

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Charter Schools Program (CSP); Grants to Non-SEAs; Planning, Program Design, Implementation**

**CFDA # 84.282B**

**PR/Award # U282B160026**

**Grants.gov Tracking#: GRANT12011458**

OMB No. , Expiration Date:

Closing Date: Oct 06, 2015

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="10/06/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Stellar Collegiate, Inc."/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="47-210202503"/>	* c. Organizational DUNS: <input type="text" value="0799781580000"/>

**d. Address:**

* Street1:	<input type="text" value="700 W. Virginia St. Suite 610"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Milwaukee"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="WI: Wisconsin"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="53204-1108"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Melissa"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="McGonegle"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Founder, School Director"/>	

Organizational Affiliation: <input type="text"/>
---

* Telephone Number: <input type="text" value="414-973-1991"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text"/>
-------------------------------

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-082115-001

\* Title:

CSP Grants to Non-SEA Eligible Applicants for Planning, Program Design, and Initial Implementation  
CFDA Number 84.282B

**13. Competition Identification Number:**

84-282B2016-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Implementation of Stellar Collegiate Charter School

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="272,320.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="272,320.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Melissa McGonegle</p>	<p>TITLE</p> <p>Founder and School Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Stellar Collegiate, Inc.</p>	<p>DATE SUBMITTED</p> <p>10/06/2015</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: Stellar Collegiate Charter School

\* Street 1: 700 W Virginia St.    \* Street 2: Suite 610

\* City: Milwaukee    \* State: WI: Wisconsin    \* Zip: 53204

Congressional District, if known: WI-004

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix:    \* First Name: Not applicable    Middle Name:   

\* Last Name: Not applicable    Suffix:   

\* Street 1:    \* Street 2:   

\* City:    \* State:    \* Zip:   

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:    \* First Name: Not applicable    Middle Name:   

\* Last Name: Not applicable    Suffix:   

\* Street 1:    \* Street 2:   

\* City:    \* State:    \* Zip:   

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Melissa McGonegle

\* Name: Prefix: Ms.    \* First Name: Melissa    Middle Name:   

\* Last Name: McGonegle    Suffix:   

Title: Lead Founder, School Director    Telephone No.: 414-973-1991    Date: 10/06/2015

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B160026

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

## Optional - You may attach 1 file to this page.

Stellar Collegiate GEPA Statement.pdf

Add Attachment

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## **Stellar Collegiate GEPA Statement**

Milwaukee is known as the city with the largest racial achievement gap in our country. Additionally, with a raised bar for student achievement that occurred in 2010, when state testing cut scores were raised, the city of Milwaukee has no schools with significant populations of socio-economically disadvantaged students who have achieved above 35% reading proficiency. There is a clear need for schools in our city that will raise the bar for student achievement and prove what is possible.

This was one of the key factors in selecting the Near Southside of Milwaukee as a target location for Stellar Collegiate. This area of Milwaukee is the most densely populated, with over 10% of the city's population as a whole or approximately 61,000 residents, and approximately 12,000 of residents are under the age of nine.<sup>1</sup> Here, 66.5% of residents hold a high school diploma and 11% have earned a bachelors or higher.<sup>2</sup> These numbers have a significant impact on the city's economic engine. This zip code is dominated by individuals self-identified as Hispanic or Latino, approximately 38,000. According to the 2010 census data, there was a 74% increase in the Latino population and our city's "growth was largely attributable to the growth in the Hispanic

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<sup>1</sup> Retrieved from 2010 U.S. Census "Fact Finder" [http://factfinder2.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml](http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml).

<sup>2</sup> Ibid.

population.”<sup>3</sup> With a growing population comes the opportunity to increase the economic stability of a city that is home to six Fortune 1000 manufacturers, banks, and one of the country’s largest insurance firms.<sup>4</sup> To ensure the long-term viability of these major industries as well as the vitality of small businesses, Milwaukee must have an educated populace. While it may seem like a child’s first day of Kindergarten is light years away from the day he or she attends their first job interview after graduating from a four-year university, the reality is that for many Milwaukee students, the school they step into on day one of Kindergarten makes that job interview, and the college readiness and completion that preceded it, more or less likely.

In order to ensure that we provide equitable access and participation in our school for all students and teachers, Stellar Collegiate will implement multi-faceted recruitment strategies to prevent discrimination. First, we have chosen a target community that is predominantly Hispanic, and will ensure that all materials are bilingual to allow for our vision to be shared with our Spanish-speaking potential families. Additionally, key staff members including the School Director and Office Manager will be bilingual to allow for ease of communication with all potential families.

Second, in recruiting staff and students, Stellar Collegiate will be using a mix of media and face to face strategies to reach the broadest pool of applicants possible. We have built a strong online presence through use of facebook, twitter, and our website and have also worked to establish relationships with trusted community partners that can recommend Stellar Collegiate to their constituencies. We have conducted, and will do many more, canvassing days, outreach sessions at local libraries, tabling at local churches and community events, and presentations at local pre-

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<sup>3</sup> Pabst, Georgia, and Ben Poston. “State’s Latino Population Increases 74% in 10 years.” *Milwaukee Journal Sentinel* March 10, 2011.

<sup>4</sup> Retrieved from <http://www.city-data.com/us-cities/The-Midwest/Milwaukee-Economy.html>.

schools and universities to share the vision of Stellar Collegiate with potential families and staff members.

Finally, Stellar Collegiate is deeply committed to serving all students, ensuring we keep the students who start each year with us whenever possible, and creating a school community that is strong and inclusive. We will work to create and maintain a school culture that respects and celebrates difference and recognizes the accomplishments of individuals.

We anticipate serving a similar population to surrounding schools, we project an enrollment that is predominately Hispanic (92%), largely economically disadvantaged (94.9%), with significant populations of English Language Learners (24.6%) and students with disabilities (15.6%).<sup>5</sup> In order to accommodate all staff and students, we are committed to ensuring that our facility meets all handicapped accessibility requirements and is fully compliant with the Americans with Disabilities Education Act. In order to best serve all staff and students we have identified the following potential barriers and solutions:

- **Barrier:** Students with disabilities may not be able to use online learning programs (mentioned in project narrative) utilized during small group rotations, without accommodations or modifications.
  - **Solution:** We will make assistive technology and/or one to one support available to students as necessary who have impairments that could make using online learning programs more difficult to access.

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<sup>5</sup> These are the averages of the existing student populations of the existing elementary schools in our target area.

- **Barrier:** Since we are locating in a predominantly Hispanic community, with a large number of native Spanish-speakers, parents could perceive a potential barrier for their children when enrolling in a school that has English as the language of instruction.
  - **Solution:** This solution is two-fold, as part of the solution is to change parent perceptions, and part of the solution is to adequately train teachers to serve the needs of English Language Learners. First, all outreach materials and sessions will be bilingual in English and Spanish to ensure access to information about Stellar Collegiate to all potential families. When speaking with families, members of the Stellar Collegiate team will stress that we both anticipate and plan for a significant population of English Language Learners. We will share ways that we will support families (through bilingual staff, communication, translated directions on homework etc.) and the ways we support students. Specifically, all Stellar Collegiate teachers will be G.L.A.D.<sup>6</sup> trained and will plan all lessons with various levels of ELL students in mind. Teacher professional development will be focused on meeting the needs of ELL students, and best practice in regards to teaching language learners, and progress of students will be monitored closely and disaggregated to look for trends amongst different student groups, including ELLs.

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<sup>6</sup> GLAD, Guided Language Acquisition Design, is a series of strategies for making content teaching accessible to all levels of English Learners.

These strategies, based on brain research and focused on literacy rich teaching, were declared a Project of Academic Excellence by the U.S. Department of Education in 1991.

- **Barrier:** Public perception of charter schools, as schools that hire only new to the profession teachers could dissuade older teachers from pursuing employment with Stellar Collegiate.
  - **Solution:** Stellar Collegiate has already spent a significant amount of time focused on recruiting a diverse teacher pool, through our use of social media, traditional education job search websites, targeted partnerships with universities and word of mouth. We believe that our specialized teacher model (referred to in our program narrative) will attract more experienced teachers, as our Lead Literacy and Lead Math & Research positions allow teachers to teach the content they love, and have a deep expertise in already, while giving them the opportunity to mentor a new teacher. We will be holding focus groups with teachers in the fall to share the vision for our teacher positions and elicit feedback, as well asking these teachers to spread the word, particularly to experienced teachers looking to try something new. We will be able to utilize grant funds to support our professional development of all teachers around use of technology and systems we are creating to make instruction more efficient and allow teachers to better focus on intellectual preparation for lessons.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> <input style="width: 90%;" type="text" value="Stellar Collegiate, Inc."/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 50px;" type="text" value="Ms."/>	* First Name: <input style="width: 150px;" type="text" value="Melissa"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 250px;" type="text" value="McGonegle"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Founder and School Director"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="Melissa McGonegle"/>	* DATE: <input style="width: 100px;" type="text" value="10/06/2015"/>

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

**Stellar Collegiate Charter School Abstract Narrative**  
**Non-SEA Planning, Program Design, and Implementation Grant 84.282B**

Stellar Collegiate Charter School  
P.O. Box 64089  
Milwaukee, WI 53204  
Melissa McGonegle, Project Director  
[REDACTED]  
[REDACTED]

Stellar Collegiate will open in August 2016 with 140 students in K4 (kindergarten for 4 year olds) and K5 (kindergarten for 5 year olds) and will grow to 410 students in grades K4 to 5 over the next six years. The Stellar Collegiate mission is to place every child on the path to college and equip all K to 5 students to succeed in middle school, gain access to selective high schools and create futures bright with opportunity. We believe this mission is possible when all students gain the academic and character skills necessary for success in school and life. This begins, for us, with an unwavering focus on ensuring all of our students are proficient readers by 3<sup>rd</sup> grade.

Stellar Collegiate is a K-5, college preparatory charter school serving the Near Southside of Milwaukee. With only 15% of 3<sup>rd</sup> graders on average attaining reading proficiency, in the schools that already exist in our target community, there is a very real need for the school we are currently planning for. Through an extended day, deep engagement with families, a teacher specialization model, a multi-tiered intervention system, maximizing small group instruction, and employing a data-driven approach to instruction, we believe that we can produce outstanding outcomes for all student at Stellar Collegiate, including students with disabilities and English Learners. We are committed to laying the foundation for an excellent school for day one, and continuing to refine and strengthen our practices to increase student achievement annually.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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**Stellar Collegiate Charter School**

**Planning, Program Design and Implementation Project Narrative**

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## **I. Absolute Priority**

**“Supporting high-need students...to improve academic outcomes and learning environments for students who are living in poverty...”**

The mission of Stellar Collegiate is to place every child on the path to college and equip students to create lives bright with opportunity. Driven by this mission, we have designed our school from the ground up to accelerate student growth through data-driven instruction, and ensure that all our students are reading on or above grade level by third grade. This metric has been identified as one of the only reliable predictors of long term student success including, but not limited to, high school graduation. We believe that by providing students with a solid academic and character foundation in elementary school, we are preparing them for later middle school success, to be able to gain access to selective high schools, and ultimately have futures full of choices: the choice of which college to attend, what subject matter to study, and ultimately what profession to choose.

Stellar Collegiate will serve students on the Near Southside of Milwaukee, pulling predominantly from the Silver City, Clarke’s Square, Muskego Way and Walker’s Square neighborhoods. We anticipate serving a similar population of students to surrounding schools, meaning that our enrollment would be predominantly Hispanic (92%) and socio-economically disadvantaged (94.9%), with significant populations of English Language Learners (24.6%) and students with disabilities (15.6%).<sup>1</sup> We know and research supports that students from low income homes enroll in school at a significant disadvantage, due to their exposure to approximately 30

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<sup>1</sup> These are the averages of the existing student populations of the existing elementary schools in our target area.

million fewer words than experienced by their more affluent peers.<sup>2</sup> Currently, these gaps are not being closed by schools in our target community.

Currently, families living in on the Near Southside of Milwaukee have a 78% chance of sending their children to an elementary school that fails to meet state standards.<sup>3</sup> As **Figure 1.01** illustrates, the high density of school options within our target zip code does not guarantee a multitude of quality options for school and life success when noting proficiency rates in the core subjects, even when those schools are rated by the state as meeting expectations.

**Figure 1.01: Elementary School Achievement Outcomes in the 53215 Zip Code<sup>4</sup>**

Schools	Reading Proficiency	Math Proficiency	State Accountability Score	Economically Disadvantaged Population
Grant Elementary School (MPS) <b>K3-8<sup>th</sup> grade, 694 students</b>	'14 16.2%	'14 23.6%	<b>Meets Few Expectations</b>	92.4%
	'13 11.4%	'13 17.3%		
	'12 11.6%	'12 23.8%		
Greenfield Bilingual School (MPS) <b>K3 – 8<sup>th</sup>, 664 students</b>	'14 16.6%	'14 39.7%	<b>Meets Expectations</b>	93.7%
	'13 11.2%	'13 34.4%		
	'12 15.1%	'12 31.0%		
Doerfler Elementary (MPS) <b>K3-8<sup>th</sup>, 771 students</b>	'14 12.1%	'14 23.1%	<b>Meets Few Expectations</b>	95.6%
	'13 11.4%	'13 20.2%		
	'12 12.8%	'12 20.8%		
ALBA (MPS Charter) <b>K3-5<sup>th</sup> grade, 407 students</b>	'14 17.2%	'14 42.4%	<b>Exceeds Expectations</b>	96.8%
	'13 15.6%	'13 56.9%		
	'12 12.4%	'12 48.3%		
Seeds of Health (UWM Charter) <b>4K-8<sup>th</sup> grade, 432 students</b>	'14 11.3%	'14 28.8%	<b>Meets Expectations</b>	97.7%
	'13 12.3%	'13 34.3%		
	'12 10.6%	'12 36.2%		
Longfellow Elementary School (MPS) <b>4K-8<sup>th</sup> grade, 971 students</b>	'14 12.1%	'14 16.0%	<b>Meets Few Expectations</b>	93.5%
	'13 12.3%	'13 19.6%		
	'12 13.3%	'12 24.0%		

<sup>2</sup> Hart, Betty, and Todd Risely. “The Early Catastrophe: The 30 Million Word Gap by Age 3,” *American Educator*. 2003.

<sup>3</sup> “Milwaukee Needs Assessment.” [www.iff.org](http://www.iff.org).

<sup>4</sup> Retrieved from <https://apps2.dpi.wi.gov/reportcards/>.

While several schools are demonstrating growth in math achievement, **Figure 1.01** demonstrates that across six representative elementary schools within one zip code, serving close to 4,000 students combined, an average of 14.3% of those students can read proficiently. Put another way, 3,376 of those 3,939 students will likely not graduate from high school on time, if at all. *For more information on our chosen location, See Attachment E: Stellar Collegiate Target Community*

Stellar Collegiate is designed to provide a strong focus on literacy from the first day of K4 (Kindergarten for 4 year olds) that will ultimately place students on a different life trajectory and produce far more literate high school and college graduates on the Near Southside of Milwaukee. Through a longer school day, prioritizing literacy throughout the school day, use of a teacher specialization model, and employing a data driven instructional model and strong Common Core aligned curriculum, we believe we can ensure 100% of our students are on or above grade level in reading by 3<sup>rd</sup> grade.

## **II Competitive Priorities**

*Competitive Preference Priority 1: Supporting high-need students [rural, **students with disabilities, English Learners**]*

Stellar Collegiate is designed around providing a rigorous, college preparatory education to all students. Through the use of data-driven instruction, the ability to personalize instruction three times a day using a combination of small groups and online learning programs, and through building a leadership team of experts that can provide teachers with the support necessary for a multi-tiered support approach, we believe that Stellar Collegiate will produce incredible outcomes for high-needs students.

We predict a significant population of English Learners<sup>5</sup>, especially in our first few years of operation, given that we will be serving K4 and K5 students, many of whom are learning English for the first time when they enter school with us. To that end, all Stellar Collegiate teachers and instructional staff will be trained in GLAD<sup>6</sup> strategies. This approach will allow teachers to tailor each and every lesson to meet the needs of English Learners at various levels, and ensure that every minute of instruction is designed with the needs of ELs in mind, instead of carving out a designated period where ELD instruction happens. Our students will receive the benefit of literacy rich and extended instruction designed around EL needs. Each fall, students identified through Home Language Surveys and teacher observations will be screened using the WIDA-ACCESS assessment. Teachers will use the data from this assessment to create instructional plans for individuals and groups of students, and provide targeted instruction to support language development.

We also predict a significant population of students with disabilities as well. The Milwaukee Public School system has a special education population of roughly 20%. To that end, we are employing a multi-tiered support system to instruction that will allow us to seamlessly support students with disabilities in addition to their peers who may simply be struggling with specific content. Our Student Support Teacher (a licensed Special Educator) will work directly with General Education teachers to provide them with strategies for supporting students with

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<sup>5</sup> Surrounding schools average 25% ELs, however the majority of these schools are K-8, and thus have more students who have already been re-designated included in that average. Given that we will be starting with just K4 and K5 students, we anticipate a population of at least 60% English Learners.

<sup>6</sup> GLAD, Guided Language Acquisition Design, is a series of strategies for making content teaching accessible to all levels of English Learners. These strategies, based on brain research and focused on literacy rich teaching, were declared a Project of Academic Excellence by the U.S. Department of Education in 1991.

disabilities, and Student Support Teacher will push-in to classrooms, when appropriate to provide individual or small group support to students in need. Additionally, our instructional model provides students who are struggling with four opportunities daily for small group instruction targeted to meet their needs (Guided Reading, Phonics, Cognitively Guided Instruction, and “Reteach” time at the end of each day).

Across each school year, we have 31 full professional development days, and three hours each week devoted to advancing the practice of our educators. We have made the strategic choice to prioritize time spent on developing teachers’ ability to support and challenge students of all skill levels and abilities. All teachers will receive full training each summer from our Dean of Student Support Services (in Years 3 and beyond, and from the School Director and outside Consultants in Years 1 and 2) on our student referral process as well as the successful implementation of modifications and accommodations inside classrooms.

In serving students identified as having disabilities under the law or whom we suspect may qualify for special education, Stellar Collegiate provides a Free and Appropriate Public Education (FAPE) and complies with all applicable state and federal statutes, including Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We provide students with disabilities with the least restrictive environment (LRE) with their non-disabled peers to the extent appropriate and allowed by each student’s Individualized Education Plan (IEP), Stellar Collegiate does not discriminate in its admission and enrollment practices against students having or suspected of having disabilities.

To the greatest extent possible, Stellar Collegiate will implement an inclusive, heterogeneous educational model that supports all students to meet the outcomes of the CCSS.

Our approach is based upon high-performing urban schools serving similar students and our School Director’s past experience working with a predominately English Learner population of students. We believe all students, regardless of their language ability or disability status, can and will achieve at high levels when provided with strategic support and data driven interventions. All students will participate in state testing, and we will closely monitor the achievement of subgroups to ensure no significant gaps in achievement between different groups of students.

We believe that a great school is one designed to meet the needs of all learners. We embrace the Response to Intervention (RtI) model used by the state of Wisconsin to ensure that we meet all students’ learning needs and are providing a multi-level system of support that allows for the realization of Wisconsin State Superintendent Ever’s vision: “Every child a graduate.”<sup>7</sup> Classroom schedules allow for targeted small group instruction daily, our extended school day gives students more time to master content, and our Student Support Teacher (special education) provides support to teachers and students to improve our ability to support all learners. Our School Director and in years 3 and after, our Dean of Student Supports will oversee our RtI model to ensure students are being appropriately served, and that multiple strategies are employed prior to a referral for special education testing, when appropriate.

*Competitive Preference Priority 3 – Improving Early Learning and Development Outcomes.*

Ensuring literacy success early, is a key design tenant of Stellar Collegiate. We will open our doors in 2016 to 140 students in grades K4 and K5. Starting with students in K4 or Kindergarten for 4 year olds, allows Stellar Collegiate to begin to intervene early and begin to

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<sup>7</sup> “Every Child a Graduate.” Wisconsin Department of Public Instruction: <http://statesupt.dpi.wi.gov/>.

combat the effects of the word gap.<sup>8</sup> With an additional year of formal schooling, we have the ability to provide a literacy rich environment that will support reading readiness, as well as explicitly teaching socio-emotional development skills through the implementation of the Kimochis Education curriculum.<sup>9</sup> Our K4 program is designed around providing students with both academic and socio-emotional readiness for their formal elementary school education. We have several goals for our K4 program that we believe will provide a strong foundation for launching college ready students:

- **Build Literacy Skills:** Through use of the Wilson’s Foundations program we will work to ensure all our K4 students have mastered letter identification, letter-sound correspondence, and the ability to blend cvc words by the end of the K4. Phonics instruction will be delivered in small groups, and supplemented with phonemic awareness songs and games (from the Michael Heggerty Phonemic Awareness program) on a daily basis. Additionally, students will be exposed to a daily read aloud for vocabulary building and beginning comprehension skills.
- **Build Numeracy Skills:** We have chosen to implement the Engage NY math curriculum for Pre-kindergarten to build a strong and fluid number sense with numbers 0 – 10. By spending time with ten frames and other visual representations of numbers, our K4 students will develop the foundation necessary for advanced math, and the confidence to think fluidly about composing and decomposing numbers. Additionally, we will use a counting

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<sup>8</sup> Hart, Betty, and Todd Risley. “The Early Catastrophe: The 30 Million Word Gap by Age 3.” *American Educator*. Spring 2003.

<sup>9</sup> The Kimochis curriculum has been implemented by high performing charter schools including Rocketship Education to teach students vocabulary around emotions and strategies for dealing with challenging feelings effectively. For more information see:

<http://kimochiseducation.tumblr.com/curriculum>

jars approach to support development of one to one correspondence and develop efficient counting strategies.

- **Build Social Skills:** Using the Kimochis program, students will daily have a chance to develop their emotional vocabulary in addition to building their interpersonal problem solving skills. Students will also spend a considerable amount of time daily in centers where they are given a chance to develop executive functioning skills like flexible thinking, planning, and prioritizing. Students will work in groups to build various figures with blocks, conduct experiments, and act out known stories. We believe the focus in K4 on social skills will support the long term success of students in school and life.

Additionally, we have designed our school around the big goal of ensuring 100% of our students are on or above grade level in reading by the 3<sup>rd</sup> grade. We believe the following contribute the most definitively to attaining this goal:

- **Extended and Prioritized Time:** The school day begins at 8:00 a.m. and finishes at 4:00 p.m. for every student. We propose to spend 45% more time on literacy weekly than the Wisconsin Department of Public Instruction suggests in K4-3<sup>rd</sup> grade, and 55% more in Grades 4 and 5. By investing more time, we ensure that all students are confident readers and writers by Grade 3, and increase the sophistication of their literacy skills in Grades 4 and 5. Over the course of an elementary school career (K4 – Grade 5), this totals an additional 1.66 years of instruction for a Stellar Collegiate student.
- **Teacher Specialization:** We use a teacher specialization model that has three teachers for every two classrooms, and allows for each teacher to focus on planning for and teaching fewer content areas. Lead Literacy teachers are responsible for teaching comprehension skills through Read Aloud and Guided Reading, and writing narrative and response to literature

through Writer’s Workshop. Math & Research Teachers are responsible for teaching math and alternating units of Social Studies or Science. Co-Teachers teach small groups of targeted Phonics and also teach specials or enrichment classes (P.E., Spanish, Art etc.) This allows for targeted professional development and allows teachers to truly become experts in their chosen focus areas.

- **Data Driven Instruction:** Stellar Collegiate will utilize the STEP literacy assessment every 8 weeks to identify specific areas of development for each student. This data will be used to regroup students for Phonics and Guided Reading groups and provide teachers with the necessary data to create and/or target their lesson plans for these small group instruction blocks. Additionally, on a daily basis, students will be provided additional support during the “reteach” block to support mastery of daily and weekly objectives. Class work and exit tickets will be used daily to determine students that may need additional support.

### **III Selection Criteria**

#### **(1) Quality of the proposed curriculum and instructional practices;**

Stellar Collegiate will open in 2016 with 140 students in grades K4 (kindergarten for 4 year olds) and K5 (traditional kindergarten). Each year thereafter, we will grow a new grade until we reach full grade level complement in 2022, with grades K4 through 5<sup>th</sup> grade. When fully grown, Stellar Collegiate will serve approximately 410 students.

Stellar Collegiate is committed to placing students on the path to college through a rigorous curriculum that provides students with a solid foundation of skills and knowledge, in addition to equipping students to think critically and apply their knowledge across content areas. We have committed significant resources to our teacher specialization model that allows for a 1.5 to 1

teacher to classroom ratio, and allows teachers to truly become subject matter experts. While the state of Wisconsin is currently in flux, in terms of their level of commitment to the Common Core State Standards, at Stellar Collegiate we intend to provide a CCSS aligned curriculum, along with using the Next Generation Science Standards, Wisconsin Model Academic Standards for Social Studies, and the Wisconsin Model Early Learning Standards to inform our K4 program.

We aim to create an excellent, high quality education for every student at Stellar Collegiate. We believe learning should be joyful and even our youngest students should have the ability to grapple with complex questions and problems in their day-to-day education. The following is a brief overview of the instructional materials and approach used at every grade level.

		Grade							
		K4	K5	1	2	3	4	5	
<b>Reading</b>		<b>Balanced Literacy Approach</b> <ul style="list-style-type: none"> <li><i>Read Aloud</i> (Teacher created, based on exemplars, CCSS aligned)</li> <li><i>Guided Reading</i> (Teacher created, based on individual student data from STEP)</li> <li><i>Phonemic Awareness &amp; Phonics</i> (Wilson’s Foundations, Michael Heggerty Phonemic Awareness, Words Their Way, iReady)</li> </ul>				<b>Balanced Literacy Approach</b> <ul style="list-style-type: none"> <li><i>Read Aloud</i> (Teacher created, CCSS aligned)</li> <li><i>Guided Reading/Literature Circles</i> (Teacher created, based on individual student data from STEP and F&amp;P benchmarks)</li> <li><i>Word Study &amp; Vocabulary</i> (Words Their Way, iReady, Teacher created lessons aligned to whole class novel)</li> <li><i>Independent Reading</i> (Daily Five Literacy block)</li> <li><i>Comprehension</i> (Teacher created, CCSS aligned, variety of genres)</li> </ul>			
		<b>Writer’s Workshop Approach</b> <ul style="list-style-type: none"> <li><i>Handwriting</i> (Handwriting Without Tears, Letter formation centers)</li> <li><i>Writing</i> (Lucy Calkins CCSS aligned Units of Study)</li> <li><i>Grammar &amp; Spelling</i> (Words Their Way, Teacher created lesson)</li> </ul>				<b>Writer’s Workshop Approach</b> <ul style="list-style-type: none"> <li><i>Writing</i> (Lucy Calkins CCSS aligned Units of Study)</li> <li><i>Grammar &amp; Spelling</i> (Words Their Way, Teacher created lesson)</li> </ul>			

<b>Math</b>	<p><b>CCSS Mathematical Shifts Approach</b></p> <ul style="list-style-type: none"> <li>• <i>Flexible Problem Solving</i> (Teacher created Cognitively Guided Instruction (CGI) lessons)</li> <li>• <i>Math Meeting</i> (Everyday Counts, Calendar Math)</li> <li>• <i>Math Procedures</i> (Engage NY curriculum)</li> <li>• <i>Fluency</i> (Engage NY, Everyday Counts)</li> <li>• <i>Math Concepts</i> (ST Math)</li> </ul>	<p><b>CCSS Mathematical Shifts Approach</b></p> <ul style="list-style-type: none"> <li>• <i>Flexible Problem Solving</i> (Teacher created Cognitively Guided Instruction (CGI) lessons)</li> <li>• <i>Math Procedures</i> (Engage NY curriculum)</li> <li>• <i>Fluency</i> (Engage NY, Everyday Counts)</li> <li>• <i>Math Concepts</i> (ST Math)</li> </ul>
<b>Science</b>	<p><b>Integrated Content and Literacy Skills Approach</b></p> <ul style="list-style-type: none"> <li>• <i>Content</i> (Teacher created lessons, informed by Next Generation Science Standards and GLAD strategies)</li> <li>• <i>Experimentation</i> (FOSS Kits)</li> <li>• <i>Writing</i> (Lucy Calkins CCSS aligned Units of Study, teacher created lessons)</li> </ul>	
<b>Social Studies</b>	<p><b>Integrated Content and Literacy Skills Approach</b></p> <ul style="list-style-type: none"> <li>• <i>Content</i> (Teacher created lessons, informed by Wisconsin Model Academic Standards for Social Studies and GLAD strategies, and TCI Social Studies Alive! and History Alive!)</li> <li>• <i>Writing</i> (Lucy Calkins CCSS aligned Units of Study, teacher created lessons)</li> </ul>	

**Literacy Program at Stellar Collegiate in K4-2:** We ensure that all students have the literacy skills to read and write at or above grade level by third grade. One of the most critical components of our ability to deliver on this promise is our expansion, prioritization, and use of time. Students spend 210 minutes daily engaged in literacy instruction including phonics, fluency, guided reading, reading comprehension, word study, grammar, handwriting and writing. Our literacy block in K4-2 is broken up into five literacy components, three of which include small group instruction with no more than 10 students per group.<sup>10</sup> Small group instruction is provided during rotations of phonics instruction and word study, guided reading and small group reading comprehension lessons, and online learning programs that reinforce early literacy skills. Whole group instruction

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<sup>10</sup> This approach to literacy instruction is informed by the work of North Star in Newark, NJ, the highest scoring, non-selective school in New Jersey whose students routinely score in the 90<sup>th</sup> percentile and above on nationally normed assessments in reading and language arts.

is provided during writing, handwriting, read-aloud, and vocabulary.

**Literacy Program at Stellar Collegiate in Grades 3-5:** We move students from the critical phase of “learning to read” in K4-2, so that instruction in Grades 3-5 can be focused on the next phase of “reading to learn.”<sup>11</sup> Making this transition successfully is a significant predictor of long-term educational success.<sup>12</sup> We spend the second half of a student’s educational career at Stellar Collegiate ensuring that they have the skills necessary to draw meaning from deep and rich texts and that will be the critical lever in their ability to succeed in middle and high school and make the transition to post-secondary education.

**Math Program at Stellar Collegiate:** There is a direct correlation between knowledge of advanced mathematics and higher salary professions.<sup>13</sup> For so many students, access to careers in science and mathematics is stymied before high school, due to a lack of understanding of the conceptual knowledge necessary to engage in higher level mathematics. Aligned to Common Core State Standards, Stellar Collegiate has selected research-proven curricula such as Engage NY for exploratory math with a Cognitively Guided Instruction approach, Everyday Counts Calendar Math for calendar studies, and a teacher created supplement for fluency practice. Stellar Collegiate provides 90 minutes in Grade K5 to 5 of math instruction daily through a variety of forms of instruction: calendar math, foundational lessons in which students develop number sense and computation skills, adaptive computer-based programming, and independent work, and problem of the day which is solved in small groups allowing the teacher to coach student thinking and take

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<sup>11</sup> Chall, J.S., and V.A. Jacobs. “Poor Children’s Fourth-grade Slump.” *American Educator*. 2003.

<sup>12</sup> Ibid.

<sup>13</sup> Retrieved from: <http://www.payscale.com/best-colleges/degrees.asp>.

detailed anecdotal notes. K4 students have 70 minutes of math instruction daily including calendar math, counting jars, adaptive computer-based programming, independent work, and problem of the day. Additionally, foundational math activities (i.e. one to one correspondence, sorting objects, and creating patterns) will be included in the choice centers in which K4 students engage daily.

Mathematics research shows that Grade 1 students who understand the relationship between numbers, quantities, and basic addition and subtraction of quantities are far more likely to excel in mathematics throughout elementary school.<sup>14</sup> At this time, Stellar Collegiate has selected Engage NY as the primary mathematics curriculum, which was recently found to be the only math curriculum that is truly Common Core aligned.<sup>15</sup>

In Grades K4 to 2, students engage in previewing, reviewing, practicing, and discussing math concepts focused on real application of conceptual understanding of money, measurement, graphing, time, and other Math processes through the *Everyday Counts Calendar Math* program. Research from New Haven Schools, which shares similar socioeconomic demographics with Stellar Collegiate, shows that use of *Calendar Math* increased the amount of hands on, math-based activities to almost twice that of their previous program, and use of the program provided English Language Learners with additional opportunities to engage deeply in “talking math.”<sup>16</sup>

After calendar math, students will engage in a block called “Problem of the Day,” in which students solve a high level word problem by developing their own strategies through drawing

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<sup>14</sup>Geary, D. C., Hoard, M. K., Nugent, L., & Bailey, D. H. (2012). “Mathematical cognition deficits in children with learning disabilities and persistent low achievement: A five year prospective study.” *Journal of Educational Psychology*, 104, 206–223.

