers.</p> <p>Staffing Audit: Review pipeline, hiring and retention practices to assure we are promoting teachers and leaders of color in an aggressive and equitable way.</p> <p>Anti-Racist Training: Conduct anti-racist training for all current staff in 2020-21, starting with a staff wide read of “So You Want to Talk About Race”, and for all new staff thereafter.</p>
What are the MINDSETS?	<p><i>“There will come a time when Americans will realize that the only thing wrong with Black people is that they think something is wrong with Black people. There will come a time when racist ideas will no longer obstruct us from seeing the complete and utter abnormality of racial disparities. There will come a time when we love humanity, when we will gain the courage to fight for an equitable society for our beloved humanity, knowing, intelligently, that when we fight for humanity, we are fighting for ourselves. There will come a time. Maybe, just maybe, that time is now.”</i> Ibram X. Kendi, <i>Stamped from the Beginning</i>.</p>
What are the necessary SKILLS/PD/ RESOURCES?	<p>Purchasing “So You Want to Talk About Race” for all staff to read.</p> <p>Forming and MCP Equity Team to drive this priority.</p> <p>Contracting with TNTP for Curricular Audit.</p> <p>Contracting with an agency to conduct org audit.</p> <p>Quarterly “anti-racist PD” for staff in 2020-21 at MCP.</p> <p>Staffing audit conducted through CFC grant.</p>

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

MCP’s goal is to retain enrollment at approximately 50 students per grade at each campus. That translates to 500 students per campus and 2000 students overall. MCP is open to expanding to a high school or additional K-8 Campus if the right opportunity to expand is identified and then approved by the MCP and MPS Boards.

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

The job has gotten harder. Doug McCurry, co-founder of Achievement First, uses the analogy that urban ed success used to be like climbing Denali (20,000 feet), but it is now like climbing Everest (29,000 feet). He says there are 4 factors for this profound change in difficulty:

- **Common Core** has drastically increased expectations. Those expectations are certainly now more aligned with realistic expectations needed for college and life skills. We have increased rigor and teaching dramatically since the onset of common core and can point to great growth and Report Card scores; but in terms of absolute achievement, we are not yet where we need to be according to the new expectations and the new reality of skills needed for college, career and graduates who equipped to be change agents in our communities and world.

- **Teacher Talent** pool has gotten a lot shallower. Schools of Ed are experiencing extreme drops in enrollment and pipeline organizations like TFA, CfUT and CY are scrambling for applicants. Teacher attractiveness took a dramatic hit in WI post Act 10 and is taking a big hit nationally in this pandemic setting. Finding – and retaining - great educators is a bigger challenge for everyone right now. Launching and supporting candidates in our Project Invest Program has helped keep the pool strong at MCP.
- **Equity Mandate** to universally serve all students and demonstrate that all children, regardless of race, economic status or disability, can succeed is challenging. It has really pushed all of us both in terms of expertise, awareness and resources needed to be successful. We have made strides in terms of universal access for all students and how and what we teach, but have work to do on this one.
- **External Environment** in this twin pandemic times, especially on the North side of Milwaukee, pushes all of us to create a much better new normal. Just as we fought through the impact of COVID-19, especially in the disproportionate ways in which it hit people of color in our city during last Spring’s COVID shutdown, we were all so horrifically reminded by a nine minute video in late May that there can really be no educational equity without racial justice. MCP is continually pushing to figure out how we do this work better to support our staff and best meet our scholars needs in present and prepare them for their future. The Equity Priority is helping shape this work.

4. Financial Performance

- **Explain the school’s financial plans and forecast.**

Milwaukee College Prep will continue to follow established fiscally sound business practices and protocols to ensure future fiscal solvency using current enrollment levels. MCP will continue to create contingency budgets to navigate possible enrollment and/or funding deficiencies. MCP is financially positioned to overcome unforeseen challenges by meeting enrollment goals by managing expenditures, maximizing investment returns, and meeting fundraising targets. This will include aligning allowable expenses to meet state and federal guidelines and the provisions of the charter school contract.

Milwaukee College Prep has a proven track record and financial model that will be followed to allow for proactive responses to new challenges and opportunities to support the delivery of high quality education for years to come. Milwaukee College Prep is also primed to expand operations to educate more students in the coming years if the opportunity presents itself. The financial forecasts and annual financial audits clearly demonstrates MCP’s capacity to deliver academic results and financial sustainability moving forward.

5. Organizational Performance

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

The Board of Directors currently includes three parents of current or former MCP students. Beyond that, each MCP campus has a Parent Leadership Council (PLC), which is an important arm of our administrative team and helps inform decision-making. The Parent Leadership Council is charged with helping to identify needs and concerns of parents and families and work together with administration to find solutions and create family events and educational opportunities. This year we also hired a parent to serve as our Parent Liaison, who will help support our PLC's, provide parent education opportunities, support families through the high school application process and serve as another resource for families.

Our community engagement is grassroots. Family members, who are most often live in our neighborhoods, are intentionally and actively recruited to become staff at the schools. Many parents are also active community members and/or have businesses/organizations that partner with MCP to provide good and services to our scholars and their families. We also have members of our Board of Directors who intentionally build relationships with community organizations on behalf of MCP and its community. Additionally, we build meaningful and reciprocal partnerships with community organizations that positively benefit both our community partners and our scholars, our families, the operation of the school. Our newly hired Parent Liaison is also charged with strengthening current community relationships and identifying new ways to involve our community partners in supporting our mission to provide the foundational education that will prepare our young scholars to succeed in school and life.

- **Describe any changes to the school's governance structure.**

There have not been any changes to the school's governance structure nor are there any plans for changes to that structure in the near future.