

MILWAUKEE PUBLIC SCHOOLS
Charter Petition/Proposal Submission Cover Sheet

- A. INCLUDED IN THIS SUBMISSION:
[X] Executive Summary
[X] 15 Page Petition/Proposal
[X] CD/Computer Disk
[] Signed Petition (Instrumentality Petitions Only)
[X] Appendices

Provide the name of the person who will serve as the primary contact for this proposed charter school:

A. Rahim Islam
(First Name) (Last Name)

B. NAME OF CHARTER SCHOOL: Universal Milwaukee Community Charter School

- [] Petition [] Instrumentality
[X] Proposal [] Non-Instrumentality

IF NON-INSTRUMENTALITY:

Name of non-profit corporation that will hold the charter:

Universal Companies

Has the corporation applied for 501-C3 non-profit status? [] Yes [X] No

C. NAME OF CONTACT PERSON: A. Rahim Islam
TITLE/RELATIONSHIP TO PROPOSED SCHOOL: President/CEO Of Universal Companies
MAILING ADDRESS: 800 South 15th Street
TELEPHONE 215.732.6518 215.768.5789
E-MAIL ADDRESS arislam@universalcompanies.org

D. The proposed school will open in the fall of school year: 2013
Term of charter requested: 5 Years

Table with 3 columns: School Year, Grade Levels, Total Student Enrollment. Rows include 1st Year (K-6, 600), 2nd Year (K-7, 700), 3rd Year (K-8, 800), 4th Year (K-9, 900), 5th Year (K-10, 1000).

1) I understand the Milwaukee Board of School Directors reserves the right to give priority to petitions and proposals that directly address identified areas of need of targeted student populations within the district and to replicate currently successful schools.

2) I certify that I have the authority to submit this petition/proposal and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the petition/proposal process or revocation after award.

3) NON-INSTRUMENTALITIES ONLY: I understand that seat availability is based on Milwaukee Public Schools enrollment counts. In any year seats may or may not be available.

Signature: [Handwritten Signature] Date Submitted: 4/27/2012
Printed Name: A. Rahim Islam

I. EXECUTIVE SUMMARY

A. Educational program to be offered

Universal Milwaukee Community Charter School will serve 1,200 students from kindergarten through 12th grade, opening in September, 2013, with 600 students in kindergarten through 6th grade and growing a grade each year. Universal Milwaukee Community Charter School brings the Universal Companies' highly innovative and successful model from its family of charter and contract schools in Philadelphia to Milwaukee. High expectations, rigor, and respect are at the center of the model. All programming flows from those three central tenets.

High expectations are for students to learn and develop into career- and college-ready graduates, responsible citizens, and constructive members of the community. To become fully literate is the expectation for students. Programming to reach this goal includes a dedicated literacy block, literacy across the curriculum, literacy coaching, special grouping and regrouping for literacy instruction, project-based learning, and software for reinforcement and extension of learning. Our Writing for Learning program combines mathematics and literacy in project-based learning. While career awareness will be highlighted through core curricular studies at all grades, career readiness becomes a special focus in high school grades where Universal Milwaukee Community Charter School will adopt an academy model and will offer career pathways based on student interest in areas such as finance, hospitality and tourism, and information technology.

Since our goal is for every student to succeed, Universal Milwaukee Community Charter School will apply resources to ensure that students hit key transition targets such as reading on grade level by the end of 3rd grade, taking algebra by 9th grade, and amassing sufficient credits at the end of 11th grade to be on track for on-time graduation from high school. High expectations also apply to students' parents, guardians, extended family, and neighbors with regard to the school's programming to meet the district's six standards for family and community engagement. An integral part of the school, the Family Resource Center will serve as the hub where families and community can go to access the knowledge, skills, and information, and families can obtain the support they need to help their children succeed.

Rigor refers to the quality of leadership, teaching, and accountability at Universal Milwaukee Community Charter School. Our school will employ only highly qualified teachers and administrators who will implement our research-based curriculum and best practices in instruction. Staff will share a unity of purpose and demonstrate a strong spirit of collaboration. All staff will be engaged in ongoing common and differentiated professional learning focused on helping young people achieve student outcomes.

Rigor relies on accurate, timely, and relevant data to drive instructional decision making. We will use benchmark assessments such as *Study Island* tests along with other formative assessments such as *First in Math*, and *Gates–MacGinitie Reading Test*, and others that are linked to specific standards and learning objectives to help keep students on track. Pertinent data for every student who is significantly below grade level in reading or mathematics will be recorded in a Personal Education Plan to which administrators, teachers, other staff, parents, and these students in middle and high school will have access. The plans will also register the supports and interventions to help these students get back on track. At the high school level, for example, interventions will include intensive academies—one for all incoming and repeating 9th graders and one for 12th graders who need to make up credits for graduation. To handle the data storage, retrieval, and communication demands described above, we will adopt a data management system that is comprehensive, reliable, and yet still user-friendly.

Use of technology in teaching and learning is an important adjunct of rigor. We will employ technology to deliver instruction to the extent that it's both reasonable and possible, and will support teachers and parents in its use.

Respect is at the core of a positive school culture and climate. The climate at Universal Milwaukee Community Charter School will be built around respect for people and respect for learning. The school will make every effort to recruit staff and students from all backgrounds in order to reflect the city's rich racial/ethnic diversity of African-Americans, Latinos, Euro-Americans, Hmong, other Asian-Americans, and Native Americans. In student projects and schoolwide functions we will draw on the background and interests of our students, their families, and the community at large to build relationships and further learning. Our school will also value collaboration among students, teaching it explicitly and enabling students to practice and refine this 21st century skill that is also an important component of respect. Safety is another critical element and an outcome of respect. Our goal is to foster a safe, supportive environment in which individuals are respected and challenged to do and be their best, and in which there is a minimum of discipline problems. We recognize, however, that students do make mistakes and disciplinary action may be required. We will abide by Milwaukee Public Schools disciplinary policies and will use our Family Resource Center case manager and other professionals in implementing the policy and supporting appropriate student behavior.

B. Name of the person seeking the MPS charter

This charter is being sought by A. Rahim Islam, President and CEO of Universal Companies, on behalf of Universal Education Company.

C. Applicant team developing the proposed program

Universal Education Company is developing the program in collaboration with Foundations, Inc. Universal has demonstrated its capacity to implement effective educational programs at its family of five Philadelphia schools that serve a total of 3,000 students over the K-12 spectrum. All of Universal's schools have shown significant progress in student achievement. Universal's success in education and related community development ventures over almost two decades demonstrates its ability to attract and manage the financial capital and the human capital of strong staff and partnerships, including the partnership with Foundations, Inc.

Founded in 1992, Foundations, Inc. has provided comprehensive start-up and ongoing support to scores of charter schools throughout the country, developed *Grade Level Reading: An Action Framework for School and District Leaders* and supported its implementation in eight states, developed and delivered in person and online technical assistance and professional development for school leaders, teachers, and expanded learning staff. Foundations, Inc. provided professional development and data management services for our schools in Philadelphia.

D. Expected student outcomes

Expected student outcomes for Universal Milwaukee Community Charter School include achievement in reading and mathematics that exceeds the performance of Milwaukee Public Schools' students on standardized tests and will over time close the gap with the achievement of students statewide. Our academic and nonacademic goals and objectives for students and for the school as a whole appear in Appendix P.

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II. PROPOSAL

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

The mission of Universal Milwaukee Community Charter School is to provide an exemplary program for young learners and their families in a holistic approach that focuses on academics, self-sufficiency, civic responsibility, and physical well-being, where the values of self, family, and community are incorporated in all aspects of the educational process. We strive to prepare children to be future leaders and to build the foundation for superb academic achievement while supporting students and their families to be lifelong learners.

We feel driven to spread the Universal model that has demonstrated success for students and families who live in challenging circumstances and to serve other communities where the need exists. We chose Milwaukee because it feels like home: It is similar in many ways to the neighborhoods where we currently achieve promising results – neighborhoods characterized by disinvestment, unacceptably high rates of crime and poverty (e.g., median house prices in five of the Northwest Side zip codes is only \$45,000), and unacceptably low student achievement (e.g., Milwaukee Public Schools and the School District of Philadelphia are very close to each other, both well below the national average, in 4th grade reading proficiency on the 2011 National Assessment of Educational Progress). Demographics of the student population in Universal schools in Philadelphia are very similar to student demographics in the former Webster Middle School where we propose to locate Universal Milwaukee Community Charter School and which served mostly children of color (88% Black, almost 7% Asian, 1% Hispanic, and under 4% White) who lived in poverty (92% qualified for free and reduced-price lunch).

Milwaukee also feels like a good home for charter schools. Milwaukee Public Schools reflects the democratic values of the progressive movement by offering educational options for parents within its own school system and by encouraging the establishment of high-quality charter schools. Moreover, as the founding site of the Black Alliance for Educational Options and the analogous organizations for other racial/ethnic minorities it inspired, Milwaukee represents a welcoming and congenial environment for charter schools.

High expectations, rigor, and respect are the conceptual underpinnings for Universal Milwaukee Community Charter School. The power and the necessity of high expectations and rigor have emerged more and more clearly in education research and practice over the past 40 years. In the 1970s Ron Edmonds and colleagues researching effective schools taught that all children can learn and those who teach them need to hold high expectations. The effective schools correlates gained clarity and depth over the years from other research such as the condemnation of the Shopping Mall High School described by Arthur G. Powell, Eleanor Farrar, and David K. Cohen in their study of high schools in the 1980s, the rise of the standards movement in the 1990s, and an emphasis on assessment and evidence-based practice in the first decade of the new millennium.

Universal Milwaukee Community Charter School embodies these principles by making explicit what students need to know and be able to do, featuring literacy and numeracy across the curriculum, and including science, the humanities, and the arts, with special attention to 21st century skills of leadership, technology, and teamwork; providing high quality, authentic, engaging, culturally balanced, and differentiated instruction by highly qualified teachers; measuring progress often and providing feedback; and offering many means of extra support for students who need it. We educate the ‘whole student’ *and* the ‘whole child.’ We make sure students are prepared for the critical transitions in their educational development.

To these concepts, Universal Milwaukee Community Charter School adds the vital element of a safe school environment where respect for people goes hand-in-hand with respect for learning. Stakeholders who own this vision include not only school staff but also students, families, and community. The Family Resource Center ensures that all have a place at Universal Milwaukee Community Charter School.

Our vision is to close the achievement gap among students, especially for students of color and students in poverty. Because few district schools have consistently and successfully combined the elements in our design, we believe that a charter school—an independently-managed school affiliated with a national network of successful schools, supported by an attentive, flexible, effective management partnership and needs-based, differentiated professional development—is the appropriate vehicle for delivering our model of education at this time. We would like nothing more than for our vision and model to become the norm for district schools across the country. We know that the concept works because it has worked in the Universal family of charter and contract schools in Philadelphia. Each of Universal’s schools has shown significant progress in student achievement, with schools that have been under Universal management for a number of years consistently making AYP.

2. *Name of the person who is seeking to establish the charter.*

This charter is being sought by A. Rahim Islam, President and CEO of Universal Companies, on behalf of Universal Education Company.

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

Teacher Led

Administratively Led

The person who will be in charge of the school’s administrative services is Julie Stapleton-Carroll, Executive Director of School Services for Foundations, Inc. The person who will address charter contract issues is A. Rahim Islam, President and CEO of Universal Companies.

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

Throughout its history, Universal Companies has been a catalyst for bringing the community together to address serious issues including education reform. Our plan for Universal Milwaukee Community Charter School is an outgrowth and extension of our community-based approach to learning. ‘Community’ is part of our school’s name because we believe that families and community must be partners in educating their children. The high school graduation rate of the neighborhood in which we are looking to establish our school is approximately 50%. We believe that providing parents with learning opportunities and guidance around how to best support their children’s learning will be critical to their success.

The Family Resource Center that we will establish in Universal Milwaukee Community Charter School is a tangible expression of that belief. In the Family Resource Center, parents will themselves have opportunities to learn, take parenting courses, and be involved in the case management for their children who are experiencing difficulties. There will be provisions for parents to participate in the Educational Excellence Seminar, an annual goal-setting, review, and recommendation process; quarterly Open Houses that will showcase student work and provide opportunities for parent feedback; family technology, math, and literacy and workshops three times each year, as well as sessions about test-taking, and how to support homework, how to interpret data, and study skills; plus Saturday and summer young student and parent literacy support (tutoring for the student while parents learn how to support early literacy). In addition, Home Links will offer structured opportunities for parents and children in grades 3-8 to work together on weekly word problems. Parent representatives will also serve on the school’s Board of Directors.

Over the past 18 years, Universal has implemented its plan in some of the most challenged neighborhoods in Philadelphia and looks forward to replicating its approach in Milwaukee in collaboration with local community-based organizations and institutions. Universal Milwaukee Community Charter School will bring a new educational option with an emphasis on achievement in an area that has been underserved by the

traditional school system. With ACT scores of students living in metro Milwaukee falling almost 10 points below their suburban peers and with NAEP test scores remaining stagnant or falling behind almost all of the major cities in the United States, particularly when it comes to reading, we believe that Universal Milwaukee Community Charter School will be embraced by families who are looking for academic results.

To build community engagement and support for the Universal Milwaukee Community Charter School we have conducted intensive outreach over the past several months. Our outreach efforts have included face-to-face meetings with elected officials, major community and civic organizations, and higher education and business leaders. In all our meetings we shared information about our plans for the school, our educational philosophy, and goals for the community. Everyone we met with expressed unreserved enthusiasm for our proposal and a strong commitment to support and advance our mission and programs. A complete list of our meetings is included in Appendix P.

This series of meetings has generated both awareness and momentum for our educational plans. With this network of key community members and influencers, we feel confident that we can build strong on-the-ground support for our school, its students, and family members.

Our efforts to engage community will ramp up and expand after approval of this proposal. We will continue to work with existing civic and social institutions and the faith-based community to reach parents and community members to announce the advent of Universal Milwaukee Community Charter School, communicate opportunities for community input, partnership, and leadership, and to recruit students. Wherever possible we will draw on the talents of the local community in our hiring decisions. We will collaborate with Milwaukee Public Schools to the extent possible and will also connect with existing charter schools so that they can inform families on their waiting lists. We will also reach out to other charter authorizers in Milwaukee to take advantage of their communications with families and community. We will set up an interactive web site where we will post information and recruit interested parents and community members. We will ask representatives of these institutions, community-based organizations, and individuals who are local champions in the charter school movement to help spread the word and to bring to our attention individuals and organizations that will join with us and assist in taking a leadership role in developing Universal Milwaukee Community Charter School.

5. *Description of the educational program of the school and the school's leadership capacity to implement the proposed program. Identify the research-based curriculum and methodologies to be implemented and a description of the parental/community involvement in the development of the educational program.*

Universal Companies has demonstrated its capacity to implement effective educational programs at its family of five Philadelphia schools that serve a total of 3,000 students over the K-12 spectrum. All of Universal's schools have shown significant progress in student achievement. Schools that have been under Universal management for a number of years have consistently made adequate yearly progress (AYP). Some Universal schools have been further distinguished with city- and statewide honors. One was listed among Pennsylvania's top ten schools for most improved in grade 6 math in 2008 and attained premier status on the School District of Philadelphia Annual District Report Card in 2009 for continuous improvement and reaching 80% and higher on designated performance targets. Universal Companies also runs quality day care and pre-school programs for infants through five-year-olds, and develops housing and other community initiatives. The U.S. Department of Education's 2010 award of one of only 21 Promise Neighborhood planning grants nationwide recognized Universal Companies' strength in building a continuum of transformative education and support services, and in attracting and managing both financial and the human capital to these ventures.

Universal Companies' partnership with Foundations, Inc. exemplifies the quality of human capital that will help Universal Milwaukee Community Charter School deliver the education that Milwaukee's children deserve. Foundations, Inc. has provided professional development and data management services for our

schools in Philadelphia. Founded in 1992, Foundations, Inc. has provided comprehensive start-up and ongoing support to scores of charter schools, and has designed and delivered in-person and online technical assistance and professional development for school leaders, teachers, and expanded learning staff throughout the country, including development of *Grade Level Reading: An Action Framework for School and District Leaders* in support of literacy, STEM, English language learning, project-based learning, and other areas.