<sup>15</sup> Heitin, Liana. “Most Math Curriculum Found to be Out of Sync with Common Core.” *Education Week*. March 4, 2015.  
<http://www.edweek.org/ew/articles/2015/03/04/most-math-curricula-found-to-be-out.html>.

<sup>16</sup> <http://www.greatsource.com/GreatSource/pdf/EveryDayCountsResearch206.pdf> p. 16.

pictures and using manipulatives. Problem of the Day uses Cognitively Guided Instruction (CGI), a professional development program that connects teachers' assessment of students' innate mathematical knowledge to the concepts and operations formally taught through mathematics.<sup>17</sup> The terminology of CGI, as well as the written and visual requirements to communicate about solutions, are closely aligned to the Common Core State Standards, providing a deep conceptual knowledge of why mathematical operations work, versus merely teaching an algorithm.<sup>18</sup>

Problem of the Day follows a clear, set schedule to emphasize routine and build students' understandings of utilizing problem-solving strategies. The teacher presents the problem of the day, reading it clearly three times. S/he then calls on three students (generally, a higher level, average, and lower student) to repeat the problem. Students have the problem on a sheet at their desk with space to draw their strategies, write a number sentence, and write a sentence explaining their answer. Utilizing Unifix cubes or other manipulatives, the student solves the problem independently and records their thinking. The teacher circulates throughout the classroom, recording the number of students who got the right answer and what strategies they used to get there. (Did they count by 1s? Did they count by 10s? Did they use tally marks, draw pictures, or use the manipulatives?) Utilizing this data, the teacher chooses three students using different strategies and has them present their strategies to the class – the teacher begins with the least sophisticated strategy (perhaps counting by 1s) and moves to the most sophisticated strategy (counting by 10s) to increase whole group understanding of the concepts that underpin mathematical algorithms.

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<sup>17</sup> <http://www.promisingpractices.net/program.asp?programid=114>.

<sup>18</sup> <http://michellef.essdack.org/?q=node/139>.

Our comprehensive math program, which allows for the development of both critical thinking skills and automaticity with procedural computation, allows students to become strategic mathematical thinkers.

**Science and Social Studies Program:** Our rigorous, standards-based science and social studies curricula allow students to implement the literacy and Mathematical strategies learned in their courses into high interest subject matter with a strong emphasis on reading, comprehending, responding to, and utilizing non-fiction text. In grades K4 through 2<sup>nd</sup>, students will alternate between science and social studies units every 10 weeks. These units will be taught in the Math and Research class, however themes from these units will be addressed through the literature chosen in literacy class. For example, in K5, when students begin their unit on non-fiction text structures they will be using texts about plant growth during the read aloud section of the day to build content knowledge that will be applied in the Math and Research class within their “From Molecules to Organisms” unit (NGSS KLS1).

In third through fifth grade, class structure changes slightly to Humanities (Instead of just Literacy) class and Math and Science class that allows for greater integration of content on a daily basis. Students will read primary sources as well as historical fiction during a fifth grade unit on the American Revolution while also working on close reading strategies. In Math and Science class, students practice their graphing skills by creating visual representations of the data collected in the experiments they perform.

Though much of the curricula will be created based on the Next Generation Science Standards and Wisconsin Model Academic Standards for Social Studies, we have selected two specific curricula from which to draw, both due to their alignment to our focus on non-fiction literacy in the sciences and because of their demonstrated success in implementing a standards-

based program for the needs of urban students. The Full Options Science System (FOSS) will serve as the foundational program in our science curriculum, allowing students to develop scientific skills and knowledge through a variety of scientific disciplines (earth, physical, biological, etc.), conduct experiments, and present their findings.<sup>19</sup> Students develop and master, at a developmentally appropriate pace, scientific knowledge and skills through the study of multiple scientific fields (earth, physical, environmental, biological, and social), apply the scientific method, conduct experiments of their own design, and present their findings professionally. We continue to develop additional curricula to supplement this research-proven model so that students are receiving a rigorous foundational science curriculum and are fully prepared to enter a more advanced course of study of the sciences at the high school level. The FOSS program fully aligns with the Next Generation Science Standards.

Similarly, Stellar Collegiate selected the TCI Social Studies Alive! and History Alive! Curriculum to support the design of our social studies program. These curricula will serve as a resource for teachers in planning units meant to engage students with the concepts of social studies, economics and history. We will supplement these curriculum with additional research opportunities for students to answer research-based questions and present on topics to develop their soft skills in presentation, as well as their research and writing skills utilizing a variety of non-fiction texts. This alignment strengthens students understanding of history and people, and provides them additional opportunities to practice the skills they are learning across contents. Teachers rely on primary and secondary sources to bring the past to life and engage students in thoughtful debate around critical questions about local, state, and national history. We use social

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<sup>19</sup> Kahle, J., J. Meece., and K. Scantlebury. (2000). "Urban African-American middle school Science students: Does standards-based teaching make a difference?" *Journal of Research in Science Teaching* 37, 9. 1019-1041.

studies as an opportunity to address content, teach students how to read and learn from non-fiction texts, and how to take clear notes. *For more on Curriculum & Instruction see Attachment F.*

**Stellar Collegiate Instructional Strategies:** At Stellar Collegiate, we believe that great instruction in any subject is based on the following principles:

**Backwards Design leads to Better Outcomes:** We employ a backwards design approach to creating a curricular map that is both horizontally and vertically aligned. We begin with rigorous standards and create coherent cross-curricular units that ask students to master subject matter and apply it within different contexts.

We ensure vertical alignment of our curriculum to ensure all students are learning and mastering the foundational skills, content, and critical thinking necessary to inform future success in education and career. Curriculum is horizontally aligned to ensure skills are accessed across content, and used to build knowledge across all units of study. For example, students have a chance to write about problem-solving in math class every day, showing their thinking and explaining the schema employed when approaching, breaking down, and solving a variety of problems, in addition to writing about information learned during a science unit and writing text-based responses to literature in Literacy class.

To develop our curriculum, we have drawn heavily on the best practices of Nashville Classical Charter School (in Nashville, TN) and D.C. Prep (in Washington, D.C.), as both schools have achieved outstanding results with similar student populations to that which we are proposing to serve.<sup>20</sup> Teachers begin each school year with a completed daily scope and sequence for the

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<sup>20</sup> For more information see: <http://www.nashvilleclassical.org/> and [http://www.dcrep.org/Our\\_Program/Results](http://www.dcrep.org/Our_Program/Results).

entire year, and six weeks of lessons already written.<sup>21</sup> This level of academic preparation allows teachers to teach towards the enduring understandings of each unit, and focus on engaging with students and their current understandings deeply in the moment, instead of spending initial prep periods planning for tomorrow's lessons. After the first six weeks, teachers complete daily and weekly lesson planning templates, as well as curricular materials and submit those for feedback seven to ten days prior to teaching the lesson. School leaders provide targeted feedback for revision at least five days before the lesson is taught, working with teachers as needed to ensure all daily lessons are rigorous, engaging, and scaffolded for student success.

**Learning is an Active Verb:** We believe that students (and teachers) learn best when they are actively engaged in problem solving, discussion, or discovery of new material. While it is necessary at times to employ a knowledge transfer approach to instruction, we intend to limit the amount of time students are passively taking in information and increase active engagement in constructing meaning. We have chosen to utilize instructional techniques and strategies that will put students in the driver's seat of the learning experience.

Given the population of students we anticipate, specifically at least 60% English Language Learners, we know that engaging students in discourse will be an essential element of successful instruction at Stellar Collegiate. To that end, we have chosen a series of strategies, approaches, and curriculums that will reflect our instructional belief that learning is an active verb.

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<sup>21</sup> We take this idea of starting the school year focused purely on execution for teachers from Nashville Classical, a BES school in Nashville, TN serving a large population of low income students. This approach allowed Nashville Classical to start strong and achieve close to 95% of Kindergarten students on STEP 3 or higher by the end of year one. School Director Melissa McGonegle will write the lesson plans by June 2016, so that teachers have a chance to rehearse and internalize their content for the critical first weeks of the school year. To learn more about Nashville Classical see: <http://www.nashvilleclassical.org/>.

**Figure 1.02: Stellar Collegiate Instructional Choices to Increase Active Student Learning**

Instructional Choices	Rationale	Examples:
<b>Kagan Cooperative Learning Strategies</b>	Spencer Kagan’s Cooperative Learning strategies have been shown to increase student achievement and engagement with learning. <sup>22</sup> We utilize these strategies to increase student practice with and access to fluent English models which has been shown to be particularly effective for English language learners to gain fluency with academic English. <sup>23</sup>	<ul style="list-style-type: none"> <li>• <b>Rally Robin:</b> Students work in pairs to generate a list of answers (alternating the speaker) to a closed question i.e. name as many adjectives as you can.</li> <li>• <b>Rally Coach:</b> Students work in pairs with one working to solve a given problem while the other coaches their thinking and then they trade roles.</li> </ul>
<b>GLAD Strategies<sup>24</sup></b>	GLAD (Guided Language Acquisition by Design) strategies are based on brain research, and the active engagement of English Learners of all levels to achieve subject matter mastery. This series of strategies makes academic English accessible, and engages students in internalizing content through a series of oral, written, and visual engagement techniques.	<ul style="list-style-type: none"> <li>• <b>Cognitive Content Dictionary:</b> Strategy employed to help students make sense of new academic vocabulary, involving metacognition and word attack skills.</li> <li>• <b>Expert Groups:</b> This strategy engages a group of students with a non-fiction text to promote comprehension and communication of key concepts.</li> </ul>
<b>Curricular Choices</b>	In choosing curriculum to support our overall approach to instruction, we looked for practice proven, and engaging programs that require more	<ul style="list-style-type: none"> <li>• <b>Wilson’s Foundations:</b> This program provides direct instruction to students in grades K to 3 in phonics, phonemic awareness, and spelling</li> </ul>

<sup>22</sup> Johnson, D.W., Johnson R.T., Stanne, M.B. “Cooperative Learning Methods: A Meta-Analysis” University of Minnesota. May, 2000.

<sup>23</sup> Hong, Michael H., and Patricia A. Porter. “Group Work, Second Language Talk, and Second Language Acquisition.” TESOL Quarterly. Vol. 19 Issue 2, June 1985.

<sup>24</sup> Strategies our teachers will be trained on as part of Guided Language Acquisition by Design (GLAD) which was recognized as a project of Academic Excellence by the U.S. Department of Education in 1991.

	active participation of students than simply call and response.	through a hands on approach that engages tactile learners to build phonemes and words with letter cards.
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**Intellectual Preparation for Teaching is a Must:** We believe that a teacher must be thoroughly prepared to teach each lesson. This requires not only a strong lesson plan with a clear objective and student outcomes identified, but also the advance mental preparation that will allow the teacher to seamlessly respond to student input in real time. This requires teachers to think through ideal responses, the necessary foundational understandings that support comprehension of new material, and possible misunderstandings that students will encounter within the lesson.

For a traditional elementary school teacher, this is almost an improbable ask when teachers are executing up to 10 unique lessons each day. Within our teacher specialization model, teachers can focus on fewer subjects, and thus better prepare themselves for live execution of each lesson.

Additionally, written lesson plans that teachers submit include these elements of deep thought as a requirement. Once a week, teachers meet in content level teams to discuss the concepts they are teaching, and part of the coaching that every teacher receives is reviewing lessons before and after they are taught to gain greater insight into key moments of learning for students.<sup>25</sup>

**Every Learner is Unique:** We believe that a great school is one designed to meet the needs of all learners. We embrace the Response to Intervention (RtI) model used by the state of Wisconsin to ensure that we meet all students’ learning needs and are providing a multi-level system of support

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<sup>25</sup> This model for preparation for teaching is informed by the Japanese Lesson Study practices. Cerbin, William and Brian Kopp. “Lesson Study as a Model for Building Pedagogical Knowledge and Improving Teaching.” *International Journal of Teaching and Learning in Higher Education*. Vol. 18 Number 3, 2006. <http://www.isetl.org/ijtlhe/pdf/IJTLHE110.pdf>.

that allows for the realization of State Superintendent Ever’s vision: “Every child a graduate.”<sup>26</sup> Classroom schedules allow for targeted small group instruction daily, our extended school day gives students more time to master content, and our Student Support Teacher (special education) provides support to teachers and students to improve our ability to support all learners. As we anticipate a large population of English Language Learners (ELLs), given our target location on the Near Southside, all teachers will be trained in ELL strategies that will be implemented in all core classes.

Addressing the needs of all students in our classrooms means that teachers must know students well. Part of this is about being able to collect data on student learning in an ongoing manner. To that end, we will employ structures throughout the day that allow teachers to capture anecdotal evidence of student learning to better inform their instruction immediately. During Cognitively Guided Instruction (CGI), the teacher will keep notes on strategies employed by each student. These notes will be used to identify students to share their answers at the end of a CGI lesson, and also to identify students who may need additional support with number sense concepts during the Reteach section of the day. Additionally, during Guided Reading, teachers will take notes on both decoding and comprehension skills students have demonstrated mastery with in an effort to identify the next step necessary in teaching individuals to read fluently.

We hold the same standard for all students (when appropriate, of course students with an IEP will have their own goals detailed within their plans), but know that each student’s path to mastery will look different. Thus, the ability to differentiate effectively is a critical element of teaching at Stellar Collegiate. Daily, students will be in small groups for delivery of instruction in Guided

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<sup>26</sup> “Every Child a Graduate.” Wisconsin Department of Public Instruction: <http://statesupt.dpi.wi.gov/>.

Reading, Phonics, and CGI for the math “Problem of the Day.” Additionally, the last block of the day (Reteach & Choice Time) is reserved for teachers to pull students needing additional support while the rest of the class works independently in centers. Data collected the day before from classwork and exit tickets will be used to determine which students will be pulled, and teachers will design lessons that will present the challenging material in a different way so that students have additional and unique exposure to content they have not yet mastered. *For a daily schedule See Attachment F: Stellar Collegiate Curriculum & Instruction*

**(2) The extent to which the proposed project will assist educationally disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards;**

Stellar Collegiate’s projected student population will be largely low-income, Hispanic, English-Language Learners.<sup>27</sup> Thus the curriculum and instructional practices described in Selection Criteria (1) as well as the assessment system described in Selection Criteria (3) provide detailed explanations of what our goals are, and how we propose to attain them based on best practice of charter schools across the country serving similar populations of students. Stellar Collegiate is a school designed from the ground up to assist disadvantaged students to meet or exceed state standards.

We know that our kindergarten students will be coming to school with a significant vocabulary gap<sup>28</sup>, and for many this will be exacerbated by limited English proficiency. As such, we have

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<sup>27</sup> Schools in our target area average student populations that are 92% Hispanic, 94.9% qualify for Free or Reduced price lunch, and 25.6% English Learners.

<sup>28</sup> Hart, Betty, and Todd Risley. “The Early Catastrophe: The 30 Million Word Gap by Age 3.” *American Educator*. Spring 2003.

designed our educational program around profound exposure to language and literacy skills, small group instruction that provides lots of opportunities for feedback and practice, and a longer school day and year to simply provide more instruction. Some of the key elements of our instructional program that we believe will lead to student success are:

- **More Time:** Over the course of their K to 5 career at Stellar Collegiate, students will receive the equivalent of an extra 1.66 years' worth of instruction when compared to a typical Milwaukee Public School.
- **More Small Group Instruction:** Students at Stellar participate in small group phonics, guided reading, and CGI instruction on a daily basis. Additionally, we have a block built into the end of the school day, where students can receive additional support with concepts they have struggled with during the day. This allows for more on level, targeted instruction and practice.
- **More Data:** Teachers use data to inform and refine instruction on an on-going basis. Daily data collected through exit tickets and instructional observations is used to create strategic groupings for the Reteach portion of the day.<sup>29</sup> Interim Assessments aligned to the Common Core, Northwest Measure of Academic Progress (NWEA MAP) in reading and mathematics, and the Strategic Testing of Educational Progress (STEP) literacy assessment results are analyzed in depth during Data Days that occur four times per year. Data is used to identify trends within grade levels and classes to leverage strengths within the school (i.e., first grade students are scoring well in word attack skills, but second grade students are not, so first grade teachers share how they are teaching these skills, and provide second grade teachers with

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<sup>29</sup> Daily, we have a reteach block built in that allows for small group instruction for students who did not master the concept the first time it was taught. Students will be selected to participate in this small group instruction based on their exit tickets or observation of their in class work. Later in this section you will see student schedules, this reteach block is built in at the end of the day during choice time.

opportunity to observe them). Data is used to create small groups for guided reading, reteach, and intervention groups. Assessments refine our instructional approach and allow us to better meet the need of each student. Annual assessments like the Smarter Balanced Assessment (or whatever assessment Wisconsin decides on), or other state required testing, are analyzed and used to identify gaps in our curricular maps that can be filled within the instructional planning work that occurs in the summer between the School Director, and starting in year three, the Dean of Academic Achievement.

Prior to the first day of school, students will have been assessed to determine baseline proficiency in reading (or in kindergarten, reading readiness), math, and writing. This data is used to begin targeted instruction immediately, and allow teachers to flag students who may require interventions beyond the scope of the typical Stellar Collegiate schedule right away. Every 8 weeks, students are reassessed and staff have a professional development data to analyze the data and create plans to target instruction over the coming 8 weeks to ensure students who are not on target for meeting their goals are given the support necessary to get back on track.

**(3) The quality of the strategy for assessing achievement of the charter school’s objectives;**

One quality common to all high performing schools that successfully educate low income populations is the frequent assessment of student progress, targeted data analysis, and thoughtful instructional planning designed to meet identified student needs.

Informed by national research and study of the strongest charter schools nationally, we know that student achievement at high levels is dependent upon the successful implementation and use of data generated from standards-based assessments. Data-driven decision making is one of the key principles of the educational philosophy of Stellar Collegiate.

**Plans for Evaluating Student Performance:** Each lesson is designed with clear end-of-year student goals, a comprehensive view of current learning, and strategic benchmarks that connect the two in mind. For students with disabilities or for English Learners, our detailed assessment program supports the rapid identification of areas where students may need more support, and learning strengths that can be leveraged. This data will be used to (1) place students in small groups for targeted instruction, (2) develop tailored lesson plans and guide targeted interventions, and (3) support the creation of differentiated assignments and homework as needed.

Prior to the start of the school year, we will conduct a diagnostic assessment of each student using the Strategic Teaching and Evaluation of Progress (STEP)<sup>30</sup> Assessment system to measure instructional and independent reading levels and the nationally normed Northwest Education Association Measures of Academic Progress (NWEA MAP) assessment to measure initial literacy and math proficiency. Results from these diagnostics will provide a benchmark against which we will measure student progress and inform instructional planning. Information will be sent home to parents every six to eight weeks as well as presented to the Board of Directors every ten weeks.

### **Stellar Collegiate Proposed Assessment System**

Assessment Type	Description	Frequency
<b>Daily Exit Tickets</b>	Grades 3-5, a short quiz covering the daily class objective. Exit tickets used by teachers to determine lesson effectiveness and need for additional student supports on that objective. Used to determine whether whole-	Daily

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<sup>30</sup> The STEP assessment is used in all of the highest performing elementary schools we studied. STEP is a —developmental literacy assessment, instructional tool, and data management system that defines the pathway and tracks the progress of pre-Kindergarten through third grade students as they learn to read using research-based milestones.

	class lesson re-teach is necessary, or individual students need day-of follow-up.	
<b>Interim Assessments</b>	Grades K4-5, internally created interim tests aligned to Common Core State Standards. Used to evaluate whether students are keeping pace for promotion, as well as whether they are mastering every individual grade-level standard. Used to determine longer term, scheduled tutoring.	Every 6-8 weeks
<b>On Demand Writing</b>	Grades K5-5 will formally assess writing in different genres at the end of each unit of study. Writing graded on rubrics students have access to at the beginning of each unit. Data used to modify whole class teaching in the next unit and intervene as necessary to support individual writers.	At the end of each writing unit (every 4-8 weeks)
<b>STEP</b>	Grades K4-3 (or until a student masters STEP 12), STEP is a reading diagnostic that provides information on a student's skills in fluency, decoding, phonemic awareness, reading comprehension and concepts of print. Offers clear intervention strategies, high-quality professional development, and includes data management system that informs teachers of student strengths and weaknesses.	4 times annually
<b>NWEA MAP</b>	Grades K5-5 take NWEA MAP reading, language usage and mathematics Common Core-aligned assessment to provide a norm-referenced data point compares Stellar Collegiate students to students nationally. Norm-referenced, adaptive test provides students and parents with national percentile score that is another piece of data around college readiness.	3 times annually
<b>Badger Exam (SBA)*</b>	Grades 3-5 will participate annually in the Badger Exam (or other state defined standardized test) in alignment with state mandates, determine curricular effectiveness, and provide local and national points of comparison.	1 time annually
<b>Wisconsin Knowledge and Concepts Exam</b>	Grade 4 students will take the WKCE in Social Studies and Science in alignment with	1 time in 4 <sup>th</sup> grade

<b>(WKCE)</b>	state mandates, provide information about the effectiveness of our K-4 social studies and science curriculum, and provide local and statewide points of comparison.	
<b>Wide Access Placement (W-APT) or ACCESS</b>	The W-APT is an English language proficiency screener given to incoming students to determine English language learning level and the necessary supports needed for instruction. ACCESS is an assessment given to students already identified as ELLs (English Language Learners) that measures students’ social and academic English language proficiency.	1 time annually

\*Stellar Collegiate students will take whatever state level assessment is instituted.

We carefully select assessments to provide ongoing sources of data that allow us to evaluate individual students, grade level performance, and whole school performance throughout the year. We will continually evaluate the assessments we use, and may choose to incorporate new assessments or eliminate others as tests are developed and refined.

The School Director will be responsible for overseeing the administration of assessments and training teachers to execute effectively and use the resulting data to drive instruction. Through four Data Days built into the professional development calendar, teachers will build their competence with data analysis and with using the assessment requirements and results in their grade level to plan for meaningful instruction. Exit ticket data, anecdotal notes and informal assessment data will be used in weekly coaching to support teachers to better differentiate for students and revise lesson plans as necessary.

*Accountability:* Accountability, especially to achieving outstanding student results, is something the board and leadership of Stellar Collegiate take very seriously. A comprehensive and transparent assessment system is employed to support student achievement at an individual, class-wide, grade level and whole school level, ensuring all stakeholders are aware of current

performance levels and are able to adjust interim goals to achieve ambitious end of year targets. As outlined in state charter law, § 118.40(1m)(b)5, Stellar Collegiate will meet or exceed minimum state standards and improve student learning. The following goals and objectives have been set in alignment with our mission to ensure that students benefit from a rigorous, structured and joyful learning community that will place every student on the path to college.

**Academic and Organizational Goals.** Stellar Collegiate proposes a series of performance-based academic goals using absolute, comparative, and growth measures that support the goals of the state of Wisconsin, and federal NCLB legislation. The following details our rigorous accountability plan, which will include criterion-referenced and norm-referenced standardized tests to evaluate academic progress in core subject areas. An accountability plan and report will be compiled annually to share the progress towards strategic goals, and outline next steps for the coming school year to ensure continuous improvement. Current goals are based on the goals set by high performing BES schools nationally and through the initial results of PARCC testing in New York state.<sup>31</sup>

### **Strategic Goal 1: Students achieve mastery in Reading Language Arts.**

#### **Key Indicators of Success:**

- **ABSOLUTE Measure 1.01:** 60% or more of all students who have attended the school for two or more years score level 3 or 4 on the ELA/Literacy section of the Smarter Balanced Assessment (SBA) or Badger Exam, or other state wide assessment.

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<sup>31</sup> The state of New York began to field test the PARCC exam several years before other states that had chosen to transition to a Common Core State Standards assessment. The outcomes of New York students on PARCC exams have been used nationally to predict outcomes for students on the SBA and PARCC assessments.

- **COMPARATIVE Measure 1.02:** All students who have attended the school for two or more years, on average, attain proficiency rates in ELA/Literacy 5% higher than the surrounding district average, similar school average<sup>32</sup>, and state average as measured by the SBA or Badger Exam, or other state wide assessment.
- **GROWTH Measure 1.03:** In cohort analysis of longitudinal growth, average annual increase of percentiles among students in Reading on the Measures of Academic Progress (MAP) assessment averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.
- **GROWTH Measure 1.04:** In cohort analysis of longitudinal growth, average annual increase of percentiles among students in Language Usage on the Measures of Academic Progress (MAP) assessment averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

## **Strategic Goal 2: Students achieve mastery in Mathematics.**

### **Key Indicators of Success:**

- **ABSOLUTE Measure 2.01:** 60% or more of all students who have attended the school for two or more years score level 3 or 4 in Mathematics on the SBA or Badger Exam, or other state wide assessment.
- **COMPARATIVE Measure 2.02:** All students who have attended the school for two or more years, on average, attain a proficiency rate in Mathematics at least 5% higher than the

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<sup>32</sup> Similar schools will be identified by Stellar Collegiate’s Board of Directors, and will include a minimum of three local, similarly graded schools serving students with similar rates of students eligible for Free and Reduced Lunch.

surrounding district average, similar school average<sup>33</sup>, and state average as measured by the SBA or Badger Exam, or other state wide assessment.

- **GROWTH Measure 2.04:** In a cohort analysis of longitudinal growth, average annual increase of percentiles among students in Mathematics on the Measures of Academic Progress (MAP) assessment averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

### **Strategic Goal 3: Students achieve mastery in the Sciences.**

#### **Key Indicators of Success:**

- **ABSOLUTE Measure 3.01:** 90% of all students who have attended the school for two or more years score Proficient or Advanced in Science on the Wisconsin Knowledge and Concepts Exam (WKCE).
- **COMPARATIVE Measure 3.02:** All students who have attended the school for two or more years will, on average, attain a rate of proficiency in Science at least 5% higher than the surrounding district average, similar school average<sup>34</sup>, and state average as measured by the WKCE.

### **Strategic Goal 4: Students achieve mastery in Social Studies.**

#### **Key Indicators of Success:**

- **ABSOLUTE Measure 4.01:** 90% of all students who have attended the school for two or more years score Proficient or Advanced in Social Studies on the WKCE.

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<sup>33</sup> Similar schools will be identified by Stellar Collegiate’s Board of Directors, and will include a minimum of three local, similarly graded schools serving students with similar rates of students eligible for Free and Reduced Lunch.

<sup>34</sup> Ibid.

- **COMPARATIVE Measure 4.02:** All students who have attended the school for two or more years will, on average, attain a rate of proficiency in Social Studies at least 5% higher than the surrounding district average, similar school average<sup>35</sup> and state average as measured by the WKCE.

**Organizational Performance:** The school’s organizational viability is measured and reported to ensure that fiscal and financial controls are effectively implemented and that the school remains a financially strong and healthy organization. To ensure the continuing need and demand for the school, we also measure enrollment, retention and parent satisfaction.

**Strategic Goal 5: Stellar Collegiate demonstrate financial and fiduciary responsibility.**

**Key Indicators of Success:**

- **Measure 5.01:** External, annual audit reports demonstrate that the school meets or exceeds professional accounting standards.
- **Measure 5.02:** Budgets for each academic year demonstrate effective allocation of financial resources to ensure effective execution of mission as measured by yearly balanced budgets submitted to University of Wisconsin Milwaukee Office of Charter Schools. Finance Committee reviews budget monthly.

**Strategic Goal 6: The school is fully enrolled, with high levels of attendance and re-enrollment.**

**Key Indicators of Success:**

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<sup>35</sup> Similar schools will be identified by Stellar Collegiate’s Board of Directors, and will include a minimum of three local, similarly graded schools serving students with similar rates of students eligible for Free and Reduced Lunch.

- **Measure 6.01:** The school will enroll and maintain a class of students equal to our project enrollment (with attrition) every year.
- **Measure 6.02:** 90% of students who begin the school year remain throughout the year.
- **Measure 6.03:** 90% of students completing the school year re-enroll the following year.
- **Measure 6.04:** School averages 94% (+) daily student attendance annually.

**Strategic Goal 7: Parents are satisfied with school’s academic program and communication.**

- **Measure 7.01:** Parent satisfaction with clear, open communication by staff, as measured by annual UWM survey at end of school year, on average exceeds 85% with a minimum of 80% of families responding.
- **Measure 7.02:** Parent satisfaction with academic program, as measured by annual UWM survey conducted at end of school year, on average exceeds 85% with a minimum of 80% of families responding.

**(4) The extent of community support and parental and community involvement;**

We believe that a school should be a cornerstone of the community in which it operates. To that end, we have made engaging with the community a top priority in our work to build a solid foundation for Stellar Collegiate. This work will continue throughout the planning year, and once Stellar Collegiate opens its doors.

**Prior to Opening:** Community members and organizations were engaged during the recruitment of potential Board members. Founder and School Director Melissa McGonegle held over 150 meetings in the fall of 2014 to identify Board members who both had strong professional skill sets and a deep commitment to the children of the Southside of Milwaukee. Many of the members of the founding Board were identified through conversations with local leaders.

Additionally, in these meetings Ms. McGonegle spent a great deal of time listening to community members share their thoughts on the current state of education in Milwaukee, what makes for a great school, and how best to engage the community moving forward. Some key ideas that emerged from these conversations have significantly influenced our school design.

Dr. Enrique Figueroa, Director of the Roberto Hernandez Center at UWM, spoke about the need to recognize bilingualism as a skill set that is rewarded financially in the same way an advanced degree would be. This has influenced our teacher salary schedule, as we hope to attract bilingual teachers who are best equipped to communicate with our potential families. Alderman Robert Donovan suggested a compact with the neighbors who live in the surrounding area around the school, which would give Stellar Collegiate a chance to share with neighbors what they can expect from us and what we expect from them in an effort to be a good neighbor. This has influenced our neighborhood engagement strategy prior to opening, and will result in a series of open houses before the first day of school to allow residents to see the school, understand what our traffic management plan will be, and know who to contact with concerns about our students or families.

Additionally, we are planning to share a quarterly newsletter with our direct neighbors that will highlight evening special events that may lead to an increase in traffic in the area and when residents are welcome to come and learn more about what our students are doing. A conversation with Juanita Valcarcel, the BNCP Site Coordinator at the Milwaukee Christian Center, significantly influenced the vision for the role of the Dean of Student and Family Engagement. Ms. Valcarcel reflected on her own work as the Director of the CLC at a neighborhood school and what she wished her position had been, her reflections on the need for a staff member at schools

be charged directly with working to connect families to community agencies caused the Dean of Student and Family Engagement role to be created at Stellar Collegiate.

We will continue to engage community members in a wide variety of ways from now until we open the doors of Stellar Collegiate as we are committed to being an additional asset in an already strong community, and selfishly, we benefit from the ideas and experience of our peers on the Near Southside. To date, Stellar Collegiate has:

- 20 letters of support from business, non-profit, educational, and community leaders.  
*See Appendix C for Stellar Collegiate Letters of Support*
- 30+ committed community partners invested in supporting Stellar Collegiate students and families once we are open. *For more detail on our Community Engagement efforts, see Attachment G: Stellar Collegiate Community Support*
- 5 schools who have committed to supporting our enrollment efforts through allowing access to their families (for 6-12 schools) or providing our information to families on their waitlist (for K-5 and K-8 schools).
- 50 families who have expressed an interest in enrolling their K4 or K5 students for the 2016-17 school year.

**Family Engagement:** We believe that Families are our most important partners. To that end, we have been working to establish connections with potential families, and seek input into the design of Stellar Collegiate for over nine months. In the winter and spring of 2015, we held a series of community forums to share the vision of Stellar Collegiate with families and seek feedback on that vision and program design. We held 10 meetings at local libraries and community centers and heard a reoccurring theme of belief in and support for our strong focus on literacy. However, parents wanted to ensure that there would be options for students to learn formal Spanish in

addition to becoming fluent in English. These sentiments led to the research and identification of Cuentos y Canciones as our Spanish Enrichment curriculum. Unlike other Spanish curriculums, this one focuses on teaching Spanish phonics, which will complement our English academic focus and allow students to develop decoding and word attack skills in Spanish.