Universal Companies has structured a management system that will provide Universal Milwaukee Community Charter School with immediate, customized, on-the-ground supports as well as the ongoing supports and benefits that flow from its affiliation with Universal Companies' family of schools. A full-time Milwaukee-based project manager will serve as team leader and constant point of contact between the school and designated support personnel at Universal Companies and Foundations, Inc. A list of key duties for the project manager can be found in Appendix P. The project manager will be housed in the school. This individual will have demonstrated success as a school leader, deep familiarity with and commitment to Universal Companies' model and the vision for Universal Milwaukee Community Charter School, and first-hand knowledge of state and local education regulations. The project manager will be responsible for identification of school needs, oversight of community outreach and partnerships, coordination of communication and technical assistance among members of the support team from Universal Companies and Foundations, Inc., and between the school and the support team. The project director will co-plan the delivery of services with individual support team members and relevant school-based staff or local community partners. The project manager will stay in close and regular contact with the principal and with the school's Board chair. Using phone, email, and software for face-to-face distance conferencing, the project manager will convene the support team and the principal regularly, with interaction expected to be most intensive during start-up and at other critical times.

Services from support team members will be delivered through a strategic combination of on-site and distance technologies. Support team members from Foundations, Inc. will manage the selection process for the principal and other education staff; will train and mentor the Board of Directors, the principal, literacy and math coaches, specialists, new teachers, and afterschool providers; will provide all professional development, such as on the topics of literacy, project-based learning, and English-language learners; will manage special education and data-driven instructional decision making using Foundations, Inc.'s student success planning process; and will audit the education program. Universal Companies support team members will provide human resources services; manage budget and fiscal matters; oversee maintenance and repair of the facility; assist in fundraising; support technology; and handle data management and reporting. In addition, Universal Milwaukee Community Charter School will have access to tools and guidance from Universal Companies' entire academic resource group. Support team members from Universal Companies and the project manager will collaborate to ensure that Universal Milwaukee Community Charter School is in every way a full and active member of the family of Universal Companies schools.

Universal Milwaukee Community Charter School will adopt Universal Companies' holistic, academically rigorous, and "no excuses" approach to K-12 schooling. Since we see literacy as a key to learning, our students will learn reading, writing, speaking, and listening in all grades and in all subjects, relying heavily on Foundations, Inc.'s deep expertise and experience in literacy development, across the curriculum and the grades, during the school day and in out-of-school time. Science, humanities, world language, and the arts will be part of every student's curriculum. We will frame our curriculum for English language arts and mathematics around the Common Core State Standards, along with the Common Core State Standards for Literacy in All Subjects. We plan to integrate the Common Core State Standards for other subjects as they come on line. Until that time we will adopt Wisconsin state standards in the following separate content areas: Science, Social Studies, Agriculture Education, Art and Design Education, Business, Dance, Early Learning Standards that pertain to our kindergarten and first grade, Environmental Education, Family & Consumer Education, Health Education, Marketing Education, Music Education, Nutrition Education, Personal Financial Literacy, Physical Education, School Counseling, Theatre Education, and World Languages. We will adopt the technology foundation standards for students developed by the International Society for

Technology in Education (ISTE). We will also adopt the English Language Proficiency (ELP) Standards of 2007 from World-Class Instructional Design and Assessment (WIDA) which is meant to be used concurrently with the updated English Language Development (ELD) Standards that relate more closely to the Common Core State Standards and will be ready in 2012.

We will build on resources such as K-12 Curriculum Maps in English language arts by Common Core, Inc., developed with contributions from teachers and other education professionals who work with teachers and that includes writing, grammar, and research activities and sample lesson plans to accompany identified texts (“suggested works”), and available online or in hard copy. Grade level teachers will team with specialists to develop the scope and sequence, pacing guides, suggested differentiations, teacher-developed formative assessments, big questions, project outlines, and scoring rubrics; options for highlighting other content such as science in English language arts, or career development in mathematics. Vertical articulation will be assured through teacher work teams and the school’s leadership team with support from specialists associated with Universal, Foundations, Inc., and key vendors.

At the elementary level, Universal Milwaukee Community Charter School will consider using the following research-based curriculum materials for the core subjects:

- SRA *Imagine It* for K-6 and Glencoe/McGraw Hill for grades 7-8, as well as Harcourt *Trophies* for shared reading in K-8 as anchor materials for English language arts
- *Envisions* for K-5 and Prentice Hall’s *Mathematics* for grades 6-8
- National Science Foundation’s Science and Technology Center kits and modules for grades K-5 and Holt McDougal’s *Science and Technology, Integrated Science* series for grades 6-8, with the possible addition of Delta Education’s *Full Option Science System (FOSS)* kits for K-6, with Holt McDougal’s *Science Fusion* kits for grades 6-8
- Houghton Mifflin Harcourt’s *Horizons* for social studies in K-5 and McDougal Littell’s *World Cultures and Geography* and *Creating America* in grades 6-8, along with special modules on African American history for grades 3-8, as well as modules on juvenile justice and financial literacy in grades 6-8.

We will be prepared to supplement these materials as needed for special education students and those below grade level. Research-based curriculum materials for core subjects in grades 9-12 are included in Appendix L.

Teachers in all grades and in all subjects will use common strategies for improving literacy (and thereby improving learning) such as activating prior knowledge, providing explicit instruction in vocabulary, and direct instruction to develop strategies for comprehension. Students will have frequent and extended opportunities to interact with each other and to do ‘wide reading’ of many different kinds of text. An extensive and attractive array of leveled books will help students read at their own level in guided reading, paired reading, and independent practice in the classroom, during afterschool, and at home, while tier 1 classroom instruction will expose all students to on-grade level content. Use of formative assessments, interventions, Personal Education Plans (PEPs), and progress monitoring for striving readers and students significantly below level in literacy and mathematics are described in our response to the next item.

Writing for Learning, a cross-grade, cross-disciplinary curriculum developed by Universal, will also provide guidance for the school’s educational program in writing, reading, and mathematics. Inspired in part by the formulation by Peter Elbow of the University of Massachusetts, Amherst, that writing is for learning and not just for demonstrating learning and by Writer’s Workshop, the program uses a problem-based learning approach that can be adapted for particular objectives and grades. The guide stresses before-during-after process for both writing and mathematics work, along with the use of graphic organizers. It is a rich resource that covers key concepts and specific skills for writing and mathematics including suggested activities, vocabulary, and other student strategies for learning; sample prompts; rubrics for rating individual as well as

class performance; model forms; suggestions for stations; tips for optimal room arrangements, and an annotated list of web sites for additional material.

Use of online materials such as the Math Forum hosted by Drexel University will also complement the school's mathematics and writing programs in all grades by furnishing the problem of the week that we will use for Home Links. Home Links denotes the school's standardized homework and family learning activity in which instruction starts and ends in the classroom, while in between students with parents' support work at home on a grade-appropriate word problem and related writing tasks to explain how they reached the solution.

Universal Milwaukee Community Charter School will implement its curriculum through an interdisciplinary, inquiry-focused, hands-on approach that also teaches 21st century skills—creativity, research and use of technology, reflection and self-assessment, collaboration and leadership—in an organic and authentic way. Students learn the skills by doing and by instruction. This engaging yet rigorous approach easily accommodates students' exploration of multiple sources and a blending of teacher-directed and online learning, and provides opportunities for students to engage in generating the essential questions for inquiry.

We will prepare our students for the critical transitions in their educational development, moving from learning to read to reading to learn, from mastering computation to mathematical concepts and applied problem solving, and from being full-time students to fully responsible, productive, and healthy members of their community. Our educational program includes long-term, explicit preparation for students' transitions to post-secondary education and career opportunities. As we add high school grades, we will consider working with the National Academy Foundation's curriculum for academies on finance, hospitality and tourism, and information technology. The curriculum will include hands-on, real-world experiences for students. We will develop the specifics of the program, key community partnerships, and the requisite professional development for this program. Our external stakeholders assistance team, made up of community members with expertise in applied and rapidly-changing fields, will help us design the program and stay current with new knowledge, learning opportunities for students and teachers, and strategic partnerships.

We will work hard to develop a positive school climate that makes learning for all students at high levels possible. An important factor in developing a positive school climate is maximizing instructional time and minimizing distractions caused by inappropriate student behavior. One strategy our teachers will use to maximize instructional time is by being mindful and fully if not over-prepared. Examples include using 'do-nows' as a gateway to the day's instruction when students enter class, conducting mini-lessons that introduce new content and then providing opportunities for students to practice, and asking students to reflect and report on their learning as a way to help them solidify it.

Over time, the Family Resource Center will handle the bulk of non-academic issues to allow teachers to focus their energies on teaching and learning. The Family Resource Center that we will establish, as we have at each of our schools, will focus in the first year on working with students at risk of educational failure and those who engage in inappropriate behavior. The Family Resource Center will act as an integral part of the school's discipline policy in responding to inappropriate student behavior. In subsequent years, the Family Resource Center will also provide for mentoring and institute case management for students as needed.

The Family Resource Center has an equally important role in creating a positive school climate by serving as a vehicle for parent and community participation, which we believe is essential for teaching and learning. In the first year, the Family Resource Center will focus on engaging parents and establishing a formal Parent Association from which parent representatives for the Board of Directors will be chosen. Going forward, the Family Resource Center will provide a regular schedule of activities for students and families that reinforce academic skills and projects, such as the annual Technology, Literacy, and Math Fair, Test Preparation Smarty Card program and Saturday test prep sessions, home-based writing competitions, literacy clinics, afterschool

homework support, Career Day, and Community Celebration Day. Specific opportunities for parent and community involvement in development of the educational program will include service on our Board of Directors and potentially on our external stakeholder assistance team. Involvement of parents and community is critical for the annual Educational Excellence Symposium (a charette process to engage stakeholders in studying what is and suggesting what could be, identifying challenges, setting goals and targets, brainstorming strategies, making recommendations, and revisiting progress and revising the recommendations annually) and for the quarterly Open Houses and other orientation and update sessions at which the school will update parents and community on the educational program and will receive their feedback and input.

See Appendix A for the school calendar, Appendix B for the student day start and end times, and Appendix C for the school's uniform policy.

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

The educational program described above is designed to help all students attain educational goals. We will be clear about our learning goals and our students' learning needs, and will provide comprehensive, systematic, and engaging instruction to address them. Our model builds in a cycle of instructional goal setting, instruction, assessment, intervention, and progress monitoring, and adjustment, with a focus on ensuring that all students succeed. The Board of Directors of Universal Milwaukee Community Charter School agrees to meet the accountability measures and targets for students' literacy and math achievement as identified in our Academic and Non-Academic Goals (Appendix P).

Universal Milwaukee Community Charter School will develop a policy specifying the promotion and graduation requirements that conform to guidelines provided by Milwaukee Public Schools and the Wisconsin Department of Public Instruction. Criteria for promotion from grade 4 to grade 5, and from grade 8 to grade 9, will include students' achievement on the WKCE-CRT or alternative assessments, general academic performance, teachers' recommendations based on academic performance, and measures of participation and citizenship. To graduate high school, students must satisfactorily complete at least 4 credits of English including writing composition, 3 credits of social studies including state and local government, 2 credits of mathematics, 2 credits of science which may include approved agriculture courses, and 1.5 credits of physical education, 8.5 credits in vocational education, world languages, the arts, or other electives, as well as 0.5 credits in health education between grades 7 and 12. Students must also complete a community service project.

Data, differentiation, and development are the three legs of the stool for ensuring that all students learn to high standards. We will establish a data room at Universal Milwaukee Community Charter School where the leadership team, grade groups, vertical articulation groups, and other groups such as the Board of Directors and child study teams can meet surrounded by visual displays and analyses summarizing student and school performance. Each of these groups will have particular responsibilities for understanding and acting on the data. For example, classroom and special education teachers, coaches, a reading specialist trained in Reading Recovery, and relevant student support staff will use Foundations, Inc.'s student success planning process to analyze diagnostic and progress data, plan instruction for the whole class and small groups, and develop individual PEPs and interventions for getting students who are significantly below grade level back on track.

The leadership team, for another example, will aggregate the data to see larger trends, needs for professional development, additional supervision and support, and possibly additional resources or partnerships. We will consider using a tool such as the Houghton Mifflin Harcourt Data Driven Management System that can

generate individual profiles, class and grade summaries, and schoolwide reports from the formative and summative assessments to ensure that students are making progress and that corrective strategies are designed and implemented as needed. Specialists from the data management system vendor will be welcome at our team meetings.

Analyzing data that include student products, setting targets, designing interventions, monitoring progress, and adjusting targets and interventions on the strength of fresh data will be part of daily life at Universal Milwaukee Community Charter School. The schedule for staff to engage in that work includes the daily zero period (work sessions before school starts), weekly grade group or content-focused meetings during common planning time, Teacher Institute sessions that provide ongoing professional development and collaborative planning schoolwide every week and during the summer, new teacher study groups and vertical professional learning communities that meet at least monthly, and weekly leadership team meetings. Other opportunities to collect, analyze, and act on data occur in the interactions between teachers and the coaches who plan, observe, and debrief with them one-on-one as well as in small groups.

Armed with data, we will be able to differentiate instruction—by re-teaching or engaging students differently or more intensively according to their learning needs and styles—as needed. Applicable to all students but especially for those who are **below grade level**, our methods to differentiate instruction include but are not limited to regrouping students, tutoring, computer-based instruction and practice, afterschool and Saturday help, and reinforcement at home. It may also include referral to the special education process. We will regroup students in on- or above-grade level and below grade level groups by grade for 90-minute literacy clinics twice each week or by providing small group pull-outs as needed.

Universal Milwaukee Community Charter School will extend the educational day by 60 minutes four days a week. The extended day will be optional for students but highly recommended or required for students who fall significantly below grade level in reading and/or mathematics. During this period, we will offer tutoring and enrichment by classroom teachers and others, and we will make available computer-based programs such as *Study Island*, *SuccessMaker*, *Earobics*, *SRA Reading*, *SRA Math*, and *Achieve 3000* to provide just-right interventions focused on individual students' specific learning needs in reading and mathematics.

Differentiation can also happen outside of the school day and away from school. We will offer technology, literacy, and mathematics fairs for students and their parents three times each year, as well as courses to enhance parents' awareness and skill in helping their children at home, ranging from providing the basics of a regular schedule and nutritious meals to reading and conversing with their children, to supporting their children as they tackle a Home Links assignment, for example.

Our instructional methods, highlighted in our Writing for Learning approach, are geared to engage all students including those who are below grade level, above grade level or gifted and talented, English language learners, or special education students. The goal is to provide every student with the opportunities, resources, and encouragement necessary to achieve at his or her maximum potential. We label the services, not the student. In addition to the methods for ensuring that students below grade level meet goals, Universal Milwaukee Community Charter School will provide the following programs:

- Universal Milwaukee Community Charter School will support the academic development of students who demonstrate **advanced levels of performance** and **gifted and talented** students with highly stimulating and academically challenging experiences. We will offer enriched learning opportunities for advanced students through computer-based programs and partnerships with corporate and community stakeholders. For example, GIZMO, a computer-based program that promotes creative problem solving and higher order thinking, may be appropriate for this population. We will also encourage these students' participation in extra-curricular activities. Recognizing that some of these students may have special needs for social development and emotional support, we will ensure that teachers are prepared to assist them and act as their advocates as needed. Other enrichment activities may include specialized mini-courses in

community service and project-based learning, Advanced Placement courses in student selected careers, independent study, summer institutes for advanced studies, summer internships, or job shadowing off-site.

- Based on educational and second language acquisition theory, our instructional program for **English language learners (ELLs)** will teach social and academic language as well as the cultural aspects of the English language necessary to succeed in school and in life, with little or no use of students' native language. If ELLs are eligible for special education services, we will follow the requisite procedures and timelines for developing and implementing IEPs, with special care to engage parents in the process in a language they can understand.

We will ensure that teachers and other staff receive professional development and supporting resources to work with ELLs in the regular program and throughout the school. We will encourage ELLs to participate in all aspects of our academic and extracurricular program, and have opportunities to socialize with other students. Because families occupy a central place in Universal Milwaukee Community Charter School, we will seek to engage ELL parents to participate in decision-making on their children's learning as well as on schoolwide programming. We will make sure that school communications and forms are in a language that parents can understand. As needed, we will make special provisions for reaching out to the families of ELLs. For example, approaching families through their own social networks may be one strategy for connecting with Hmong families.

- Universal Milwaukee Community Charter School plans to address the learning needs of **special education** students through inclusion and differentiated instruction to the extent possible, in order to provide the least restrictive environment. We will use co-teaching—a push-in model in which special education teachers jointly plan and collaborate in teaching with general education teachers in the regular classroom. We will also differentiate instruction by adjusting the content, process, or product in order to meet the learning needs of these students. Our practices will adhere to all federal and state regulations for special education.

We are committed to developing our teachers and other staff to be proficient in all phases of data-driven instructional decision making and implementing an engaging and effective educational program for all students. Professional development with in-classroom follow-up coaching, supported by regular walkthroughs by peers and administrators, are included in development at Universal Milwaukee Community Charter School. While some topics will emerge as teachers collaborate, Foundations, Inc. plans to provide professional development on the following topics that in our experience address key learning needs for our teachers: data-driven instructional planning, Response to Intervention (RTI), differentiated instruction, classroom management, guided reading and learning centers, literacy across the curriculum, and co-teaching, mathematics in the math block, and working with English language learners.

In the first year, a guidance counselor will be on duty at Universal Milwaukee Community Charter School. A media center specialist (librarian) may be hired as enrollment increases. The case manager, family support specialists, nurse, school psychologist, and other support personnel will be assigned to the Family Resource Center. The guidance counselor and student support staff will meet as a Student Support Team, with special education teachers as needed, to plan proactively for health and wellness programming for students and for professional development of school staff, to review individual student and family needs, develop interventions, meet with students and families, and deliver direct service or refer students and families to community providers. These student support staff and others, such as a speech therapist who may be contracted as needed, will also meet classroom teachers, coaches, and subject area specialists as they develop and review individual students' PEPs.

7. *The method by which pupil progress in attaining the educational goals under s. 118.01 will be measured. Include local assessment measures as Appendix O.*

We will use diagnostic, formative, and summative assessment to ascertain student progress toward educational goals. We will use assessment tools that are grade appropriate, keyed to our goals and instructional methods, and required or recommended by the Wisconsin Department Public Instruction and Milwaukee Public Schools. At Universal Milwaukee Community Charter School we will measure student progress on an ongoing basis in order to make data-driven decisions about instruction that will move every student and all students forward. We will administer benchmark assessments four times a year so that we can pinpoint students' learning needs and differentiate instruction appropriately, including regrouping students for 90-minute literacy clinics twice each week.

The following are among the assessment tools we will use at Universal Milwaukee Community Charter School:

- Wisconsin Knowledge and Concepts Examinations-Criterion Referenced Test (WKCE-CRT) will test annual summative achievement in reading, language, mathematics, science, social studies, and writing. WKCE-CRT will test reading and mathematics at grades 3-8 and 10; language, science, social studies, and writing at grades 4, 8, and 10. The Wisconsin Alternative Assessments for Students with Disabilities (WAA-SwD) will measure achievement in reading and mathematics in grades 3-8 and 10, and science in grades 4, 8, and 10 for our students with disabilities as indicated by their individual educational program (IEP). English language learners who have arrived within 12 months may be exempt from WKCE-CRT. Others may be eligible with accommodations that include written testing in Spanish or translation into Hmong or other languages by qualified translators.
- The language proficiency of English language learners will be tested by W-APT for students who have recently arrived and ACCESS for ELLs for other English language learners both in language and in selected content areas.
- *Developmental Reading Assessment* (DRA) will be used to determine ongoing progress at the early grades (K-3). We will use *Orbit Writing and Reading Assessment Profile* (WRAP), an informal assessment tool, to gain deeper understanding of the literacy awareness, behaviors, and attitudes of our students who are reading more than a year below grade level in grades 4-8. We will also use *Gates-MacGinitie Reading Test* (GMRT) to provide diagnostic information about vocabulary and comprehension for students K-12.
- We will use *Study Island* benchmark assessments four times each year. *Study Island* is adapted for Wisconsin standards in reading and math in K-2, all skill areas tested on the WKCE-CRT for grades 3-8, in addition to Art, Health, and Technology through grade 8, and Algebra II in high school. We will also use Suntex International's *First in Math* pre- and post-assessments and supplement with *Everyday Mathematics* unit tests.
- Students' performance measured against project-based rubrics in the Writing for Learning program will provide additional information about students' progress toward literacy and mathematics goals in all grades. Rubrics that are developed for other projects will provide insight on students' proficiencies in other content areas.

Data from these assessments will be incorporated into our Internet-based data management system. This diagnostic system will provide us with data specific to trends and challenges that emerge for each student, and will also allow us to profile learning needs aggregated by class, grade, grade clusters, and the school as a whole. Teachers, literacy and mathematics coaches, other specialists, and administrators will be able to access these data and use them for instructional decisions. Data on students' learning needs also inform planning for professional development because they may be symptomatic of teachers' learning needs as well.

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

The Universal Milwaukee Community Charter School will be governed by a Board of Directors of up to nine members comprised of community stakeholders and individuals with professional expertise in education, legal affairs, accounting, and management. It will include at least two current parent representatives as voting members and the school principal in an ex officio, non-voting capacity. Parent representatives will be selected by the Parent Association. The Board, which will meet quarterly, will be governed by a set of bylaws that will be adopted at its first formal session. The Board will be responsible for approving and monitoring the contracts of all employees and holding public meetings at which school staff, students, parents and community members can provide their input. Members will be elected by the Board for three-year terms, although initial membership will be staggered to ensure continuity while allowing for a rotation of new members. The Board, which will have elected officers including a president, secretary, and treasurer, will have responsibility for the educational program, budget development, approval of policies and procedures, and evaluation of the principal. Universal Companies, which currently manages five charter schools, will manage the operations of the school through a management agreement with the Board of Directors.

Parental concerns will be addressed through regular communication with teachers and school administrators – written, phone and/or email – and through representation on the Board of Directors. Regular workshops and open houses will offer opportunities for input and feedback regarding academic and non-academic issues that may arise. A grievance committee will be established to address specific concerns. Our goal is to be available and responsive so that matters can be addressed promptly and proactively.

9. *Subject to sub. (7)(a) and (am) and ss. 118.19(1) and 121.02(1)(a)2., the certifications and qualifications that must be met by the individuals to be employed in the school.*

Universal Education Company has demonstrated the capacity to manage personnel records, monitor legal and annual clearances, organize record keeping for teacher certifications, maintain files on sick and personnel leaves, and provide direct or referred training for health, wellness, and retirement benefits. Internal and external audits are conducted annually to ensure compliance with legal guidelines.

Foundations, Inc. will manage the process for hiring education professionals at the school, working in concert with Universal's Human Resource Division to implement a multi-phased staff hiring and teacher retention plan which ensures that every teacher, supervisor, administrator, and professional staff member holds a certificate, license, or permit to teach issued by the department before entering on duties for such position, as stipulated in s. 121.02(1)(a). The team will seek highly qualified teachers certified in the following areas: elementary grades, content-specific subjects at all required levels (e.g., math, science, social studies, English, Spanish, health and physical education, art and music), and special education.

Universal Education Company also maintains an annual contract with an education placement agency that specializes in identifying highly qualified teachers of African American descent who are experienced in working in urban settings.

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

We believe that school climate is the heart and soul of a school. Universal Milwaukee Community Charter School will adopt a sound and successful operations policy that will be based on:

- Preparedness: rapid and coordinated response to a crisis
- Identification: immediate identification of any type of crisis

- Recovery: return to learning and restoration of infrastructure immediately
- Mitigation/Prevention: assessments to determine and remove any/all hazards.

In addition, the school will develop and implement a School Emergency Plan that will help to ensure health and safety in all its operations. The plan will be described in family and staff handbooks and within the Policy and Procedure Manual, and will be supported through regular trainings for responsible personnel (identified in the plan) as well as unannounced monthly fire drills and semi-annual safety drills. Reports pertaining to the drills will be filed annually with the chief of the fire department, as required, using forms furnished by the department of safety and professional services.

Our school climate will foster personal growth and positive, non-threatening interactions among students, staff, families, and visitors that reflects our mission. We believe that students themselves are best positioned to improve school climate. As a culture of high expectations, rigor, and respect permeates our schools, students, of their own volition, develop a natural desire to improve their learning environment and school climate. As Safe School Ambassadors, students become engaged, empowered, and equipped with the skills to improve their school climate and be an integral part of the school climate improvement plan. Enter our school and you will see democracy in action throughout the school among all of its “citizens,” underscored by student participation in community service learning and student engagement in the neighborhood.

Students and families at Universal Milwaukee Community Charter School will have ready access to comprehensive supportive services through the Family Resource Center. The Family Resource Center will provide access to school psychologists and community resources for mental health services that address needs at school and at home. School psychologists, specially trained to link mental health to learning and behavior, will promote good mental health, high academic achievement, positive social skills and behavior, tolerance and respect for others, and, safe, supportive learning environments for students. Universal Milwaukee Community Charter School will select strategic and manageable interventions and evaluate their effectiveness on an ongoing basis.

11. Targeted student population and the strategies, procedures, and requirements by which the school will welcome and recruit a student body diverse in race, language, economic status, and special education needs reflective of the school district population.

We will welcome all students from the immediate neighborhood of the school and from all neighborhoods across the city. Universal Milwaukee Community Charter School is designed to be a community school. We believe in a multi-cultural approach to instruction that draws on the geographic backgrounds and ethnic heritage of the families who are enrolled. Student projects and schoolwide functions will celebrate the diversity and commonality of our various cultures and traditions. Our Diversity Plan is attached as Appendix E.

Universal Milwaukee Community Charter School intends to incorporate co-teaching as part of an inclusive classrooms framework, described above. We will address instructional needs of low-incidence special education students defined and described under the following headings:

- blind/low vision
- deaf/hard-of-hearing
- deaf-blind
- significant developmental delay
- significant physical and multiple disabilities
- autistic spectrum.

We expect to provide universal access to the curriculum and intensive support via accommodations and modifications for formal and informal assessment, changes in service delivery models, and additional

resources. The assessment, planning, and evaluation skills of our IEP team members (consisting of both general and special educators, school psychologists, social workers, behavioral specialists, and/or violence prevention specialists) will determine how our students with disabilities ultimately access our curriculum. The IEP team will examine the content of what is taught to non-disabled age-mates, select entry points to the curriculum, determine appropriate accommodations for instruction and assessment, and determine curriculum modifications and alternates for assessment. They will also determine what, if any, specially-designed instruction in expanded areas or domains of the curriculum is necessary to address the needs arising from a disability that also limit access to the general curriculum for students with disabilities. For a detailed plan for Special Education, see Appendix F.

12. Procedures and requirement for admission to the school in accordance with Federal guidelines.

Admission to the Universal Milwaukee Community Charter School will be open to all students in the sending district, as space permits. Admission to others will be on the basis of available space within the designated grades. Applications will be accepted a first-come, first-served basis unless enrollment limits are exceeded, in which case a lottery will be held for each grade where applicable.

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

<i>Grades</i>	<i>Year</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015—16</i>	<i>2016-17</i>	<i>2017-18</i>
K		100	100	100	100	100
1		100	100	100	100	100
2		100	100	100	100	100
3		100	100	100	100	100
4		75	100	100	100	100
5		75	75	100	100	100
6		50	75	75	100	100
7			50	75	75	100
8				50	75	75
9					50	75
10						50
11						
12						
Total		600	700	800	900	1,000

14. Complete proposed budget. If other funding sources besides the per pupil amount, including grants, are being sought to supplement the charter school, include the name of the grant, the duration of the grant, and plans for sustainability if/when the grant funds end.

The budget is attached as Appendix G.

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

Annual audits will be conducted in compliance with all district, state, and federal requirements. Universal uses a system of internal controls that comply with generally accepted accounting principles (GAAP) for its financial management and operations of schools. The internal controls are to ensure that funds are received and disbursed in accordance to a budget approved by the Board of Directors, in accordance with good business practices, are of benefit to school, are not specifically disallowed by a funding source and are adequately documented. Universal’s accounting policies and procedures ensure that internal controls are in place and followed. Universal ensures that all entities that it manages have an annual audit prepared by an independent public accounting firm. Universal relies on audit committees of the Board of Directors in

cooperation with the CFO and CEO to select audit firms. The audit firm is always an independent accounting firm that will also perform any individual financial and program audits for Universal's funding sources; prepare a management letter, and a statement on internal control procedures. Audits will be prepared in accordance with OMB circular A-133, Audits of Institutions of Higher Education and Other Non-Profit Institutions. All internal revenue service tax forms such as the 990 or 1120 are also prepared by the independent audit firm.

The leadership team will conduct ongoing assessments and an annual audit of the educational program. Ongoing assessments of various programs will be conducted periodically to evaluate program effectiveness. For example, reviews of our programming for special populations (students significantly below grade level, ELLs, special education students, advanced and gifted and talented students) will include data on promotion, program exit, report card grades, standardized tests scores, discipline referrals, and participation in extra-curricular activities.

On an annual basis, we will review standardized test scores; data on climate and satisfaction from surveys of students, staff, and parents; student referrals for discipline; a summary of teacher quality in terms of general effectiveness and retention; and; other pertinent indicators. We will also collect data in an ongoing way from parents and community at our Open House events, our Parent Association, and our external stakeholders' team. At the end of the first year we will conduct a comprehensive audit of program quality, including the degree of implementation of our various programs; the extent of integration of the academic, career, and technology curricula; the implementation and efficacy of the PEPs; the extent and richness of extended day programming; the volume of service, quality of service delivery in the Family Resource Center (in terms of presenting problems, issue resolution, relationships with community partners, for example); the degree of collaboration between the Family Resource Center and the academic program; and other areas of focus we may add. In our qualitative reviews we will make note of strengths, weaknesses, and challenges, and will use the results to generate recommendations for improvement. This comprehensive audit will also make use of input from the ongoing assessment process. In our second year of operation we will dipstick on problematic areas that were identified in the first-year program audit. Periodically thereafter, we will conduct comprehensive program audits at least every five years and will conduct partial audits on areas of concern or interest in the intervening years. The Board of Directors will publish a summary of information that parallels that disseminated by district schools in Milwaukee Public Schools.

16. Procedures for disciplining pupils. Attach policy as Appendix H.

Our goal is to operate Universal Milwaukee Community Charter School as free of discipline problems as possible by creating and cultivating a safe, supportive environment in which individuals are respected and challenged to do and be their best. We recognize, however, that this is a process and that students do make mistakes and disciplinary action may be required. Our behavioral expectations are laid out in student, staff, and family handbooks and are communicated clearly and often. We have a "zero tolerance" policy for students who break the rules, with consequences that are designed within a restorative justice framework and ensure safety and harmony for the school community. We will adopt the Milwaukee Public Schools discipline policy, noted in Appendix H.

Our curriculum emphasizes a focus on instruction reinforced with social and emotional supports for students. Specialized services for children with social, emotional, and behavioral issues will be addressed. Because we are aware that high-poverty communities are typically under-resourced and, even where clinic-based services do exist, obstacles to access are often great, the Family Resource Center will develop internal resources to meet student needs and create an effective interface between schools, families, external service providers, and public agencies.

We will create a staff position for a case manager, a certified Master's level professional with experience working in schools and community agencies. The case manager will take the lead in the problem-solving

teams, provide counseling and support for students, and will be on the front line for crisis management and ongoing coordination of services with outside providers and families. The case manager will also develop preventive and asset-based programs for promoting healthy youth development schoolwide. Aside from having clinical and consulting skills and the qualification to supervise social work graduate interns, the case manager will be equipped to establish a coherent, smooth-running interface with the child-serving systems that are vital to the support of high poverty schools.

Universal Milwaukee Community Charter School will also ensure effective comprehensive support for high-need students by providing targeted professional development for the case manager and all school staff. Working with Foundations, Inc. and Universal Education Company, school leadership and staff will identify needs for professional development that specifically address the needs of students in high-poverty schools, fill gaps in pre-service education, and customize practices for Universal Milwaukee Community Charter School especially in areas of youth and adolescent development, recognizing early warning signs of risk, deescalating crises, identifying and evaluating students' psychosocial and academic needs, team development, classroom management, social-emotional learning, and family outreach. Professional development will also address core educational practice as to rigorous curriculum content, effective instructional strategies, and a strong relationship between students and staff.

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

Students who do not wish to attend or who are not admitted to the charter school will be eligible to attend the Milwaukee Public School designated for their residence.

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

Universal Milwaukee Community Charter School hopes to be housed in the building that previously housed Daniel Webster Middle School, at 6850 North 53rd Street, in the Wyrick Park section of the city. We are prepared to carry the full extent of liability insurance that is required.

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

The charter school is not expected to affect the liability of the school district.