After we were approved to open, we have scheduled a series of parent focus groups to gain a better understanding of how best to communicate the advantages of our program to families during formal student recruitment. These focus groups will occur over the next few months and will refine our approach and materials for student recruitment.

Once open, we are committed provide ongoing communication, tools, and experiences to support family involvement in school, as we know that when students see their families actively engaged in schools they are more likely to value learning. In order to best support our families to support their children Stellar Collegiate will engage families in the following ways:

- **Communication:** The Stellar Collegiate experience begins before the official first day of school. Families receive a home visit from the school leader to establish the strong home to school connection and get to know students and their families individually. Annually, families attend orientation sessions prior to the start of the school year and will receive monthly newsletters with updates on school logistics and suggestions for fun and educational family activities over the summer, and a packet of summer homework to prepare students for the coming year. Every trimester, families have formal meetings with their child's teachers to review academic progress and character development. Monthly, parent coffees provide families a chance to ask questions of the School Director and share ideas for the betterment of the school. Biweekly, families receive phone calls from teachers and weekly receive formal updates on their child's behavioral and academic progress.

- **Tools:** At all school events, we will provide families with ideas and resources to use at home to support students' academic and social-emotional growth. Using the GreatSchools' series of parent videos, families are exposed to new ways to engage their children in conversation around what they are learning and difficult social topics like bullying. Monthly events like Family Literacy night or Math Games Night provide families with strategies and resources to practice basic academic skills at home. We provide frequent student learning and behavior data to help families talk to their children about their reading, math, and other content areas.
- **Experiences:** Throughout the year, families are invited to participate in learning experiences within the school and the surrounding community. Families get to experience a day in the life of their child at Back-to-School night, visit local colleges and universities on the weekends with their children during school-led trips, and attend Literacy and Math Nights during which students present what they have been learning while developing the confidence to present themselves learning a hands-on process for both students and their families. *See Attachment H: Stellar Collegiate Family Engagement for more information*

**(5) Quality of project personnel;**

Stellar Collegiate believes that the quality of the staff we hire will ultimately determine how successful we can and will be. We received an approval for our charter last week, and have hired our School Director, Melissa McGonegle since then. We also anticipate hiring an Outreach Manager within the next month, however to date our School Director is our only full time employee, and she is joined by a strong Board of Directors, each of whom has already committed over 100 hours in the planning and design of Stellar Collegiate.

**Melissa McGonegle, School Director:** Ms. McGonegle is an educator with 12 years of experience in teaching at and leading urban schools and school systems serving primarily low-income, English Language Learners. As an early leader within the Rocketship network, Ms. McGonegle developed key processes around teacher hiring, student interventions, and student and staff culture for the network. She founded the second school in the Rocketship network, Rocketship Si Se Puede (RSSP), the most successful new school in the state of California in 2009. RSSP was ranked number 15 statewide for student achievement for schools serving predominantly low income students. Ms. McGonegle became the Regional Director of Schools, supporting the network to grow from three to five to seven schools, before becoming the Regional Vice President of the Bay Area. In this role, Ms. McGonegle had the responsibility of hiring and leading the first ever regional support team in Rocketship’s expansion. She was responsible for the stewardship of a combined 32M budget, direct management of principals, and the oversight of Special Education, Operations, Community Development and other school support functions.

Since leaving Rocketship, Ms. McGonegle has relocated to Milwaukee, WI and established a wide network across the city both within education and other sectors. Working first as a School Leadership Coach with Schools That Can Milwaukee, and now as a Fellow with the prestigious Building Excellent Schools Fellowship program, Ms. McGonegle brings extensive experience in the instructional, cultural, community outreach, organizational growth, and talent functions of building a high performing school network from the ground up. Ms. McGonegle holds a B.S. in Education and Social Policy from Northwestern University and teaching credentials in both California and Wisconsin.

## **Our Board of Directors**

**Dan Adams, Founding Board Member:** Dan Adams is a Partner at Adams Urfer LLC. Prior to entering private practice, Mr. Adams was an Assistant District Attorney in Milwaukee County where he specialized in prosecuting family violence cases. Mr. Adams' commitment to Milwaukee's future was demonstrated by a recent run for the Wisconsin State Assembly, a campaign that emphasized state aide for improving educational outcomes for all of Milwaukee's children. Mr. Adams holds a BA from Colorado College and a JD from the University of Wisconsin-Madison Law School.

**Marc Cohen, Board Chair:** Marc Cohen is the Executive Director of Hillel Milwaukee. Prior, Mr. Cohen was a Business Development Director at American Deposit Management, a Relationship Manager with PNC Wealth Management and the Foundation Director for Wheaton Franciscan Healthcare. He also had served as the Executive Director at Congregation Shalom for nearly twenty years. Mr. Cohen is an active participant in the community, including serving as member of the Bel Canto Chorus Board, Executive Committee of the Milwaukee Jewish Day School, and Past Chair of the NATA Investment and Consulting Committees. In addition, he has served as a member of the Milwaukee Jewish Federation Financial and Community Task Force. Mr. Cohen is a graduate of Moravian College with a BA in Sociology and from Northern Illinois University with a MFA in Acting and Opera.

**Carole DeRoche, Board Secretary:** Carole DeRoche is a retired business executive with extensive experience in the pharmaceutical industry, serving in a variety of medical communication and marketing positions. Prior to her business career, Ms. DeRoche taught adult students in baccalaureate and vocational programs and managed a clinical laboratory. Ms. DeRoche has been active in a variety of community organizations including Chairperson, Greendale Board of Health and tutor at the Dominican Resource Center for Adult Learning as well

as volunteer work with the Arthritis Foundation and Nativity Jesuit Middle School. Ms. DeRoche holds a BS, *cum laude*, in Clinical Laboratory Science and MA in Educational Administration from Marquette University.

**Leni Dietrich, Founding Board Member:** Leni Dietrich is a School Leadership Coach at Schools That Can Milwaukee, where she works with school leaders from across the city to support the work of school improvement. Previously she was the Principal of Highland View School and Director of the Time 4 Learning Charter School, the district's K4 program in Greendale, WI. While in Greendale, Ms. Dietrich planned and implemented the district's Elementary Spanish Program and developed a partnership with the University of Wisconsin system where students could be dually enrolled at the university and high school levels for Spanish. She began her career teaching in the Milwaukee Public Schools Bilingual Program and is pleased to return to urban education and work towards the day all students in Milwaukee receive an excellent education. Ms. Dietrich earned her BS in Education as well as her MS in Curriculum and Instruction with an emphasis in Second Language Acquisition from the University of Wisconsin-Milwaukee.

**Andrew Hargitt, Founding Board Member:** Andrew Hargitt is the Chief Human Resources Officer at Quarles & Brady LLP, a law firm with 500 lawyers nationally. Mr. Hargitt has spent almost 30 years working in Human Resources previously at the Chicago Mercantile Exchange, the American Bar Association, and Seyfarth Shaw, a 1000 lawyer firm based in Chicago. Mr. Hargitt has always believed deeply in being involved in the community outside of his work. He ran an adopt-a-school program in Chicago for 15 years and keeps in touch with his former mentees. A graduate of the University of Iowa with a BA in Psychology and Sociology and an MBA, Mr. Hargitt looks forward to making an impact in Milwaukee both through his work at Quarles & Brady and his leadership on the Board of Stellar Collegiate.

**Samantha Maldonado, Board Vice-Chair:** Samantha Maldonado currently is a Board Director at UPAF NextGen, Wheaton Franciscan Healthcare Central Market Foundation and Commissioner for Milwaukee County’s Emergency Medical Services Council, along with serving as the Executive Vice President for the National Society for Hispanic MBA’s of Greater Milwaukee. Her previous leadership roles include serving as Board Director of the Bay View Community Center, “Skylighter” of the Skylight Music Theater, LULAC Latinas of Wisconsin, Girls on the Run of Greater Milwaukee, and as Chair of the Noche de Pachangas (networking & personal development events) and as the Co-chair of the Individual Giving Campaign for the Hispanic Professionals of Greater Milwaukee. Ms. Maldonado is currently a Manager, Life Underwriting for Northwestern Mutual. A Milwaukee native, Ms. Maldonado earned her MBA at Alverno College where she previously earned her Business & Management BA degree.

**Jorge Martinez de Alva, Treasurer:** Jorge Martinez de Alva is a finance executive working for GE Healthcare, a business unit of the General Electric Company. His career with GE extends over the last 15 years, having worked in other business units such as GE Plastics throughout Mexico and the United States. Prior to joining GE, he was an investment banking executive in Mexico having worked in the local affiliates of global banks such as BNP Paribas, HSBC and Banamex. He is committed to the Hispanic community by currently serving as a member of the audit committee at La Casa de Esperanza, Inc. a non for profit organization with the mission to advance Hispanics and their communities in the Waukesha area. Mr. Martinez de Alva studied in Mexico, earning his CPA degree from ITAM College and his MBA from IPADE Business School.

**Angela Pittman Taylor, Founding Board Member:** Angela Pittman Taylor is the Senior Vice President of Public Relations at Baird, where she works with firm administration, business heads and others within public relations, and she serves as a member of Baird’s UWM Mentoring Circles

Steering Committee and Baird’s intern scholarship selection committee. Ms. Taylor is Secretary of Sisters With Stock Investment Club (SWSIC), a Baird-sponsored women’s investment club focused on increasing financial literacy in the African American community, co-founder of the University of Wisconsin-Eau Claire (UWEC) Alumni of Color Social Justice and Inclusion scholarship, member of the Volunteer Center of Greater Milwaukee “Inspire by Example” awards judging panel, and member of the Milwaukee Urban League Guild. Previous volunteer positions include Co-chair of Baird’s Business Diversity Council, Communications Chair of PRISM - Baird’s Multicultural Associate Resource Group, and Co-chair of the Advisory Board at Milwaukee’s Washington High School. Ms. Taylor joined Baird as an intern and now mentors other interns and students at the firm and in the community. She graduated with a BA in Communications-Journalism from UWEC and received her MA in Mass Communication from the University of Wisconsin-Milwaukee, where she has served as an adjunct instructor.

*For more information on additional management roles See Attachment I: Stellar Collegiate Leadership Team Overview*

**(6) Quality of the management plan;**

As evidenced above, our Board of Directors and management team have a depth of leadership experience and the professional capacity necessary for strict oversight of Stellar Collegiate. We will be governed by our Board of Directors who will ensure that our school lives up to its mission, remains true to the terms of our charter, ensures that the organization is financially viable, fiscally sound, complies with all local, state, and federal compliance mandates and maintains organizational health.

The board will establish and approve policies that guide the execution of management practices including fiscal, personnel, and school policies governing student and family interactions. The Board will hold the School Director and her team responsible for achieving all project milestones to ensure we are on schedule, on budget, and moving towards realizing our ambitious goals. The following Board Committees will be utilized to provide both oversight and support to the school:

- The **Governance Committee** will be responsible for ensuring the Board complies with all rules and regulations, and providing ongoing training and support to the board as a whole, and cultivating a pipeline of new board members.
- The **Finance Committee** provides financial oversight and ensures that the school has a budget that is both sound and will meet our program needs and support our mission.
- The **Facilities Committee** works with experts Stellar Collegiate has engaged to identify a temporary facility and facilitate any renovation work necessary prior to Stellar Collegiate taking occupancy. In the second phase of this committee, we will work to identify a permanent home and provide the strategic support to acquire and renovate the site.
- The **Development Committee** works to build a network of community and business supporters to ensure the necessary financial resources to remain viable and support program costs.
- The **Student Achievement Committee** analyzes student performance and progress and ensures Stellar Collegiate is providing the type of education necessary to place every child on the path to college.

The Board will determine the appropriate compensation for the position of School Director, hire this role, and provide ongoing support and a formal evaluation annually. The Board delegates all day-to-day management decisions to the School Director.

In year 1, the leadership team of Stellar Collegiate will consist of the School Director, an Outreach Manager, and an Operations Manager. As the school grows, Deans of Student Support, Student and Family Engagement, and Academic Achievement will be added to the team in addition to a Director of Finance and Operations. The School Director will have the responsibility of hiring, developing, and retaining these individuals as well as ensuring the vision of Stellar Collegiate remains constant. Prior to the addition of new team members, the School Director will have additional responsibilities and/or employ outside experts as necessary. (i.e. In years 1 through 3 Stellar will contract with a Back Office support provider to support with accounting, payroll, and financial reporting) *For greater detail on the key responsibilities of each role, see Attachment I: Stellar Collegiate Leadership Team Overview*

In order to ensure Stellar Collegiate opens successfully, and is able to provide the best education possible to each student, we have set very specific milestones to work towards over the next year.

Key Objective	Milestone/Target	Timeline	Person Responsible
<b>Ensure Excellent Educators in each Classroom</b>	Develop strategic relationships with Universities and Non-traditional Teacher prep programs to identify talent	Ongoing	School Director

	Create rigorous hiring process that will identify alignment with organizational culture and performance ability	Summer 2015 – <b>DONE</b>	School Director
	Create annual Scope and Sequence for PD including 4 week summer onboarding	Fall 2015	School Director
<b>Provide Data-Driven Instruction</b>	Finalize Master Schedule to maximize small group instruction	Summer 2016	School Director
	Develop internal data management systems and design PD for teachers around use	Summer 2016	School Director
	Train teachers on data analysis and how to effectively use small group time	Summer 2016	School Director
<b>Provide Standards Driven Rigorous Curriculum to Teachers</b>	Develop Scope and Sequence for each grade, each subject	Fall 2015	School Director
	Create Unit Plans and first 6 weeks of Daily lesson plans	Winter 2016 (Jan. – Feb.)	School Director
	Develop PD to support teacher internalization of curriculum	Spring 2016	School Director
<b>Strong Family Engagem</b>	Maintain regular communication with families from point of enrollment	Fall 2015 and Ongoing	Outreach Manager

	Plan for, execute monthly family events in the 6 months leading up to the first day of school	Winter, Spring, Summer 2016	Outreach Manager
	Activate families to support with enrollment and ensure we meet our enrollment target	Summer 2016	Outreach Manager
<b>Sound financial management and school operations</b>	Develop an annual balanced budget that supports an ambitious academic program	Fall 2015 – DONE	School Director
	Manage spending not to exceed board approved budget	Ongoing	School Director
<b>Sound financial management and school operations</b>	Maintain a minimum of 30 days cash on hand	Ongoing	School Director
	Ensure school is fully enrolled within 2 weeks of first day of school	Fall 2016	Outreach Manager
	Create, train staff on, and ensure implementation of operational plans (i.e. transitions in hallways, dismissal procedures etc.)	August 2016	Operations Manager

**(7) Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency;**

In Attachment J, please find a letter from the University Of Wisconsin Milwaukee Office Of Charter Schools stating Stellar Collegiate has been recommended for approval, and the UWM model contract. We will begin contract negotiations very soon, however UWM charters follow the model contract very closely with few exceptions.

**(8) The degree of flexibility afforded by the SEA and if applicable, the LEA to the charter school.**

The flexibility and autonomy afforded by the SEA, Department of Public Instruction, the LEA, Stellar Collegiate Charter School, is outlined in the Wisconsin State Statutes § 118.40.2r, Wisconsin State independent charter school law. State law and the mission of the Office of Charter Schools at UWM state explicit preference for a school model designed to serve at-risk students. State law exempts charter schools from most state rules that inhibit flexible operation and management. State law lays out expectations to ensure the proper oversight of charter schools by their boards through the following:

- Adherence to specific annual academic and operational standards as developed through the contract process with the authorizer
- Provisions detailing corrective measures the board will take if the school fails to meet expected outcomes
- Methodology used to monitor and verify student enrollment
- Assurance that the authorizer will have direct access to student information and that the board will provide any necessary information to the authorizer in a timely manner

- Assurance that parent-teacher conferences will be held at least once annually

All other requirements, including an explanation of the student expulsion process, must be included in the charter itself, and thus are subject to review and approval by the designated authorizer, in our case the Office of Charter Schools at UWM. The law provides charter schools with tremendous autonomy regarding schedule, curriculum, employment policies, student discipline, and the ability to manage its own operations. Charter school staff are required to be properly licensed through the Department of Public Instruction, however in recent years a separate charter school teacher and administrative pathway have been approved by the state legislature that allow for teachers and administrators who have been licensed in other states to transfer their credentials to Wisconsin if they are working in a charter school. This provides a great deal more flexibility in hiring, than the traditional district system is afforded in Wisconsin.

#### **IV Application Requirements**

**A) Describe the educational program to be implemented by the proposed charter school;**

Please see Selection Criteria (1) for answers to this question.

**B) Describe how the charter school will be managed;**

Please see Selection Criteria (6) for answers to this question.

**C) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives;**

Please see Selection Criteria (3) for answers to this question.

**D) Describe the administrative relationship between the charter school and the authorized public chartering agency;**

Please see Selection Criteria (7) and (8) for answers to this question.

**E) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;**

Please see Selection Criteria (4) for answers to this question.

**F) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if the agency determines that the charter school has met its objectives as described in paragraph (c) of this section;**

The items requested in our budget are related to start-up and implementation expenses related to opening a new charter school. As we grow to full enrollment, the school will become financially sustainable on reoccurring public revenue streams, including state per pupil aide, state and federal poverty related funds, federal support for English Learners, and special education funds.

**G) If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for waivers.**

Stellar Collegiate is not requesting any waivers.

**H) Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary;**

Please see the Budget Narrative for this response.

**I) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school;**

Stellar Collegiate is a public charter school that will serve students in Milwaukee, Wisconsin. Consistent with state law, enrollment in Stellar Collegiate is open to any student who lives in the city of Milwaukee without regard to race, creed, color, gender, national origin, religion, ancestry, marital status, disability, or need for special education services. Stellar Collegiate plans to open with 140 students, should we receive more applicants than spaces available then a computerized, random lottery will be held to determine enrollment and waitlist status. *See Attachment K: Stellar Collegiate Recruitment Plan for more information*

Please see Selection Criteria (4) for answers to this question.

**J) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the IDEA;**

2r (independent) charter schools in Wisconsin are considered their own LEA and as such, Stellar Collegiate will “[serve] children with disabilities attending [Stellar Collegiate] in the same manner as the local educational agency serves children with disabilities in its other schools...”<sup>36</sup> Stellar Collegiate will meet these requirements by working closely with our local CESA (Cooperative Education Service Agency) to provide direction and training for ongoing program improvement in the area of serving students with disabilities. This includes, but is not limited to providing a Free and Appropriate Public Education (FAPE), executing procedural safeguards in accordance with state and federal law, identifying and evaluating students with disabilities, implementing Individual Education Plans, and providing any necessary services to students with disabilities. Stellar Collegiate will fully comply with IDEA through a variety of instructional

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<sup>36</sup> From Pub. L. No. 108-446 section 613(a)(5)

delivery methods and ensure appropriately licensed personnel on staff, and those with whom we contract for additional services (i.e. speech therapy, occupational therapy etc.)

Pub. L. No. 108-446 § 613(e)(1)(B) states, “a State educational agency may not require a charter school that is a local educational agency to jointly establish its eligibility under subparagraph (A) unless the charter school is explicitly permitted to do so under the State’s charter school law.” Wisconsin’s charter school law does not, explicitly or otherwise, permit charter schools to establish joint eligibility with other LEAs. Therefore Stellar Collegiate will comply with § 613(e)(1)(B) and not establish eligibility jointly with another LEA.

Stellar Collegiate has chosen an inclusion model of special education, when appropriate given student needs. When appropriate, regular and special education students will take the same core academic classes. Within these classes, students are held to the same expectations. Students with Individual Education Plans (IEPs) are given additional support in-class, out-of-class, accommodations, and/or modifications to enable them to meet class expectations. Whenever possible, special education staff will push-in to classrooms to provide whatever support is necessary to help students achieve. Other services including but not limited to speech therapy and occupational therapy will be provided as necessary and dictated in a student’s IEP. General educators will work with the special education staff to incorporate specific strategies and supports throughout the educational day for students with disabilities.

**K) If the eligible applicant desires to use grant funds for dissemination activities under section 5202(c)(2)(c) of the ESEA (20 U.S.C7221a(c)(2)(c)), describe those activities.**

Not applicable.

## **Attachment E: Stellar Collegiate Target Community**

Stellar Collegiate proposes to locate on the Near Southside of Milwaukee, specifically Aldermanic Districts 8 and 12. This section of the city was chosen for a variety of reasons including overall student population, lack of access to a high performing elementary school, and the proximity to currently operating schools that can provide a strong 6-12 education experience for our graduates.

In 2009, the former Illinois Facilities Fund (IFF) study of high quality school options by Milwaukee zip code found that “[d]espite the broad choices available to families among a combined 353 traditional public, charter, and private schools . . . Milwaukee students do not even have a 50-50 chance of enrolling in a school in any location that meets state standards.”<sup>1</sup> Currently, families living in the southwestern part of the 53215 zip code have a 78% chance of sending their children to an elementary school that fails to meet state standards.

Across all city zip codes, 53215 is one of the most populated, with over 10% or approximately 61,000 residents, and approximately 12,000 of those residents are under the age of nine.<sup>2</sup> Here, 66.5% of residents hold a high school diploma and 11% have earned a bachelor’s degree or higher.<sup>3</sup> These numbers have a significant negative impact on the city’s economic engine. This zip code is dominated by individuals self-identified as Hispanic or Latino, approximately 38,000. According to the 2010 census data, there was a 74% increase in the Latino population and our city’s “growth was largely attributable to the growth in the Hispanic

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<sup>1</sup> “Milwaukee Needs Assessment.” [www.iff.org](http://www.iff.org).

<sup>2</sup> Retrieved from 2010 U.S. Census “Fact Finder” [http://factfinder2.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml](http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml).

<sup>3</sup> Ibid.

population.”<sup>4</sup> With a growing population comes the opportunity to increase the economic stability of a city that is home to six Fortune 1000 manufacturers, banks, and one of the country’s largest insurance firms.<sup>5</sup> To ensure the long-term viability of these major industries as well as the vitality of small businesses, Milwaukee must have an educated populace, and that quality education must start in Kindergarten.

We know that reading proficiency is a predictor of long term educational and professional outcomes. Knowing that, and looking at the current student outcomes for students in schools within the 53215 zip code, there is significant reason to be concerned for our future. **Figure 1.01** shares a sampling of student achievement outcomes for currently operating MPS, choice, and charter schools in the area. While several schools are meeting some or many state expectations, not a single school has more than 20% of their students reading proficiently according to the WKCE.

**Figure 1.01: Elementary School Achievement Outcomes in the 53215 Zip Code<sup>6</sup>**

Schools	Reading Proficiency	Math Proficiency	State Accountability Score	Economically Disadvantaged Population
Grant Elementary School (MPS)	'14 16.2%	'14 23.6%	<b>Meets Few Expectations</b>	92.4%
	'13 11.4%	'13 17.3%		

<sup>4</sup> Pabst, Georgia, and Ben Poston. “State’s Latino Population Increases 74% in 10 years.” *Milwaukee Journal Sentinel* March 10, 2011.

<sup>5</sup> Retrieved from <http://www.city-data.com/us-cities/The-Midwest/Milwaukee-Economy.html>.

<sup>6</sup> Retrieved from <https://apps2.dpi.wi.gov/reportcards/>.

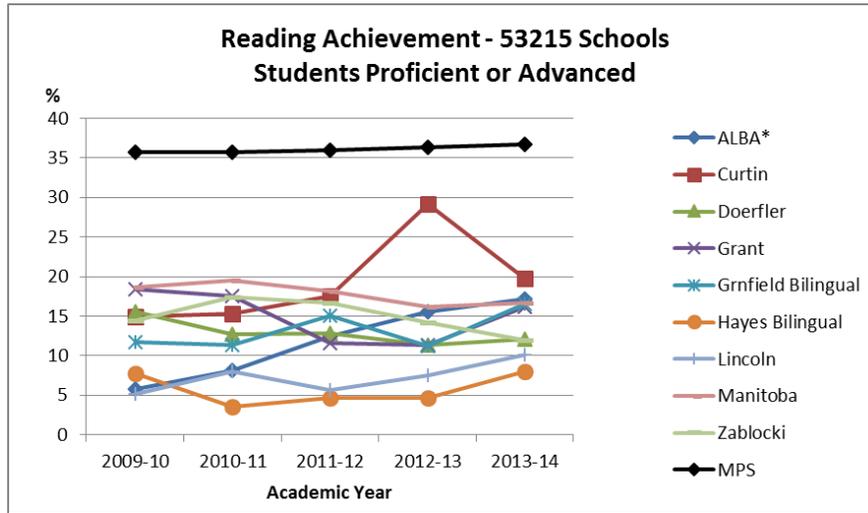
<b>K3-8<sup>th</sup> grade, 694 students</b>	'12 11.6%	'12 23.8%		
Greenfield Bilingual School (MPS)	'14 16.6%	'14 39.7%	<b>Meets Expectations</b>	93.7%
<b>K3 – 8<sup>th</sup>, 664 students</b>	'13 11.2%	'13 34.4%		
	'12 15.1%	'12 31.0%		
Doerfler Elementary (MPS)	'14 12.1%	'14 23.1%	<b>Meets Few Expectations</b>	95.6%
<b>K3-8<sup>th</sup>, 771 students</b>	'13 11.4%	'13 20.2%		
	'12 12.8%	'12 20.8%		
ALBA (MPS Charter)	'14 17.2%	'14 42.4%	<b>Exceeds Expectations</b>	96.8%
<b>K3-5<sup>th</sup> grade, 407 students</b>	'13 15.6%	'13 56.9%		
	'12 12.4%	'12 48.3%		
Seeds of Health (UWM Charter)	'14 11.3%	'14 28.8%	<b>Meets Expectations</b>	97.7%
<b>K4-8<sup>th</sup> grade, 432 students</b>	'13 12.3%	'13 34.3%		
	'12 10.6%	'12 36.2%		
Longfellow Elementary School (MPS)	'14 12.1%	'14 16.0%	<b>Meets Few Expectations</b>	93.5%
<b>K4-8<sup>th</sup> grade, 971 students</b>	'13 12.3%	'13 19.6%		
	'12 13.3%	'12 24.0%		

In looking at reading achievement across five years, the data is no more encouraging.

**Figure 1.02** shows that the percentage of students achieving proficient or advanced on the reading

section of the WKCE has stayed relatively stagnant over the past five years. While individual schools have experienced dips or gains, most schools consistently hover between 10 and 20% proficient.

**Figure 1.02: 5 year trends in reading proficiency in 53215 elementary schools<sup>7</sup>**



With an already significant and growing population of children on the Near Southside, and the lack of access to elementary schools that can provide the strong literacy foundation necessary for later academic and professional success, the Near Southside is ripe for a school like Stellar Collegiate.

While it may seem like a child’s first day of Kindergarten is light years away from the day he or she attends their first job interview after graduating from a four-year university, the reality is that for many Milwaukee students the school they step into on day one of Kindergarten makes that job interview, and the college readiness and completion that preceded it, more or less likely.

Another reason why the Near Southside is an attractive location for Stellar Collegiate are the options that will exist for our first graduating class of fifth graders in the year 2022. With the

<sup>7</sup> Retrieved from DPI School Report Cards: <http://reportcards.dpi.wi.gov/>.

expansion plans for Carmen High School of Science and Technology, Bruce Guadalupe Community School, and the proposed opening of Milwaukee Excellence Charter School, we are confident that students will have, at a minimum, three strong options for sixth grade upon completing Stellar Collegiate. We have spoken with the leaders of each of these schools about their timelines for opening, and potential locations for their new campuses and are confident that all three schools will be operating middle schools capable of continuing the level of rigorous instruction our students will have grown to expect by 2022.

While our school will only serve grades K to 5, our mission does not end in grade five. We will work with our families to identify schools that will be a good fit for their children after completing their time at Stellar Collegiate and which are designed and prepared to deliver quality 6-12 education that opens up the doors to college and a life of opportunity for our students. Our Dean of Student and Family Engagement, who will join the team in year three, will work to establish these relationships with local middle schools, long before we have our first class of fifth grade students.

## **Attachment F: Stellar Collegiate Curriculum & Instruction**

*The Stellar Collegiate Vision for Education:* Our vision for what graduates of Stellar Collegiate will know and be able to do is expansive. Over the course of their K to 5 education, students at Stellar Collegiate will build a strong foundation of basic literacy and math skills, while also developing their written voice and the ability to argue an academic point citing evidence from various texts, engaging in the scientific method to prove or disprove their hypotheses, understanding the world around them through the lens of history, economics, and social sciences, and engaging in various artistic and musical pursuits. We believe an education like the one we propose to provide for Stellar Collegiate students is only possible with a thoughtful and well-planned curriculum that is backwards mapped from rigorous standards, horizontally and vertically aligned within and across grade levels, executed by skilled teachers, and periodically assessed through performance tasks and standardized assessments.

As a mission-driven organization, all curricular and instructional decisions and strategies are informed first by the proven ability of those programs, materials, and approaches to propel our students to a high level of academic achievement. Our educational program is based on the following key principles.

- **A rigorous, standards-based curriculum forms the foundation of a great school:** Common Core State Standards, Next Generation Science Standards, WI Model Early Learning Standards, and WI Model Academic Standards for Social Studies serve as the starting point for all of our curricular mapping. The School Director completes curriculum maps for all grades and subjects prior to the start of each year, which teachers use as a road map for the year's instruction. We use rigorous standards-based curriculum like Engage NY Math to provide teachers with a starting point for daily lesson planning that can be tailored to meet the

needs of their specific students. Progress reports and report cards are standards-based, so that families are given a clear sense of where students are in regards to standards-based mastery. Four annual Data Days<sup>1</sup> give teachers a chance to step back and identify class and individual strengths and areas for growth within the standards for their grade, and create intervention plans to ensure students master rigorous content by the end of each year.

- **Create, Track, and Achieve Ambitious Goals:** Each August, staff comes together to review the previous year’s data (or in year one, examples of grade level goals from high achieving elementary schools) and create SMART<sup>2</sup> goals for each grade level that include goals for achievement in all academic areas and family involvement. Goals are displayed in the staff room, and are reviewed on Data Days and at other times of the year during professional development. Goals set a focus for the year to come, and allow our team to build upon successes every year. An example of an achievement goal informed by past year’s data might be: “90% of first grade students achieve a 3 or higher in the voice and ideas section of the writing rubric for their final writing assessment.” Such goals will allow staff to create increasingly more specific goals that result in stronger student achievement and the refinement of curriculum over time.
- **Data Driven Instruction Cycles:** Teachers use data to inform and refine instruction on an on-going basis. Daily data collected through exit tickets and instructional observations is used

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<sup>1</sup> Data Days are informed by the work of Bambrick-Santoyo, Paul. *Driven by Data*. San Francisco, CA: Jossey-Bass, 2010.

<sup>2</sup> SMART goals refer to goals that are specific, measurable, attainable, relevant, and time-bound. Peter Drucker’s work on management by objectives is generally believed to be the genesis of the SMART goal idea.

to create strategic groupings for the reteach portion of the day.<sup>3</sup> Interim Assessments aligned to the Common Core, Northwest Measure of Academic Progress (NWEA MAP) in reading and mathematics, and the Strategic Testing of Educational Progress (STEP) literacy assessment results are analyzed in depth during Data Days that occur four times per year. Data is used to identify trends within grade levels and classes to leverage strengths within the school (i.e., first grade students are scoring well in word attack skills, but second grade students are not, so first grade teachers share how they are teaching these skills, and provide second grade teachers with opportunity to observe them). Data is used to create small groups for guided reading, reteach, and intervention groups. Assessments refine our instructional approach and allow us to better meet the need of each student. Annual assessments like the Smarter Balanced Assessment, or other state required testing, are analyzed and used to identify gaps in our curricular maps that can be filled within the instructional planning work that occurs in the summer between the School Director, and starting in year three, the Dean of Academic Achievement.

- **Replicate Proven Instructional Practices:** Given the population of students we propose to serve, we believe it is imperative to use instructional and cultural practices proven effective with similar populations. Our school model relies heavily on the work of high performing, low-income schools nationwide.<sup>4</sup> Decisions about curricular materials and processes are

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<sup>3</sup> Daily, we have a reteach block built in that allows for small group instruction for students who did not master the concept the first time it was taught. Students will be selected to participate in this small group instruction based on their exit tickets or observation of their in class work. Later in this section you will see student schedules, this reteach block is built in at the end of the day during choice time.