20. Policies, including procedures, to inform parents, including school transportation policy, School nutrition policy

Information on the transportation and nutrition policies and procedures of Universal Milwaukee Community Charter School will be included in the enrollment packets sent to parents and in the family handbook.

21. Indication whether proposed charter school wishes to be an instrumentality or non-instrumentality charter school and if a petition is being submitted (If yes, attach signatures as Appendix I.)

The Universal Milwaukee Community Charter School is being proposed as a non-instrumentality and a petition is therefore not included with this application.

22. School year in which charter status is requested to begin and length (1 to 5 years) of contract term sought.

A charter is being sought for the 2013-14 school year and is requested for a five-year term.



UNIVERSAL COMPANIES

APPENDICES

III: Appendices

- Appendix A: Charter school calendar
- Appendix B: Student day start and end times
- Appendix C: Uniform policy
- Appendix D: N/A
- Appendix E: Diversity Plan
- Appendix F: Special Education Plan
- Appendix G: Charter school proposed budget and optional services form
- Appendix H: Charter school discipline policy
- Appendix I: N/A
- Appendix J: Vitae and contact information of the school leader(s) and applicant team
- Appendix K: Sample student weekly schedule
- Appendix L: Additional curriculum information to support educational concept
- Appendix M: Letters of support
- Appendix N: Sample teacher workweek
- Appendix O: Local assessments
- Appendix P: Academic and non-academic goals and objectives
Community outreach efforts
Project manager responsibilities

**Universal Milwaukee Community Charter School
Academic Calendar
2013-2014**

August 19-30, 2013	Professional Development - Teachers
September 2, 2013	Labor Day - No School
September 3, 2013	First Day of School for Students
October 4, 2013	Professional Development - Teachers
October 23, 2013-	WKCE-CRT Assessments Begin
November 8, 2013	Professional Development - Teachers
November 27, 2013	WKCE- CRT Assessments End
November 28-29, 2013	Thanksgiving Break
December 23, 2013	Winter Break Begins
January 2, 2014	Professional Development - Teachers
January 3, 2014	School Resumes
January 20, 2014	Martin Luther King Day - No School
February 14, 2014	Professional Development - Teachers
February 17, 2014	President's Day - No School
March 14, 2014	Professional Development - Teachers
April 18, 2014	Professional Development -Teachers
April 21, 2014	Spring Break Begins
April 28, 2014	School Resumes
May 23, 2014	Professional Development - Teachers
May 26, 2014	Memorial Day - No School
June 20, 2014	Last Day of School for Students
June 27, 2014	Last Day of School for Teachers

Total Days for Students - 184

Total Days for Teachers - 206

**Universal Milwaukee Community Charter School
Student Day
Start and End Times**

7:45 AM - 8:30AM - Zero period, teacher meeting and planning time

8:30AM - Student school day begins

2:45 PM - Student regular school day ends

3:45 PM – Student extended day ends

Universal Milwaukee Community Charter School Uniform Policy

The uniform policy provides the school with a cohesive look and satisfied the city mandate. The appearance of the student is primarily the responsibility of the parent/guardian. Students who continually come to school out of uniform, violates the dress code and he/she will receive disciplinary actions that can lead to dismissal.

Outerwear that is worn over the school uniform during the school day must be a solid navy or black in color. Hoodies with the school logo can be purchased from the school. No other colored hoodies or variations of colored outerwear will be accepted.

To promote our School-to-Career philosophy, all students are to have a neat and clean appearance daily. The school colors are Navy Blue.

Boys K-4	White button down Oxford shirt, Navy Twill Pants, Navy sweater w/logo, red tie, navy socks, navy belt, navy or black leather shoes with navy socks.
Girls K-4	White Peter Pan Shirt, Pleated plaid jumper, Navy sweater w/logo, red criss-cross tie, navy socks, navy or black leather shoes (no toe or back-out shoes) with navy socks or stockings.
Boys 5-8	White button down oxford, navy twill pant, navy blazer w/emblem, red tie, navy socks, navy belt, navy or black leather shoes with navy socks.
Girls 5-8	White Peter Pan shirt, Plaid skirt, Navy Blazer w/emblem, red criss-cross time, navy socks, navy or black leather shoes (no toe or back-out shoes) with navy socks or stockings.

All students are to wear black, or navy shoes.

Physical education is a requirement of the academic curriculum. Students who are not properly prepared for gym cannot participate and can fail the course due to lack of participation.

Hats are not permitted to be worn in the school, pants must be worn on the waistline and girls cannot wear dangling or hooped earrings. Earrings cannot be larger than the size of a quarter.

Exceptions to the uniform policy for religious purposes are made on an individual basis and require the approval of the Chief Academic Officer.

Universal Milwaukee Community Charter School Diversity Plan

Universal Companies is committed to the principles and best practices that recognize and celebrate cultural diversity in our schools. We provide a quality education for all of our students. Through high expectations and collaboration, the school's environment remains one of inclusiveness and friendship.

Students, staff, parents, and community live and work in a multicultural society that supports a teaching and learning environment where all employees and students value commonalities and differences within and across various cultures in order to produce harmonious life-long learners. The cultural contributions of our Universal Family of Schools is widely appreciated and accepted.

Our recruitment efforts will help to ensure a diverse student population that is demographically representative of the Milwaukee community. We will work with existing civic and social institutions and the faith-based community to reach parents and announce the advent of Universal Milwaukee Community Charter School, communicate opportunities for community input, partnership, and leadership, and recruit students. We will collaborate with Milwaukee Public Schools to the extent possible and will also connect with existing charter schools so that they can inform families on their waiting lists. We will also reach out to other charter authorizers in Milwaukee to take advantage of their communications with families and community. We will set up an interactive web site where we will post information and recruit interested parents and community members. We will ask representatives of these institutions, community-based organizations, and individuals who are local champions in the charter school movement to help spread the word and to bring to our attention individuals and organizations that will join with us and assist in taking a leadership role in developing Universal Milwaukee Community Charter School.

Universal Companies is free of prejudice and discrimination in all aspects of employment and enrollment. Opportunities will be provided for staff to learn about various cultures and to improve communication. Initiatives will include the following:

1. Recruit students from diverse backgrounds by creating and executing a strategic outreach plan and providing a welcoming atmosphere for parents and students of diverse backgrounds.
2. Create a handbook of research-based strategies to support students from diverse backgrounds.
3. Recruit a diverse faculty and provide mentors for new teachers to support their development.
4. Create and promote learning opportunities that support diversity for all faculty and staff.
5. Support social interactions outside the classroom through extra-curricular activities that encourage inclusiveness and dialogue.
6. Take a proactive approach to assessing the needs of students, staff, and families and creating culturally sensitive solutions to address those needs.
7. Ensure that multi-cultural topics and related curricula become part of the instruction in all classrooms and create opportunities for teachers to share diversity lessons.
8. Plan opportunities for students to co-teach with their peers, express themselves creatively, and honor their heritage through special arts and humanities projects.

Universal Milwaukee Community Charter School Special Education Plan

Universal Companies utilizes a “whole” school approach as its education model reflected in our school design and our instructional program plans to address the needs of special student populations including Special Education and ELL students. Universal is committed to ensuring all students, irrespective of their special needs, will be successful. Using flexible approaches to address the needs of diverse learners will be demonstrated in the use of strategies designed to support multiple learning needs. Content and strategies will be used to ensure equitable opportunities for academic success and personal development. Students with diverse learning needs will have access to the Core Educational Program, with their non-disabled peers to the greatest extent possible.

When a student enters the Universal Milwaukee Community Charter School, every effort will be made to obtain their IEP documents (Evaluation/Re-evaluation report, IEP, and NOREP). Special education staff will immediately reach out to the parent and/or former school or placement facility to convene a team meeting to design a program that addresses academic, social and emotional needs of each student to ensure success at Universal Milwaukee Community Charter School. Our goal will be to identify effective instructional strategies and specially designed modifications and the appropriate level of instructional support for each student to experience the most success in the least restrictive environment.

Universal Milwaukee Community Charter School will adhere to regulations of the State of Wisconsin and Milwaukee Public Schools as well as the Individual with Disabilities Education Act, PL 105-17, the reforms as detailed in the Individuals Improvement Act, PL 108-446 (IDEA 2004) Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) and related regulations such as Gaskins. All components of the special education program will be overseen by the designated coordinator of Special Education.

Universal Milwaukee Community Charter School will maintain a program that ensures a Free and Appropriate Public Education (FAPE) for each student with special needs. We will further ensure that the Family/Guardian/Surrogate has access to the procedural safeguards at each stage of the IEP process and that the Family Education Rights and Privacy Act (FERPA) is implemented with fidelity by maintaining a confidential special education file for each student in a locked file cabinet. Anyone examining files for any purpose will be required to sign a form in the front of the file that documents the date and purpose of their examination of a student’s confidential file.

The Universal Milwaukee Community Charter School Board of Directors will ensure that the following policies relating to meeting the needs of exceptional students are implemented with fidelity:

- Each exceptional student is offered an educational program that meets his/her unique abilities. Such a program of special education is designed to comply with law, conform to the goals of Universal Milwaukee Community Charter School and to the extent feasible and consistent with the best interests of the student and other students, integrate programs of special education with the regular instructional program.
- The Universal Milwaukee Community Charter School Board will ensure that all procedures for the implementation of a program of special education is designed to guard the privacy of the student and family (FERPA).

Appendix F

- The school principal will be directed to recommend annually to the Board the employment and retention of staff and the provision of such facilities as may be necessary and feasible to provide for the best needs of exceptional students.

Universal Milwaukee Community Charter School will comply with all federal Child Find Requirements (34 CFR & 300.125) and will employ a three-tiered Comprehensive Support Plan that addresses the identification, eligibility, referral, records review, multidisciplinary evaluation, classroom interventions and response to instruction, services and progress of all students with special needs. The team will include school personnel, family members, and on-site behavioral health and student support staff who together design interventions for students with disabilities, or those who are thought to be eligible under the Rehabilitation Act and are at risk of academic failure.

- The principal will develop procedures for a continuing evaluation of the effectiveness of the school's plan for the exceptional student and will periodically report to the Board the results of such evaluation.
- The program to which each exceptional student is assigned will be that which best assures his/her success in learning and offers him/her the least restrictive environment in accordance with the Individuals with Disabilities Act (IDEA).

Delivering Instruction - Students in need of special education services will be instructed in the general education classroom to the greatest extent possible. When a decision to educate a student in a different setting is made, there will be a compelling reason that this is in the best interest of the student. Students in need of special education will have access to the general school curriculum with supplemental aids and services to assure academic success. Supplemental aids and services will include but not be limited to:

- accommodation, modification and adaptation checklists to support the differentiation of curricular content
- use of instructional scaffolding
- strategic integration
- judicious review of content
- use of age/developmental appropriate materials to supplement the general curriculum
- use of technology (whole group or individual) to support the delivery of content
- use of screening instruments and diagnostic materials
- opportunities to review progress and make revisions when appropriate.

Staff Support - All staff will be provided with the opportunity to participate in the following professional development to support creating a learning environment that is appropriate for all student learners.

- differentiated instruction
- characteristics of diverse learners
- parent involvement
- linking the IEP to the curriculum
- assessment strategies
- positive behavior strategies.

Appendix F

Special educational instructional programs will be operated by qualified Special Education instructors. In addition, the following support staff will be retained by Universal:

- nurse
- social worker experienced with the city service agencies
- School counselor
- special education coordinator to support compliance, school-home relations, and assure staff support.

Through its Family Resource Center, Universal will also provide an array of social services (wraparound services) to all students that are complementary to the educational program of the school. The school will serve as a center of the community and the ideal place for providing supportive services to parents and families. Universal intends to provide direct services for students in the following pathways:

- academic support
- career exploration and work exposure
- college preparation
- leadership development
- social service agency information and referrals
- mentoring and coaching.

**Universal Community Charter School
DETAILED BUDGET**

RFP RESPONDENT NAME: Universal Education Companies, Inc SCHOOL CONFIGURATION: K-12

FISCAL YEAR: **JULY 1, 2013 - JUNE 30, 2014** ENROLLMENT: REG ED **480** SPEC ED **120**

A OBJECT DIMENSION	B FTE	C AVERAGE SALARY	D TOTAL SALARY	E BENEFITS	F BUDGET
				35.00%	
REVENUE / SOURCES OF FUNDS					
1. MPS Funding (\$7,775)					4,665,000
2. Building / Facilities					0
3. MPS Spec Ed Funding					120,000
4 Federal Title Funding (Section II, B, 6):					359,205
5.					
6.					
7.					
8. IDEA B Funding					0
Local Funding (Fundraising, Contributions, Local Foundations and Grants:					
9.					0
10.					
11.					
12.					
Reimbursements (Retirement, Social Security, Rental)					0
13.					
14.					
15.					
16.					
Other (Lines of Credit, Loans, etc.)					
17.					
18.					
19.					
20. TOTAL REVENUES / SOURCES OF FUNDS					5,144,205
EXPENDITURES					
PERSONNEL SERVICES (100 / 200)					
REGULAR SALARIES					
<u>Administration</u>					
21. Principal	1.0	98,400	98,400	34,440	132,840
22. Asst Principal	1.0	77,500	77,500	27,125	104,625
23. Admin Asst Lead	1.0	28,000	28,000	9,800	37,800
24. Admin Asst	0.5	28,000	14,000	4,900	18,900
25. Tech Support	0.5	40,000	20,000	7,000	27,000
26. Total Administration	4.0		237,900	83,265	321,165

**Universal Community Charter School
DETAILED BUDGET**

RFP RESPONDENT NAME: Universal Education Companies, Inc SCHOOL CONFIGURATION: K-12

FISCAL YEAR: **JULY 1, 2013 - JUNE 30, 2014** ENROLLMENT: REG ED **480** SPEC ED **120**

OBJECT DIMENSION	A	B FTE	C AVERAGE SALARY	D TOTAL SALARY	E BENEFITS	F BUDGET
					35.00%	
Instruction						
27. Teachers		24.0	52,000	1,248,000	436,800	1,684,800
28. Spec Ed Teachers		5.0	57,000	285,000	99,750	384,750
29. Classroom Asst		2.0	30,000	60,000	21,000	81,000
30. Specialist (Art, Language, PE,Music)		4.0	53,000	212,000	74,200	286,200
31. Reading & Math Specialist		2.0	57,000	114,000	39,900	153,900
32. Total Instruction		37.0		1,919,000	671,650	2,590,650
Instructional Support						
33. Counselor		1.0	55,000	55,000	19,250	74,250
34. Librarian		0.0	50,000	0	0	0
35. Supportive Services(Family Ctr,Parent&CommunityOutreach)		2.0	25,000	50,000	17,500	67,500
36. Climate/Security		2.0	28,000	56,000	19,600	75,600
37.				0	0	0
38. Total Instructional Support		5.0		161,000	56,350	217,350
Health and Safety						
39. Nurse		0.0	0	0	0	0
40. Case Manager		1.0	45,000	45,000	15,750	60,750
41.		0.0	0	0	0	0
42. Total Health and Safety		1.0		45,000	15,750	60,750
43. TOTAL REGULAR SALARIES		47.0		2,362,900	827,015	3,189,915
OTHER SALARIES						
44. Substitute Services				30,000	10,500	40,500
45. Extracurricular Activities / Longer Day & Year				150,000	52,500	202,500
46. Professional Development / Training				25,000	8,750	33,750
47.					0	0
48. TOTAL OTHER SALARIES				205,000	71,750	276,750
49. TOTAL PERSONNEL SERVICES		47.0		2,567,900	898,765	3,466,665
CONTRACTED SERVICES (300)						
50. Professional Services						240,000
						Teacher & Adminstrtor Mentoring, PD, School Start up, Board Development
51. Psychological Services						100,000
52. Learning Support						Math & Literacy Coaches
53. Part Time Aides (8)						96,000
54. Nurse (Part-time)						35,000
55.						