<sup>4</sup> Founder Melissa McGonegle is a 2014 Building Excellent Schools Fellow. Through the BES Fellowship, she has visited and studied 45+ of the highest performing urban charter schools in the country and participated in a leadership residency at Cornerstone Prep in Memphis, TN. In 24

informed by the in-depth study of these successful schools. We will continue to grow, adapt, and innovate to meet students' needs and keep up with the latest research on effective educational practices.

- **Maximize Learning Time:** While we propose an extended school day, we also strive to maximize the efficiency of each minute within the day. We ascribe to the belief that every minute matters, thus a successful school looks for ways to decrease time spent on tasks that do not impact student learning. Classrooms are well stocked with daily supplies, including sharpened pencils, so that, for example, no student or teacher needs to stop learning to sharpen a pencil. Transitions from the classroom to the bathroom and vice versa follow an explicit path and routine to increase efficiency, and teachers create and practice systems to pass out and collect papers in under 20 seconds that then allows for more time spent on learning, and less time wasted on the organizational minutia of running a classroom. Teachers are expected to have classrooms that are well organized and prepared for instruction daily so that every moment spent with students is one that is helping our students achieve.

### **Teacher Specialization Leads to Stronger Instruction.**

As the Common Core State Standards push for greater depth of understanding of content for our students, a parallel level of focus and support must be provided for teachers. Traditionally, elementary school teachers have needed to be generalists, teaching reading, writing, grammar, social studies, science, math, art and at times physical education and music, all within the confines of one classroom and one teacher's knowledge basis. Secondary Education teachers are required to be far more versed in their content, as they are experts in their fields. We see the effects of this

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months the school went from the bottom 5% of schools in the state to the top 5% of schools in academic growth. For more information see:

<http://cornerstoneprepmemphis.org/results>.

in our classrooms. A review of literature on elementary educators and the effectiveness of math instruction has shown that students are often ill-served, for example, by teachers who themselves have anxiety about math, teaching them the foundational skills necessary for success in higher level math content.<sup>5</sup> Beyond gaps of knowledge and anxiety, we can all point to teachers who were truly passionate about their subject matter and were more effective at engaging and teaching their students as a direct result of their own interest in their subject.

To create college- and career-ready students in all subject areas, we will use a teacher specialization model at all grades. By decreasing the planning load for teachers and requiring them instead to own fully limited content areas, we will support and build teachers who are well-versed in their content and are better able to anticipate student misunderstandings and address them within the lesson instead of waiting to identify gaps after giving summative assessments. By creating the ability to plan more narrowly and execute the same lesson multiple times within a day for multiple groups of students, we will be accelerating the ability for new teachers to grow their skill sets and accelerate the academic impact for students. If a Co-teacher, responsible for teaching phonics, has a mentor teacher with whom to plan, a coach who observes their lesson delivery and coaches them in the moment to improve the lesson, then has a prep period to make some tweaks with their fellow Co-teachers before teaching the lesson again, this individual has the ability to accelerate their professional growth across the course of a day.

Teacher specialization will ensure that students have teachers steeped in their content, who are well prepared to address all learners, and this specialization will make it possible for teachers to increase their effectiveness and grow their craft on an accelerated trajectory. Cumulatively,

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<sup>5</sup> Wood, Eric. "Math Anxiety and Elementary Teachers: What Does the Research Tell Us?" *For the Learning of Mathematics*. 1988.

each class of students will benefit from the experience and focus of three educators. **Figure 1.01** outlines in more detail the role of each teacher.

**Figure 1.01: Stellar Collegiate Teacher Specialization Model**

	<b>Planning Load</b>	<b>Curriculum Used</b>
<b>Lead Literacy Teacher</b>	<ul style="list-style-type: none"> <li>• Read Aloud &amp; Comprehension</li> <li>• Guided Reading lessons</li> <li>• Writer’s Workshop (in year 1)</li> <li>• In grades 3-5: Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Internally created lessons informed by exemplars</li> <li>• Lucy Calkins Units of Study</li> <li>• Internally created backwards planned social studies units</li> </ul>
<b>Lead Math &amp; Research Teacher</b>	<ul style="list-style-type: none"> <li>• Cognitively Guided Instruction (CGI) &amp; Math Lesson &amp; Math Meeting</li> <li>• Science &amp; Informational Writing</li> <li>• In grades K4 – 2: Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Engage NY Math</li> <li>• Everyday Counts Calendar Math</li> <li>• Internally created CGI lessons</li> <li>• Lucy Calkins Units of Study</li> <li>• Backwards planned science and social studies units</li> </ul>
<b>Co-Teacher</b>	<ul style="list-style-type: none"> <li>• Phonics</li> <li>• Writer’s Workshop (after year 1)</li> <li>• Specials</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson’s Foundations</li> <li>• Lucy Calkins Units of Study</li> <li>• Handwriting Without Tears</li> <li>• Words Their Way</li> <li>• Internally created Specials lessons</li> </ul>

**Teacher Specialization for a Teacher**

For a Stellar Collegiate teacher, the day begins at 7:10am with the staff morning huddle. This is a chance for the entire team to come together and reflect on the day’s focus areas, share quick updates and shout outs, and get ready to start the day with focus, clarity, and as a team. At 7:30am the doors are opened to students, and teachers take their position for their first role of the day. For some, this may be greeting students and directing them to the cafeteria for their breakfast and

BRIGHT work<sup>6</sup>and, for others, this might be in their classrooms to greet the upper grade students and oversee their Do Now. After morning motivation, during which teachers actively participate and reinforce expectations for students, Literacy and Math and Research teachers begin teaching while Co-Teachers have their first prep of the day.

Each Stellar Collegiate teacher has two prep periods of 30 to 45 minutes each day to give them an opportunity to observe their colleagues, prepare materials for the day's teaching, grade papers, plan for upcoming instruction, meet with their coach, call a family with an update, or work with a targeted small group of students. The core subject teachers see two classes per day, one in the morning and one in the afternoon. This allows teachers to teach lessons twice per day, and make necessary adjustments to benefit students. At lunch, teachers are free to eat together in the staff room after they have dropped their students off in the cafeteria in the care of the School Director and Manager of Operations. At the end of the day, Co-teachers push in where needed to support small group instruction during Choice Time/DEAR. Once students have been dismissed, Stellar Collegiate teachers remain on campus for at least 45 minutes to be accessible to their colleagues and prep for the next day. On Mondays they meet with their content team (Literacy or Math & Research) colleagues to review the week's lesson plans and point out any specific challenges they see, on Tuesdays they meet with their grade level team to review the progress of students struggling academically or with behavior, on Wednesdays they have open planning time, on Thursday Co-teachers rehearse their lessons with their lead teachers, and on Fridays the entire

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<sup>6</sup> BRIGHT work is used to engage students immediately at the beginning of the day. This work includes a review of concepts that have been previously taught, and may include some problem solving exercises where students are asked to apply the BRIGHT values to how to solve a particular problem. This idea for immediate student engagement was observed in practice at schools across the country, including Purpose Prep and Nashville Classical, both in Nashville, TN.

staff meets to engage in professional development together. For a sample teacher’s day within the teacher specialization model, see **Figure 1.02** below.

**Figure 1.02: Sample Schedule for a K5 Literacy Teacher at Stellar Collegiate**

<b>Stellar Collegiate Lead Literacy Teacher Daily Schedule</b>		
	<b>Activity</b>	<b>Notes:</b>
7:15 - 7:25	<b>Morning Huddle (Whole Staff)</b>	Morning gathering of the team to reflect on goals for the day, give shout-outs and prepare to teach.
7:30 – 8:00	Breakfast & BRIGHT work <b>Marquette K5</b>	Enters the cafeteria to monitor Marquette K5 during breakfast and BIRGHT work. Participates with class during morning meeting.
8:00 – 8:20	Morning Motivation <b>Marquette K5</b>	
8:20 – 8:50	Read Aloud <b>Marquette K5</b>	Teaches Read Aloud to whole class while Co-Teacher observes or is on prep.
8:50 – 9:20	Word Study/Vocabulary/Spelling <b>Marquette K5</b>	Lead Teacher teaches, Co-teacher supports in another room.
9:20 – 9:30	Bathroom Break	
9:30 – 11:00	Literacy Rotations: Guided Reading, Phonics & Blended Learning <b>Marquette K5</b>	Both teachers teach as students rotate around between both teachers and blended learning stations.
11:00 – 11:30	Read Aloud <b>UW Milwaukee K5</b>	Lead Teacher moves to the next class and begins literacy block, Co-teacher teaches the first class (Marquette K5) for another 30 min.
11:30 – 12:00	Lunch & Recess	Drops students at Cafeteria and has lunch time.
12:00 – 12:30	Word Study/Vocabulary/Spelling <b>UW Milwaukee K5</b>	Lead Teacher teaches, Co-teacher observes or preps.
12:30 – 1:00	Prep Time	Lead Teacher has prep time. May meet with an instructional coach during this block.

1:00 – 1:30	<b>Prep Time</b>	Lead Teacher has prep time, while students are in P.E. or Enrichment. Co-teacher supports in another class.
1:30 – 1:40	<b>Bathroom Break &amp; Snack Time UW Milwaukee K5</b>	Lead Teacher returns to class and oversees bathroom break and snack time.
1:40 – 3:10	<b>Literacy Rotations: Guided Reading, Phonics &amp; Blended Learning UW Milwaukee K5</b>	Both teachers teach as students rotate around between both teachers and blended learning stations.
3:10 – 4:00	<b>Choice Time/Reteach UW Milwaukee K5</b>	Lead Teacher and Co-teacher both pull small groups for reteach while the rest of the students choose center activities.

**Teacher Specialization for a Student**

A Stellar Collegiate student will start their day in one of their core classes, either Literacy or Math & Research. These core classes are approximately three hours long (for K4-2 they are three hours and 10 minutes, in grades 3-5 they are two hours and 40 minutes long) and consist of whole group, small group, and individual learning activities. Lunch and recess are at the midpoint of the day and this is the time generally when students transition from one core class to the next. Some students may begin their day in literacy, have lunch and recess and then transition to their math and research class in the afternoon or students will have the reverse schedule.<sup>7</sup> In the late afternoon, students have their enrichment classes, physical education (P.E.) and Performing Arts. These classes maintain the same expectations for participation and demonstrating your best effort as our core classes. Students end the day back in their homerooms and participate in choice time (for K4 -2) or DEAR (Drop Everything and Read for grades 3-5) which provides another

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<sup>7</sup> Classes within a grade level have the opposite schedules, as they have the same teachers for the same subjects. While one class is learning literacy with Teacher A, the second class is learning math and science with Teacher B. Classes then switch and follow the same class schedules, allowing teachers to teach the same content twice a day.

opportunity for teachers to work with small groups or individual students who have been identified as struggling with a concept or skill from that day’s teaching.

For K4 students, the majority of the day is spent with their homeroom teacher, the teacher with whom they start their day. For example, students in Madison K4 start the day with their literacy teacher, which means they are with her for the literacy block, but also for nap time, choice and social studies and science centers. In other grades, the day is split almost half and half between time spent in Literacy class and time spent in Math and Research class. See **Figures 1.03-1.05** for more detail on student schedules within a teacher specialization model.

**Figure 1.03: K4 Student Schedule:**

<b>Stellar Collegiate Student Schedule (K4)</b>		
<b>Time</b>	<b>K4</b>	<b>Notes:</b>
7:30 –8:00	Breakfast & BRIGHT work	Items in light blue are times when students are with their grade level or in their homeroom.
8:00 – 8:20	Morning Meeting	
8:20 – 8:50	<b>Read Aloud</b>	Light Purple is the Literacy block – students are with their Lead Literacy teacher and their Co-teacher.
8:50 – 9:20	<b>Literacy Centers</b>	
9:20 – 9:50	<b>Letter &amp; Word Study</b>	
9:50 – 10:10	Bathroom Break & Snack	Students with homeroom teacher (in this case the Lead Literacy Teacher).
10:10 – 10:40	<b>Social Science or Science Centers</b>	Students with their homeroom teacher (in this case the Lead Literacy Teacher).
10:40 – 11:10	Lunch & Recess	Students are with their grade level.

<b>Stellar Collegiate Student Schedule (K4)</b>		
<b>Time</b>	<b>K4</b>	<b>Notes:</b>
11:10 – 11:30	<b>Calendar Math</b>	Items in Navy are times students are with their cohort and their Math teacher.
11:30 – 11:50	<b>Counting Jars or Math Lesson</b>	
11:50 – 12:20	<b>Math Centers</b>	
12:20 – 1:00	<b>P.E. /Enrichment</b>	Students are with their cohort and the P.E. or Enrichment teacher.
1:00 – 2:30	<b>Nap Time</b>	Students are with their homeroom teacher (in this case, Literacy Teacher).
2:30 – 2:50	<b>Snack &amp; Music Time</b>	
2:50 – 3:40	<b>Choice Centers</b>	
3:40 – 4:00	<b>Ending Circle</b>	

**Figure 1.04: K5 – 2<sup>nd</sup> Student Schedule**

<b>Stellar Collegiate Student Schedule (grades K5 – 2<sup>nd</sup>)</b>		
	<b>K5 – Grade 2</b>	<b>Notes:</b>
7:30 – 8:00	<b>Breakfast &amp; BRIGHT work</b>	Items in light blue are times when students are with their grade level or in their homeroom.
8:00 – 8:20	<b>Morning Meeting</b>	
8:20 – 8:50	<b>Read Aloud</b>	Light Purple is the Literacy block – students are with their Lead Literacy teacher and their Co-teacher.
8:50 – 9:20	<b>Word Study/Vocabulary/Spelling</b>	
9:20 – 9:50	<b>Literacy Rotations: Guided Reading, Phonics &amp; Blended Learning</b>	
9:50 – 10:00	<b>Bathroom Break</b>	
10:00 – 11:00	<b>Literacy Rotations: Guided Reading, Phonics &amp; Blended Learning</b>	

<b>Stellar Collegiate Student Schedule (grades K5 – 2<sup>nd</sup>)</b>		
	<b>K5 – Grade 2</b>	<b>Notes:</b>
11:00 – 11:30	<b>Writer’s Workshop</b>	
11:30 – 12:00	Lunch & Recess	Students are with their grade level.
12:00 – 12:30	Math Meeting & Focus Lesson	Items in Navy are times students are with their cohort and their Math & Research teacher.
12:30 – 1:30	Math Rotations & CGI	
1:30 – 1:40	Snack Break	
1:40 – 2:40	<b>P.E. /Enrichment</b>	Students are with their cohort and the P.E. or Specials Co- teacher.
	Sci/SS Informational Writing	Students are with their cohort and their Math & Research teacher.
2:40 – 3:10	Sci/SS Informational Writing	
3:10 – 4:00	Choice Time/Reteach	Students return to their homeroom (in this case, with their Lead Literacy teacher) with their cohort, teachers rotate as necessary.

**Figure 1.05: 3<sup>rd</sup> – 5<sup>th</sup> grade Student Schedule**

<b>Stellar Collegiate Student Schedule (grades 3-5)</b>		
	<b>Grades 3-5</b>	<b>Notes:</b>
7:30 – 8:00	Breakfast & BRIGHT work	Items in light blue are times when students are with their grade level or in their homeroom.
8:00 – 8:20	Advisory/Homeroom	
8:20 – 8:50	<b>Book Club</b>	Light Purple is the Literacy block – students are with their Lead Literacy teacher and their Co-teacher.
8:50 – 9:50	<b>Wordy Study &amp; Vocabulary Reading Comprehension</b>	
9:50 – 10:00	Snack & Read Aloud	
10:00 – 11:00	<b>Writer’s Workshop</b>	

Stellar Collegiate Student Schedule (grades 3-5)		
	Grades 3-5	Notes:
11:00 – 11:30	Math: I – Computation & Fluency	Items in Navy are times students are with their cohort and their Math & Research teacher.
11:30 – 12:00	Math: II- Problem Solving & Application	
12:00 – 12:30	Math: III – Blended Learning & Math Rotations	
	Lunch & Recess	Students are with their grade level.
12:30 – 1:30	Research (Sci/SS/Informational Writing)	Students are with their cohort and their Math & Content Areas teacher.
1:30 – 1:40		
1:40 – 2:40	P.E./Enrichment	Students are with their cohort and the P.E. or Specials Co-teacher.
2:40 – 3:10	Exploratory Enrichment	Students are mixed up within their grade level.
3:10 – 4:00	DEAR/Tutoring	Students return to their homeroom with their cohort, teachers rotate as necessary.

*Stellar Collegiate Instructional Program:* While we believe mastery of all core subjects is a necessity for our students, we make no apologies for maintaining an explicit and prioritized focus on literacy skills. We believe that by ensuring all students have a solid foundation in literacy, we are safeguarding their ability to make real choices about their future academic and professional endeavors.

**Provide a Balanced, Rich, and Unique Focus on Literacy:** The foundation of any strong college-preparatory education in literacy. Stellar Collegiate provides a **balanced literacy** approach that provides access to great literature, a **curriculum** that ensures fluency, comprehension, and written expression through the Common Core State Standards, and a **21<sup>st</sup> century focus** on critical thinking and cross-context vocabulary for success in middle school, high school, college, and beyond.

**Balanced Literacy.** When considering each aspect of our curriculum, we begin with the end in mind – we are driven by the belief that every student at Stellar Collegiate must leave with a voracious love of reading. Through a grammatical foundation, a focus on writing about and reacting to great literature, and a development of critical thinking and discussing text, our students will have the opportunity to engage authentically with vibrant pieces of literature. Knowing that our target population will likely arrive at school not ready to read or reading far below grade level, we believe that additional literacy instruction is critical in Kindergarten through Grade 3, and we continue to extend literacy instruction in the upper grades to ensure that gains are not lost and acceleration becomes the norm.

Research has unequivocally demonstrated that skill in reading impacts the academic success of a student in every subject and throughout their academic journey.<sup>8</sup> Stanovich and Cunningham’s research demonstrates that the level of ability to read in the younger years serves as a predictor for comprehension throughout the entirety of a student’s academic career.<sup>9</sup> Given the same reading assessment, students who scored in the top five percent of participants read 144 times that of the students who scored in the bottom five percent.<sup>10</sup>

To ensure students are reading and engaging deeply in text, we believe in maximizing small group instruction and teacher specialization that allows for the most impactful teaching possible. A class size of 30 in grades K5 and above, with three rotations during the literacy block, allows for a student to teacher ratio of no greater than ten to one during small group instruction. This

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<sup>8</sup> Stanovich, Keith E. *Progress in understanding Reading: Scientific Foundations and New Frontiers (1 Ed.)*. New York: Guilford Press. 2000.

<sup>9</sup> Cunningham, Anne E. and Keith E. Stanovich, “Early Reading Acquisition and its relation to reading experience and ability 10 years later.” *Developmental Psychology*. Volume 33(6). November 1997.

<sup>10</sup> Honig, Bill. “10 Components for a Comprehensive Reading Strategy.” *American Association of School Administrators*. September 1997.

ratio will provide three major benefits for student success. First, teachers will be able to plan small group interventions based on flexible grouping needs. For example, if a group is struggling with vowel blends, the teacher can spend additional time in Wilson’s Foundations focusing on the specific blends that are proving difficult and slow down the instructional pace to ensure student mastery. Second, small group size allows for additional practice and high levels of engagement, particularly beneficial to students who are learning English as a second language or who have special needs and who might benefit from additional previewing of vocabulary or repetition of key phrases. Finally, small group instruction allows for additional teachable moments for developing accountability in learning and ensure 100% participation for all students.

Stellar Collegiate’s balanced literacy framework is a comprehensive program that explicitly and directly instructs students in fluency, accuracy, decoding, and reading comprehension, and provides ample time and teacher support to practice and apply skills.<sup>11</sup>

**Figure 1.06: Components of the Stellar Collegiate Balanced Literacy Approach:**

Word Study	Reading Comprehension	Writing
<p><b>PPA (Phonics &amp; Phonemic Awareness):</b> The ability to hear and differentiate between sounds, syllables, and words when spoken aloud, and the ability to rearrange and alter sounds to create new words, then teaching students to connect letters and their sounds to print.</p>	<p><b>Comprehension:</b> Beginning with a text’s literal meaning and moving towards deeper understanding through retelling, connecting to schema, predicting, summarizing, inferring, and comparing and contrasting.</p>	<p><b>Instructional Writing:</b> Focusing on the five-step writing process, and the development of narrative and expository essays including a focus on organization, mechanics, and standard English conventions.</p>

<sup>11</sup> This concept is supported by the Partnership for Reading, a collaborative effort of the National Institute of Child Health and Human Development, the National Institute for Literacy, and the US Department of Education in their study, *Put Reading First: The Research Building Blocks for Teaching Children to Read*.

<p><b>Spelling/Sight words:</b> Teaching patterns, definitions, and recognition of high frequency words.</p>	<p><b>Exposure to Literature:</b> Providing opportunities to engage with a canon of work, including both fictional works and non-fiction texts. Develops an understanding of author’s purpose, character traits, and literary devices with extended studies on significant authors and genres.</p>	<p><b>Creative Writing:</b> Expressing ideas, emotions, and author’s purpose through a variety of genres using the five-step writing process.</p>
<p><b>Fluency:</b> Reading with accuracy and inflection at an appropriate rate of words per minute.</p>	<p><b>Close Reading:</b> Combining elements of both comprehension and exposure to literature, students learn to pay close attention to the author’s purpose and craft in rereading a passage or short excerpt of a grade level or higher text.</p>	<p><b>Grammar:</b> Learning rules and conventions of English language, including punctuation, capitalization, syntax, etc.</p>
<p><b>Vocabulary:</b> Building a knowledge of words, contexts, and meaning.</p>	<p><b>Independent Reading:</b> Engaging with text on the student’s independent reading level and of their choosing to develop fluency and comprehension, as well as reading stamina.</p>	<p><b>Handwriting:</b> Developing the fine motor skills to produce correct and legible work.</p>

**Components of the K4-2<sup>nd</sup> Literacy Program:**

- **Read Aloud:** Reading aloud to children has been found to be the single most important activity in building the foundational skills necessary for reading success.<sup>12</sup> Read Alouds allow students to focus on high-frequency words, learn new vocabulary, acquire auditory skills, and hear modeled reading fluency and expression. It provides a platform for teachers and students to think aloud in order to more fully comprehend the text and builds enjoyment of books and

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<sup>12</sup> Routman, R. *Conversations: Strategies for teaching, learning and evaluating*. NS: Heinemann, 2000.

reading.<sup>13</sup> These lessons are alternately focused on a discrete reading skill and high level questioning and textual understanding.

- **Handwriting & Writing:** Students receive explicit writing instruction each day. We start teaching handwriting in K4 with the *Handwriting Without Tears* curriculum that teaches handwriting explicitly and sequentially. For writing, we use *Calkins Units of Study* that are Common Core-aligned and allow students to develop writing skills within different genres across the year.
- **Phonics/Phonemic Awareness:** Phonological and phonemic awareness is a basic component of teaching children to read. We use programs that are research-based and successful with similar populations, such as Wilson’s Foundations that develops students’ phonemic awareness. Phonemic Awareness is explicitly taught in small groups by the Co-Teacher who uses visual, auditory, and tactile cues to engage students in active practice. Students learn to identify letters, then phonemes associated with letters, and finally to use phonics to decode (read) and encode (write) new words.<sup>14</sup>
- **Guided Reading/Comprehension:** Students are instructed in small groups daily by the Lead Literacy teacher to build skills in fluency and reading comprehension. Based on the Fountas and Pinnell guided reading structure<sup>15</sup>, students are homogeneously grouped based on reading

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<sup>13</sup> “Think Aloud” allows students to understand what the teacher is thinking and why, it models what students should consider as the engage with similar texts independently. Keene & Zimmerman. *Mosaic of Thought*. NH: Heinemann, 1997.

<sup>14</sup> DC Prep in Washington D.C., a National Blue Ribbon school that serves 80%+ students who qualify for Free or Reduced Lunch, uses FUNDations and has seen the summer slide typically experienced by students decrease as a result of this phonics program, ensuring that returning 1<sup>st</sup> graders enter school at an end of 1<sup>st</sup> grade reading level.

<sup>15</sup> Fountas, Irene, and Gay S.Pinnell. *Guided Reading: Good First Teaching for All Children*. NH: Heinemann. 1996.

level as identified by STEP assessments. Instruction within groups is at the instructional level (i.e. using texts slightly higher than students could access on their own) to provide the necessary teaching to accelerate independent reading levels and guide students towards rigorous reading growth goals. Students read the same book and receive individualized coaching to access the text, then discuss what they have read with their peers within the Guided Reading Group to practice discourse and rigorous comprehension.

- **Vocabulary/Word Study:** We know that our students are most likely to enter school with a less developed vocabulary than their more affluent peers.<sup>16</sup> We weave vocabulary acquisition throughout our day in a variety of ways: word of the day and transition words<sup>17</sup>, previewing vocabulary before reading new texts, employing word walls for content specific words, and using Cognitive Content Dictionaries.<sup>18</sup> Teachers use high level academic vocabulary in classrooms that allows students to discover new words in context, and students are expected to use specific vocabulary in verbal and written responses. All classrooms will emphasize the need to speak in complete sentences at all times.
- **Blended Learning:** We use computer-based adaptive literacy programs such as iReady or Headsprout to give students individualized practice and more “at-bats” to practice skills they have been explicitly taught during direct instruction lessons with their teachers.<sup>19</sup>

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<sup>16</sup> Hart, Betty, and Todd Risley. “The Early Catastrophe: The 30 Million Word Gap by Age 3.” *American Educator*. Spring 2003.

<sup>17</sup> Strategies our teachers will be trained on as part of Guided Language Acquisition by Design (GLAD) which was recognized as a project of Academic Excellence by the U.S. Department of Education in 1991.

<sup>18</sup> Ibid.

<sup>19</sup> U.S. Dept. of Education “Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies.” *U.S. Dept. of Education*. 2010.

### **Components of the 3<sup>rd</sup> – 5<sup>th</sup> Grade Literacy Program:**

- **Read Aloud:** See above for further explanation. In Grades 3-5, Read Alouds happen once per day during snack time, and are generally from a text above grade level lexile.
- **Book Club<sup>20</sup>:** Daily, students have 20-40 minutes to read on-level fiction and non-fiction texts. The more time students spend reading, the better readers they become.<sup>21</sup> During these teacher-led groups, students engage in rigorous debate over content specific questions from their reading. Book Club serves as an additional, supported, and joyful reading practice on a daily basis.
- **Vocabulary/Word Study:** See above for further explanation. In Grades 3-5 we replace explicit phonics instruction with word study. Using research-based programs such as *Words Their Way*, students apply previous experience to understand root and base words, spelling patterns, and systematically learn Greek and Latin roots to improve their ability to infer new word meaning.<sup>22</sup>
- **DEAR:** Drop Everything And Read (DEAR) is a common approach used by high performing schools to increase the amount of reading time students have each day. During this time at the end of the day, third through fifth grade students have opportunities to read for extended periods (up to 45 minutes)<sup>23</sup> books they have chosen at their independent reading level, while small groups of students or individuals are pulled for interventions or

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<sup>20</sup> The Book Club model is adapted from two successful BES schools in Nashville, TN: Nashville Prep and Liberty Collegiate.

<sup>21</sup> Lehf, Fran, and Jean Osborn. "A Focus on Comprehension." *Pacific Resources for Education and Learning*. 2005.

<sup>22</sup> Bear, Donald, et. al. *Word Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*. Boston: Pearson. 2012.

<sup>23</sup> The practice of having students read independently for 45 minutes per day was inspired by Brooke Charter Schools in Boston, MA. Brooke's eighth grade students are the highest performing eighth graders in the state of MA.

tutoring. Students keep reading journals and are held accountable by completing comprehension work prior to selecting a new book.

- **Reading Comprehension:** In Grades 3-5, we add a daily whole group reading comprehension lesson that focuses on discrete reading skills in either fiction or non-fiction texts.<sup>24</sup> Students learn key reading skills and practice them on a variety of texts including making inferences, visualizing, generating and asking questions, summarizing, and synthesizing.
- **Writer’s Workshop:** In Grades 3-5, students develop fluency in writing across different genres from narrative to persuasive to expository and informational writing.<sup>25</sup> More focus is paid to formal grammar and spelling, and there is greater emphasis on student-driven revision and self-editing. We teach students the phases of writing through a workshop model informed by *The Lucy Calkins: Units of Study* that are Common Core-aligned. Students have access to writing rubrics at the beginning of each unit so they can become fluent in assessing and improving their own writing. In Grades 3-5 we have two teachers in the room during writing to provide more time to give feedback and coach individual students.

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<sup>24</sup> Students in Grades 3-5 will have balanced access to Fiction and Non-Fiction texts, as the Common Core encourages, as they will be reading in both their Literacy block and during the “Research” component of their Math block. This allows students to access both types of texts daily, and allows us to build stronger literacy (reading and writing skills) across different genres.

<sup>25</sup> Students will be writing in both their Literacy and Math & Content blocks. Students will have double the experience writing in school than that of traditional elementary school students.

**Prepare Students in Foundational and Advanced Mathematics:** There is a direct correlation between knowledge of advanced mathematics and higher salary professions.<sup>26</sup> For so many students, access to careers in science and mathematics is stymied before high school, due to a lack of understanding of the conceptual knowledge necessary to engage in higher level mathematics. Aligned to Common Core State Standards, Stellar Collegiate has selected research-proven curricula such as Engage NY for exploratory math with a Cognitively Guided Instruction approach, Everyday Math for calendar studies, and a teacher created supplement for fluency practice. Stellar Collegiate provides 90 minutes in Grade K5 to 5 of math instruction daily through a variety of forms of instruction: calendar math, foundational rotations in which students develop number sense and computation through small group instruction, adaptive computer-based programming, and independent work, and problem of the day, in which students grapple with conceptual understanding using discovery and manipulatives. K4 students have 70 minutes of math instruction daily including calendar math, counting jars, adaptive computer-based programming, independent work, and problem of the day. Additionally, foundational math activities (i.e. one to one correspondence, sorting objects, and creating patterns) will be included in the choice centers in which K4 students engage daily.

Mathematics research shows that Grade 1 students who understand the relationship between numbers, quantities, and basic addition and subtraction of quantities are far more likely to excel in mathematics throughout elementary school.<sup>27</sup> At this time, Stellar Collegiate has

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<sup>26</sup> Retrieved from: <http://www.payscale.com/best-colleges/degrees.asp>.

<sup>27</sup>Geary, D. C., Hoard, M. K., Nugent, L., & Bailey, D. H. (2012). "Mathematical cognition deficits in children with learning disabilities and persistent low achievement: A five year prospective study." *Journal of Educational Psychology*, 104, 206–223.

selected Engage NY as the primary mathematics curriculum, which was recently found to be the only math curriculum that is truly Common Core aligned.<sup>28</sup>

In Grades K4 to 2, students engage in previewing, reviewing, practicing, and discussing math concepts focused on real application of conceptual understanding of money, measurement, graphing, time, and other Math processes through the *Everyday Counts Calendar Math* program. Research from New Haven Schools, which shares similar socioeconomic demographics with Stellar Collegiate, shows that use of *Calendar Math* increased the amount of hands on, math-based activities to almost twice that of their previous program, and use of the program provided English Language Learners with additional opportunities to engage deeply in “talking math.”<sup>29</sup>

After calendar math, students will engage in a block called “Problem of the Day,” in which students solve a high level word problem by developing their own strategies through drawing pictures and using manipulatives. Problem of the Day uses Cognitively Guided Instruction (CGI), a professional development program that connects teachers assessment of students’ innate mathematical knowledge to the concepts and operations formally taught through mathematics.<sup>30</sup> The terminology of CGI, as well as the written and visual requirements to communicate about solutions, are closely aligned to the Common Core State Standards, providing a deep conceptual knowledge of why mathematical operations work, versus merely teaching an algorithm.<sup>31</sup>

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<sup>28</sup> Heitin, Liana. “Most Math Curriculum Found to be Out of Sync with Common Core.” Education Week. March 4, 2015.

<http://www.edweek.org/ew/articles/2015/03/04/most-math-curricula-found-to-be-out.html>.

<sup>29</sup> <http://www.greatsource.com/GreatSource/pdf/EveryDayCountsResearch206.pdf> p. 16.