**Universal Community Charter School
DETAILED BUDGET**

RFP RESPONDENT NAME: Universal Education Companies, Inc SCHOOL CONFIGURATION: K-12

FISCAL YEAR: **JULY 1, 2013 - JUNE 30, 2014** ENROLLMENT: REG ED **480** SPEC ED **120**

OBJECT DIMENSION	A	B	C	D	E	F
					BENEFITS 35.00%	
	FTE	AVERAGE SALARY	TOTAL SALARY			BUDGET
56. TOTAL CONTRACTED SERVICES						605,797
PROPERTY SERVICES (400)						
57. Equipment Rental						
58. Space Operating Costs						500,000
59. Repairs / Maintenance (Includes Computer / Technology)						25,000
60. TOTAL PROPERTY SERVICES						525,000
OTHER SERVICES (500)						
TRAVEL						
61. Staff Travel						2,500
62. Student Travel						2,500
63. Total Travel						5,000
COMMUNICATION						
64. Phone Service						20,000
65. Printing/Copy						30,000
66. Postage						5,822
67. Total Communication						55,822
INSURANCE (Liability)						
68.						90,000
69.						
70.						
71.						
72. Total Insurance						90,000
73. TOTAL OTHER SERVICES						150,822
BOOKS AND SUPPLIES (600)						
74. General Office Supplies						25,000
75. Books and Instructional Materials						93,799
76. Software and Licensing Fees						25,000
77.						
78.						
79. TOTAL BOOKS AND SUPPLIES						143,799
EQUIPMENT (700)						
80. Computers						50,000
81. Uniforms						75,000
82.						
83.						
84. TOTAL EQUIPMENT						1-30 125,000

**Universal Community Charter School
DETAILED BUDGET**

RFP RESPONDENT NAME: Universal Education Companies, Inc SCHOOL CONFIGURATION: K-12

FISCAL YEAR: **JULY 1, 2013 - JUNE 30, 2014** ENROLLMENT: REG ED **480** SPEC ED **120**

A OBJECT DIMENSION	B FTE	C AVERAGE SALARY	D TOTAL SALARY	E BENEFITS	F BUDGET
				35.00%	
OTHER (800 / 900)					
85. School District Services					0
86. Indirect Costs-HR, Accounting, Facility mnmt, General mnmt, Business mnmt, overhead					127,122
87.					
88. TOTAL OTHER					127,122
89. TOTAL EXPENDITURES	47.0		2,567,900	898,765	5,144,205
90. YEAR END BALANCE					0

**UNIVERSAL COMMUNITY CHARTER SCHOOL
5 YEAR SUMMARY**

RFP RESPONDENT: Universal Education Companies, Inc SCHOOL CONFIGURATION: K - 12

A OBJECT DIMENSION	B FY 13	C FY 14	D FY 15	E FY 16	F FY 17	G TOTAL
REVENUE / SOURCES OF FUNDS	600 students	700 students	800 students	900 students	1000 students	
1. MPS Funding	4,665,000	5,442,500	6,220,000	6,997,500	7,775,000	31,100,000
2. Building / Facilities	0	0	0	0	0	0
3. MPS Spec Ed Funding	120,000	140,000	160,000	180,000	200,000	800,000
Federal Title Funding						
4. 359,205	359,205	395,126	434,638	478,102	525,912	2,192,982
5. 0	0					0
6. 0	0					0
7. 0	0					0
8. IDEA B Funding (Section II, B, 6)	0	0	0	0	0	0
Local Funding (Fundraising, Contributions, Local Foundations and Grants:						
9. 0	0	0	0	0	0	0
10. 0	0					0
11. 0	0					0
12. 0	0					0
Reimbursements (Retirement, Social Security, Rental)						
13. 0	0	0	0	0	0	0
14. 0	0					0
15. 0	0					0
16. 0	0					0
Other (Lines of Credit, Loans, etc.)						
17. 0	0					0
18. 0	0					0
19. 0	0					0
20. TOTAL REVENUES / SOURCES OF FUNDS	5,144,205	5,977,626	6,814,638	7,655,602	8,500,912	34,092,982
PERSONNEL SERVICES (100 / 200)				+8 Teachers		
REGULAR SALARIES				+1 AP		
21. Administration	321,165	327,588	334,140	445,448	558,982	1,987,323
22. Instruction	2,590,650	2,950,263	3,317,068	4,306,834	5,316,394	18,481,209
23. Instructional Support	217,350	221,697	226,131	230,654	235,267	1,131,098
24. Total Health and Safety	60,750	61,965	63,204	64,468	65,758	316,145
25. TOTAL REGULAR SALARIES	3,189,915	3,561,513	3,940,544	5,047,403	6,176,401	21,915,776
OTHER SALARIES						
26. Substitute Services	40,500	41,310	42,136	42,979	43,839	210,764
27. Extracurricular Activities / Overtime	202,500	206,550	210,681	214,895	219,193	1,053,818
28. Professional Development / Training	33,750	37,125	40,838	44,921	49,413	206,047
29. 0	0					0
30. TOTAL OTHER SALARIES	276,750	284,985	293,655	302,795	312,444	1,470,629
31. TOTAL PERSONNEL SERVICES	3,466,665	3,846,498	4,234,198	5,350,198	6,488,845	23,386,405
CONTRACTED SERVICES (300)						
32. Professional Services	240,000	240,000	240,000	240,000	240,000	1-32 1,200,000

**UNIVERSAL COMMUNITY CHARTER SCHOOL
5 YEAR SUMMARY**

RFP RESPONDENT: Universal Education Companies, Inc SCHOOL CONFIGURATION: K - 12

A	B	C	D	E	F	G
OBJECT DIMENSION	FY 13	FY 14	FY 15	FY 16	FY 17	TOTAL
33. Psychological/Spec Ed Services	100,000	125,000	156,250	195,313	244,141	820,703
34. Learning Support	134,797	168,496	210,620	263,275	285,963	1,063,152
35. Noon Time Aides	96,000	97,920	99,878	101,876	103,913	499,588
36. 0	35,000					35,000
37. 0	0					0
38 TOTAL CONTRACTED SERVICES	605,797	631,416	706,749	800,464	874,017	3,618,443
PROPERTY SERVICES (400)						
39. Equipment Rental	0					0
40. Space Costs	500,000	525,000	551,250	578,813	607,753	2,762,816
41. Repairs / Maintenance	25,000	50,000	50,000	50,000	50,000	225,000
42. TOTAL PROPERTY SERVICES	525,000	575,000	601,250	628,813	657,753	2,987,816
OTHER SERVICES (500)						
43. Travel	5,000	5,100	5,202	5,306	5,412	26,020
44. Communication	55,822	56,938	58,077	59,239	60,424	290,500
45. Insurance	90,000	91,800	93,636	95,509	97,419	468,364
46. TOTAL OTHER SERVICES	150,822	153,838	156,915	160,054	163,255	784,884
BOOKS AND SUPPLIES (600)						
47. General Office Supplies	25,000	25,500	26,010	26,530	27,061	130,101
48. Books and Instructional Materials	93,799	287,598	475,196	400,000	100,000	1,356,593
49. Software and Licensing Fees	25,000	25,500	26,010	26,530	27,061	130,101
50. 0	0					0
51. 0	0					0
52. TOTAL BOOKS AND SUPPLIES	143,799	338,598	527,216	453,060	154,122	1,616,795
EQUIPMENT (700)						
53. Computers	100,000	100,000	150,000	25,000	10,000	385,000
54. Uniforms	25,000	25,000	25,000	25,000	25,000	125,000
55. 0	0					0
56. 0	0					0
57. TOTAL EQUIPMENT	125,000	125,000	175,000	50,000	35,000	510,000
OTHER (800 / 900)						
58. School District Food Service Charge	0	0	0	0	0	0
59. Indirect Costs	127,122	307,275	413,310	213,013	127,921	1,188,641
60. 0	0					0
61. TOTAL OTHER	127,122	307,275	413,310	213,013	127,921	1,188,641
62. GRAND TOTAL	5,144,205	5,977,626	6,814,638	7,655,602	8,500,912	34,092,983
63. YEAR END BALANCE	0	0	0	0	0	-1

Universal Milwaukee Community Charter School Discipline Policy

Universal Milwaukee Community Charter School will adopt and abide by the Milwaukee Public Schools Discipline Policy.

APPENDIX J:
Resumes and Vitae for Key Staff

JANIS C. BUTLER, Ed.D.

4 Forrest Court

Mt. Laurel, New Jersey 08054

(c) 609-238-5252

(e-mail) jbutlerathome@aol.com

Objective:

To continue my career as a team member/leader and facilitator...seek opportunities to fully utilize my educational background and experiences...respond to the challenge of a complex organizational structure...to create a nurturing environment that supports the organizational structure and school community...to grow as an individual and to grow and significantly contribute to the organization.

Career Highlights:

Privately Managed School Experience: Executive Vice President of Education Universal Educational Management Office (EMO)

- Manage 2 School District of Philadelphia Schools
- Manage 1 Charter School
- Leadership training and evaluation for principals and other school-based teacher leaders
- Provide curriculum materials and program implementation strategies for distressed school district schools
- Evaluate all administrative personnel
- Responsible for full range of educational services for school, students, parents and community at large
- Partner with other agencies and community organizations for safety and instructional priorities
- Design instructional materials (Smarty Cards, standardized homework, individual student assessment tools, etc)
- Provide support for all educational programs
- Manage financial budget for office and schools
- Support after school and supplemental educational programs
- Manage grant generated funding
- Manage and provide technical support and progress monitoring of specialized programs

Public School Experience:

Central Office-based Administrative Experience: Executive Director - Family and Student Support Services Interim Officer for Curriculum and Instruction

- Design and deliver professional development activities citywide
- Design and develop the *First Week of School Activities Guide* for new and substitute teachers
- Provide curriculum materials citywide for all grades/subjects district-wide
- Create Newsletter district-wide to inform school-based personnel of curriculum and the supports available to teachers
- Responsible for a full range of services that address the needs and services of parents and students citywide
- Provide professional development activities for school and academic area staff related to student support programs
- Provide training programs for psychologists, counselors, nurses and parents
- Hearing Officer for Directors
- Second Level Hearing Officer for nurses, therapists and school psychologist
- Evaluates Division Directors for Physical Health Services, Behavioral Health Services, Family and Community Support Services, Parent Services and Student Placement
- Developed the Parent Response Center for the District
- Manages and supports linkages with city and outside agencies in support of students, parents and families
- Manages, supports and monitors academic programming for Homeless Children citywide
- Provide schools and area academic offices with critical information regarding federal and state grants in support of safe schools and appropriate behavioral and physical health programs for students
- Provide technical assistance to schools and academic offices for establishing and improving community relationships in support of student achievement and parent family education
- Provide assistance to schools in support of mandated health programs and Chapter 15 regulations
- Provide support and manages Emotional Support Classes district-wide
- Responsible for Special Projects citywide
- Monitors and manages the districts Choice Implementation Processes (Student Placement)
- Monitor, support and evaluate the school uniform implementation practices citywide
- Develop, monitor, manage, provide training, and technical assistance for CSAP (Comprehensive Student Support/Student Assistance Program) citywide
- Cabinet Member for CEO and CAO

Cluster Leader (Regional Superintendent) - West Philadelphia Cluster

- Responsible for the instructional leadership of 13 schools (One Magnet High School, One Comprehensive High School, One Behavioral Alternative School, Two middle schools, Eight Elementary schools), 900 teachers and supportive personnel and 11,000 students
- Member of the Professional Development Team for the Executive Branch
- Initiated the implementation of Balanced Literacy in all cluster schools
- Rating Officer for administrators
- Member of the Superintendent's Cabinet
- Member of the negotiating team
- Co-chairperson for several cabinet level committees
- Implemented professional development and training programs for teachers, parents and community partners

- Designated Cluster Office as a School to Career Site for student placements, work based and service learning opportunities
- Maintain vital links with churches, community leaders, and elected officials
- Partnership with Northeast Mental Health to implement a site licensed mental health support program in each school within the cluster - later replicated throughout the district
- Partnered with Mercy Health to administer Hepatitis B Vaccines to all seventh grade students
- Second Level Hearing Officer for professional staff
- Financial and budgetary responsibilities
- Monitor and maintain all state and federally funded programs
- Implementation of research based models: i.e., Co -Nect (Comprehensive School-wide Reform)
- Cluster awarded \$6,000,000 William Penn Foundation Grant (\$2, 000,000 per year)
- Cluster awarded over \$400,000 in Pennsylvania Department of Education Link to Learn Grant Funds
- Collaboration with colleges and universities*

Field – based Administrative Positions:

Principal – George Washington Carver High School of Engineering and Science

- Responsible for the implementation of a rigorous magnet program focused on Engineering and Science
- Major grant proposal applications and acceptances to enhance program offerings
- Monitors a very successful and highly proficient academic program that performs above the city and state levels
- Member of the citywide technology committee
- Implements electronic grade books for better articulation between staff, students and parents
- School awarded the Toyota Tapestry Grant for 2003 (\$10,000)
- Partnerships with local colleges and universities (Community College and Drexel University) to offer students college level courses as part of the high school program

Principal - Sayre Middle School - School District of Philadelphia

- Responsible for the instructional leadership of 67 teachers, 58 supportive personnel, and 1,100 students
- Implement programs that were effective in increasing student scores and student attendance
- Review Committee Member for Project Access
- Southwest Region Mathematics Committee Convener
- Southwest Region Professional Development/Learning Center Writer
- Cluster Proposal Writing Team Member
- Member of the Leadership Committee
- Liaison with the National Organization "Operation Reconstruction"

Principal -Birney and Howe Elementary School - School District of Philadelphia

- Responsible for the instructional leadership of 47 classroom teachers and 1,300 students (Three site facility - Birney)
- Implement programs that were effective in increasing student scores and student attendance at School Wide Project School (Title1)

- School was presented with the Department of Education Award for " Unusually Successful Schools " May 1993
- Examiner for School District of Philadelphia - hiring new teachers (Personnel Testing)
- Facilitator at Management Convocation Seminar
- Mentor for Principal Internship Program
- Responsible for the instructional leadership of 18 teachers and 482 students (Howe)
- First school to initiate a dress code that motivated students to wear school uniforms in Philadelphia. This program was replicated throughout the City of Philadelphia and Camden, New Jersey.

Special Education Supervisor - School District of Philadelphia

- Responsible for pre-hearing conferences, site visitations, progress monitoring, placement and coordination of special education students, review of educational programs for special needs students, implementation of staff development sessions, teacher training sessions and parental contacts.

Administrative Assistant (Assistant Principal) - School District of Philadelphia

- Conducts informal visitations to classrooms to become familiar with classroom activities and needs
- Implements incentive programs to reward positive behavior
- Identifies and implements student recognition programs
- Conducts award's assemblies at the end of each academic quarter
- Establishes and maintains a discipline and behavior adjustment system for students causing serious disruption of the educational process.
- Works with teacher referrals to implement activities and actions within School District Policy and Code of Conduct that increased the probability for student's success within the regular classroom setting
- Manages rosters of students and staff

Classroom Experience

I began my teaching career at the J.H. Moore School, participating in grades kindergarten through seven. I taught the regular grade curriculum for five years and voluntarily transferred to Widener Memorial School for the Orthopedically Handicapped, teaching the special educational curriculum for handicapped youngsters, grades K to 8 (seven years).

University Experience:

Cheyney University
Adjunct Professor

- Educational Leadership/Principal Certification Program
- Course syllabus, instructional program implementation

Education:

National Assessor Training Certificate

Selecting and Developing the 21st Century Principal
NASSP Assessor Training Program

University of Pennsylvania
Philadelphia, Pa.
Educational Administration
Curriculum and Instruction
Ed.D. Education

University of Pennsylvania
Philadelphia, Pa.
Educational Administration
Curriculum and Instruction
Superintendent's Letter of Eligibility

University of Pennsylvania
Philadelphia, Pa.
Educational Administration
Elementary and Secondary Principal Certifications

Rowan University
Glassboro, New Jersey
M.A. Student Personnel Services/Counseling

Rowan University
Glassboro, New Jersey
B.A. Teacher of the Handicapped
and Elementary Education

Dobbins Technical High School
Philadelphia, Pa.
Diploma Commercial Art
Valedictorian of Graduating Class

Philadelphia College of Art
Philadelphia, Pa.
Four Year Saturday Loeb Scholar Program
Certified Commercial Artist

Certifications

New Jersey
Teacher of the Handicapped
Elementary School Teacher
Principal/Supervisor
School Administrator

Pennsylvania
Mentally Retarded
Elementary
Elementary Principal

Secondary Principal
Superintendent

Delaware

Teacher of Exceptional Children Grades K-12

Teacher of Elementary Grades K-12

School Leader I

School Leader II

Principal/Assistant Principal

Professional Organizations: Association for Supervision and Curriculum Development;
Phi Delta Kappa; Association for Middle School Administrators

CHARLES A. GRAHAM
120 Josephs Way
Malvern, PA 19355
(610)-637-2637 - Cell
Email: CAG1992@yahoo.com

SUMMARY

Enthusiastic **Management Professional** with over twenty years of progressive and diversified corporate experience in accounting, banking, consulting, sales, management and education. Expertise in negotiating, mediating and problem resolution. Energetic individual who thrives in a consultative environment. Proven accomplishments in budgeting, staff and project management, operations management, interpreting policy, relating to clients and interfacing with people of all diverse cultures.