<sup>30</sup> <http://www.promisingpractices.net/program.asp?programid=114>.

<sup>31</sup> <http://michellef.essdack.org/?q=node/139>.

Problem of the Day follows a clear, set schedule to emphasize routine and build students' understandings of utilizing problem-solving strategies. The teacher presents the problem of the day, reading it clearly three times. S/he then calls on three students (generally, a higher level, average, and lower student) to repeat the problem. Students have the problem on a sheet at their desk with space to draw their strategies, write a number sentence, and write a sentence explaining their answer. Utilizing Unifix cubes or other manipulatives, the student solves the problem independently and records their thinking. The teacher circulates throughout the classroom, recording the number of students who got the right answer and what strategies they used to get there. (Did they count by 1s? Did they count by 10s? Did they use tally marks, draw pictures, or use the manipulatives?) Utilizing this data, the teacher chooses three students using different strategies and has them present their strategies to the class – the teacher begins with the least sophisticated strategy (perhaps counting by 1s) and moves to the most sophisticated strategy (counting by 10s) to increase whole group understanding of the concepts that underpin mathematical algorithms.

After completing Problem of the Day, students transition to math rotations, participating in three activities for 20 minutes each. One rotation provides 20 minutes per day on a computer-based, adaptive mathematics program, such as ST Math. Students also spend 20 minutes working with the teacher to develop fluency and understanding of direct instruction on math-skill building. Finally, students spend 20 minutes working through spiraled and methodical practice using independent work from Engage NY math curriculum. This spiraled practice of introducing and practicing concepts multiple times in multiple class periods, similar to that of the popular Saxon Math program, has been shown to be more effective than teaching operational structures in a

vacuum.<sup>32</sup> Our comprehensive math program, which allows for the development of both critical thinking skills and automaticity with procedural computation, allows students to become strategic mathematical thinkers.

**Expand Opportunity through Access to Enrichment Classes:** We believe that a strong education goes beyond the core subjects, and we will ensure that students at Stellar Collegiate, in every grade, have access to physical education and performing arts classes. Our enrichment programs gives students the ability to explore a wide variety of interests and provide a strong complement to our core academic program. We will provide students with the opportunities to achieve excellence in a wide variety of areas. Therefore, we encourage students to step outside of their comfort zones, with a physical education program that focuses on developing fine and gross motor skills, in addition to helping students make a mind-body connection through the practice of yoga.

The daily enrichment period will be teacher-led or be offered by community partners. As our staff expands, and we hire more Co-teachers responsible for teaching small group phonics and specials, we will expand our offerings of enrichment classes based on teacher experience and passion. We intend to offer Physical Education and Spanish as a baseline of enrichment to all students. As our staff grows we expect to offer classes such as dance, theater, chorus, visual arts, etc. Additionally, we will seek opportunities to supplement our enrichment instruction through community partnerships, such as with the Young Scientists Club at the Urban Ecology Center, Artists Working in Education, SHARP Literacy, or with other non-profits that work with local schools to provide students with access to visual arts instruction.

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<sup>32</sup> English, Wellburn & Killian, 1934, from [www.saxonhomeschool.com/Math/index.jpg](http://www.saxonhomeschool.com/Math/index.jpg) p.1.

Students have at least two Enrichment periods per day, and each trimester have a chance to perform new skills acquired during weekly Community Circles or after school exhibitions for families and the local community. We believe that giving students access to a variety of enrichment opportunities is an essential part of providing a deep and rich education and ultimately supports our work around character development. Students who may excel in the traditional classroom may need to work harder to master music, art, or a sport. In the same way that a struggling reader may excel in enrichment opportunities. We believe that by offering a robust enrichment curriculum, we are giving students a controlled space in which to experience setbacks, and develop the strength of character to be tenacious in the face of failure.

**Stellar Collegiate Instructional Strategies: Instructional Strategies:** In order to ensure success for all students, and a high level of consistency from classroom to classroom, Stellar Collegiate will invest time and resources in training and coaching teachers to utilize effective instructional strategies that have proven to be successful with similar populations of students. These strategies include, but are not limited to the following.

- **Extended Time:** We provide 184 days of learning from 8:00 am – 4:00 pm. Research shows that extended learning has strong impact on low-income, minority student achievement.<sup>33</sup>
- **Two-teacher model for Literacy:** We have two qualified teachers in classrooms during literacy rotation instruction. Research indicates that early reading instruction is most effective within small homogeneous groups; a two-teacher model allows a 10:1 ratio

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<sup>33</sup> Hoxby, Caroline M., Sonali Murarka, and Jenny Kang. “How New York City’s Charter Schools Affect Achievement, August 2009 Report.”

Second report in series. Cambridge, MA: New York City Charter Schools Evaluation Project, September 2009.

during rotating blocks.

- **Instructional Consistency:** Instructional consistency supports academic achievement and assists leadership in supporting teachers. Emphasis on common language and common instructional strategies ensures all staff share common expectations.
- **Gradual Release “I do/we do/you do”:** Lessons begin with the teacher demonstrating the concept/skill – “I do,” and then providing opportunities to learn and practice the concept together – “We do.” Students practice the concept independently – “You do” - until they reach mastery.<sup>34</sup>
- **Common Blackboard Configuration (CBC):** The CBC consists of the Aim, Do Now, Agenda, and Homework; it sets student academic expectations and serves as a visual cue to manage instructional pacing.
- **Rap, Rhythm and Rhyme:** Chanting and rhyming create excitement about learning and help children to remember key concepts. According to Michael Fienberg, “The spectacular gains that KIPP students make in their first year is in part the result of [this] dynamic teaching method.”<sup>35</sup>
- **Kinesthetic Learning:** Physical activity maintains student engagement. Students learn new concepts with hand signals, finger snaps, and other gestures. Similarly, teachers use cheers and gestures to reward individual or group academic performance while instruction

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<sup>34</sup> Pearson, P.D., and M. Gallagher. “The Instruction of Reading Comprehension.” *Contemporary Educational Psychology*,

p. 8. 1983.

<sup>35</sup> Carter, Samuel Casey. *No Excuses: Lessons from 21 High-Performing, High Poverty Schools*. The Heritage Foundation. 2000. These methods have been employed successfully by teachers at Milwaukee College Prep, to engage students especially during phonics and math instruction.

occurs.

- **Small Group/One-on-One Tutoring:** Targeted interventions throughout the day provide opportunities to deliver focused, individualized instruction in precise areas of concerns for struggling students.
- **Taxonomy of Teaching:** Stellar Collegiate uses a variety of academic, behavioral, and advanced instructional techniques as outlined in *Teach like a Champion* that reinforce student expectations and build high levels of student engagement.<sup>36</sup>
- **Cognitively Guided Instruction (CGI):** This instructional strategy allows teachers to assess an understanding of the knowledge students have regarding mathematical concepts and connect that knowledge to more formal operational and conceptual knowledge.<sup>37</sup>
- **Differentiated Instruction:** Stellar Collegiate strives to ensure an excellent education for every student, and in turn, incorporates the best practices of Differentiated Instruction. Carol Ann Tomlinson defines differentiation as “an approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high quality curriculums.”<sup>38</sup>
- **Word Walls and Anchor Charts:** Vocabulary word walls and academic anchor charts provide an academically rich physical environment for students to refer to as they study.

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<sup>36</sup> Instructional Techniques taken from *the Teaching Like A Champion: Taxonomy of Effective Teaching Practices* by Doug Lemov, who is a Managing Director for Uncommon Schools, Taxonomy and the founder of Rochester Preparatory Charter Middle School in Rochester, NY.

<sup>37</sup> Retrieved from: <http://www.promisingpractices.net/program.asp?programid=114> .

<sup>38</sup>Retrieved from: <http://www.caroltomlinson.com/>.

- **Flexible Ability Reading Groups:** Flexible grouping allows for more individualized instruction, and ensures students are not reading and learning at a frustration level. Groupings are used to inform literacy groups and are not tracking, but flexible and responsive, changing with testing cycles.
- **Format Matters:** Students are taught to respond in grammatically correct, complete sentences whether responding to written or oral questions. This common expectation will be held for students in every space across the school, and will be particularly important in ensuring our ELL students develop confidence in their English abilities.
- **Common Room Design:** Students deserve clean, structured, and organized classrooms that support our mission to educate students for success in college and a life of opportunity. Every classroom is provided with appropriate materials and signage to support classroom learning, and teachers are expected to maintain classrooms for continuity and organization. Because teachers may move between classrooms, it is critical that every classroom be set up for their success.

## Attachment H: Stellar Collegiate Family Engagement

We believe that families are our most important partners, and research shows that family engagement increases student achievement.<sup>1</sup> A 2002 study from the National Center for Family and Community Connections within Schools finds that “[w]hen schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.”<sup>2</sup> We know that Stellar Collegiate families are invested in the success of their children, and are eager to support their children in a variety of ways. We want to ensure that Stellar Collegiate families feel like the essential part of the team that they are. **Figure 1.01** below is a sample Parent/Family Event schedule for the year, demonstrating our plan to provide families with multiple opportunities for school engagement and access to resources for their children.

**Figure 1.01: Sample Family Events Calendar**

Stellar Collegiate Sample Family Events Schedule	
<b>August</b>	<ul style="list-style-type: none"><li>• New Family Orientation</li><li>• Back to School BBQ and Registration Day</li></ul>
<b>September</b>	<ul style="list-style-type: none"><li>• Coffee with the School Director</li><li>• Community Meeting: After School Options &amp; Resources</li><li>• Family Literacy Night at a nearby bookstore or library</li></ul>
<b>October</b>	<ul style="list-style-type: none"><li>• Coffee with the School Director</li><li>• Community Meeting: Homework Help Strategies</li></ul>

<sup>1</sup> A review of DPI’s overview of research on most effective parental involvement practices makes clear the linkage between involved parents and student achievement, especially in reading and math: <http://fscp.dpi.wi.gov/sites/default/files/imce/fscp/pdf/tk-fam-achievmnt.pdf>.

<sup>2</sup> Henderson, Anne, and Karen Mapp. “A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.” National Center for Family and Community Connections within Schools. 2002.

	<ul style="list-style-type: none"> <li>• Grade Level Event at the Pumpkin Patch</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Coffee with the School Director</li> <li>• Community Meeting: Ways to Keep Learning During School Vacations</li> <li>• Thanksgiving Potluck Meal with Grade Level</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Coffee with the School Director</li> <li>• Exhibition Night</li> <li>• Report Card Conferences</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• Coffee with the School Director</li> <li>• Community Meeting: Strategies to Support Struggling Readers at Home</li> <li>• Family Math Night at the school</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• Coffee with the School Director</li> <li>• Community Meeting: Making the Most of Parent/Teacher Conferences</li> <li>• Generosity in Action: School-wide Service Day</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Report Card Conferences</li> <li>• Coffee with the School Director</li> <li>• Community Meeting: Local After School Enrichment Opportunities</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>• Coffee with the School Director</li> <li>• Community Meeting: Understanding State Testing</li> <li>• Saturday trip to Marquette</li> </ul>

<b>May</b>	<ul style="list-style-type: none"> <li>• Coffee with the School Director</li> <li>• Exhibition Night</li> <li>• Community Meeting: Summer Enrichment Opportunities</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>• Coffee with the School Director</li> <li>• End of the Year Celebration &amp; Grade Level picnics</li> </ul>

**Family Orientation and Conferences:** Stellar Collegiate families play an active role in their children’s education and are essential to fulfilling our mission of ensuring academic and personal excellence for all students. We cultivate positive and productive relationships with all families and engage them in the life of the school. Following the lottery, or the close of our enrollment process, we conduct home visits to each new student’s family before their child begins at the school. Individualized meetings provide families with an overview of the school’s design, including our college preparatory mission, academic program, homework expectations, Code of Conduct, uniform policy and opportunities for family involvement. Meetings conclude with families signing the Stellar Collegiate Community Compact which articulates what the family can count on from the school and clarifies expectations of families. Students also attend Annual Family Orientation sessions in order to communicate expectations and answer questions.

Every day, families receive daily behavioral reports along with weekly summaries based on the Code of Conduct and our positive behavior system. Bi-Weekly phone calls to families are provided by teachers and leadership to discuss student academic progress and character development and to support families as they work with their students at home. School-wide monthly newsletters celebrate students and share school-wide events and logistical information, and they inform parents of the monthly workshops, led by teachers and outside community

organizations to support families in helping their students achieve academic success, covering subjects like “Reading Aloud to Your Child” and “Positive Communication.” Teachers hold conferences for the first report card distribution to touch base with every parent, and optional conferences are held thereafter for students who are struggling or at risk for retention due to academics or attendance.

## Attachment G: Stellar Collegiate Community Support

Since August of 2014, we have been actively engaged in identifying community partners who can support our efforts to open Stellar Collegiate, and creating the kind of ongoing relationships with like-minded organizations that make a school a true part of the community. We have engaged over 25 community organizations, churches, political leaders and non-profits to better understand the local context and build partnerships for the future.

Stellar Collegiate has compiled a robust list of potential partners to pursue aggressively upon authorization. As outlined in **Figure 1.01**, we have engaged over 30 different organizations and they have expressed strong support for our proposal, provided critical insight into our work, and suggested we pursue a more developed partnership upon authorization. We have actively reached out to pre-existing schools in our target zip codes to establish a relationship prior to opening that will make true partnership possible on behalf of the children of the Near Southside.

**Figure 1.01: Community Organizations and Potential Partners**

Community Organizations and Potential Partners	
<b>Schools and Child Care Providers</b>	Alverno Early Learning Center Tiny Green Trees Children’s Center Centro Hispano Early Head Start programs Milwaukee Christian Center – Afterschool Programs Ebenezer Child Care Prince of Peace School Nativity Jesuit Middle School Milwaukee Excellence Charter School Carmen High School of Science and Technology United Community Center Holy Wisdom Elementary
<b>Faith-Based</b>	Congregation of the Great Spirit St. Patrick’s Congregation Santa Fe Lutheran Church Ascension Lutheran Church Straightway Vineyard Christian Church

<b>Neighborhood Focused Non-Profits</b>	Layton Boulevard West Neighbors Clarke Square Neighborhood Initiative Menomonee Valley Partners Centro Hispano Common Ground 16th Street Community Health Centers ACTS Housing English Language Partners of Wisconsin
<b>Enrichment for Students</b>	Urban Ecology Center Artists Working in Education SHARP Literacy
<b>Business/Civic</b>	Hispanic Professionals of Greater Milwaukee Schools That Can Milwaukee Hispanics for School Choice Milwaukee Charter School Advocates

Stellar Collegiate is a member of the Schools That Can Milwaukee network of schools. This membership allows us access to ongoing professional development and connections to some of the highest performing schools in the city for partnership. Additionally, we plan to work with Common Ground (a local community organizing group) to train our teachers prior to home visits, and we plan to work with ACTS housing to provide our families with access to affordable loans for home ownership. Teach For America Milwaukee and the Urban Ecology Center, Menomonee Valley branch have already been generous partners, providing space for meetings to the Stellar Collegiate Board of Directors and connecting us to like-minded organizations. Over the next year, team members will lead and attend a wide variety of community engagement events to continue to get to know our neighbors and get the word out to interested families about a new option in the community. Additionally, we have been sending out monthly newsletters since January 1, 2015 to a network of over 250 supporters that is growing each day.

**Community Meetings, Canvassing, and Tabling:** During the months of March and April of this year, Stellar Collegiate held a series of community information sessions at local libraries and the

Urban Ecology Center to provide potential families and community members with a chance to learn more about the mission and vision of our proposed school. We held 10 meetings at the Bay View, Forest Home, and Zablocki Libraries and the Menomonee Valley Branch of the Urban Ecology Center. Multiple volunteers spent time canvassing in the Silver City and Clarke Square Neighborhoods to get the word out to local residents about these information sessions.

In June, July, and August, members of the Stellar Collegiate founding team spent time in local churches and outside local supermarkets to share information with potential families about the opportunity to enroll their children in Stellar Collegiate.

Stellar Collegiate has made community engagement a large focus of our design and planning efforts over the past year. We plan to build upon these efforts and deepen our connections in the community once opened.

**During Operation of Stellar Collegiate:** As indicated, we intend to share a quarterly newsletter with neighbors to inform them about events at the school that will be open to the community and also solicit feedback. We know schools can have a large and often negative impact on the local community when it comes to traffic, thus we will work to continuously improve our arrival and dismissal procedures to minimize the impact on our direct neighborhood.

Our Board meetings will be open to the public, publicized in advance, and include a time for public comment should members of the community wish to address the Board directly. Additionally, families will have the opportunity to give informal feedback on a monthly basis at the Coffee with the School Director events, and more formally twice a year through the family satisfaction survey, the results of which will be shared during our monthly community meetings.

Our Dean of Student and Family Engagement will be charged with strengthening and establishing new connections with community organizations that can benefit our families directly,

and other members of the school leadership team will continue to engage in events like the monthly Crime and Safety meetings to both be accessible to community members and stay informed about the happenings within our community. Our Parent Leadership Group will actively seek opportunities to connect Stellar Collegiate to the surrounding community.

Community support and involvement have been integral to the design of the Stellar Collegiate. To identify potential Board members, Founder Melissa McGonegle met with a wide variety of community organizations that focus their efforts on the Southside of Milwaukee and asked for their advice on individuals who were engaged in the community. Representatives of the United Community Center, Layton Boulevard West Neighbors, Clarke Square Neighborhood Initiative, Menomonee Valley Partners, Centro Hispano, the 16th Street Community Health Centers, and many others shared suggestions on potential Board members, school sites, and community engagement strategies. Community outreach continues to be a focus of the ongoing work of our Founding Team. Board members are continuing to engage in community events and outreach to build key relationships and ensure that Stellar Collegiate is an engaged member of the community from the very beginning.

## **Attachment I: Stellar Collegiate Leadership Team Overview**

During the planning year, Stellar Collegiate will employ the School Director who will hire a Manager of Operations and an Outreach Manager to support with school start-up activities. These three positions will be the only administrative positions for the school in the first two years of operation. These first three hires are key to ensuring Stellar Collegiate starts strong. The School Director will be responsible for building a strong team, leading school and organizational culture, coaching and developing all team members in year one, and ultimately be responsible for the day-to-day academic and cultural success of the school. The Manager of Operations will be the first hire made after the School Director. This individual will be responsible for ensuring the operational integrity of the school. The Manager of Operations will be responsible for ensuring Stellar Collegiate is fully compliant with all local, state, and federal laws, meets all expectations held by the authorizer, and for creating and managing systems, structures, and routines that will allow the school to operate efficiently. The Outreach Manager will lead the student recruitment efforts and engage with community partners to connect families to necessary services.

As with all hiring at Stellar Collegiate, finding individuals who are both high capacity and mission-driven is the primary concern in filling each role. However, different experiences, qualifications, and skills are ideal for each role. To that end, the table below illustrates the qualifications and key responsibilities for the administrative team that will lead Stellar Collegiate in the first two years of operation.

**Figure 1.01: Qualifications and Key Responsibilities of School Leadership Positions**

Role	Qualifications	Key Responsibilities
School Director Year 0 hire	<ul style="list-style-type: none"> <li>• Experience leading a high performing school</li> <li>• Experience building and leading a high functioning team</li> <li>• Experience working with</li> </ul>	Recruit, hire, develop, evaluate and retain a staff capable of achieving Stellar Collegiate’s mission.

	<p>low income families and students</p> <ul style="list-style-type: none"> <li>• Financial management experience</li> <li>• Bilingual</li> <li>• Administrative license</li> </ul>	<p>Create a strong school culture based on rigor, structure, and joy that leads to exceptional student outcomes.</p> <p>Work closely with the Board to ensure that Stellar Collegiate is governed effectively, fiscally sound, and in full compliance with all expectations in the charter.</p>
<p><b>Manager of Operations</b> Year 0 hire</p>	<ul style="list-style-type: none"> <li>• Mission-driven, systems thinker with experience working in schools</li> <li>• Management and project management experience</li> <li>• Ability to plan and execute upon complicated systems</li> <li>• Ideally, bilingual</li> </ul>	<p>Ensure operational integrity of systems ranging from arrival, to nutrition, to payroll</p> <p>Develop, evaluate, and manage the Outreach Manager and any part-time staff that supports school operations</p>
<p><b>Outreach Manager</b> Year 0 hire</p>	<ul style="list-style-type: none"> <li>• Mission-driven, organized and customer service focused</li> <li>• Recruitment experience</li> <li>• Community engagement and school-based experience</li> <li>• Bilingual</li> </ul>	<p>Ensure the school is fully enrolled annually through active student recruitment</p> <p>Maintain student and staff records</p> <p>Provide a warm and welcoming environment for families and keep them well informed about school functions, policies and procedures</p>
<p><b>Dean of Student and Family Engagement</b> Year 3 hire</p>	<ul style="list-style-type: none"> <li>• Ideally, classroom experience, community outreach experience, and a track record of success in working with challenging students</li> <li>• Ability to build strong, trusting relationships</li> <li>• Coaching skills</li> <li>• Bilingual</li> </ul>	<p>Support staff to develop intervention plans and strategies for meeting the needs of students with challenging behaviors</p> <p>Work directly with community partners to identify resources and supports for families, conduct regular outreach events with Stellar Collegiate families to</p>

		support with resources beyond the school day
<b>Dean of Student Support Services</b> Year 3 hire	<ul style="list-style-type: none"> <li>• Special Education license</li> <li>• 5+ years of classroom experience</li> <li>• Systems thinker, and coaching skills</li> <li>• Bilingual</li> </ul>	<p>Manage the Student Support team, providing strategic support to ensure students are receiving the most effective services possible</p> <p>Responsibility for implementation and oversight of IEPs and 504 plans to meet the needs of all students</p>
<b>Dean of Academic Achievement</b> Year 4 hire	<ul style="list-style-type: none"> <li>• General Education license</li> <li>• Ideally, Administrative license</li> <li>• 5+ years of classroom experience</li> <li>• Track record of student achievement and coaching success</li> <li>• Curriculum development experience</li> </ul>	<p>Ongoing coaching of Stellar Collegiate teachers that support attainment of ambitious student achievement goals</p> <p>Provide strategic leadership in the development of Stellar Collegiate curriculum and assessments as the school builds out</p>
<b>Director of Finance and Operations</b> Year 5 hire	<ul style="list-style-type: none"> <li>• Mission-driven, customer service oriented, experienced manager</li> <li>• Track record of success in building and managing a conservative financial model</li> <li>• Strategic thinker, capable of developing Operations team</li> </ul>	<p>Partner with the School Director to lead the non-instructional functions of the school</p> <p>Develop Operations Team to achieve ambitious goals and “block and tackle” for the instructional team</p>

As we grow, the leadership team of Stellar Collegiate will grow as well to ensure we are building the internal capacity to serve students well. New positions will be added in years three and four to ensure that management ratios remain low, and every member of the Stellar Collegiate team is receiving support towards continuous improvement.

In year three, we will add two new positions: Dean of Student Support Services and Dean of Student and Family Engagement. These positions will be critical to ensuring Stellar Collegiate is able to continue to provide outstanding support to all of our students.

The Dean of Student Support Services will oversee our special education program and supports provided to our English Language Learners (ELL). This person would ideally have a special education background, and have experience working with ELL students. They would provide ongoing support and development for our team of Student Support Teachers and Aides and work with the staff as a whole to grow skillsets around delivering effective instruction to ELLs. The Dean of Student Support Services would ensure compliance with IEPs, 504 plans, and ensure that the Response to Intervention program is working effectively to provide academic supports to students who are struggling.

The Dean of Students and Family Engagement will be responsible for connecting students and families to additional supports within the school day for students with challenging behaviors, and beyond the school day for families who may need to access additional resources. This person would need to be bilingual as a majority of their work includes interacting with families. Also, we would look for candidates who have worked in a school setting before, are well connected to non-profits in the community, and are familiar with how to employ the Response to Intervention process to support student behavior challenges. The Dean of Student and Family Engagement would spend time in classrooms supporting teachers to develop their skill sets in engaging hard to motivate students, and in the community establishing increasingly strong connections between Stellar Collegiate and like-minded organizations that can provide services to our families, including food and housing assistance, and health care and counseling services.

In year four, we will add one additional administrative position: The Dean of Student Achievement. This position will support the growing Stellar Collegiate community to build additional instructional and coaching capacity.

The Dean of Academic Achievement will oversee the development of curriculum and assessment in new grades added to Stellar Collegiate and be responsible for a majority of teacher coaching and development of general education and enrichment teachers. Ideally, the Dean of Student Achievement would be a Stellar Collegiate teacher who has demonstrated outstanding classroom results and the ability to influence the performance of their peers through their work within the school. Any candidate would need to demonstrate a strong track record of classroom results, some experience with coaching others, and strong curriculum development skills. The Dean of Student Achievement will share the responsibility of teacher coaching with the School Director, and decisions about who is coached by whom will be made with this individual's strengths in mind.

In Year Five, we add a Director of Finance and Operations that will allow us to bring day-to-day finance work in house as well as provide additional strategic vision for the operational aspects of the school.

The Director of Finance and Operations will oversee the non-instructional aspects of the school and manage the Operations team, including the Manager of Operations and Outreach Manager and any part-time operations employees or Fellows. This individual will need a strong background in financial management, experience in leading and managing teams, strong project management skills, and a mission-driven customer service orientation. The Director of Finance and Operations will be responsible for continuous improvement of school based systems, working

with the Board through the Finance Committee, and ensuring that the non-instructional aspects of the school function smoothly.

## Attachment K: Stellar Collegiate Student Recruitment Plan

We recognize the challenge of recruiting a first class of students for Stellar Collegiate. Having a strategy that will employ both passive and active recruitment measures, and is data-driven (where are we reaching families and how, where do we need to reach more families and what strategies have been shown to be most effective) will allow us to meet our enrollment goals.

### Passive Recruitment

We believe that, overall, student recruitment is about building trust with families. In order to do so effectively, we must be in front of a family, and make a connection between the future they imagine for their own child and that of Stellar Collegiate. However, we know that in student recruitment efforts in our city we must be proactive and comprehensive in our approach. Thus, we will employ a wide variety of passive recruitment strategies aimed at intriguing families enough to attend an information session and build a stronger connection to the school through this venue.

#### 1.01: Strategies for Engaging Potential Families

Strategy	Actions
<b>Local Media Presence</b>	Upon receiving a charter, we will share a press release with local media outlets to announce a new school is opening in the area. Particularly local radio stations that target the Spanish speaking community such as Caliente.
<b>Social Media Presence</b>	We have had an active Twitter and Facebook account since March of 2015; both will be used to advertise informational events, and how to access our application. Facebook: <a href="https://www.facebook.com/stellarcollegiate">https://www.facebook.com/stellarcollegiate</a> Twitter: @mkestellar
<b>Flyers at local community organizations</b>	Informational flyers will be shared with local libraries and community organizations for families to learn about how to contact us, and when our information sessions will be held.

Strategy	Actions
<b>Post flyers</b>	Around the school neighborhood and in public places i.e. libraries, and youth serving community-based organizations.
<b>Attend community group meetings</b>	Book clubs, resident councils, tenants’ organizations, cultural organizations, places of worship.
<b>Contact Landlords</b>	Identify large apartment complexes and ask landlords for the ability to flyer within the building or attend tenant association meetings.
<b>Have presence at local fairs and festivals</b>	Cultural festivals, neighborhood block parties and community fairs.
<b>Conduct periodic mass mailings</b>	Hire a mailing service to target age appropriate students living in our geographic service area.
<b>Utilize Stellar Collegiate’s Website</b>	StellarCollegiate.org is live, and includes information on upcoming outreach events, and how to apply to the school.

**Active Recruitment**

Now that Stellar Collegiate is authorized, families with whom we have interacted and who have expressed interest in learning more about Stellar Collegiate and have completed Intent to Enroll forms will be made aware that they can now apply for a seat for next year. We are actively collecting enrollment forms and will hold a public lottery in early March to determine acceptance of students. Should we have fewer than 140 applicants, all students will be accepted.

**1.02: Strategies for Active Recruitment of Students:**

Strategy	Actions
<b>Intent to Enroll Conversions</b>	Individuals who filled out an Intent to Enroll form will be contacted upon authorization and given several options for ways to obtain an enrollment form. These forms will be shared at information sessions, available on our website, and can be given out by any Stellar Collegiate founding team members or volunteers.
<b>Door to Door Canvassing</b>	This will be aimed at spreading the word about Stellar Collegiate and interesting families in attending an information session at a local library or community center at which they can learn more about the school. We do not anticipate many families enrolling on the spot at their front door, however if they would like to it will be an option.

Strategy	Actions
<b>Day Care Presentations</b>	Founder Melissa McGonegle has set up several presentations at Day Care centers this fall to provide families with information about how to choose a school for their child and will also provide information about Stellar Collegiate, specifically.
<b>Presentations at Partner Schools</b>	Cristo Rey Milwaukee and the Carmen High School of Science and Technology have both agreed to give Stellar Collegiate access to their families who may have younger children. Presentations will be made at regular school events to inform our partner school families about Stellar Collegiate.
<b>Presentations at Churches</b>	Several local churches have agreed to allow Stellar Collegiate team members to present after services to interested family members.
<b>WIC &amp; Food Back Recruitment</b>	Stellar Collegiate will have a presence within the 16 <sup>th</sup> Street Clinic’s WIC office and the Congregation of the Great Spirit’s Food Bank to target low income families and provide information and access to enrollment forms to families on the spot.
<b>Targeted Events</b>	Stellar Collegiate has been invited to participate in the annual Hispanics for School Choice backpack giveaway in August of 2015 and 2016. Events like this one provide a venue where families are already thinking about back to school, and can naturally sign up for a new school option.



School of Education  
Office of Charter Schools

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P.O. Box 413  
Milwaukee, WI  
53201-0113  
414 229-1682 phone  
414 229-2670 fax  
www.charters.soe.uwm.edu  
chartersch@uwm.edu

September 30, 2015

Melissa McGonegle, Lead Founder  
Stellar Collegiate Charter School  
710 S. 3<sup>rd</sup> Street, Apt. 210  
Milwaukee, WI 53204

Dear Ms. McGonegle:

Thank you for submitting a charter application and participating in the interview process for the authorization of a new charter school by the University of Wisconsin-Milwaukee (UWM)!

I am pleased to inform you that the Application Review Committee has recommended approval of the Stellar Collegiate Charter School application! This approval is based upon the following contingencies being met:

1. Discuss and agree upon the general vicinity for the school and its proximity to UWM charters and other high performing schools being considered
2. Secure a school facility by December 18, 2015
3. Submit revised budgets including actual facility lease amounts and any other specified items

The next step will be contract negotiations, upon the Chancellor's approval of the committee's recommendation. Currently, modifications are being made to the model contract, but expected to be completed soon by the University's Office of Legal Affairs. I will forward the revised model contract as soon as it's available. As you are aware, the final phase of the process is approval of the negotiated contract by the Board of Regents.

Please contact me at [redacted] or [redacted] by Friday, October 2<sup>nd</sup> so we can schedule a brief meeting to discuss the contingencies in further detail.

Again congratulations and I look forward to working with you!

Sincerely,

[redacted]  
Adrienne L. Woods  
Director

CHARTER SCHOOL CONTRACT

BETWEEN

THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

(d/b/a the University of Wisconsin-Milwaukee)

AND

This Contract is made between the Board of Regents of the University of Wisconsin System and the University of Wisconsin-Milwaukee, with a mailing address of P.O. Box 48, Milwaukee, WI 53233.

**CHARTER SCHOOL CONTRACT**

**THE BOARD OF REGENTS  
OF THE  
UNIVERSITY OF WISCONSIN SYSTEM  
(d/b/a the University of Wisconsin-Milwaukee)**

**AND**

\_\_\_\_\_  
**(Grantee)**

**Model Contract  
11-17-14**

- A. As contemplated under Wis. Stat. § 118.40(2r)(b), the Chancellor, on behalf of and with the approval of the Board of Regents of the University of Wisconsin System, hereby establishes by charter the Charter School to be known as \_\_\_\_\_; and
- B. The Chancellor, on behalf of and with the approval of the Board of Regents of the University of Wisconsin, hereby enters into this Contract with \_\_\_\_\_ and thus hereby authorizes the Grantee to operate the Charter School; and
- C. In consideration of this grant, the Chancellor, on behalf of the University of Wisconsin - Milwaukee and with the approval of the Board of Regents of the University of Wisconsin System, and the Grantee, hereby agree as follows:

**ARTICLE ONE**

**DEFINITIONS**

Section 1.1 **Certain Definitions.** For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (1) “Applicable Law” means all federal, state, and local law now or in the future applicable to Wisconsin charter schools.
- (2) “Board” or “Board of Regents” means the Board of Regents of the University of Wisconsin System.
- (3) “Chancellor” means the Chancellor of the University of Wisconsin-Milwaukee or any designee of the Chancellor.
- (4) “Office” means the Office of Charter Schools at the University of Wisconsin-Milwaukee, and for the purposes of this contract, is a designee of the Chancellor.
- (5) “Charter School” and “School” and “\_\_\_\_\_” mean a school to be known as \_\_\_\_\_, which is under the control of the Grantee.
- (6) “Day” shall mean calendar day,
  - (a) The first day shall be the day after the event, such as receipt of a notice, and
  - (b) Each day after the first day shall be counted, except that a Saturday, Sunday, or legal holiday shall not be counted if it would be the final day of the period.
- (7) “Department” means the Department of Public Instruction of the State of Wisconsin.

ARTICLE THREE

OBLIGATIONS OF GRANTEE UNDER WISCONSIN STATUTES SECTION 118.40

*Grantee should insure that the language of the contract reflects the statements in the application. This section should be descriptive of the proposed program. Please give special attention to admission standards.*

Section 3.1 With regard to the requirements for Charter Schools set forth in Wis. Stat. § 118.40(2r)(b)1. to 14., the Grantee hereby agrees to operate the Charter School in compliance with all of the following specifications:

- (1) The name of the person or entity seeking to establish the Charter School:

*Insert language.*

- (2) The name of the person who will be in charge of the Charter School and the manner in which administrative services will be provided:

*Insert language.*

In the event there is a change in the Principal or Executive Director of the Charter School, or a material change in the leadership of the Charter School as described in this subsection, the Grantee agrees to notify the Office and the Department immediately of the change. The Grantee shall provide the Office with a copy of the curriculum vitae of the Principal or Executive Director.

- (3) A description of the educational program of the School:

*Insert language, including describing the grade levels to be served.*

The Charter School shall pursue and make reasonable progress toward the achievement of the academic and non-academic goals set forth in the Application and in the Annual Accountability Plan described in Section 5.3 of this Agreement.

- (4) The methods the School will use to enable pupils to attain the educational goals under Wis. Stat. § 118.01, including a description of how pupils with disabilities will be served:

*Insert language.*

- (5) The method by which pupil progress in attaining the educational goals under Wis. Stat. § 118.01 will be measured:

- (a) The Charter School shall administer the examinations under Wis. Stat. §§ 118.30(1r) and 121.02(1)(r) to pupils enrolled in the Charter School and

- (b) The Charter School shall ensure that all School staff receive training annually on mandatory reporter obligations under Wis. Stat. §48.981. If the School requires employees to complete an incident report or in some other way notify supervisors/administrators when they suspect a student has been neglected or abused, the training, and any written policy on the subject, must be clear that such action does not fulfill their reporting responsibilities. The School must also provide alternative reporting channels in the event the misconduct involves someone in the normal reporting chain such as an administrator.
  - (c) The Charter School will drill all students on evacuation to a safe location in the event of fire, tornado, armed intruder or other safety hazards.
  - (d) Any other actions as may be reasonably requested by the Office.
- (9) The means by which the School will achieve a racial and ethnic balance among its pupils that is reflective of the District population:

*Insert language.*

- (10) The requirements for admission to the School:

*Insert language.*

The School acknowledges that only students who reside in Milwaukee County or an adjacent county may attend the School.

The Grantee acknowledges and agrees that, if the School receives funds under the federal Public Charter School Program, it must use a lottery to admit students if the School is oversubscribed, in which case the Grantee agrees to hold such lottery no later than 30 days prior to the start of each academic year.

The parties project a minimum initial enrollment of \_\_\_\_ students. If the School fails to meet this projection by 30 days prior to the start of its first academic semester, as demonstrated through an enrollment application signed by a student's parent/guardian or other reasonable documentation, the School may not open. The Office reserves the right to verify the enrollment documentation.

- (11) The manner in which annual audits of the financial and programmatic operations of the School will be performed:

The Grantee shall submit audited financial statements of the Charter School's operation, along with the auditor's management letters and any exceptions noted by the auditors, to the Office annually beginning after the first full school year. The audit reports shall be prepared by a certified public accountant and submitted to the Office within 120 days after the end of the Grantee's fiscal year on June 30. The audit report must contain a statement as to whether the auditor does or does not have substantial doubt as to the Grantee's ability to continue as a going concern. The Grantee shall provide the Office with the name and contact information of the

	Combined Single Limit	\$1,000,000 each accident
C.	Umbrella (providing excess employer's liability, general liability and auto liability coverage)	
	Each Occurrence Limit	\$5,000,000
	General Aggregate Limit	\$5,000,000
D.	Worker's Compensation	
	Worker's Compensation	Statutory Coverage
E.	School Leader's Errors & Omissions/Educator's Legal Liability	
	Aggregate Limit	\$2,000,000
F.	Fidelity Bond Coverage (covering Crime, and including employee theft, forgery, larceny and embezzlement for the employees, School Board members and management companies who are responsible for the financial decisions of the Charter School, including but not limited to the CEO)	
	Limit per Loss	\$500,000

The "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" shall be named as an additional insured under the insurance policies described in section A, B, C, E, and F above. A certificate of insurance evidencing the aforementioned insurance requirements is to be provided to the Office annually, prior to the start of each academic year; specifically, the certificate holder shall be the Board of Regents of the University of Wisconsin System, c/o UWM Office of Charter Schools, Enderis Hall Room 221, P.O. Box 413, Milwaukee, WI 53201. A specimen policy for each of the aforementioned insurance requirements shall also be provided to the Office annually. The insurer may not cancel any of the aforementioned insurance requirements prior to the expiration date thereof with less than 60 days notice, and the certificate of insurance shall reflect this requirement. The certificate of insurance must specifically identify any exclusions in any of the aforementioned coverages. Should the Grantee be unable to obtain any of the aforementioned coverages, the Grantee may seek a written waiver of the above provisions from the University's Risk Manager by directing such a request to the Office. Under no circumstances is the Board's right to recovery of damages limited to the fact that it is named as an additional insured under the insurance policies noted above.

The Grantee shall require subcontractors of the Charter School to be insured and provide a certificate of coverage providing for the following:

Section 3.3 Tuition. To the extent provided in Wis. Stat. § 118.40 *et seq.*, the Charter School shall not charge tuition.

Section 3.4 Anti-discrimination. The Charter School may not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

#### ARTICLE FOUR

#### ADDITIONAL OBLIGATIONS OF THE GRANTEE

The Grantee hereby covenants to undertake the following:

Section 4.1 Compliance with Applicable Law. The Charter School shall comply with all Applicable Law, which may change from time to time. The Charter School acknowledges and agrees to comply with the following laws:

- (1) Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7;
- (2) Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*;
- (3) Age Discrimination Act of 1985, 42 U.S.C. § 6101 *et seq.*;
- (4) Section 504 of the Rehabilitation Act of 1974, 29 U.S.C. § 794, and the Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213.
- (5) Individuals with Disabilities Education Act, 20 U.S.C. § 1400-1485 *et seq.*
- (6) Family Education and Privacy Rights Act, 20 U.S.C. § 1232(g) and Wis. Stat. §118.125 Pupil Records;
- (7) Drug-Free Workplace Act, 41 U.S.C. § 701 *et seq.*;
- (8) Asbestos Hazard Emergency Response Act, 15 U.S.C. §§ 2641-2655; and
- (9) No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301-6578, and its implementing regulations, 34 C.F.R. § 200 *et seq.*
- (10) Wis. Stat. §48.981 Abused or Neglected Children
- (11) Wis. Stat. § 118.31, which prohibits corporal punishment of pupils
- (12) Wis. Stat. §118.32, which prohibits a strip search of a pupil
- (13) Wis. Stat. §115.415 Educator Effectiveness

If the Applicable Law requires the Office to take certain actions or establish requirements with respect to the Grantee, the Grantee shall cooperate with those actions and comply with those requirements. In particular, if there is no applicable federal waiver in effect, the Grantee agrees to comply with the responsibilities and obligations of the Title I, Part A accountability provisions as specified under the No Child Left Behind Act of 2001 (the "NCLB") and its implementing regulations established by the U.S. Department of Education, which may include participating in statewide assessments, meeting the state adequate yearly progress definition, meeting public and parent reporting requirements, implementing school sanctions if the Grantee is identified for school improvement, and meeting the highly-qualified teachers and paraprofessional requirements.

actual costs shall include but not be limited to execution of the University's oversight responsibilities. Actual costs shall not include research fees. The administrative fee shall be determined by the University but shall not exceed 3% of the amount paid to the Grantee each year by the Department under Article Five, Section 5.2 of this Contract.

(2) Not later than June 1 of each year during the term of this Contract, the University shall provide the Grantee with an itemized budget showing the University's best estimate of its proposed total expenditures for administering the Contract during the upcoming period of July 1 to June 30. The Grantee shall thereafter pay to the University the amount of such proposed total expenditures, doing so in four (4) equal payments, each due within ten (10) days after the Grantee shall have received from the Department a quarterly payment payable under Wis. Stat. § 118.40(2r)(e).

(3) In addition, not later than October 1 of each year during the term of this Contract, the University shall provide the Grantee with an end of year financial statement showing the University's actual total expenditures for administering the Contract, as provided in this Section 4.6, during the period of July 1 to June 30 then just completed. Within ninety (90) days after the Grantee receives such end of year financial statement, the University shall pay to the Grantee, or the Grantee to the University, as the case may be, the difference between (i) the amount of the University's actual total expenditures during the period of July 1 to June 30 summarized in such end of year fiscal statement and (ii) the amount paid by the Grantee with respect to such period. Any reconciling payments made by Grantee pursuant to this Section 4.6(3) shall, however, remain subject to the 3% cap on aggregate administrative fees imposed by Section 4.6(1).

#### **Section 4.7 Student Activities and Rental Fees.**

(1) The Charter School may assess reasonable pupil fees for activities such as field trips and extracurricular activities, which fees shall not exceed the actual cost to provide such activities. The Charter School may also assess reasonable rental fees for the use of such items as towels, gym clothing, and uniforms, which fees shall not exceed the actual cost to provide such items. The Charter School may not, however, prohibit an enrolled pupil from attending the Charter School, or expel or otherwise discipline such a pupil, or withhold or reduce the pupil's grades because the pupil has not paid fees permissibly charged under this Section.

(2) The Charter School may require its pupils to purchase and wear uniforms, but no Party shall profit from the sale of uniforms to pupils.

**Section 4.8 Transportation Contracts.** The Grantee may enter into contracts with other school districts or persons, including municipal and county governments, for the transportation of Charter School students to and from school and for field trips.

**Section 4.9 Inspection of Charter School Facilities.** The Grantee shall permit any designee(s) of the Chancellor to inspect Charter School facilities at any time during the term of

reasonable discretion. Schools must also annually schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 through 6, and at least 1,137 hours of direct pupil instruction in grades 7 to 12. Scheduled hours may include recess and time for pupils to transfer between classes but shall not include lunch period. If the Chancellor or Chancellor's designee does not notify the Grantee otherwise, the calendar or the exception shall be deemed approved 30 days after submission to the Office.

**Section 4.13 Grant Applications.** The Grantee shall submit to the Office copies of any applications for grants made on behalf of the Charter School at the time the application is submitted to the funding authority.

**Section 4.14 Authorization for Release of Department Reports.** The Grantee hereby authorizes the Department to disclose and/or transmit to the Office upon the Office's request any information, data, or reports filed by the Grantee with the Department. Reports submitted by the Grantee to the Department include but are not limited to the Pupil Membership Audit, the Special Education Plan (Report No. PI-3200), the Third Friday in September Pupil Count Report (Report No. PI-1567-A), the School Performance Report, the Fall Staff Report (Report No. PI-1202), the Fall Enrollment Report (Report No. PI-1290), the Federal Collection: Special Education Child Count (Report No. PI-2197-A), the Second Friday January Pupil Count Report (Report No. PI-1567-B), the Course Offerings (Report No. PI-1215), the End of the Year AODA/Tobacco Report, and the ESEA Consolidated Application: Title I, Title II, Title III, Title IV, Title V Federal Funds.

## ARTICLE FIVE

### JOINT RESPONSIBILITIES OF THE PARTIES

The Parties agree to take the following actions:

**Section 5.1 Operation or Management Contracts and Other Sub-contracts.**

- (1) The Chancellor reserves the right to review and approve beforehand any Operation or Management Contract for operation or management of the Charter School that the Grantee wishes to itself enter into with any third party not treated by the Grantee as an employee of the Grantee; provided, however, that such approval shall not be unreasonably withheld, conditioned, or delayed. An "Operation or Management Contract" is a contract (i) that relates to the creation, implementation, or operation of the academic program, instruction, supervision, administration, or business services at the Charter School and (ii) that contemplates an aggregate liability of more than \$50,000 per fiscal year.
- (2) The Grantee shall submit to the Office a copy of any proposed Operation or Management Contract and shall not enter into any such contract until the Chancellor or the Chancellor's designee shall have approved (or be deemed to have approved) the same. The Chancellor or the Chancellor's designee shall have 30 Days after receiving the proposed Operation or Management Contract to review the

which sets forth, in measurable terms, goals for school improvement in the following school year. If the Charter School's overall Accountability Score and Rating on the School Report Card published by the Department is in the Fails to Meet Expectations or Meets Few Expectations categories, or if the percentage of students who meet or exceed their growth target from Fall to Spring as determined by NWEA in math and reading is less than 50%, this plan shall include a detailed description of the Grantee's plans to improve its overall score and rating on the Report Card or improve its growth target rate. The Grantee may amend its accountability plan, as appropriate, if the Department's School Report Card results are not available when it submits the plan. The Annual School Accountability Plan shall also specify the mission and vision of the School, identify the target population of students, and establish strategic goals for the development of the School, and contain a School and organization profile, which provides general information about the School and its operations.

- (b) Annual School Accountability Progress Report. By the later of August 1 of each school year or ten (10) days following the date on which the Grantee receives written State-required test results for the most recently completed school year, the Grantee shall submit a school performance report to the Office which states how the school has made progress on the goals identified in the school accountability plan established the prior year. . The Grantee may amend its progress report, as appropriate, if the Department's School Report Card results are not available when it submits the report.

## ARTICLE SIX

### NOTICES, REPORTS AND INSPECTIONS

Section 6.1 Notice of Annual Budget. The Grantee shall provide the Office with a copy of the proposed annual Charter School budget for the upcoming academic year no later than the June 1 immediately preceding the beginning of each such academic year.

Section 6.2 Other Notices.

- (1) Agendas and Meetings. If the Charter School shall itself be constituted as a corporation, it shall provide to the Office agendas and notice in advance of all meetings of the Charter School's School Board.
- (2) Governmental Agencies. The Grantee shall immediately notify the Office when either the Grantee or the Charter School receives any correspondence from the Department or the United States Department of Education that requires a formal response, except that no notice shall be required of any routine or regular, periodic mailings.
- (3) Legal Actions. The Charter School shall immediately report in writing to the Office any litigation or formal legal proceedings in which the Charter School is a party or alleging violation of any Applicable Law with respect to the Charter School.

into any contract (including a contract of employment) or lease with the Grantee that may within any 12-month period involve payments of \$3,000 or more derived in whole or in part from payments made pursuant to Wis. Stat. § 118.40(2r)(e), such board member shall be excused from, and shall not participate in, any dealing, discussion, or other position of approval or influence with respect to the Grantee's entering into such contract or lease; provided, however, that such board member may be part of a discussion concerning such proposed contract or lease for the limited purpose of responding to board inquiries concerning such contract or lease.

- (b) Provided that the board member is not in a position to approve or influence the Grantee's decision to enter into such contract or lease and that the procedures set forth in Section 7.2 are observed, a board member may enter into a contract or lease described in Section 7.2(4)(a) if the board member shall have made written disclosure of the nature and extent of any relationship described in Section 7.2(4)(a) to the Office prior to entering into such contract or lease.

**Section 7.3** Use of University Marks. Neither the Grantee nor the Charter School nor any of their sub-contractors may use the name, logo, or other mark designating the University without the expressed prior written consent of the Chancellor, nor may the name, logo, or other mark designating the Board without the expressed prior written consent of the Board of Regents.

**Section 7.4** Copies of Certain Documents. The Grantee shall provide to the Office at least 90 days before the start of a school year (1) copies of its lease or deed for the premises in which the Charter School shall operate and (2) copies of certificates of occupancy and safety which are required by law for the operation of a public school in the State of Wisconsin. Further, the Grantee shall provide copies of all documents identified in Appendix D, the School Opening Checklist, to the Office prior to the required deadlines. The Chancellor reserves the right to review and approve the sufficiency of such documents. The Office must certify in writing that the Grantee has submitted the documents identified in Appendix D in proper form and by required deadlines before the School may commence operations of its first academic year.

**Section 7.5** Public Records. The Grantee agrees to manage and oversee the Charter School in accordance with all applicable federal and state public records laws. For purposes of this Contract, the Grantee shall be deemed an "authority" as defined in Wis. Stat. § 19.32(1) and shall be subject to the public records law provisions of Wis. Stat. Ch. 19, subchapter II.

**Section 7.6** Open Meetings. The Grantee specifically agrees that the following meetings shall be open to the general public:

- (1) Submission of annual report to the School Board.

- (4) Research Observers. The Grantee agrees to accept on the Charter School's premises research observers designated by the University to serve as observers of the activities of the Charter School, provided that the activities of such research observers shall not interfere with the orderly and efficient conduct of education and business at the Charter School.

## ARTICLE NINE

### REVOCATION OF CONTRACT BY THE UNIVERSITY

Section 9.1 Events of Default by Grantee. This Contract may be terminated by the University under procedures in Section 9.2 if the University finds that any of the following events have occurred, each of which shall constitute an "Event of Default":

- (1) The pupils enrolled in the Charter School have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. § 118.01;
- (2) For three consecutive years, the School's Overall Accountability Score and Rating on the Department's School Report Card is in the category Fails to Meet Expectations and the percentage of students who meet or exceed their growth target from Fall to Spring as determined by NWEA, in math and reading, is less than 50%. The Parties agree that if the Department adopts a new assessment measure, other than or in addition to the School Report Card, that the University may, in its sole discretion, use the new measure in place of the Department's School Report Card;
- (3) The Grantee has failed to comply with generally accepted accounting standards of fiscal management with respect to the Charter School;
- (4) The Grantee's current liabilities exceed current assets, or the Grantee is insolvent (i.e. total liabilities exceed total assets), has been adjudged bankrupt, or has received a qualified audit opinion regarding its ability to continue as a going concern;
- (5) The Grantee's directors, officers, employees, or agents provided the University false or intentionally misleading information or documentation in the performance of this Contract;
- (6) The Charter School has failed materially to comply with Applicable Law;
- (7) The Charter School has violated Wis. Stat. § 118.40 *et seq.*;
- (8) The Grantee defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract; or
- (9) The Charter School, in the Chancellor's sole discretion, has insufficient enrollment to successfully operate or enrollment below the projected minimum established in paragraph 3.1(10) above;

break), termination shall become effective immediately (i.e. prior to the start of the next academic semester scheduled for the Charter School).

Section 9.3 General Termination or Nonrenewal Procedures.

- (1) Final Accounting. Upon termination and nonrenewal of this Contract, the Grantee shall assist the Chancellor in conducting a final accounting of the Charter School by making available to the Chancellor all books and records that have been reviewed in preparing the Grantee's annual audits and statements under Section 3.1(11) of this Contract. The Grantee shall also submit a final audited financial statement of the Charter School's operation, including auditor's management letters and any exceptions noted by the auditors, which must be received by the Office within 120 days after the end of the Grantee's final school year.
- (2) Records Retention. Upon termination and nonrenewal of this Contract, the Grantee shall designate a records custodian who will be responsible for maintaining its records in accordance with the law and this Contract. Following the expiration of any statutory retention period and the contractual retention requirements as described below, whichever is longer, the records custodian will arrange for the destruction of records in a manner that ensures their confidentiality.
  - (a) Administrative and Personnel Records. Upon termination and nonrenewal of this Contract, the records custodian will maintain a copy of the School's administrative records, including personnel records, and will provide copies of such records to third parties as required by law or otherwise appropriately requested for a period of not less than six (6) years.
  - (b) Student Records. Upon termination and nonrenewal of this Contract, the Grantee shall provide the Office and the Department with a list of pupil names and their contact information, along with the name of the school to which each pupil is transferring, if known. The records custodian shall transfer a copy of the pupil records, as defined in Wis. Stat. § 118.125, to the school to which each pupil is transferring. The records custodian shall also maintain a copy of pupil records in accordance with Wis. Stat. § 118.125(3).
- (3) Financial Obligations/Asset Distribution. Upon notification of termination and nonrenewal of this Contract and dissolution of the Charter School, the Grantee shall designate an independent trustee who will be responsible for satisfying all outstanding financial liabilities of the Charter School and properly distributing the School's assets in compliance with the law and this Contract. The trustee shall implement a procedure for limiting all expenditures to those that are reasonable and necessary for the ongoing day-to-day operations of the Charter School, such as preauthorized payroll expenses, utilities, rent and insurance. The trustee shall return any unspent federal or state grant money or funds to the Department. The trustee shall provide the Office and the Department with an inventory of any property or equipment purchased, in whole or in part, with state or federal funds.

- (a) As to the Event(s) of Termination set forth in Sections 10.1(1)-(2) and (6), the Chancellor may conduct a preliminary review of the alleged bases for termination to ensure that such bases are bona fide. Such review shall be completed promptly and, within 30 days after the Chancellor receives the Grantee's notice, the Chancellor shall deliver to the Grantee a notice (i) approving the Grantee's requested termination or (ii) denying the same on the grounds that the asserted bases for termination are not in fact bona fide.
- (b) If such results of the review and the Chancellor's determination are not delivered to the Grantee in writing within 30 days after the Chancellor receives the Grantee's notice, the Grantee's notice shall be deemed an approved basis for termination.

- (3) **Automatic Termination.** As to the Event(s) of Termination set forth in Sections 10.1(3)-(5), termination shall be effective on the date set forth in the Grantee's notice under Section 10.2(1).

**Section 10.3. General Termination and Nonrenewal Procedures.** The requirements set forth in Section 9.3 above shall be applicable to a termination of contract under this Article Ten.

## ARTICLE ELEVEN

### TECHNICAL PROVISIONS

**Section 11.1 Term of Contract.** The term of this Contract shall commence on July 1, 201\_ and shall continue for a period of five years. During or after the third full year of this Contract the University shall conduct a review of the Charter School's performance to date. The University shall specify in writing for the Grantee the subjects of the review at least three months prior to such review. Upon completion of the review, the University shall issue a written report to the Charter School. Results of the review shall serve as the basis for the University to determine whether it will negotiate another Contract with the Grantee.

**Section 11.2 Non-agency.** It is understood that neither the Grantee nor the Charter School is an agent of the University.

**Section 11.3 Appendices.** The following documents, appended hereto, are made a part of this Contract and the Grantee and the Charter School agree to abide by all the terms and conditions included herein:

Appendix A: Part 4.D of the UW System Risk Management Manual, Vendor Certificates of Interest

Appendix B: Compliance Worksheet: Required Documentation and Due Dates

Appendix C: Other Provisions Incorporated From Grantee Application

Appendix D: School Opening Checklist

Appendix E: Financial Reporting Requirements

Section 11.13 No Third Party Rights. This Contract is made for the sole benefit of the Parties. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship among the Parties or any of them, and any third party, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 11.14 Governing Law. This Contract shall be governed and controlled by the laws of the State of Wisconsin.

Section 11.15 Notices. Whenever this Contract provides that notice must or may be given to another Party, or whenever information must or may be provided to another Party, the Party who may or must give notice or provide information shall fulfill any such responsibility under this Contract if notice is given or information is provided to:

To Grantee:

*Insert language*

with a copy to:

*Insert language*

To Office:                    Director  
   UWM Office of Charter Schools  
   Enderis Hall 221  
   P.O. Box 413  
   Milwaukee, WI 53201

with a copy to:            Director  
   UWM Office of Legal Affairs  
   Chapman Hall 380  
   P.O. Box 413  
   Milwaukee, WI 53201

Notice hereunder shall be effective if made by hand delivery to the pertinent Party or by United States mail, postage prepaid, certified with return receipt requested. Notices shall be effective (i) when actually received by the addressee, if made by hand delivery, or (ii) 2 days after delivering the pertinent notice to the control of the United States Postal Service, if made by certified mail with return receipt requested.

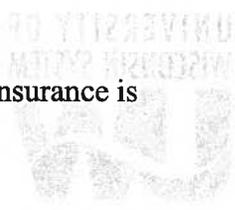
The undersigned have read, understand, and agree to comply with and be bound by the terms and conditions as set forth in this Contract.

FOR GRANTEE:

FOR THE UNIVERSITY:

**APPENDIX A**

**Part 4.D of the UW System Risk Management Manual on Vendor Certificates of Insurance is attached hereto.**



*Criteria of High Risk Services:*

- Service presents a severe risk of injury or death to students, faculty, staff, and visitors.
- Service presents a severe risk of extensive property damage to institutionally or privately owned property.
- Service has a history of negligently causing injury or damage to property.
- Likelihood is great the service provider will have difficulty procuring and maintaining insurance because of the hazards of the work.

*High Risk Services:*

Air Charter  
Ambulance Service  
Asbestos Abatement Contractors  
Building Remodeling and Construction  
Custodial Services\*  
Daycare\*  
Elevator Maintenance  
Food Service  
High Risk Entertainment/Speakers\*  
Medical Services  
Recreational Services  
Refuse Transportation and Disposal  
Security\*  
Tower Inspection and Maintenance Services  
Transportation Services

**\*Denotes High Risk Service Vendors requirement unique to the UW System.**

High Risk services, other than the above, are to be evaluated on a case-by-case basis.

The following pages delineate the requirements for each class of vendor and provide a list of vendor types for each class. Judgment must be used by the contract manager when dealing with vendors that are not specified on these pages.

Attention must be paid to the various outside contractors who service the institutions with respect to their insurance protection. Failure to monitor this exposure by the contract manager may result in substantial losses for the institution.

**Certificates are required for all service vendors; however, high risk service vendors require receipt of the certificate and continued renewal of the certificate while the contract exists. Internal audit will periodically sample the service contracts to ensure compliance.**

**IV. Cancellation:**

If a certificate of insurance is not received prior to issuance of the Purchase Order or is incomplete, notice should be given to the vendor indicating the certificate must be received by the contract administrator, via certified mail within 15 days or the contract will be canceled. See sample letter shown in Appendix 1. Receipt of one certificate from the vendor is all that is necessary for that one year, if the institution has multiple contracts with the vendor. However, the vendor must send a renewal each year or cancellation should take place. Appendix 2 is a sample letter for noncompliance after the 15 day period.

**V. Procedures:**

Specific procedures for the evaluation of vendor certificates of insurance exist at each institution and at the System level. System Risk Management considers the Additional Insured Provision an important condition to be stated on the certificate, especially with regards to our high risk service vendors. The following

- C. Automobile Liability Combined Single Limit \$1,000,000
- D. Contractor's Pollution Liability Insurance  
(With one year extended reporting period)
  - Each Occurrence \$1,000,000
  - Aggregate \$2,000,000
- E. Additional Insured Provision:  
The contractor shall add the "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.  
In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

**Building Remodeling and Construction**

- | <i>Coverage Type</i>  | <i>Minimum Limit</i> |
|---|----------------------|
| A. Worker's Compensation  | REQ'D NO EXCEPTIONS  |
| B. Commercial General Liability Each Occurrence   | \$1,000,000          |
| Gen. Aggr. Incl. Prdts/CO   | \$2,000,000          |
| C. Automobile Liability Combined Single Limit   | \$1,000,000          |
| D. <i>If hazardous substance is involved:</i><br>Contractor's Pollution Liability<br>(With one year extended reporting period) <ul style="list-style-type: none"> <li>Each Occurrence <span style="float: right;">\$1,000,000</span></li> <li>Aggregate <span style="float: right;">\$2,000,000</span></li> </ul>   |                      |
| E. Additional Insured Provision:<br>The contractor shall add the "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.<br>In addition to these coverages the contract must contain <b>all</b> of the clauses listed under the Special Terms and Conditions for the UW System. |                      |

**Custodial Services**

- | <i>Coverage Type</i>  | <i>Minimum Limit</i> |
|---|----------------------|
| A. Worker's Compensation  | REQ'D NO EXCEPTIONS  |
| B. Commercial General Liability Each Occurrence   | \$1,000,000          |
| Gen. Aggr. Incl. Prdts/CO   | \$2,000,000          |
| C. Automobile Liability Combined Single Limit   | \$1,000,000          |
| D. Additional Insured Provision:<br>The contractor shall add the "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.<br><br>In addition to these coverages the contract must contain <b>all</b> of the clauses listed under the Special Terms and Conditions for the UW System. |                      |

**Daycare**

- | <i>Coverage Type</i>  | <i>Minimum Limit</i> |
|---|----------------------|
| A. Worker's Compensation  | REQ'D NO EXCEPTIONS  |
| B. Commercial General Liability Each Occurrence   | \$1,000,000          |
| Gen. Aggr. Incl. Prdts/CO   | \$2,000,000          |
| C. Automobile Liability Combined Single Limit   | \$1,000,000          |
| D. Additional Insured Provision:<br>The contractor shall add the "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.<br><br>In addition to these coverages the contract must contain <b>all</b> of the clauses listed under the Special Terms and Conditions for the UW System. |                      |

**E. Additional Insured Provision:**

The contractor shall add the "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

**Recreational Services** - This applies to a broad range of contracted services including, but not limited to golf course management, carnival activities, audience participation activities, third parties hosting camps and clinics at our institutions, and the like.

<b>Coverage Type</b>	<b>Minimum Limit</b>
A. Worker's Compensation	REQ'D NO EXCEPTONS
B. Commercial General Liability Each Occurrence	\$1,000,000
Gen. Aggr. Incl. Prdts/CO	\$2,000,000
C. Automobile Liability Combined Single Limit	\$1,000,000
D. Umbrella Liability	\$1,000,000

**E. Additional Insured Provision:**

The contractor shall add the "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

**Refuse Transportation and Disposal**

<b>Coverage Type</b>	<b>Minimum Limit</b>
A. Worker's Compensation	REQ'D NO EXCEPTONS
B. Commercial General Liability Each Occurrence	\$1,000,000
Gen. Aggr. Incl. Prdts/CO	\$2,000,000
C. Automobile Liability Combined Single Limit	\$1,000,000
D. Contractor's Pollution Liability (with 1 year extended reporting period)	
Each occurrence	\$1,000,000
Aggregate	\$2,000,000

**E. Additional Insured Provision:**

The contractor shall add the "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

**Security**

<b>Coverage Type</b>	<b>Minimum Limit</b>
A. Worker's Compensation	REQ'D NO EXCEPTONS
B. Commercial General Liability Each Occurrence	\$1,000,000
Gen. Aggr. Incl. Prdts/CO	\$2,000,000
C. Automobile Liability Combined Single Limit	\$1,000,000
D. Professional Liability Insurance	\$1,000,000

**E. Additional Insured Provision:**

The contractor shall add the "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

\* All policies of insurance shall contain a covenant requiring sixty (60) days written notice by the insurer and sent certified mail to the contract administrator at the specific institution, before cancellation, reduction or other modifications of coverage. The insurance certificate shall be for the initial contract period of one (1) year and shall be renewed by the contractor for each subsequent renewal period of the contract.

\* In the event of non-renewal, cancellation, or expiration, the contractor shall provide the University evidence of the new source(s) of required insurance within twenty-one (21) calendar days after the University's receipt of the sixty (60) day notice. Failure to maintain the required insurance in force may be cause for contract termination.

\* In the event that the contractor fails to maintain and keep in force the insurance herein required, the University shall have the right to cancel and terminate the contract without notice.

\* The contractor agrees to indemnify, defend and hold harmless the Board of Regents of the University of Wisconsin System, its officers, employees and agents from and against any and all claims, losses, liability, costs or expenses (hereinafter collectively referred to as "claims") occurring in connection with or in any way incidental to or arising out of the occupancy, use, service, operations or performance of work in connection with this contract, but only to the extent that such claims are caused by or result from the negligence, misconduct or other fault of the contractor, its agents, employees, subcontractors or contractors.