EXPERIENCE

2004 - Present VICTORY EDUCATION PARTNERS, New York, NY
Regional Director, 7/07 - Present
Deputy Regional Director & Director of Operations, 10/06 - 6/07
Director of Operations, 6/04 - 9/06

Responsible for managing the day-to-day operations of Victory's regional based office in Philadelphia managing a staff of 7 while having oversight of a \$1.3 million budget. Also, responsible for Charter School Start-Up Activities (Construction project totaling \$1.2 million, Writing and submission of Implementation/Planning Grant application, Budgeting & Financial Accountability, Technology Implementation, Inventory of building materials - equipment and assets, Procurement of Instructional materials & supplies) related to the opening of the 1st Philadelphia based Victory managed Charter School, The Southwest Leadership Academy (SLA), with a budget of \$4 million, a staff of 21, and an enrollment of 208 students in grades K-3.

- Oversee all aspects of the Victory Regional Office Operations. Operational areas managed include, but are not limited to the following: Human Resources, Benefits Administration, Payroll Processing, Accounts Payable, Purchasing & Receiving, Travel, Revenue - Eligibility and Collection, Grants (Title I, E-Rate, SPED, Categorical), Enrollment Reporting, Budgeting, Financial Forecasting & Management, Risk Management, Transportation, Facilities, Food Services, Vendor Contracting.
- Implementation of financial controls and procedures. Make recommendations as needed, to effect operational efficiencies.
- Oversee all aspects of the Victory Regional Office Operations
- Establish and maintain effective working relationships with School District of Philadelphia, PA Department of Education & various other educational agencies and officials.

2003 - 2004 CAMDEN CITY BOARD OF EDUCATION, Camden, NJ
Accounting Manager

Responsible for working directly with Principals, Assistant Superintendent and Business Manager to effectively manage the day-to-day site financial operations for 15 Schools with budgets totaling approximately \$65 million.

- Made Budgeting, Financial Forecasting & Management recommendations as needed, to effect operational efficiencies.
- Established and maintained effective working relationships with Principals, school management teams and New Jersey State Department of Education officials.
- Fund Accounting was utilized extensively.

Charles A. Graham (page 2)

2001 - 2003 **EDISON SCHOOLS, INC., New York, NY**
Area Financial Manager, 12/02 - 7/03

Responsible for managing the day-to-day site financial operations for 5 Charter Schools (3 in Pennsylvania, 1 in Wilmington, DE and 1 in Washington, DC) with budgets totaling approximately \$26 million.

- Operational areas managed included, but were not limited to the following: Human Resources, Benefits Administration, Payroll Processing (ADP on-line processing), Accounts Payable, Purchasing & Receiving, Travel, Revenue – Eligibility and Collection, Grants (Title I, E-Rate, SPED, Categorical), Enrollment Reporting, Budgeting, Financial Forecasting & Management, Risk Management, Board and District Relationships, Transportation, Facilities (Buildings & Grounds), Food Services, State Reporting & Vendor Contracting.
- Made recommendations as needed, to effect operational efficiencies.
- Established and maintained effective working relationships with Pennsylvania Department of Education, various educational agencies and officials.
- Managed a staff of 5 employees.

Regional Manager, 9/01 - 12/02

Responsible for auditing site financial operational procedures for 21 schools (16 District, 5 Charter) in 4 states (PA, IL, DE, MD) and providing on-site support and training to twelve Edison site Business Services Managers within assigned region.

- Operational areas reviewed included, but were not limited to the following: Human Resources, Benefits Administration, Payroll Processing, Accounts Payable, Purchasing & Receiving, Travel, Revenue – Eligibility and Collection, Grants (Title I, E-Rate, SPED, Categorical), Enrollment Reporting, Budgeting, Financial Forecasting & Management, Risk Management, Board and District Relationships, Transportation, Facilities (Buildings & Grounds), Food Service, Contracting.
- Responsible for recruitment, hiring and training of new Business Services Managers.
- Responsible for on-site operations during transition of Business Services Managers (included both crisis and pro-active management).
- Made recommendations as needed, to effect operational efficiencies.
- Established and maintained effective working relationships with various educational agencies and officials.
- Managed 12 Business Services Managers.

1997 - 2001 **PHILADELPHIA ACADEMIES, INC., Philadelphia, PA**
Program Director

Responsible for directing and managing the day-to-day activities of individual Academy programs in keeping with the goals, objectives and policies of the Philadelphia Academies Inc. and towards the achievement of the goals and objectives of the program's Board of Governors.

- Managed seven Academy budgets through careful analysis of revenues and expenditures.
- Developed and maintained cooperative working relationships with business representatives, school principals, teachers and administrators to ensure the successful operation of the Academy programs.
- Sold the program to prospective funders.
- Directed and assisted the Academy's Board of Governors-in fundraising for special events and activities related to the program and students.

Charles A. Graham (page 3)

- Planned and implemented evaluations of the programs, in cooperation with the Board of Governors.
- Maintained and staffed the individual Academy's Board of Governors.
- Planned and assisted in the implementation of cooperative educational enhancement activities for Academy students.
- Prepared and maintained all necessary reports on the performance of individual Academy programs (e.g. student enrollments, promotion and graduation rates, demographics, etc.).
- Provided counseling, relevant to preparation for employment, to individual students or groups of students.
- Supervised special projects such as: Mock Interview Program, Scholarship Programs, and Special Events, etc.
- Coordinated career days, field trips, employee shadowing and guest speakers. Gathered and disseminated feedback and outcomes of these activities from and to appropriate parties, (e.g. students, schools, employers, Philadelphia Academies, Inc. staff, et al).

**1995 - 1996 CORESTATES FINANCIAL CORPORATION (CFL), Philadelphia, PA
Director of Shareholder Relations**

Responsible for interacting with over 45,000 holders of CFL stock. Marketed and sold CFL dividend re-investment program, handled shareholder questions and concerns, maintained log of shareholder calls and status of resolutions, resolved un-exchanged shareholder issues of all shareholder related transmittal letters and other correspondence as necessitated by mergers. Acted as liaison with transfer agent (First Chicago Trust).

**1992 - 1995 CORESTATES BANK, N.A. (CBNA), Philadelphia, PA
Trust Operations Officer and Manager**

Managed department of 12 responsible for collecting fees for over 30,000 trust accounts. Directed management information reporting to middle, upper and senior level management consisting of outstanding receivables (including delinquency controls), charge-offs and monthly revenues for the entire CoreStates Trust and Investment Group (Personal, Employee Benefit and Corporate Trust, Institutional Custody, CoreStates Investment Advisors, Private Banking, CoreStates Bank of Delaware, New Jersey National Bank and Hamilton Bank).

**1989 - 1992 CORESTATES BANK INTERNATIONAL (CBI), New York, NY
Assistant Treasure and Controller**

- Managed procurement, structuring and dissemination of financial MIS data as required by CBI and CBNA, as well as external regulatory and auditing agencies such as the New York and Philadelphia Federal Reserve Banks, Ernst & Young and CBNA auditors.
- Responsible for control of Account Analysis System, designed to capture and input critical data concerning customer activity.
- Managed Financial, Account Control, General Files and Compensation departments overseeing a staff of 10.
- Reconciled and investigated CBI due-from accounts and accounts payables.
- Prepared various reports for CBI and CBNA Senior Management.
- Monitored payments and receipts of interbank compensation.

Charles A. Graham (page 4)

1985 - 1989

CORESTATES PHILADELPHIA NATIONAL BANK (PNB), Philadelphia, PA
Financial Analyst

- Conducted analyses of domestic and international loans for 25 PNB profit centers.
- Prepared month-end and year-to-date financial statements and their accompanying variance reports.

1984 - 1985

ERNST AND YOUNG, Cleveland, Ohio
Auditor

- Executed interim and year-end cash receipts, cash disbursements, payroll, sales, aging of accounts receivables and inventory price testing in accordance with generally accepted accounting principles.

EDUCATION

Ohio Wesleyan University, Delaware, Ohio
B.A. in Accounting, Minor: Economics Studies, 1984

CoreStates Training/Development Courses:

Efficacy Program for Minorities, 1990

Fundamentals of Mgt. Development I, 1990

Managing Development and Diversity, 1991

Positive Power and Influence, 1991

Management Development II, 1991

Interviewing Skills for Manager 1991

Cannon Financial Institute:

Trust Operations I, 1993 - Notre Dame University

Trust Operations II, 1994 - Pepperdine University

Automated Data Processing, Inc. Training:

Payroll and Human Resources Processing, 2002

Payroll/Human Resources Statewide Technology Training for the State of Delaware:

Human Resources, Benefits, Payroll, 2003

AFFILIATIONS

- 2006 - 2010 **Member, American Association of School Administrator's (AASA)**
- 2005 - 2010 **Member, Pennsylvania Association of School Business Officials (PASBO)**
- 2003 - 2008 **Charter Board Treasurer (Bonded), Lincoln Charter School - York, PA**
- 2002 - Present **Certified Diver, Scuba Schools International**
- 2000 - 2001 **Member, The Motorsports Academy, Board of Directors**

PC PROFICIENCY

Microsoft Word, Excel, PowerPoint, Outlook and Access, Lawson, QuickBooks

Lauryn P. Douthit

Objective

To obtain a leadership position in an educational organization that promotes school and community efforts for teacher training, professional development, parent engagement, grant development and corporate and community partnerships.

Experience

2001 – Present Universal Companies Philadelphia, Pa.

Vice President of Education / Academic Planning

- Facilitate program planning, and implementation for educational initiatives that promote research based - best practices in teaching and learning for k – 12 student populations.
- Coordinate, and design community outreach activities that promote parental engagement, and community participation.
- Establish partnerships with organizations to build resources for the educational program of Universal managed schools, including but not limited to art agencies, community organizations, and corporate entities.
- Responsible for grant development; and fund development that support s educational programming; successfully managed and acquired 21st CCLC grant for school.
- Administer, develop, and implement an institute of collegial learning for curriculum development, and school staff / teacher development.

1999 – 2001 Universal Companies Philadelphia, Pa.

Chief Administrative Officer/Principal

- Designed strategic plans in school organization, staff recruitment, student enrollment, curriculum implementation, and resource allocations as the chief architect for the development of the Universal Institute Charter School, a community managed k – 8 facility.
- Managed, and trained professional, and non-professional staff on job descriptions, and school operations.
- Implemented strong foundation for parent involvement program
- Increased capacity for after school programs by \$500,000.
- Established school / community partnerships with social agencies, civic groups, performing art groups, and institutions of higher learning.

1995 – June 1999 School District of Phila. Philadelphia, Pa.

Staff Developer

- Responsible for k-12 instructional leadership efforts in curriculum development, peer coaching, teacher training, and citywide initiatives in curriculum, instruction, and assessment.
- Increased capacity for the teaching and learning of geography, and social studies by establishing school based geo-centers through corporate sponsorships.

- Developed School To Career and Social Studies curriculum for the Philadelphia Academic Standards, and Curriculum Framework, K – 12.
- Facilitated school district outreach efforts to parents, and community.

1991 – June 1995 School District of Phila. Philadelphia, Pa.

Middle School Teacher

- Responsible for grades 6 – 8 instructional leadership efforts in curriculum development, and implementation of district wide initiatives in social studies education.
- Increased capacity for the teaching and learning of geography, and social studies through project based learning.
- Received commendation through CBS national news, Philadelphia Inquirer, and Learning Magazine for efforts related to African American history.

1987 – June 1991 Nystrom Company Chicago, Ill.

Education Sales Consultant

- Responsible for collaborating with superintendents, central office administrators, principals, and building leaders in the state of Pennsylvania to promote geography, and social studies education
- Developed district-wide, and school based action plans for resource allocation, yearly budgets, and in service programs.
- Received Rookie of The Year, and President's Award for outstanding achievement in sales.

1980 – June 1987 School District of Phila. Philadelphia, Pa.

Curriculum Specialist – Division of Social Studies

- Responsible for k-12 instructional leadership efforts in curriculum development, instructional support, and assessment design.
- Designed central office curriculum programmatic activities in partnership with school teams, corporations, public service organizations, and institutions of higher learning.
- Collaborated on system wide curriculum guides, and teacher resource books on intercultural studies, African studies, Afro-American studies, and the Black Experience in Philadelphia.
- Designed and conducted district level staff development for administrators, and general staff.

1969 – June 1980 School District of Phila. Philadelphia, Pa.

Grade Teacher – Grades 3 – 6

- Responsible for leadership efforts in the teaching and learning of all subjects with a particular emphasis in social studies education, and community partnerships in open classroom, team teaching schools.
- Collaborated, and piloted with the Division of Science for interactive science programs, and the utilization of instructional television.

Education

University of Mississippi, Hattiesburg, Miss.
M. Ed., 1981
St. Joseph's University,
Ethnic Studies, 1980
Marywood College
Assertiveness Training Institute, 1979
Cheyney State College, Cheyney, Pa.
B.S. Elementary Education – Special Education, 1969
Radcliffe College, Cambridge, Mass.
Honors Publishing Course, 1969
Cheyney University, Cheyney, Pa.
Principal Certification Program, 1999

Commendations

Community Service Award, United Muslim Movement, Universal
Companies. 1999

Philadelphia Inquirer, "O.J.'s Student Prosecutors, and Defense Team."
1994

CBS, National News, "Bringing Black History Alive." 1994

Learning Magazine, "Teachers Who Don't Go By The Book." 1994

President's Award, Nystrom Company. 1990

Rookie of The Year, Nystrom Company. 1989.

Outstanding Young Women of America. 1982

Miss Liberty Belle, City of Philadelphia. 1975

Who's Who In American Colleges and Universities. 1969

Radcliffe College Publishing Scholarship. 1969

References upon request.

Diane Yuko Highsmith

4 Rickland Drive
Sewell, NJ 08080
(215) 219-0480

EDUCATION

- 1997 - Cheyney University of Pennsylvania, Principal Certification
GPA 4.0
- 1986 - Arcadia University, Mathematics Certification Program
- 1982 - Arcadia University of Pennsylvania (formerly Beaver College)
M.Ed., Special Education
Graduated with High Honors
- 1977 - Cheyney University of Pennsylvania (formerly Cheyney State College)
B.S., Elementary Education/Early Childhood
Graduated with Honors, Senior Class Vice President
- 1971 - Roxborough High School, Philadelphia, PA, Academic Diploma

Additional studies in curriculum and instruction, educational leadership, fine arts, performing arts and philosophy: West Chester University, University of the Arts, Drexel University, Temple University, and Johns Hopkins University.

PROFESSIONAL EXPERIENCE – The School District of Philadelphia

Principal - Edwin M. Stanton Elementary School, 17th & Christian Streets
September 2002 to Present

As principal of a neighborhood school I serve as a catalyst to motivate and empower staff, students, parents and community members to become active participants in the efforts to increase student achievement. Under my leadership, E. M. Stanton progressed from Philadelphia's third lowest performing school in 2002, to the most significantly improved elementary school in Pennsylvania by 2007. As the instructional leader, I am responsible for the management of the educational program, developing and implementing the school improvement plan, identifying school leaders, teacher retention, formal and informal staff evaluation, decision-making and communication processes, business operations, staff and community relations, the physical plant and establishing, maintaining and sustaining partnerships in the community. My responsibilities also include facilitating, coordinating, implementing and evaluating various reform strategies related to Universal Companies Initiatives, Best Practices, NCLB (No Child Left Behind), AYP (Adequate Yearly Progress), Title I, Pennsylvania State Assessment Standards and Eligible Content.

During my tenure as principal, E.M. Stanton has achieved recognition for making AYP for 7 consecutive years from 2003-2010. Stanton has also received several Kenny Gamble School of Excellence Awards, 6 Keystone Awards for Academic Achievement from the Pennsylvania Department of Education, the Philadelphia School District CSAP Best Practice Award, the South Region Exemplary Data Room Award and Arts Partnerships recognition. I received The Rose Lindenbaum Principal of the Year Award for School Improvement in 2008 and was selected as a new principal mentor by Superintendent Arlene Ackerman in 2010.