Revised 02/24/10

APPENDIX C

APPENDIX C

Other Provisions

The following documents shall be provided to the Office of the Superintendent of Public Instruction by the Charter School to commence operations in its first academic year.

Thirty (30) Days Prior to First Day of School for Students and No Later than July 1:

- \* Documentation of the legal status under Wisconsin law
- \* Articles of incorporation
- \* Roster of school board, officers and members
- \* School organizational chart
- \* Name and title of certified school administrator
- \* School administrative organizational chart
- \* School site or lease
- \* Financial system and expenditure process
- \* Organization of funding received for the school
- \* Documentation of the master schedule
- \* School calendar
- \* Complete school curriculum plan for students attending the year
- \* Staffing and compensation plan
- \* Student enrollment plan
- \* Faculty and staff compensation plans
- \* Other documents

Thirty (30) Days Prior to First Day of School for Students and No Later than August 1:

- \* Documentation of enrollment equal to or greater than contractually required number

Prior to First Day of School for Students and no later than August 1:

- \* School occupancy permit
- \* Name and license status of all known teachers and Title I staff
- \* Background screening report for all known employees

**APPENDIX E**

**Financial Reporting Requirements**

The Grantee shall submit audited financial statements of the Charter School's operation, including an audited list of the revenues, expenditures and balances in each of the categories and subcategories:

**Total Revenue**

CATEGORY	TOTAL	PER PUPIL (based on 3 <sup>rd</sup> Friday in Sept count)
State per Pupil Aid		
Special Education Aid		
Federal Funds (see (b) below)		
Grants		
Donations From Sponsor		
Other Donations		
Other Revenue		
<b>Total</b>		

**Federal Revenue (Break Out)**

CATEGORY	TOTAL	PER PUPIL
Title I		
Title II		
Title III		
Title IV		
Title V		
Title VI		
Other Federal Funds (List each source individually, for example, Safe and Sound grant)		
<b>Total</b>		

**Total Expenditures**

CATEGORY	TOTAL	PER PUPIL
Instruction		
Instructional Support		
Facilities		
Administration		
Board*		

- Other Program Support

### **Facilities Expenses**

- Building Management
  - Building Operations, Utilities, and Maintenance
  - Other Building Management
- Capital
  - Capital Projects and Capital Leases
  - Debt Services
  - Other Capital Expenses

### **Administrative Expenses**

- School Management
  - Executive Director, Principal, and Assistant Principals
  - Other Administrative Personnel
  - School Office
- Business Management
  - Data Processing
  - Business Operations
  - Other Business Management
- School Board \* School Board Expenses must be separated from Administrative Expenses if school is operated under a management contract.
  - School Board
  - Legal
- Legal
  - Claims and Settlement

### **Other Expenditures**

- Non-Instructional Pupil Services
  - Transportation
  - Food Service
  - Safety
  - Other Non-Instructional Services

### **Fund Balance**

Changes in fund balance are calculated on an annual and cumulative basis. The difference between annual revenue and annual expenditures provides the annual change to fund balance. The sum of each year's change to fund balance is the cumulative fund balance.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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To add more "Other Attachment" attachments, please use the attachment buttons below.

**Letters of Support for Stellar Collegiate**

Individual	Title, Affiliation
Griselda Aldrete	President & CEO <b>Hispanic Professionals of Greater Milwaukee</b>
Joaquin Altorro	Vice President Commercial Banking <b>Town Bank</b>
Abby Andrietsch	Executive Director <b>Schools That Can Milwaukee</b>
Wendy K. Bauman	President <b>Wisconsin Women's Business Initiative Corporation</b>
Garrett Bucks	Executive Director <b>Teach For America Milwaukee</b>
Jason Crye	Executive Director <b>Hispanics for School Choice</b>
Ricardo Diaz	Executive Director <b>United Community Center</b>
Jodi Goldberg	Senior Director, Local Engagement <b>Great Schools</b>
Dr. Patricia Hoben	Head of School <b>Carmen High School of Science and Technology</b>
Glenna Holstein	Branch Manager <b>Urban Ecology Center, Menomonee Valley</b>
William Hughes	Director of School & Instructional Leadership Program <b>Alverno College</b>
Richard Hynson	Music Director <b>Bel Canto Chorus</b>
Julio Maldonado	Executive Director <b>Cesar Chavez BID</b>
Jeff Percival	Founder and President <b>Percival Enterprises</b>
Israel Ramon	Partner <b>Ramon &amp; Medro S.C.</b>
Sean Roberts	Executive Director <b>Milwaukee Charter School Advocates</b>
Ramiro Roman	General Manager, Marketing, Strategy & Operations <b>GE Healthcare</b>
Tim Sheehy	President <b>MMAC</b>
Maurice Thomas	Lead Founder <b>Milwaukee Excellence Charter School</b>
Nina Weisling	Assistant Professor, Urban Special Education <b>Cardinal Stritch University</b>



**Board of Directors**  
**2014-2015**

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Jamie Delgadillo  
Northwestern Mutual

**Vice Chair**

Dr. Victor Miranda  
GE Healthcare

**Treasurer**

Tony Mallinger  
Metal Era Inc.

**Secretary**

Roberto Gutierrez  
Department of Transportation

**Past Board Chair**

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ABRAZO Multicultural Marketing &  
Communication

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Tracey Carson  
Marketing Consultant

Raquel Filmanowicz  
BMO Harris Bank

Dr. John Greene  
Johnson Controls, Inc.

Dr. Michael Laliberte  
University of Wisconsin – Milwaukee

Nicole Langley  
ManpowerGroup

Dr. Homero Noboa  
Johnson Controls, Inc.

Sharon Reed  
EY

Cris Ros-Dukler  
Public Allies

John Utz  
Associated Bank

Becky Valcq  
Lammi Sports Management

Dr. William Welburn  
Marquette University

**President & CEO**

Griselda Aldrete

**Associate Director of Corporate Events**

Kim Schultz

**Executive Administrative Assistant**

Marina Arias

Ms. Adrienne L. Woods

MS Director

Office of Charter Schools University of Wisconsin-Milwaukee

Enderis Hall, Room 221

Post Office Box 413

Milwaukee, WI 53201-0413

Dear Ms. Woods:

It is with great enthusiasm that I submit this letter of support for the approval of Stellar Collegiate Charter School led by founder Melissa McGonegle. I've had the opportunity to meet and collaborate with Melissa for the past year as a Hispanic Professionals of Greater Milwaukee (HPGM) member and through her advocacy work as a founding school member of the Schools That Can Milwaukee network. She is deeply committed to providing a high quality education for Milwaukee-area students. I believe the school's focus on literacy instruction and data driven instructional practices is necessary to ensure the success of the students and their access to endless opportunities.

Melissa's passion for education and her results-driven attitude I will lead to amazing outcomes. Melissa's proven leadership capacity as a founder and leader of a charter school in San Jose, California that was ranked number 5 in the state in its first year, makes her the perfect leader for Stellar Collegiate Charter School.

HPGM's mission to continuing to build a viable, diverse pipeline for the region is in line with Melissa's vision and mission of educating and creating avenues of success for all students.

I strongly support the approval of Stellar Collegiate Charter School. Melissa's McGonegle's leadership, drive, tenacity and record of success make her the perfect person to develop an excellent college preparatory school for the families' of Milwaukee.

Should you have any questions about this recommendation please feel free to contact me.

Sincerely,



Griselda Aldrete  
President & CEO

Joaquin J Altoro  
Town Bank  
140 S 1<sup>st</sup> St  
Milwaukee, WI 53204

03/30/2015

Dear UWM Office of Charter Schools:

My name is Joaquin Altoro and I'm the Vice President at Town Bank. Town Bank, a Wintrust Community Bank is a quick growing regional bank that truly values community banking. Over the last twenty years, we have built a quality portfolio of schools and nonprofits as clients. Additionally, I am a lifelong resident of Milwaukee and product of the Milwaukee Public School system. It is my pleasure and an honor to give unwavering support for the approval of Stellar Collegiate Charter School led by founder Melissa McGonegle.

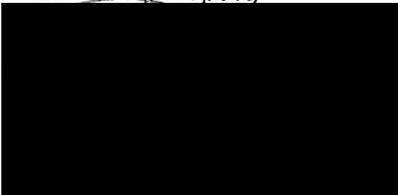
The vision for Stellar Collegiate Charter School is one that speaks to me deeply. As a supporter of strong educational options for the children of Milwaukee, I am excited to see Stellar Collegiate come into being. The intensive focus on literacy instruction and data driven instructional practices that will drive towards ensuring 100% of students are on or above grade level in reading by 3<sup>rd</sup> grade is incredibly necessary for our children.

I know that strong leadership is often the most important factor in distinguishing between good intentions and good outcomes. I believe that Stellar Collegiate will lead to strong outcomes because of the proven leadership capacity of Melissa McGonegle. Ms. McGonegle founded and led a charter school in San Jose, California that was ranked number 15 in the state in its first year. Her proven track record, strong board, and drive to provide excellence for the children of Milwaukee gives me complete confidence in Stellar Collegiate.

The Milwaukee community has a great need for schools that can break the cycle of poverty. For our youngest students, that means ensuring that children have a solid foundation in literacy and math from the beginning. Stellar Collegiate will partner with parents and the community to build a school that supports families to accomplish their dreams - sending their children off to the college of their choice.

Ultimately, it is with great enthusiasm that we support the approval of Stellar Collegiate Charter School. Ms. McGonegle's leadership, character, and record of success make her the perfect person to develop an excellent college preparatory school for the families of Milwaukee.

With deep respect,



April 15, 2015

Dear Adrienne:

As you know, I am co-founder and executive director of Schools That Can Milwaukee (STCM). I join you and the UWM Office of Charter Authorization in believing every child in our city deserves an excellent education so they can flourish as citizens. However, for most kids growing up in Milwaukee and urban areas across the country, educational opportunities are essentially pre-determined based on race, family income, and ZIP code. These inequalities limit life choices, professional options, and income growth, while weakening families and communities.

A small number of schools in Milwaukee are waging a successful battle against these statistics and closing the achievement gap for their students. Our organization works to create more of these schools, and I sincerely believe Stellar Collegiate Charter School will be one of them. That is why it is my pleasure to voice unwavering support for the approval of Stellar Collegiate Charter School led by founder Melissa McGonegle.

The vision for Stellar Collegiate Charter School is one that aligns well with STCM's focus on holistic school quality. Our team is excited that Stellar Collegiate will launch as part of the STCM network, joining a city-wide collective of more than 200 school leaders from 39 traditional district, Choice, and charter schools. Not only will Stellar benefit from the support and assistance of this collaboration of other school leaders, but other schools in our city will be able learn from Stellar's launch efforts.

We believe leadership is the lynchpin of a high-quality school. A strong leader sets a vision for the school, attracts and develops talented teachers for every classroom, and leads implementation of best practices. This is one reason I am so enthusiastic about the launch of Stellar Collegiate, because of the proven leadership capacity of founding school leader Melissa McGonegle. Ms. McGonegle founded and led a charter school in San Jose, California that was ranked number 15 in the state in its first year. Her proven track record, the strong board she has assembled, and her drive to provide excellence for the children of Milwaukee gives me complete confidence in Stellar Collegiate.

Schools That Can Milwaukee and I support the approval of Stellar Collegiate Charter School. Ms. McGonegle's leadership, character, and record of success make her the perfect person to develop an excellent college preparatory school for the families of Milwaukee.

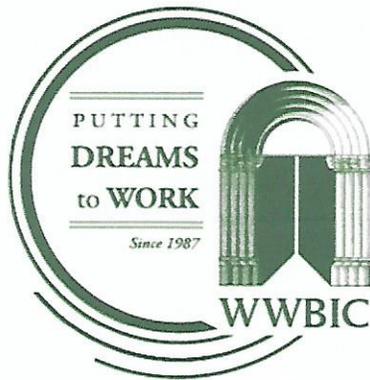
Sincerely,



Abby Andrietsch

Co-Founder and Executive Director

abby.andriestch@stcmilwaukee.org



April 20, 2015

University of Wisconsin-Milwaukee  
Office of Charter Schools  
Enderis Hall 221, 227 & 229  
2400 E. Hartford Avenue  
Milwaukee, WI 53211

Dear UWM Office of Charter Schools:

On behalf of WWBIC (The Wisconsin Women's Business Initiative Corporation,) I am writing in support of the approval of Stellar Collegiate Charter School led by founder Melissa McGonegle and founding board member Samantha Maldonado.

WWBIC is a leading innovative statewide economic development corporation "Putting Dreams to Work." We focus on individuals who face barriers of traditional means by opening opportunity for pursuit of their dreams and economic well-being. We provide targeted individuals interested in starting, strengthening or expanding businesses with access to vital resources and tools such as quality financial and business education and responsible financial products. We improve the economic well-being of targeted low income individuals by building assets and advancing economic self-sufficiency. We particularly focus on women, people of color, and low-income individuals, providing direct lending and access to fair and responsible capital, quality business education, one-on-one technical business assistance and education to increase financial capability.

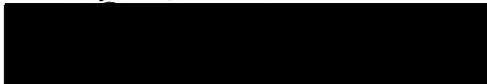
The vision for Stellar Collegiate Charter School is one that speaks to me deeply. As a supporter of strong educational options for the children of Milwaukee, I am excited to see Stellar Collegiate come into being. The intensive focus on literacy instruction and data driven instructional practices that will drive towards ensuring 100% of students are on or above grade level in reading by 3<sup>rd</sup> grade is incredibly necessary for our children.

I know that strong leadership is often the most important factor in distinguishing between good intentions and good outcomes. I believe that Stellar Collegiate will lead to strong outcomes because of the proven leadership capacity of Melissa McGonegle. Ms. McGonegle founded and led a charter school in San Jose, California that was ranked number 15 in the state in its first year. Her proven track record, strong board, and drive to provide excellence for the children of Milwaukee gives me complete confidence in Stellar Collegiate.

The Milwaukee community has a great need for schools that can break the cycle of poverty. For our youngest students, that means ensuring that children have a solid foundation in literacy and math from the beginning. Stellar Collegiate will partner with parents and the community to build a school that supports families to accomplish their dreams - sending their children off to the college of their choice.

Ultimately, it is with great enthusiasm that we support the approval of Stellar Collegiate Charter School. Ms. McGonegle's leadership, character, and record of success make her the perfect person to develop an excellent college preparatory school for the families of Milwaukee.

All my best,



Wendy K. Baumann  
President/CVO

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Milwaukee, WI 53212  
Phone: 414.263.5450

**South Central**  
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Madison, WI 53713  
Phone: 608.257.5450

**Southeast**  
600 52nd Street, Suite 130  
Kenosha, WI 53140  
Phone: 262.925.2850

245 Main Street, Suite 102  
Racine, WI 53403  
Phone 262.898.5000

info@wwbic.com  
**wwbic.com**

One day, all children in this nation will have the opportunity to attain an excellent education.



July 1, 2015

To the Members of the UWM Charter Application Review Committee:

It is with great enthusiasm that I offer this letter of support for the proposed Stellar Collegiate Charter School. My unequivocal support is rooted both in my sincere belief in the power and potential of the schools' model, the proven track record of its founder and its sincere mission to be an ally in the positive transformation of Milwaukee's near South Side.

I have had the pleasure of knowing Stellar Collegiate's Founder Melissa McGonegle since 2010, when I first visited the school she founded in San Jose, California (Rocketship Si Se Puede Elementary). Five years later, I can still vividly recall the palpable feeling of hope that washed over me that day. I had known, previous to visiting the school, that under Melissa's leadership Si Se Puede was attaining impressive quantitative results. What I discovered that day, though, was the intensity of joy, partnership, urgency and hope shared by everybody on campus. It was apparent in the love I witnessed between students and teachers. It was present at their energetic "morning launch" as students bounded excitedly onto the campus to begin their day. And it was especially apparent in a meeting I had the fortune of having with parents—all of whom spoke of the way that they were welcomed into the school's vision and of the intense impact that the school was having on their children's trajectories.

In the years since that first visit to Si Se Puede, all of my interactions with Melissa have only served to highlight the fact that what I witnessed at that school in 2010 was neither miracle nor fluke. As I watched her teach other school leaders (in particular as a Schools That Can Leadership coach) it became clear that Melissa has a unique ability to lead in a way that is at once urgent, goal-driven and incredibly humanistic.

That twin strength is readily apparent in the plans and proposal for Stellar Collegiate. It is impossible to either read the school's vision or talk to Melissa or her board members without it being immediately clear that this is a school rooted first and foremost in love: love for the south side of Milwaukee, for the city's broader Latino community and for the students and parents who will form its core. Just as Si Se Puede succeeded thanks to an intensity of belief in the potential of its students, so too is that belief woven into every aspect of Stellar Collegiate. That love and belief would be insufficient, however, if not also matched with a rigorous, strategic focus on the best practices that differentiate our country's highest performing schools. From a deep understanding of the theory and practice behind excellent literacy instruction to a nuanced focus on both rigorous academics and character, it's clear that students at Stellar would, from the very beginning, be immersed in an environment that was not only loving but also intentional.

As a parent, I would be honored to have my own child attend Stellar Collegiate. As a Milwaukeean who is deeply invested in the future of our city, I believe that ours will be a weaker city without this school as an option for all of our parents. I am happy to speak further in regard to this letter with any interested party.

Garrett Bucks

Executive Director

Teach For America- Milwaukee



AN AMERICORPS PROGRAM

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www.teachforamerica.org



# HISPANICS FOR SCHOOL CHOICE

FAITH-FAMILY-FREEDOM

June 16<sup>th</sup>, 2015

\*\*\*SENT VIA E-MAIL TO [mmcgonegle@buildingexcellentschools.org](mailto:mmcgonegle@buildingexcellentschools.org)

To Whom It May Concern,

I write in support of Stellar Collegiate Charter School (Stellar). As Executive Director of Hispanics For School Choice, a Milwaukee-based non-profit that works with Hispanic families throughout Wisconsin, I see on a daily basis the need that Milwaukee, and the Southside specifically, has for high quality schools, and I am glad that Stellar seeks to become an option for Milwaukee's kids.

Any high performing enterprise starts with a capable leader, and Melissa McGonegle not only has substantial experience in high quality schools, but she also has surrounded herself with an impressive board of directors. Moreover, she has the support of an intensive fellowship program, *Building Excellent Schools*, which will ensure that she has the coaching and assistance necessary when getting a school off the ground.

It is also exciting to learn of Stellar's core beliefs, which include joy, structure, and ambitious academic goals. Stellar also doesn't intend to totally reinvent the wheel. While surely creating its own school culture, it is heartening to know that Ms. McGonegle aims to use a school model based on high performing charter schools around the country. To me, this means that families are getting the best of both worlds, i.e., a new option with a time tested approach to a solid education.

Please feel free to contact me directly with additional questions.

Cordially,

/s/

Jason S. Crye, Esq.  
Executive Director

JSC/IDM  
CC: n/a

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1028 S. 9th Street Milwaukee, WI 53204  
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Website: www.unitedcc.org

April 29, 2015

Ms. Adrienne L. Woods, MS  
Director, Office of Charter Schools  
University of Wisconsin-Milwaukee  
Enderis Hall, Room 221  
Post Office Box 413  
Milwaukee, WI 53201-0413

Dear Ms. Woods:

It is with great respect that I submit this letter of support for the approval of Stellar Collegiate Charter School led by founder Melissa McGonegle. I've had the opportunity to work with Melissa for several years as a founding school member of the Schools That Can-Milwaukee network. She is deeply committed to high quality educational opportunities for Milwaukee students. The school's intensive focus on literacy instruction and data driven instructional practices that will drive towards ensuring 100% of students are on or above grade level in reading by 3<sup>rd</sup> grade is incredibly necessary for our children.

I know that strong leadership is often the most important factor in distinguishing between good intentions and good outcomes. I believe that Stellar Collegiate will lead to strong outcomes because of the proven leadership capacity of Melissa McGonegle. Ms. McGonegle founded and led a charter school in San Jose, California that was ranked number 15 in the state in its first year. Her proven track record, strong board, and drive to provide excellence for the children of Milwaukee gives me complete confidence in Stellar Collegiate.

UCC's Bruce-Guadalupe Community School is growing, and we see students from Stellar Collegiate as a potential feeder to our new middle school, expected to open with three 6<sup>th</sup> grade classrooms in fall 2016.

Ultimately, it is with great enthusiasm that we support the approval of Stellar Collegiate Charter School. Ms. McGonegle's leadership, character, and record of success make her the perfect person to develop an excellent college preparatory school for the families of Milwaukee.

Sincerely,



Ricardo Díaz

RD/jh



May 7, 2015

Dear U.W. Madison Office of Charter Schools:

My name is Jodi Goldberg, and I'm the Senior Director for Program Development and Local Engagement at GreatSchools. Founded in 1998, GreatSchools is a national nonpartisan nonprofit that helps millions of parents find great schools, support great learning, and guide their kids to great futures. For more than seven years, we have had a local GreatSchools program in Milwaukee that has helped over 150,000 Milwaukee families understand their K12 options. Unfortunately, too often there are no high quality options available to the most vulnerable families when they realize they need to find a school for their children.

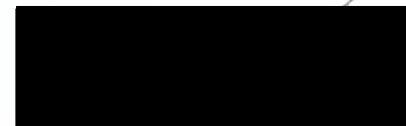
The vision for Stellar Collegiate Charter School is one that speaks to me deeply. As a supporter of strong educational options for the children of Milwaukee, I am excited to see Stellar Collegiate come into being. The intensive focus on literacy instruction and data driven instructional practices that will drive towards ensuring 100% of students are on or above grade level in reading by 3<sup>rd</sup> grade is incredibly necessary for our children.

I know that strong leadership is often the most important factor in distinguishing between good intentions and good outcomes. I believe that Stellar Collegiate will lead to strong outcomes because of the proven leadership capacity of Melissa McGonegle. Ms. McGonegle founded and led a charter school in San Jose, California that was ranked 15th in the state in its first year. Her proven track record, strong board, and drive to provide excellence for the children of Milwaukee makes me hopeful.

The Milwaukee community has a great need for schools that can break the cycle of poverty. For our youngest students, that means ensuring that children have a solid foundation in literacy and math from the beginning. Stellar Collegiate will partner with parents and the community to build a school that supports families to accomplish their dreams - sending their children to the college of their choice. Ultimately, it is with great enthusiasm that I support the approval of Stellar Collegiate Charter School.

If you have any questions or would like to discuss further how I can support Stellar Collegiate Charter School, please feel free to contact me directly.

Thank you.



Jodi Goldberg



# Carmen

SCHOOLS OF  
Science & Technology

June 29, 2015

Re: Charter Application from Stellar Collegiate Charter School

Dear Members of the Charter Application Review Committee:

I am submitting this letter in support of the charter school contract application from Ms. Melissa McGonegle, Lead Founder, and the Board of Directors of Stellar Collegiate. The proposed charter school, which will serve students in kindergarten through 5<sup>th</sup> grade, provides a new option that meets a significant community need in the proposed location on Milwaukee's near south side, where the student population is growing faster than in any other part of the city. Both traditional public schools and parochial schools already have very high enrollments in the near south side area of Milwaukee's central city, making it the best location choice for an additional program such as Stellar Collegiate.

As Co-Founder and Head of Schools for Carmen Schools of Science and Technology, I have been working with Ms. McGonegle during her planning process and have been exceptionally impressed by the work she has done to date regarding preparation for the school's establishment. Carmen Schools operates two campuses chartered by MPS as non-instrumentality schools -- a high school which has been operating since 2007 on Milwaukee's near south side, and a middle/high school which opened in 2013 on Milwaukee's northwest side. In order to meet the demand for Carmen Schools seats on the south side, another high school campus is planned to open in 2016 and a middle school campus in 2017. Carmen Schools expects to have Stellar Collegiate as a primary feeder school to the new Carmen Schools middle school campus. All Carmen middle school students will have the option of feeding directly into either of the south side Carmen High School of Science and Technology campuses.

The Stellar Collegiate approach and educational model set forth in the charter application are consistent with the mission of Carmen Schools of Science and Technology, which is to graduate critical thinkers and self-directed learners prepared for success in college, meaningful careers, community involvement and family life. Carmen's South Campus Class of 2015 graduates had average ACT scores of 20.2 (i.e., above the average of the ten states where 90% or more students are required to take the ACT), 84% of them passed at least one Advanced Placement exam while in high school, and 100% were accepted to a 4-year college.

Stellar Collegiate and Carmen Schools are natural collaborators for creating a neighborhood K-12 pathway as both programs include established college readiness outcomes and build on well-articulated instructional models, academic interventions, and core values. Also, both organizations demonstrate the importance of having schools work with community-based organizations to create neighborhoods poised for revitalization and economic development. Ms. McGonegle has already established relationships with many south side community organizations with which Carmen Schools has long-standing partnerships, including the Layton Boulevard Neighborhood Organization, the Urban Ecology Center, the South Side Organizing Committee, the Sixteenth Street Clinic, the Clark Square Neighborhood Initiative, and local churches.

Carmen Schools and its leadership team commit to supporting Stellar Collegiate in the following specific ways:

- Inviting Stellar Collegiate staff to events at Carmen's south side campus and to community events

5496 N. 72<sup>nd</sup> St., Milwaukee, WI 53218 | ph. 414-837-4000 | fax. 414-837-3220 | web. [www.carmenhighschool.org](http://www.carmenhighschool.org)

- that would serve as opportunities for elementary school student recruitment.
- Having a member of the Stellar Collegiate leadership team on the Carmen High School of Science and Technology's South Campus School Improvement Committee, which includes representatives from the school and neighborhood organizations and feeder schools and reviews and advises the Carmen Board of Directors on the school's performance annually.
  - Once Stellar Collegiate is open and its upper elementary grades are operating, having the school leader and teachers in 4<sup>th</sup> and 5<sup>th</sup> grades and teachers and leadership team members from Carmen's middle schools share professional development opportunities and best practices on the implementation of the K-8 common core-based Engage NY language and math curricula that both schools employ. This will help ensure middle school readiness for the Stellar Collegiate students.

Again, I am pleased to support the charter school application of Stellar Collegiate as there is still a very great need for high potential/high performing elementary schools in the south side community to be served. The school's plan to start with the earliest K4 and K5 and possibly first grades depending on enrollment will allow the leadership team to focus both recruitment and instructional strategies on these earliest years, raising the chance of a successful school launch.

Please contact me with any questions by calling [REDACTED] or by email at [REDACTED]

Sincerely,

[REDACTED]

Patricia J. Hoben, Ph.D.

Head of Schools



1 May 2015

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Ken Leinbach

Dear UWM Office of Charter Schools:

I am writing this letter in strong support for the approval of Stellar Collegiate Charter School led by founder Melissa McGonegle. As the Branch Manager of the Urban Ecology Center's Menomonee Valley Branch at 3700 W Pierce St., as well as a resident of the neighborhood where the school intends to open, and I am thrilled about the possibility of adding this school to the list of opportunities for children in my community.

The vision for Stellar Collegiate Charter School is one that resonates strongly with me. As a supporter of diverse and robust educational options for the children of Milwaukee, I am excited to see Stellar Collegiate come into being. The intensive focus on literacy instruction and data driven instructional practices that will drive towards ensuring 100% of students are on or above grade level in reading by 3<sup>rd</sup> grade is incredibly necessary for our children.

I also know that strong leadership is a critical factor in distinguishing between good intentions and good outcomes, and that is why I am delighted that Stellar Collegiate has Melissa McGonegle at the helm. A proven leader, Ms. McGonegle founded and led a charter school in San Jose, California that was ranked number 15 in the state in its first year. She has already recruited a strong and dedicated board to support her efforts, and she has impressed me again and again with her passion and dedication both to her school and to our community.

Milwaukee has a great need for schools that can empower students to break the cycle of poverty. That means ensuring that children have a solid foundation in literacy and math from the very beginning of their educational career. Stellar Collegiate will partner with parents and the community to build a school that supports families in accomplishing their dreams for their children- ensuring they are college-ready and giving them a wide range of choices for their post-secondary education.

With all this in mind, it is with great enthusiasm that I support the approval of Stellar Collegiate Charter School. Ms. McGonegle's leadership, character, and record of success make her the perfect person to develop an excellent college preparatory school for the families of Milwaukee.

Please feel free to contact me with any additional questions or concerns. Thank you very much for your time and attention.

With deep respect,

Glenna Holstein  
Urban Ecology Center  
3700 W Pierce St  
Milwaukee, WI 53215



**URBAN ECOLOGY CENTER**



June 30, 2015

Dear Members of the Charter Application Review Committee:

It is my pleasure and an honor to submit a letter of recommendation for approval of Stellar Collegiate Charter School led by founder Melissa McGonegle. As an educational leader who has worked in outstanding suburban schools as a principal and District administrator coupled with my service now saving as the Director of the School Leadership Program with Alverno College and Managing Director of Leadership Development with Schools That Can Milwaukee working in leadership development for urban school leaders for successful schools, I recognize leadership ability and strong educators who are able to develop successful schools in Milwaukee.

The vision for Stellar Collegiate Charter School is a vision for all children. As a supporter of strong educational options for the children of Milwaukee, I am excited to see Stellar Collegiate come into being. The intensive focus on literacy instruction and data driven instructional practices that will drive towards academic excellence for students in our community is essential to the future of the City of Milwaukee.

Strong leadership makes the difference for schools, especially successful schools. I have worked with Melissa McGonegle when she served as a leadership coach with Schools That Can Milwaukee. She understands leadership and how to build a team of teachers and staff focused on academic achievement and the development of students. Ms. McGonegle founded and led a charter school in San Jose, California that was ranked number 15 in the state in its first year. Her track record, strong board, and drive to provide excellence for the children of Milwaukee supports this recommendation for Stellar Collegiate to the University of Wisconsin Milwaukee.

The Milwaukee community has a great need for schools that can break the cycle of poverty. For our youngest students, that means ensuring that children have a solid foundation in literacy and math from the beginning. Stellar Collegiate will partner with parents and the community to build a school that supports families to accomplish their dreams - sending their children off to the college of their choice. We need schools like this in our City.

I am pleased to speak to Ms. McGonegle's leadership; ability and record of success make her the perfect person to develop an excellent college preparatory school for the families of Milwaukee.

Sincerely,

A solid black rectangular box used to redact the signature of the sender.

William H. Hughes, Ph.D.



**BEL CANTO**  
CHORUS

May 3, 2015

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Dear UWM Office of Charter Schools:

My name is Richard Hynson and I am the music director of the Bel Canto Chorus, Southeast Wisconsin's oldest continuously performing arts organization. It is my distinct pleasure to give unwavering support for the approval of Stellar Collegiate Charter School let by founder Melissa McGonegle and supported by founding board member Marc Cohen.

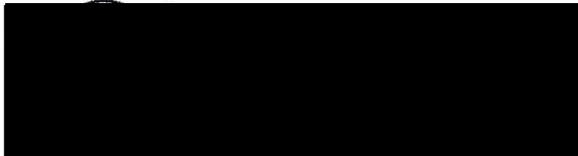
The vision for Stellar Collegiate Charter School is one that speaks to me deeply. As a supporter of strong educational options for the children of Milwaukee, I am excited to see Stellar Collegiate come into being. The intensive focus on literacy instruction and data-driven instructional practices will help to ensure that 100% of the students will be reading on or above grade level by 3<sup>rd</sup> grade. We should expect nothing less, and, with this new school, we can expect it with confidence.

I know that strong leadership is often the most important factor in distinguishing between good intentions and measurable outcomes. I believe that Stellar Collegiate's innovative approach and rigorous educational curriculum will lead to strong outcomes. I also believe in the proven leadership of Melissa McGonegle. Her proven track record, in concert with a strong board, will guarantee excellent direction for the children of Milwaukee.

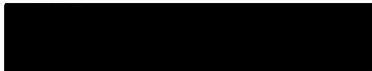
The Milwaukee community has a great need for schools that can help their students break free from the cycle of poverty. I am confident that Stellar Collegiate will partner with parents and the community to provide an academic foundation for its students that will allow them the opportunity to go on to university studies.

I support the approval of Stellar Collegiate Charter School, and further support Ms. McGonegle in her role as head of the school.