Assistant Principal - W.S. Peirce Middle School, 24th & Christian Streets
September 1997 to June 2002

Assistant Principal responsible for assisting the principal in overseeing the management of the educational program. This responsibility includes the following: improvement of standards driven instruction, implementing Talent Development reform model, coordinating and implementing school district initiatives, providing professional development, developing small learning communities, assessing student and program achievement, developing and monitoring budgets, scheduling of students and teachers and conducting informal and formal teacher observation.

Demonstration Teacher - William Penn High School, Broad & Master Streets
1984 to 1997

Arts Charter Small Learning Community Program Coordinator responsible for designing, developing, implementing, monitoring and evaluating the instructional program of the visual and performing arts small learning community involving 14 teachers for approximately 330 students grades 9-12. Served as special education demonstration teacher of mathematics and computer science for special education and regular education students. Served as a member of the Governance Council, Principal's Cabinet and Middle States Evaluation team. Sponsored the junior and senior class, student association and varsity cheerleading coach.

Teacher - Carnell Elementary School
1981 to 1984

Frontenac and Devereaux Streets
Teacher of Special Education. Faculty advisor to the Home and School Association.

Teacher - Penn Treaty Jr. High School
1980 to 1981
Special Education resource room teacher

Teacher - Sheridan Elementary School
1979 to 1980
Special education resource room teacher.

Substitute Teacher
1977 to 1979
Served as a substitute teacher in preschool, elementary, junior and senior high schools throughout the school district.

PROFESSIONAL ORGANIZATIONS

NAESP, National Association of Elementary School Principals
NASSP, National Association of Secondary School Principals
ATMOPAV, Association of Teachers of Mathematics of Philadelphia and Vicinity
ASCD, Association of Supervision and Curriculum Development
NCTM, National Council of Teachers of Mathematics
PCTM, PA Council of Teachers of Mathematics

Mary Lou di Arenzo

Objective

To obtain an educational position within Universal Companies

Experience

- Managed, implemented and evaluated an after school program for local schools in 19121 zones.
- Developed and implemented project based learning geared towards raising academic skills and technology competencies.
- Implemented an effective outreach strategy to promote community awareness of the after school program.
- Provided in depth marketing strategies to foster enrollment and retention of children in the after school and summer programs.
- Instituted an effective administrative system including familiarity with city, state and federal guidelines associated with the operation of a viable after school program.
- Collected, reviewed and analyzed assessment data for the after school program to ensure internal and external reporting accuracy.
- Collaborated with HR to recruit, hire and orient program staff.
- Supported the professional development of the after school staff.
- Planned and monitored After School Programs based on Public Health Management Corporation Model (PHMC)
- Planned and directed the overall activities for large, complex urban elementary schools.
Promoted program initiatives, team building, shared decision-making and administrative organization.
- Developed, maintained, evaluated, implemented and enhanced curricular and extra curricular programs to reflect student achievement and growth.
- Provided leadership for the planning, development and implementation of the school's curriculum.
- Managed the recruitment and hiring of staff and astutely observes faculty performance, documents observations, and conducts evaluation conferences.
- Developed and implemented school's marketing program.
- Worked in conjunction with outside agencies to promote and to implement Early Childhood Education.
- Served on Archdiocese of Philadelphia principals' council for Special Education.
- Achieved Annual Yearly Progress under the No Child Left Behind.
- Increased percentage of students performing basic to advance in PSSA.
- Conducted needs assessment to promote teacher growth and success with professional development aligned to the School Improvement Plan and district initiatives.
- Complied the annual budget and responsible for fiscal responsibility.
- Developed student discipline management system.
- Performed safety inspections and reviewed emergency procedures.

- Incorporated the labor relation's process.
- Implemented successful research based programs to improve student outcomes.
- Conducted needs assessment to promote teacher growth and success with professional development aligned to the School Improvement Plan and district initiatives.
- Coordinated services for students and families.
- Increased parental involvement and volunteer programs by establishing community and university partnerships.
- Selected as a mentor principal with the School District of Philadelphia's Principal Training Program.

- Established partnerships with Children's Seashore House and University City High School.
- Implemented nationally recognized Kids Around Town Program with League of Women Voters.
- Served on School District of Philadelphia Advisory Board for Special Education.
- Implemented science grant with University of Pa. and Merck Pharmaceutical

2009-2010 Program Manager Honickman Learning Center Comcast Technology Labs

2008-2009 Principal Saint Thomas Aquinas School Parish School and Served as Adjunct Instructor Gywnedd Mercy College

2006-2007 Principal Archbishop Ryan School for Deaf Children PreK-8

2004-2006 Principal Edward T. Steel School K-8

1999-2004 Principal Samuel Huey School K-8

1991-1998 Principal Joseph Leidy School PreK-8

1988-1990 Principal M Hall Stanton School K-8

1987-1988 Principal Stephen Decatur School K-8

1985-1987 Assistant Principal Edward T. Steel School K-8

Teacher-Grades 4-8

1973-1985 John Reynolds Elementary School PreK-8

Education

1983 Temple University Philadelphia

MS-Educational Leadership/State Certified Principal

1971. St Joseph's University Philadelphia

BS-Elementary Education

*Completed Elementary Administrators' Development Program Archdiocese of Philadelphia

*Completed Act48 Credits for Current Period

Achievements

Recipient of Nilsa Gonzalez Excellence in Administration Award

Implemented Quasar Federal Mathematics Grant and various other grants

Recipient of Haberman Training Certificate for hiring teachers in urban area

Nominated for prestigious Marcus Foster Award in the SD of Philadelphia.

Recognized by Penn Merck for enhancement for Science education

Recognized by Fairmount Park Commission for outstanding participation on student park programs

Received exemplary principal's award from M. Hall Stanton Home and School Association

Received Councilwoman Janie Blackwell Award for support to homeless women

Recognized for leadership from IBM Corporation and Walt Disney Co.

Received Certificate of Service from the Census Bureau 2000

Recognized for excellent attendance

Recipient of state and federal grants: Read To Succeed, Reading Excellence and Comprehensive School Reform Demonstration Models

Abdur-Rahim Islam
President/CEO, Universal Companies

Mr. Islam, born in April 1957, was raised in the Tioga Section of Philadelphia and attended Cleveland Elementary School, Gillespie Jr. High and Gratz High School.

Mr. Islam, a graduate of LaSalle University with a dual degree in accounting and finance, is an accomplished accountant and financial analyst with vast experience in business and economics. Mr. Islam's educational background also includes specialty areas of tax accounting, oil refining, investment banking, marine transportation, community development and real estate development. In 1993, Mr. Islam successfully completed the Pennsylvania Certified Public Accounting exam and also holds a Pennsylvania Real Estate License. Professionally, Mr. Islam has more than 20 years experience in both marine and inland transportation, accounting and financial reporting and analysis, working with Sun Oil Company for approximately 17 years.

Mr. Islam is a founding member of Universal Companies and all of its subsidiaries, including Universal Community Homes, Universal Real Estate Development, Universal Institute Charter School, Universal Retail Companies, Universal Education Management Company to name a few, which has been a major influence in the revitalization efforts currently underway in South Philadelphia by Mr. Kenneth Gamble and has served as its President and CEO of Universal Companies since its inception in 1993.

Under his direct leadership, Universal Companies has grown to exceed more than \$600 million of real estate development with a staff of more than 450 professionals with a wide range of skills and expertise in diverse and specialty areas of real estate, community development and planning, and education.

In addition to becoming the one of the largest developers of affordable housing in the city of Philadelphia, Universal Companies has the distinct honor of being the largest community-based, private manager of public schools in the country providing education services to more than 2,500 children which will exceed 4,000 by September 2011.

Universal Companies other activities include real estate development, construction, property management, vocational skill training, adult basic education, job preparation and placement, career one stop, case management, technology networking and management, business training, business service technical assistance, business office support, and capital lending.

Mr. Islam has been at the forefront of resolving some of the community and social issues facing Philadelphians beginning in 1990 and he currently works directly with a number of organizations in the areas of childcare, youth and recreation programs, drug and alcohol prevention, faith base efforts, block associations, political activity, and k-12 education.

Mr. Islam also serves on numerous boards and civic organizations including Small Business Support Center, Center City District, First Union Regional Advisory Council, South Philadelphia Coalition, Point Breeze Collaborative, African American Chamber of Commerce, Local Initiative Support Corporation Advisory Council, and the Governor's Task Force on early Childhood Care and Education to name a few.

Rhonda H. Lauer
President and Chief Executive Officer

Rhonda H. Lauer has served as President and Chief Executive Officer of Foundations since 1997. Starting with twenty employees operating afterschool programs in three schools, Ms. Lauer has guided Foundations' growth into a rapidly expanding nonprofit organization with a national outreach and three focus areas: improving schools, transforming afterschool and out-of-school time, and engaging families and communities in education.

One of Ms. Lauer's core beliefs is that, to succeed in life, children must learn to read at grade level by third grade. Due to her expertise in early literacy and grade-level reading, she has been invited to participate in numerous nationwide efforts to improve outcomes for children living in challenging circumstances.

Under Ms. Lauer's leadership, Foundations has maintained a high profile presence in forty-eight states, while remaining actively engaged in the local community. Consistent with her philosophy of remaining grounded in practice, Foundations has worked with schools, districts, and afterschool networks to develop novel academic and extracurricular programs, such as the nationally recognized *Seeds for Learning*, a student-run urban farm, marketplace, and summertime lunch spot for community members seeking healthy meals, as well as the Beyond School Hours® national afterschool conference which draws over 2,000 educators annually.

Ms. Lauer is a member of the national Time, Learning, and Afterschool Taskforce, supported by the Charles Stewart Mott Foundation. The taskforce's report, "A New Day for Learning," calls for a redesign of the nation's learning system. Ms. Lauer recently delivered the keynote address at the New Day for Learning Institute at the College of Charleston in South Carolina, and she continues to tour the country as a frequent panelist and speaker on quality education.

In 2008, Ms. Lauer received the first annual Pennsylvania State Representative Dwight Evans Leadership Award, for her exemplary leadership, vision, and tireless efforts to serve the Pennsylvania community through education, business, economic and work force development endeavors.

Prior to joining Foundations, Ms. Lauer worked for many years in the School District of Philadelphia, one of the nation's largest. Her roles included associate superintendent, management negotiator, principal, administrator, and teacher. While with the District, she received the Leon Obermeyer Award for Excellence in Education and the B'nai Brith's Educator of the Year Award for Service to the Profession. She helped develop the Adopt-A-School Program in which neighborhood schools established unique partnerships with community organizations and local businesses. During her eight years as management negotiator for the School District, she consistently produced successful contracts with its five labor unions. For a three-year period in the mid-90s, Ms. Lauer also served as Superintendent of the Southeast Delco School District.

Ms. Lauer received her Bachelor's and Master's degrees from Temple University. She is a national speaker and lecturer and sits on several boards, including the Greater Philadelphia Urban Affairs Coalition and Say Yes to Education.

Emilio R. Matticoli, Ed.D.
Chief of Staff

Emilio R. Matticoli has a professional career spanning over 31 years in public education. He has served as a teacher, principal, central office administrator, acting regional superintendent, and cluster leader for the School District of Philadelphia. As a principal, he administered a magnet middle school as it expanded its program to include the high school years. As a central office administrator, he assisted in the development of a new magnet school that included site location, principal and teacher selection, curriculum writing, selection of supplies and instructional materials, and the administration of the student selection lottery. He administered 42 schools as an acting regional superintendent and 12 schools as a cluster leader.

In his role as Chief of Staff for Foundations, Dr. Matticoli is responsible for the oversight of the day-to-day operations and long-term direction of the organization. He assists the CEO in strategic planning, promotion, development, and relationship-building activities, and serves as advisor on major corporate projects and personnel issues. Dr. Matticoli also serves as the company's liaison with government, business, education, and community partners.

Dr. Matticoli is an advisor to the Preparatory Charter High School of Mathematics, Science and Technology, and was a member of the Board of Directors of the Christopher Columbus Charter School, both in Philadelphia. He is also a member of the Board of Directors of Communities in Schools and serves as the Treasurer of the Board of Directors of Citizens Acting Together Can Help (CATCH, Inc.), a provider of mental health and mental retardation services. Dr. Matticoli was appointed to the Board of Education for the School District of Philadelphia in March 2000.

Dr. Matticoli earned his Bachelor of Arts degree in Economics as well as Master's and Doctorate of Education degrees from Temple University.

Gail R. Meister, Ph.D.
Executive Director, Language & Literacy

Gail Meister joined Foundations in 1998. She currently manages the department that is responsible for formalizing what Foundations is learning from its work to develop new tools and services in conjunction with other departments, comprehensive technical assistance to charter school founding groups, coaching and mentoring programs, and grants administration for Foundations' internal and external clients. She earned her A.B. degree with distinction at Mount Holyoke College and a Master of Arts in Teaching degree at Yale University. Prior to earning her doctorate in educational policy at Stanford University, her experience includes teaching at the middle and high school levels in suburban and rural schools, teaching adults in an urban setting, coordinating staff development in a large urban district, planning in a state department of education, and administering in a liberal arts college. Her subsequent experience includes a decade as senior research and evaluation associate at Research for Better Schools, then the mid-Atlantic regional educational laboratory. There she provided technical assistance to state departments of education and local school systems, including managing a rural school district collaborative for social services integration in Maryland.

Dr. Meister is the author of various studies and other publications, and is the developer of electronic tools for school improvement. Selected publications include *Report on Philadelphia Charter Schools: Facing Challenges, Forging Solutions*; "Theories of Change for Community Interventions in Education" in *Community Change: Theories, Practice, and Evidence* by the Aspen Institute's Roundtable on

Comprehensive Community Initiatives for Children and Families; and *Help for New Teachers: Developmental Practices That Work* for Research for Better Schools. The electronic tools include DVDs such as *Coaching Is Key*; an interactive, searchable CD-ROM directory called *Philadelphia Charter Schools Profiles 1999-2000*; and the *LIVE GUIDE*, an annotated person-to-person directory on interactive CD-ROM for the Institute for Research and Reform in Education.

Julie Stapleton Carroll
Executive Director, School Services

Julie Stapleton Carroll has worked in education for over twenty-five years. After receiving her Bachelor's degree from the University of Michigan, she moved to Philadelphia and began working in at Beaver College (now Arcadia University) in the Center for Education Abroad. From there she moved to educational administration at the Wharton School of Business and the Graduate School of Nursing at the University of Pennsylvania.

In 1998 she completed her Master's degree in Educational Policy at Penn and redirected her energies to impact educational outcomes for urban youth. With a group of committed community members, she founded the Wissahickon Charter School, a K - 8 Philadelphia public school serving 400 students that integrates environmental themes within the context of service learning. She served as the CEO for the school's inaugural years and managed all aspects of the school's operation and programs. Part of the school design was an afterschool option for students that extended and integrated the curriculum students were exposed to during school hours through service learning projects.

She is currently working in the School Services division of Foundations, Inc. and has the opportunity to work with many different schools on all aspects of their program and operations.

Board memberships include Green Woods Charter School, the Germantown Historical Society (Treasurer) and the West Central Germantown Neighbors Association (Vice President). She lives in Germantown with her husband and three children.

Jennifer Kobrin
Director, Center for Afterschool and Expanded Learning

Jennifer Kobrin designs and delivers professional development and technical assistance to schools, districts, and community-based organizations on the topics of staff development, program quality, and language and literacy with a focus on English language learners (ELL). She also provides training and recommendations for ELL supports in districts participating in *Making Connections*, a national literacy initiative supported by the Annie E. Casey Foundation. Jennifer has managed technical assistance and professional development contracts for clients from state departments of education, a variety of urban and rural school districts, and local community-based organizations. She has managed logistics and content-development for various annual conferences and events of 1,000+ participants, and has experience with both web-based and face to face professional development. She holds a Master's Degree in Intercultural Communication, Language and Literacy, from the Educational Linguistics Division of the University of Pennsylvania Graduate School of Education; a B.A. in Anthropology with a minor in Spanish Language and Literature; and has experience working as an ESL teacher in the US and overseas. Jennifer informs districts on best-practices and state/federal policy for English learners and related issues.

Michele Rodgers
Literacy Specialist

Michele has worked in many capacities for Foundations, Inc., starting as an instructional coach for a project funded by the Annenberg Foundation and now working as a literacy consultant for numerous projects. She has served as a literacy coach for Foundations' Neighborhood School Network and provides professional development for 6 – 8th grade teachers on best practices based on the literacy needs of adolescent learners in the School District of Philadelphia. As a result of her support and instruction at one Philadelphia school, the Pennsylvania System of State Assessments Reading scores at or above proficient for Grade 8, improved from 55 percent in 2008 to 63 percent in 2009. Michele also works as a literacy consultant for the *Making Connections* initiative. For this project, she provides technical assistance for literacy coaches and K-3 teachers on improving the teaching of comprehensive literacy in four elementary schools. Data is currently being collected and is showing improvement in moving towards meeting AYP requirements. She earned her Master's degree from Temple University as well as certifications as a principal and reading specialist.

Susan Gleich
Literacy and Curriculum Specialist

Susan has worked in the education field since 1967. She held numerous positions as a teacher, principal, and curriculum supervisor. She was a two-time recipient of "Superstars! In Education Award" from the State of Delaware Chamber of Commerce for the "Before School Reading Program" and the "Green Street Works" initiative. She was also a recipient of the "Excellence in Education Award" from MBNA, and a finalist for the Principal of the Year Award from the state of Delaware. Susan has worked with Foundations, Inc. as co-director for the *Making Connections* initiative. Susan earned her Master's Degree with a concentration in reading from Widener University and holds certifications as a principal, reading specialist, and supervisor. She has a B.A. in Political Science and Elementary Education from Hunter College.

Sharon L. DuPree, Ph.D.
School Leadership Specialist

As part of the *Making Connections* team for Foundations, Inc., Sharon DuPree has provided targeted technical assistance and coaching to principals of schools participating in the Focus School initiative, facilitating communities of practice meetings for elementary school principals, organizing and conducting work visits on and off site to brainstorm effective practices and support administrative plans for teacher professional development, supporting school data collection procedures and analysis, assessing progress towards goal of all students reading on grade level by 3rd grade, assisting principals in problem-solving site challenges related to funding, district policies and community needs, and recommending resources and professional development support to principals in order to strengthen understanding, awareness and education of diverse families enrolled in schools. Her background includes serving as Upper School Director for Abington Friends School; Interim Lower School Principal and Director of Diversity and Community for Little Red Schoolhouse & Elisabeth Irwin High School; Professional Coaching & Implementation Consultant for Public School 335 in the Bedford-Stuyvesant section of Brooklyn, NY; and Senior Program Manager for the Fund for the City of New York, Youth Development Institute. Sharon has a Ph.D. in English Education/Applied Linguistics, New York University, Steinhardt; M.A. in English Literature/Writing, New York University, GSAS; and B.A. in Political Science, New York University, WSUC.

**Shahied A. Dawan, CPA
Executive Vice President &
Chief Financial Officer
Universal Companies**

Mr. Dawan is a native of Philadelphia PA. He received a Bachelor of Science Degree with a major in Accounting from Drexel University in 1982 that included performing a year of cooperative work. After graduation, Mr. Dawan began a career with U.S. General Accounting Office as an auditor performing audit assignments involving accounts receivables/payables, procurement contracts, asset valuation, automated data processing systems, loan loss reserve accounting and internal controls by developing audit plans, performing field work and preparing reports. In 1983 he completed the certified public accountants exam and in 1985 he was admitted into the Pennsylvania and American Institutes of Certified Public Accountants.

In 1989, Mr. Dawan was promoted to become the first African American Regional Assignment Manager for the Financial and Accounting Management Division in the Philadelphia region. As a regional assignment manager, his responsibilities included being a liaison with management in Washington, DC and 14 regions spread throughout the United States for the effective administration and implementation of audits and financial systems reviews, concurrently managing up to four audits with teams of two to six people and the related budgets, being a Campus Recruiter for accountants and being an Instructor/Trainer for audit standards and financial management issues. Mr. Dawan's work involved accounting, financial auditing and program evaluations of multi-million dollar transactions, projects and programs of public and private entities.

In 1994, Mr. Dawan brought his professional skills and experiences to the community development world when Philadelphia's music legend, Mr. Kenny Gamble asked him to be a founding executive at Universal Companies to help build Universal's capacity. Mr. Dawan reports directly to the board and CEO and helped to create and operate Universal Community Homes as a successful community development corporation that has produced over 500 units of rental and for sale housing, created Universal Institute Charter School with a student body of 625 children, created Universal Education Management Company that manages public schools, Universal Retail Company, an economic development company and Universal Workforce Development, a social services and workforce provider.

As the Chief Financial Officer, he manages a staff of accountants and is responsible for the overall financial management of Universal Companies including accounting systems, contract management, compliance management and audits. As Chief Operating Officer, he is responsible for managing the overall operations of Universal Companies with all executive vice presidents, vice presidents and managers reporting to him on day to day operations. As COO, he has been one of the main developers of real estate projects for Universal and has managed over \$100 million in development.

Mr. Dawan has coupled his business career with a life long commitment to community service through his volunteer work with religious and civic organizations and he is a member of several boards. He is a professional member of the American Institute of Certified Public Accountants, Pennsylvania Institute of Certified Public Accountants and National Association of Black Accountants.

**Universal Milwaukee Community Charter School
Sample Student Weekly Schedule**

Grade 5	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	8:30-8:50	Advisory	Advisory	Advisory	Advisory	Advisory
Period 2	8:50-10:20	Math / Interventions	Math / Interventions	Math / Interventions	Math / Interventions	Math / Interventions
Period 3	10:20-11:05	Art	Music	Gym	Technology	Spanish
Period 4	11:15-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
Period 5	12:00-2:00	ELA	ELA	ELA	ELA	ELA
Period 6	2:00-2:45	Science	Social Studies	Science	Social Studies	Science
Period 7	2:45-3:45	Extended Learning	Extended Learning#	Extended Learning#	Extended Learning#	Extended Learning#

Universal Milwaukee Community Charter School Curriculum Information

Materials for Grade K-6

Mathematics

- *Envisions* for K-5 and Prentice Hall's *Mathematics* for grades 6-8

English Language Arts

- SRA *Imagine It* for K-6 and Glencoe/McGraw Hill for grades 7-8, as well as Harcourt *Trophies* for shared reading in K-8 as anchor materials for English language arts

Science

- National Science Foundation's Science and Technology Center kits and modules for grades K-5 and Holt McDougal's *Science and Technology, Integrated Science* series for grades 6-8, with the possible addition of Delta Education's *Full Option Science System (FOSS)* kits for K-6, with Holt McDougal's *Science Fusion* kits for grades 6-8

Social Studies

- Houghton Mifflin Harcourt's *Horizons* for social studies in K-5 and McDougal Littell's *World Cultures and Geography* and *Creating America* in grades 6-8, along with special modules on African American history for grades 3-8, as well as modules on Juvenile justice and financial literacy in grades 6-8.

Foreign Language

- McGraw-Hill's *Español Para Ti* for grades K-5, and McGraw Hill's *Asi Dice* for Grades 6-8.

Materials for Grade 9-12

English Language Arts

- Holt's *Elements of Literature* courses 4-6 and interventions including Corrective Reading, Read to Achieve, Read 180, and Springboard.

Mathematics

- Holt's *Algebra I* and interventions including Corrective Math and Springboard
- Key Curriculum's *Discovering Geometry*
- Holt's *Algebra II*
- Prentice Hall's *Precalculus: Graphical, Numerical, Algebraic, 7 Edition*

Social Studies

- McDougal Littell's *Patterns of Interaction* for World History
- Glencoe McGraw Hill's *American Vision*

Science

- Holt's *Physical Science*
- Holt's *Biology*
- Holt's *Chemistry*
- Holt's *Physics*

Foreign Language

- McDougal Littell/Houghton Mifflin's *Avancemos*

April 27, 2012

Mr. A. Rahim Islam
President and CEO
Universal Companies, Inc.
800 South 15th Street
Philadelphia, PA 19146-2105

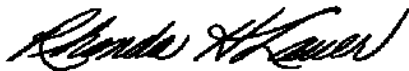
Dear Rahim,

I am pleased to write this letter of support for your proposal to operate a charter school within the Milwaukee Public School district. I know and share your strong commitment to providing the best in education and opportunity to urban children and families, and have seen the positive results of your efforts. It has been our pleasure at Foundations, Inc. to partner with Universal Companies in Philadelphia and I look forward to collaborating to expand our work into Milwaukee.

As we plan for the Universal Milwaukee Community Charter School, Foundations, Inc. will work closely with the Universal team to plan the school design, recruit the very best teachers and school leaders, and provide ongoing coaching, mentoring, and professional development for the school staff. We will train and mentor the principal and Board of Directors, literacy and math coaches, specialists, new teachers, and afterschool providers; will provide all professional development, such as on the topics of literacy, project-based learning, and English-language learners; will manage special education and data-driven instructional decision making using our student success planning process; and will audit the education program. As you know, Foundations, Inc. has deep experience and expertise in the areas of literacy and grade level reading; data-driven, personalized instruction; strategies for achieving success with English language learners; parent and family engagement; and managing for academic results. With the dedication and holistic approach that you have pioneered in Philadelphia and our technical expertise in key areas, I am confident that our partnership can produce extraordinary results for students in Milwaukee.

We are enthusiastic about the opportunity and look forward to serving the young people and families who enroll in the Universal Milwaukee Community Charter School.

Warm regards,



Rhonda H. Lauer
President and CEO

Universal Milwaukee Community Charter School Sample Teacher Work Week

Grade 5	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Zero Period	7:45-8:30	CSAP	Faculty Mtg.	PD Follow-up	Grade Group	Data Analysis
Period 1	8:30-8:50	Advisory	Advisory	Advisory	Advisory	Advisory
Period 2	8:50-10:20	Math / Interventions	Math / Interventions	Math / # Interventions	Math / Interventions	Math / Interventions
Period 3	10:20-11:05	Planning	Planning	Planning	Planning	Planning
Period 4	11:15-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
Period 5	12:00-2:00	ELA	ELA	ELA	ELA	ELA
Period 6	2:00-2:45	Science	Social Studies	Science	Social Studies	Science
Period 7	2:45-3:45-	Extended Learning	Extended Learning#	Extended Learning#	Extended Learning#	Extended Learning#

Universal Milwaukee Community Charter School Local Assessments

Math Assessment and Benchmarking

Suntex International's *First in Math*

Study Island

ELA Assessment and Benchmarking

Study Island

Developmental Reading Assessment (DRA)- Grades K-3

Orbit Writing and Reading Assessment Profile (WRAP)- Grades 4-8

Gates-MacGinitie Reading Test Grades (*GMRT*)- Grades K-12

Universal Milwaukee Community Charter School Academic and Non-Academic Goals

Academic Goals

Students at Universal Milwaukee Community Charter School will demonstrate their competency in **literacy** as measured by surpassing the performance of Milwaukee Public Schools students on WKCE-CRT by 15%.

Students at Universal Milwaukee Community Charter School will demonstrate their competency in **mathematical reasoning and skills** as measured by surpassing the performance of Milwaukee Public Schools students on the WKCE-CRT by 15%. In addition, 85% of our students will complete an algebra class by 9th grade.

Universal Milwaukee Community Charter School will integrate academic, career, and technology **curricula** to create a high quality, academically challenging, and engaging education program for all students.

Universal Milwaukee Community Charter School will develop **Personal Education Plans** for all students who perform significantly below grade level expectations in reading or mathematics, and will bring stakeholders together around these plans to develop interventions and monitor student improvement.

Non-Academic Goals

Universal Milwaukee Community Charter School will cultivate a **safe, supportive environment** in which individuals are respected, challenged, and supported to do and be their best as measured by reducing the number of suspensions and serious incidents in comparison to district schools with similar demographics.

Universal Milwaukee Community Charter School will **foster creativity, originality, self-esteem, and a sense of wonder and excitement about learning** in students, and will expect all staff to demonstrate these qualities as measured by surveys and walkthroughs.

Universal Milwaukee Community Charter School will offer a robust portfolio of **extended learning and out-of-school time activities** that develop student leadership and enhance their post-secondary opportunities, as measured by participation rates of at least 80% of eligible students and an increase in their achievement.

Universal Milwaukee Community Charter School will select, hire, and retain **highly qualified teachers and administrators** who will collaborate on implementing research-based practices, will participate in on-going professional development focused on student outcomes, and will use data to drive instructional decisions. Increase student achievement scores, conduct formal/informal walkthroughs, develop Personal Education Plans (PEP), create a data room and implement the School Improvement Plan.

Universal Milwaukee Community Charter School will partner with families and community to provide key supports for children by creating a **Family Resource Center**. Implement a Case Management System for at-risk students. Support parents through a series of Parent Outreach resources.

Community Outreach Efforts

To build community engagement and support for the Universal Milwaukee Community Charter School we have conducted intensive outreach over the past several months. Our outreach efforts have included face-to-face meetings with elected officials, major community and civic organizations, and higher education and business leaders. In all our meetings we shared information about our plans for the school, our educational philosophy, and goals for the community. Everyone we met with expressed unreserved enthusiasm for our proposal and a strong commitment to support and advance our mission and programs.

Our meetings over the past several months included the following elected officials:

- Alderman Jim Davis
- Alderman Robert Puente
- Alderman Willie Hines, President of the Common Council
- State Senator Lena Taylor (included Ray Harmon)
- Office of Congresswoman Gwen Moore – Education Representative, Lois O’Keefe
- Office of Mayor Tom Barrett – Education Representative, Myra Edwards.

Meetings with leaders of major community and civic organizations included the following:

- Donna Shepard and Vicky Hinds of Green Mill Neighborhood Watch Organization
- Elizabeth Hammer of Havenwoods Economic Development Corporation
- Will Allen of Growing Power, Inc.
- James Hall of Milwaukee NAACP
- James Roberts of Milwaukee Job Corps
- Vincent Lyles of Milwaukee Boys & Girls Club
- Donald Sykes of Milwaukee Area Workforce Investment Board
- Ralph Hollmon of Milwaukee Urban League
- Tony Perez of Milwaukee Housing Authority.

Other educational and business leaders with whom we met and discussed our plans and opportunities for engagement were:

- Ronn Johnson of Young Leaders College Bound Academy Charter School
- Dr. Howard Fuller of Marquette University, College of Education, Institute for the Transformation of Learning, and National Chair of BAEO
- Jim Thompson, a local businessman.

This series of meetings has generated both awareness and momentum for our educational plans. With this network of key community members and influencers, we feel confident that we can build strong on-the-ground support for our school, its students, and family members.

**Key Job Duties of Universal Project Manager
for Universal Milwaukee Community Charter School**

The project manager reports to the Executive Vice President of Universal Companies.

The project manager will serve as team leader and constant point of contact between the school and designated support personnel at Universal Companies and Foundations, Inc. Housed in the school, the project manager will be responsible overall for identification of school needs, oversight of community outreach and partnerships, administrative technical assistance, and communication and coordination members of the support team from Universal Companies and Foundations, Inc. The project manager stays in close and regular contact with the principal and with the school's Board chair. Using phone, email, and software for face-to-face distance conferencing, the project manager convenes the support team and the principal on a monthly basis, or more frequently if needed, and will co-plan the delivery of services with individual support team members and relevant school-based staff or local community partners. Other key duties include the following:

- Coordinates the timely collection, storage, analysis, and dissemination of student and school data
- Monitors student attendance, student discipline suspensions, expulsions, and complaints to assist with school improvement and comply with local, state and federal guidelines
- Facilitates student assessment and the evaluation of the curriculum with principals and teachers
- Facilitates assessment of school needs in collaboration with support team members
- Oversees the acquisition of instructional materials, supplies, and equipment to support instruction and administration in line with school needs, priorities, and budget
- Oversees planning for upgrades in technology for instruction and administration
- Ensures that appropriate fiscal procedures are in place and followed
- Provides up-to-date accurate fiscal information, and liaises with Universal Companies finance support team members and
- Prepares and delivers accurate, timely, and informative written reports to local, state, and federal officials as needed; makes presentations using appropriate technology, and supports the preparation of presentations by the principal to staff, families, community, and other partners
- Establishes and implements procedures to ensure alignment of the curriculum with standards, articulation within and across grades, and compliance with relevant policies and goals
- Ensures compliance with all applicable statutes and regulations by remaining informed and interpreting requirements to appropriate staff and to the Board
- Keeps the school's Board informed about school progress and needs, and other information as requested or required
- Develops and maintains positive working relationships with local and state education officials and relevant municipal authorities
- Supports the development of grant proposals and other applications for funding, and manages the fiscal, compliance, and reporting requirements of grant-funded programs
- Assists in the selection of new employees and make recommendations regarding hiring, discipline, transfer, and termination of school staff.