Sincerely,



Music Director



Julio Maldonado  
South 27th Street Business Association  
4647 S. 27th Street  
Milwaukee, WI 53221

July 29, 2015

Dear UWM Office of Charter Schools:

My name is Julio Maldonado, Executive Director, for the South 27th Street Business Association aka Historic Highway 41 Business Improvement District. The South 27th Street Business Association aka Historic Highway 41 Business Improvement District (BID) is an organization of property owners who through thoughtful, pro-active collaboration and partnership with local government, business owners, residents and citizens strive to create a shared vision and voice for the communities of Milwaukee and Greenfield. The BID will commit resources, identify, plan and act on short-term and long-term initiatives otherwise unavailable to individual owners. The BID has a goal of ensuring the long-term preservation and vitality of the city's underlying economic, cultural, social and environmental assets and the BID will work together to keep our corridor safe, beautiful and vibrant place. The BID is the states largest commercial corridor! It is my pleasure and an honor for this company to give unwavering support for the approval of Stellar Collegiate Charter School led by founder Melissa McGonegle and the founding board.

As someone who spends a great deal of my professional time, working with local businesses, I know firsthand the very real talent shortage we have in our city. This all starts with children receiving the type of education that opens professional doors for their future. Based on what I have learned about Stellar Collegiate, I believe this is the type of school our children need to be successful, productive citizens, and ensure a strong workforce for Milwaukee's future.

The vision for Stellar Collegiate Charter School is one that speaks to me deeply. As a supporter of strong educational options for the children of Milwaukee, I am excited to see Stellar Collegiate come into being. The intensive focus on literacy instruction, ambitious goals for all students, and the strong leadership at the board and school level gives me great confidence in the proposal for Stellar Collegiate.

The Milwaukee community has a great need for schools that can break the cycle of poverty. For our youngest students, that means ensuring that children have a solid foundation in literacy and math from the beginning. Stellar Collegiate will partner with parents and the community to build a school that supports families to accomplish their dreams - sending their children off to the college of their choice.

Ultimately, it is with great enthusiasm that I support the approval of Stellar Collegiate Charter School. We need more schools, like the one proposed, in all areas of our city, but especially on the Southside.

Wt :1JfM  
Julio Maldonado





April 16, 2015

To Whom It May Concern:

As President of Percival Enterprises for the last 30 years, it has been my experience that individuals, who have a higher level of literacy, experience greater success in life.

My interest in Reading and Literacy began with my Master's thesis, "Teaching Language Arts Through Contemporary Music". I also taught for three summers at a Reading Camp for Boys, Camp Algonquin and Camp Arrowhead. Upon moving to Milwaukee, I also went back to school for my Reading Certification.

The purpose of this letter is to notify the UW-M Office of Charter Schools of my support for the Stellar Collegiate Charter School, with its emphasis on Literacy. I have known Marc Cohen, the original board member, for a number of years and have seen his leadership in action.

There is a tremendous need for young people who think and act based upon informed decisions. Being literate augments their ability to do such.

Tomorrow's citizens will need strong skills with information doubling at an increasing rate.

Again, it is my pleasure to endorse the Stellar Collegiate Charter School.

If you have any questions, feel free to contact me.

Respectfully,

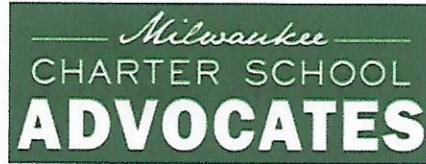


Jeffrey R. Percival  
President

"A small % adjustment can produce dramatic results"

PR/Award # U282B160026

PO Box 100407 • Milwaukee, WI 53214 • Page 13314 • 322-2001 • Fax (414) 447-6307  
www.perc-ent.com • jpercival@perc-ent.com



May 28, 2015

To Whom It May Concern:

I am writing today to express my support of the application for Stellar Collegiate Charter School in Milwaukee.

In particular I want to recommend strong consideration being given to a school application that has a focus on early literacy. Given the low reading rates across all school sectors in our community, I am supportive of efforts to dramatically increase reading achievement. Stellar Collegiate's plan to have extended literacy instruction with smaller teacher to student ratios would provide one avenue for addressing this problem.

Additionally, I am encouraged by the school's plan for slow, measured growth. This suggests that the organization takes its responsibility to serve students well seriously and have thoughtfully considered the potential obstacles and opportunities for high-performing schools in our community.

I know that UWM will give this application, along with the others it receives, a thorough consideration that responsibly provides our community with an opportunity for quality school options. If Stellar Collegiate Academy can in fact deliver on its mission to *"place every child on the path to college and equis all K to 5 students to succeed in middle school, gain access to selective high schools, and create futures bright with opportunity,"* our students and community would benefit greatly from their charter.

Sincerely,

Sean Roberts  
Executive Director  
Milwaukee Charter School Advocates

Ramiro Roman  
GE Healthcare  
9900 W. Innovation Drive  
Wauwatosa, WI 53226

March 24, 2015

Dear UWM Office of Charter Schools:

My name is Ramiro Roman and I'm the General Manager of Marketing Strategy and Operations at GE Healthcare. We are a large employer in the greater Milwaukee area, with many of our employees living in Milwaukee County. It is my pleasure and an honor for this company to give unwavering support for the approval of Stellar Collegiate Charter School led by founder Melissa McGonegle, and founding board member Samantha Maldonado.

The vision for Stellar Collegiate Charter School is one that speaks to me deeply. As a supporter of strong educational options for the children of Milwaukee, I am excited to see Stellar Collegiate come into being. The intensive focus on literacy instruction and data driven instructional practices that will drive towards ensuring 100% of students are on or above grade level in reading by 3<sup>rd</sup> grade is incredibly necessary for our children.

The Milwaukee community has a great need for schools that can break the cycle of poverty. For our youngest students, that means ensuring that children have a solid foundation in literacy and math from the beginning. Stellar Collegiate will partner with parents and the community to build a school that supports families to accomplish their dreams - sending their children off to the college of their choice.

It is with great enthusiasm that we support the approval of Stellar Collegiate Charter School. Ms. McGonegle's leadership, character, and record of success make her the perfect person to develop an excellent college preparatory school for the families of Milwaukee.

With deep respect,

[Redacted Signature]

Ramiro Roman

[Redacted Title]



May 18, 2015

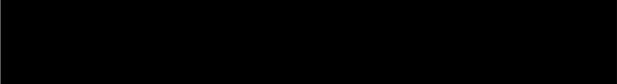
Dear UWM Charter School Authorizer:

I am writing both personally and professionally to endorse the application of Stellar Collegiate Charter School. There are 3 key reasons this school is a must have addition to Milwaukee's K-12 educational options:

1. This school will be guided by a proven leader in Melissa McGonegle. I have had the opportunity to engage with Melissa. Both seeing her in action on multiple visits to Si Se Puede Academy where she was the founding principal, as well as closely following her leadership work as a coach for Schools That Can Milwaukee where I serve as a founding board member. She has a proven track record working with low-income students and a strong background in teaching and leading schools. We worked to help recruit Melissa originally to Milwaukee to open a school, and now we have that opportunity.
2. The rigor and due diligence of Building Excellent Schools is significant asset to preparing school leaders. I have kept in close contact with Melissa during the process of working through the planning, design and application of Stellar Collegiate's proposed charter with UWM. My experience as a board member with a number of successful charter schools (most currently Milwaukee College Prep, and as board chair of Rocketship Southside Community Prep) leads me to confirm that she is well suited for the challenging task of opening a school and delivering a high quality academic environment that will show care for each student.
3. The need is great. UWM plays a critical role in this community in a number of ways, none more important than as a quality charter authorizer. At best 35% of our third graders city wide are reading at grade level. Stellar Collegiate's proposed location is in one of our most challenged ZIP codes, where only 15% of 3rd graders are reading at grade level. We need this school and its promised capabilities today.

Based on these reasons, and as noted my personal and professional exposure to Melissa as a school leader and Stellar Collegiate's educational plan, the Metropolitan Milwaukee Association of Commerce unequivocally endorses this application to become a charter school under UWM's authority. Thank you.

Sincerely,

  
Timothy R. Sheehy  
President



Maurice Thomas  
Lead Founder  
Milwaukee Excellence Charter School  
Milwaukee, WI 53204

### Stellar Collegiate Letter of Support

I have had the unique opportunity to get to know Melissa McGonegle over the past few years as both a Teach For America alumni, and more recently as a colleague in the work of building a high performing charter school for the children of Milwaukee. Through my previous and current role, I've witnessed Melissa's commitment to changing the life opportunities for Milwaukee's students and families by providing them with a rigorous academic experience that will allow them to choose their high schools, colleges, and careers. Approving Stellar Collegiate Charter School, will allow her to realize that vision.

I was still in my role as Executive Director of Teach For America Milwaukee, when Melissa moved to our city in 2013, bringing with her a decade's worth of experience in high performing urban schools. As a School Leadership Coach at Schools That Can Milwaukee, Melissa led her principals to tremendous academic and professional growth. I know this because our TFA teachers routinely discussed the high quality professional development their staff would receive via Melissa's coaching. The focus of her work across many schools, was improving early literacy instruction by using reading diagnostics and creating a more data driven approach to small group instruction. Melissa's success in coaching is a credit to her ability to build relationships and trust within the Milwaukee community.

Over the past year, I have had the privilege of working more directly with Melissa through the BES Fellowship. Melissa has great analytical and critical thinking skills. During our visit to over 50 schools in the past nine months, we actively problem solved around challenges in classrooms. Melissa is masterful in her ability to diagnosis the factors holding back a struggling classroom or school. She worked collaboratively with every school that we visited and provided useful feedback. During the Building Excellent Schools Fellowship, Melissa was admired and respected for her teaching and leadership abilities and her ability to solve complex problems in schools. She was the most impressive Fellow in our cohort.

Without hesitation, I am writing to support the approval of Stellar Collegiate under the leadership of Melissa McGonegle. Her vision of excellence in the classroom, ability to build relationships in Milwaukee, and willingness to improve the Milwaukee community make her more than qualified to open an excellent school.

Respectfully,

  
Maurice Thomas  
Lead Founder  
Milwaukee Excellence Charter School

Nina F. Weisling, Ph.D.  
Cardinal Stritch University  
1037 W. McKinley  
Milwaukee, WI 53205, Office 105

August 1, 2015

Dear UWM Office of Charter Schools:

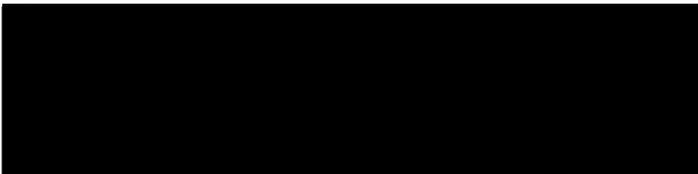
My name is Nina Weisling and I am an Assistant Professor of Teacher Education at Cardinal Stritch University. I teach undergraduate, graduate, and doctoral level students in a variety of classes, most of which are related to special education. It is a pleasure to write this letter of support for Stellar Collegiate Charter School, a proposed charter school led by founder Melissa McGonegle.

Stellar Collegiate Charter School's goals to get every child on the path toward college and to have 100% of students on or above grade level in reading by 3<sup>rd</sup> grade both speak to me deeply. The school's intense and intentional focus on highly qualified teachers for all students, character development, collaboration with families, literacy instruction, and data-driven instructional practices is much-needed and long-overdue for children in Milwaukee.

Melissa McGonegle's strong track record of success in schools - first as a teacher who led 85% of her 1<sup>st</sup> graders to 1.5 years' growth in reading, then as a dean who helped 80% of 3<sup>rd</sup> graders score Proficient or Advanced on the English Language Arts state test, and later as the founding principal of the top performing new charter school in California (where she also retained 94% of her teaching staff for two years!) - will undoubtedly help Stellar Collegiate succeed.

Ms. McGonegle's experiences, character, and record of success, coupled with her strong board, gives me complete confidence in Stellar Collegiate's potential to drive true academic success for Milwaukee students.

With deep respect,



Nina F. Weisling, Ph.D.



# Melissa McGonegle

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## Professional Experience

### FELLOW | BUILDING EXCELLENT SCHOOLS | AUGUST, 2014 – PRESENT

Milwaukee, WI

- Selected as 1 of 9 Fellows from an applicant pool of 1,000 to design, build and lead a high performing public charter school in Milwaukee, WI
- Study 40+ high performing schools nationwide, participate in multiple leadership residencies, and write a charter inspired by these documented best practices
- Lead Founder and Proposed School Director of Stellar Collegiate Charter School, a proposed K-5 school scheduled to open in 2016

### SCHOOL LEADERSHIP COACH | SCHOOLS THAT CAN MILWAUKEE | APRIL 2013 – JULY 2014

Milwaukee, WI

- Intensively coached leaders at 9 high potential schools across Milwaukee to support their development into high performing urban schools
- Supported the Managing Director of School Partnerships to provide ongoing coaching and development to the team of 7 full time leadership coaches
- Led network wide focus on improving lower elementary literacy instruction through supporting schools and coaches to implement diagnostic assessments and guided reading practices

### REGIONAL VICE PRESIDENT, BAY AREA | ROCKETSHIP EDUCATION | MAY 2012 – DECEMBER 2012

San Jose, CA

- Launched first regional office, creating communication structures, performance management systems, and business and operations structures to ensure outstanding support of a network of 7 schools and stewardship of 32MM budget
- Oversaw school support including supervision of Regional Achievement and ISD (Special Education), support for the Principal cohort and direct management of 3 Principals
- Cultivated a talent pipeline for current and future Rocketship schools and regions through recruitment, selection, training and on-going support of current and future school leaders

### REGIONAL DIRECTOR OF SCHOOLS, BAY AREA | ROCKETSHIP EDUCATION | JUNE 2011 – MAY 2012

San Jose, CA

- Managed the principals of current Rocketship campuses towards sustained high levels of student achievement resulting in a network wide API of 855 with 5 schools in the 2011-12 School Year, highest performing elementary district serving low income students in CA
- Developed support structures for school leaders and teachers, raising teacher retention to 78% across the network, and led the network to a 91% internal promotion rate for new School Leaders
- Oversaw talent development programs including coaching and supporting Principal Fellows on the pathway to opening new campuses and developing new school leaders
- Created and led the School Walk Through process three times annually to ensure campuses were on track to meeting ambitious goals

### FOUNDING PRINCIPAL | ROCKETSHIP SI SE PUEDE ACADEMY | SEPT. 2008 – JUNE 2011

San Jose, CA

- Created and executed upon operational, curricular and cultural plans resulting in an API of 886 in year 1 making it the best new school in California, and number 15 statewide serving low income students
- Created and maintained a strong staff culture which led to 94% teacher retention across both school years
- Recruited teachers and staff, 400+ students and families to establish a strong foundation for a 1<sup>st</sup> year school
- Developed and supported teachers through relevant professional development, weekly coaching and regular tracking of progress towards goals for grade levels, classes and individual students

**ACADEMIC DEAN & 3<sup>RD</sup> GRADE LITERACY TEACHER | ROCKETSHIP MATEO SHEEDY | JUNE 2008 – JUNE 2009**

**San Jose, CA**

- Taught 3<sup>rd</sup> grade literacy class and collaborated with other 3<sup>rd</sup> grade teacher to realize 80% of 3<sup>rd</sup> Grade students scoring Proficient or Advanced on the English Language Arts state test
- Coached 4 teachers through weekly observations, model lessons, and co-planning which led to a school wide API of 925, making RMS the #4 school in the state serving low income students
- Created and executed a plan for year 1 implementation of Response to Intervention, including recruiting, hiring, training and providing on-going support to RtI tutors providing small group interventions
- Led staff meetings and Dean in Training meetings to provide necessary academic and managerial skills to staff

**LEAD TEACHER & FOUNDING 5<sup>TH</sup> GRADE TEACHER | LUCHA ELEMENTARY SCHOOL | AUG. 2006 – JUNE 2008**

**San Jose, CA**

- 2007 -2008 school year: 77% of students attained proficient or advanced scores in Mathematics on the California state test, 69% for English Language Arts and 66% in Science
- Served as the acting principal whenever the principal is off campus
- Helped to create the long term plan for staff-wide professional development
- Observed and provided feedback and support to new teachers
- Interviewed, observed and provided recommendations on possible new hires
- Designed and implemented curriculum and long term plans for the 5<sup>th</sup> grade

**1<sup>ST</sup> GRADE TEACHER/TFA CORPS MEMBER | CESAR CHAVEZ ELEMENTARY SCHOOL | AUG. 2003 – JUNE 2006**

**San Jose, CA**

- Designed and implemented curriculum and long term plans enabling 85% of my students to improve 1.5+ years in reading in the 2005-2006 school year
- Facilitated grade level meetings as Chairperson, and represented first grade on the school-wide Leadership Team
- As K/1<sup>st</sup> Grade Learning team leader for Teach for America (TFA), facilitated monthly meetings of South Bay Corps Members to exchange ideas on best practices in the classroom, student assessment and goal setting

## **Education & Certifications**

**B.S. EDUCATION & SOCIAL POLICY | JUNE, 2003 | NORTHWESTERN UNIVERSITY**

G.P.A. 3.67; G.P.A. in major 3.95; 6 quarters on the Dean's List

Greek Woman of the Year (2003), Student Activist of the Year (2003), Margaret J. Barr Emerging Leader Award (2001)

**MULTIPLE SUBJECT CLAD TEACHING CREDENTIAL | JUNE 2004 | SAN JOSE STATE UNIVERSITY**

CLAD endorsement for Cross-Cultural Language and Academic Development

**THREE YEAR CHARTER TEACHER LISCENSE | JULY 2015 | WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**

Early Childhood – Middle Childhood

## **Honors & Other Professional Skills**

- Finalist for Alum Rock Union School District's "Teacher of the Year" – May 2008
- Selected as a finalist for Teach For America Bay Area's "Symantec Award for Educational Innovation" - June 2005
- Recognized by San Jose Mercury News' as "Teacher of the Week" - November, 2005
- Proficient in written and spoken Spanish
- GLAD trained (Guided Language Acquisition by Design)

# CHARTER SCHOOLS PROGRAM ASSURANCES – NON-STATE EDUCATIONAL AGENCIES

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit the following to the Secretary:

- A. Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.
- B. As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:
- C. All items described in the application requirements;
- D. An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- E. An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- F. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- G. Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- H. A copy of proof of applicant's non-profit status;
- I. The applicants' DUNS and TIN numbers;
- J. A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- K. Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

[Redacted Name]

School Director

NAME OF AUTHORIZED OFFICIAL

TITLE

[Redacted Signature]

10/5/15

SIGNATURE OF AUTHORIZED OFFICIAL

DATE

Stellar Collegiate

10/6/15

APPLICANT ORGANIZATION

DATE SUBMITTED

**Charter Schools Program Assurances – Non-State Educational Agencies**  
**Stellar Collegiate**

(F) See Application Requirements J

(G) Stellar Collegiate was recommended for approval on September 30, 2015 by the Office of Charter Schools at the University of Wisconsin Milwaukee. (See attached)

(H) Stellar Collegiate has applied to the IRS for non-profit status, a copy of our 1023 application is included in Attachment L. We are waiting to hear from the IRS as to our status.

(I) The Stellar Collegiate DUNS number is 07-997-8158 and EIN is 47-2102503 (See attached)

(J) Stellar Collegiate has not received federal planning grant funds before.

(K) See letter of support from Authorizer.

Enderis Hall  
Rooms 221, 227 & 229  
P.O. Box 413  
Milwaukee, WI  
53201-0113  
414 229-4682 phone  
414 229-2670 fax  
www.charters.soe.uwm.edu  
chartersch@uwm.edu

September 30, 2015

Melissa McGonegle, Lead Founder  
Stellar Collegiate Charter School  
710 S. 3<sup>rd</sup> Street, Apt. 210  
Milwaukee, WI 53204

Dear Ms. McGonegle:

Thank you for submitting a charter application and participating in the interview process for the authorization of a new charter school by the University of Wisconsin-Milwaukee (UWM)!

I am pleased to inform you that the Application Review Committee has recommended approval of the Stellar Collegiate Charter School application! This approval is based upon the following contingencies being met:

1. Discuss and agree upon the general vicinity for the school and its proximity to UWM charters and other high performing schools being considered
2. Secure a school facility by December 18, 2015
3. Submit revised budgets including actual facility lease amounts and any other specified items

The next step will be contract negotiations, upon the Chancellor's approval of the committee's recommendation. Currently, modifications are being made to the model contract, but expected to be completed soon by the University's Office of Legal Affairs. I will forward the revised model contract as soon as it's available. As you are aware, the final phase of the process is approval of the negotiated contract by the Board of Regents.

Please contact me at [REDACTED] or [REDACTED] by Friday, October 2<sup>nd</sup> so we can schedule a brief meeting to discuss the contingencies in further detail.

Again congratulations and I look forward to working with you!

Sincerely,

[REDACTED]  
Adrienne L. Woods  
Director



Department of Treasury  
Internal Revenue Service  
Ogden UT 84201-0038

Notice	CP299
Notice date	December 1, 2014
Employer ID number	47-2102503
To contact us	Phone 1-877-829-5500 FAX 801-620-5670

Page 1 of 2

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STELLAR COLLEGIATE INC  
710 S 3RD ST UNIT 210  
MILWAUKEE WI 53204-1865



063155

Message about Form 990-N (e-Postcard)

## Your organization may be required to file a Form 990-N

Our records show that your organization may be required to file an annual electronic notice (e-Postcard), Form 990-N.

### What you must do immediately

If your organization already filed its annual information return (Form 990, 990-PF, or 990-EZ) or e-Postcard, you don't need to do anything right now. You should continue to file a return or e-Postcard every year.

If your organization hasn't filed its annual information return or e-Postcard, it must file as soon as possible.

The annual information return or e-Postcard is due by the 15th day of the fifth month after the close of your tax period. For example, if your tax period ends December 31 and you are filing Form 990-N, your due date is May 15.

### Who can file the e-Postcard Form 990-N?

- A tax-exempt organization other than a private foundation or political or foreign organization whose gross receipts are normally \$50,000 or less
- A Section 509(a)(3) supporting organization of a religious organization whose gross receipts are normally \$5,000 or less

All other supporting organizations generally must file Forms 990 or 990-EZ, even if gross receipts are normally \$50,000 or less.

### To e-file your organization's e-Postcard:

- Go to [irs.gov/charities](http://irs.gov/charities).
- Type 990-N in the search box.
- Click on the link for the Form 990-N.

---

## If we don't hear from you

### Revocation for not filing an annual information return or e-Postcard

- If your organization doesn't file an annual return for three consecutive years, it will result in automatic revocation of its tax-exempt status as of the filing date of the third year the return or e-Postcard is due.
- If your organization's tax-exempt status is revoked and you want to have it reinstated, it must file an exemption application and pay the required user fee.
- If your organization had reasonable cause for not meeting its filing requirement, we can consider retroactive reinstatement.

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## Next Steps

### What you need to file the e-Postcard

You must use your organization's employer identification number, EIN. Don't use another organization's EIN (for example, your parent organization, group ruling holder, or another affiliated organization's EIN) when you file your e-Postcard.

When you are ready to file the e-Postcard, have the following information available about your organization:

- Legal name
- Any other names the organization uses
- Mailing address
- Website address
- Employer identification number
- Name and address of principal officer
- Annual tax period
- Operating status (Are you still in business?)

You must also verify that the organization's annual gross receipts are normally \$50,000 or less. For an explanation of what it means to have receipts that are "normally \$50,000 or less":

- Go to [www.irs.gov/charities](http://www.irs.gov/charities).
- Type 990-N in the search box.
- Click on the link for the Form 990-N.
- Click on the highlighted text, "normally \$50,000 or less."

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## Additional information

- Visit [www.irs.gov/cp299](http://www.irs.gov/cp299).
- For tax forms, instructions, and publications, visit [www.irs.gov](http://www.irs.gov) or call 1-800-TAX-FORM (1-800-829-3676).
- Keep this notice for your records.

If you need assistance, please don't hesitate to contact us.



School of Education  
*Office of Charter Schools*

Enderis Hall  
Rooms 221, 227 & 229  
P.O. Box 413  
Milwaukee, WI  
53201-0113  
414 229-4682 phone  
414 229-2670 fax  
[www.charters.soe.uwm.edu](http://www.charters.soe.uwm.edu)  
[chartersch@uwm.edu](mailto:chartersch@uwm.edu)

October 5, 2015

To Whom It May Concern:

On September 30, 2015 Stellar Collegiate Charter School was recommended for approval by the Charter Application Review Committee of the University Of Wisconsin-Milwaukee Office of Charter Schools. We believe that Stellar Collegiate will provide a strong educational option for children on the Southside of Milwaukee.

We are aware that Stellar Collegiate is applying for the **Charter Schools Program Non-State Educational Agency Planning, Program Design, and Initial Implementation Grant**. The UWM Office of Charter Schools is committed to the success of Stellar Collegiate Charter School. We will soon begin contract negotiations with Stellar Collegiate, and look forward to seeing this school open in the fall of 2016 upon final approval of the contract by the UW System Board of Regents.

If you have additional questions, please feel free to contact me at [REDACTED] or [REDACTED].

[REDACTED]

Adrienne L. Woods  
Director

**Application for Recognition of Exemption  
Under Section 501(c)(3) of the Internal Revenue Code**

(00) OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

▶ (Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at [www.irs.gov](http://www.irs.gov) for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

**Part I Identification of Applicant**

<b>1</b> Full name of organization (exactly as it appears in your <b>organizing document</b> )		<b>2</b> c/o Name (if applicable)	
Stellar Collegiate, Inc.			
<b>3</b> Mailing address (Number and street) (see instructions)	Room/Suite	<b>4</b> Employer Identification Number (EIN)	
P.O. Box 64089		47-2102503	
City or town, state or country, and ZIP + 4		<b>5</b> Month the annual accounting period ends (01 - 12)	
Milwaukee, WI 53204		06	
<b>6</b> Primary contact (officer, director, trustee, or <b>authorized representative</b> )		<b>b</b> Phone: 414-973-1991	
<b>a</b> Name: Melissa McGonegle		<b>c</b> Fax: (optional)	
<b>7</b> Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>8</b> Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>9a</b> Organization's website: <a href="http://www.stellarcollegiate.org">www.stellarcollegiate.org</a>			
<b>b</b> Organization's email: (optional) <a href="mailto:mmcgonagle@stellarcollegiate.org">mmcgonagle@stellarcollegiate.org</a>			
<b>10</b> Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>11</b> Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		07 / 29 / 2015	
<b>12</b> Were you formed under the laws of a <b>foreign country</b> ? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

**Part II Organizational Structure**

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification.  **Yes**  **No**
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application.  **Yes**  **No**
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.  **Yes**  **No**
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.  **Yes**  **No**
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust.  **Yes**  **No**
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected.  **Yes**  **No**

**Part III Required Provisions in Your Organizing Document**

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): P. 1 Article 3, Paragraph 1
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. P.2 Article 7, Paragraph 1
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

**Part IV Narrative Description of Your Activities**

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors**

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Marc Cohen	Board Chair	[REDACTED]	None
Samantha Maldonado	Board Vice-Chair	[REDACTED]	None
Jorge Martinez	Board Treasurer	[REDACTED]	None
Carole DeRoche	Board Secretary	[REDACTED]	None
PR/Award # U282B160026			

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

**b** List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Melissa McGonegle	School Director	[REDACTED]	[REDACTED]

**c** List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

**2a** Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship.  Yes  No

**b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees.  Yes  No

**c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship.  Yes  No

**3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

**b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement.  Yes  No

**4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy?  Yes  No
- b** Do you or will you approve compensation arrangements in advance of paying compensation?  Yes  No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements?  Yes  No

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?  **Yes**  **No**
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  **Yes**  **No**
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source?  **Yes**  **No**
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
- 
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.  **Yes**  **No**
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
- 
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  **Yes**  **No**
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  **Yes**  **No**
- 
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases.  **Yes**  **No**
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.  **Yes**  **No**
- 
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.  **Yes**  **No**
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
- 
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.  **Yes**  **No**

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

**Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You**

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals.  Yes  No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations.  Yes  No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.  Yes  No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.  Yes  No

**Part VII Your History**

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G.  Yes  No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E.  Yes  No

**Part VIII Your Specific Activities**

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain.  Yes  No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a.  Yes  No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.  Yes  No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data.  Yes  No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements.  Yes  No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

**Part VIII Your Specific Activities (Continued)**

- 4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.)  **Yes**  **No**
- |   |   |
|---|---|
| <input checked="" type="checkbox"/> mail solicitations              | <input checked="" type="checkbox"/> phone solicitations                                   |
| <input checked="" type="checkbox"/> email solicitations             | <input checked="" type="checkbox"/> accept donations on your website                      |
| <input checked="" type="checkbox"/> personal solicitations          | <input checked="" type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations                        |
| <input checked="" type="checkbox"/> foundation grant solicitations  | <input type="checkbox"/> Other  |
- Attach a description of each fundraising program.
- b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements.  **Yes**  **No**
- c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements.  **Yes**  **No**
- d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors.  **Yes**  **No**
- 
- 5** Are you **affiliated** with a governmental unit? If "Yes," explain.  **Yes**  **No**
- 6a** Do you or will you engage in **economic development**? If "Yes," describe your program.  **Yes**  **No**
- b** Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.
- 
- 7a** Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees.  **Yes**  **No**
- b** Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees.  **Yes**  **No**
- c** If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.
- 
- 8** Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate.  **Yes**  **No**
- 
- 9a** Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10.  **Yes**  **No**
- b** Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).  **Yes**  **No**
- c** Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).  **Yes**  **No**
- d** Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k).  **Yes**  **No**
- 
- 10** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.  **Yes**  **No**

**Part VIII Your Specific Activities (Continued)**

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.  Yes  No
- 
- 12a** Do you or will you operate in a **foreign country or countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a.  Yes  No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
- 
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a.  Yes  No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract.  Yes  No
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form.  Yes  No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.  Yes  No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
- 
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15.  Yes  No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries.  Yes  No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.  Yes  No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.  Yes  No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately.  Yes  No

**Part VIII Your Specific Activities (Continued)**

- 15** Do you have a **close connection** with any organizations? If "Yes," explain.  Yes  No
- 16** Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain.  Yes  No
- 17** Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain.  Yes  No
- 18** Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain.  Yes  No
- 19** Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.  Yes  No
- 20** Is your main function to provide **hospital or medical care**? If "Yes," complete Schedule C.  Yes  No
- 21** Do you or will you provide **low-income housing** or housing for the **elderly or handicapped**? If "Yes," complete Schedule F.  Yes  No
- 22** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H.  Yes  No

**Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.

**Part IX Financial Data**

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

**A. Statement of Revenues and Expenses**

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From <u>1/1/15</u> To <u>6/30/16</u>	(b) From <u>1/1/16</u> To <u>6/30/17</u>	(c) From <u>1/1/17</u> To <u>6/30/18</u>	(d) From .....	
Revenues	<b>1</b> Gifts, grants, and contributions received (do not include unusual grants)	150,000	1,600,724	2,185,122		3,935,846
	<b>2</b> Membership fees received	0	0	0		0
	<b>3</b> Gross investment income	0	0	0		0
	<b>4</b> Net unrelated business income	0	0	0		0
	<b>5</b> Taxes levied for your benefit	0	0	0		0
	<b>6</b> Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0		0
	<b>7</b> Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)	0	0	0		0
	<b>8</b> Total of lines 1 through 7	150,000	1,600,724	2,185,122		3,935,846
	<b>9</b> Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	0	0		0
	<b>10</b> Total of lines 8 and 9	150,000	1,600,724	2,185,122		3,935,846
<b>11</b> Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0		0	
<b>12</b> Unusual grants	0	0	0		0	
<b>13</b> Total Revenue Add lines 10 through 12	150,000	1,600,724	2,185,122		3,935,846	
Expenses	<b>14</b> Fundraising expenses	0	0	0		
	<b>15</b> Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0	0		
	<b>16</b> Disbursements to or for the benefit of members (attach an itemized list)	0	0	0		
	<b>17</b> Compensation of officers, directors, and trustees	79,241.25	108,252.81	110,958.98		
	<b>18</b> Other salaries and wages	42,290.75	630,361.19	946,159.02		
	<b>19</b> Interest expense	0	0	0		
	<b>20</b> Occupancy (rent, utilities, etc.)	0	217,037	278,807		
	<b>21</b> Depreciation and depletion	0	12,005	16,388		
	<b>22</b> Professional fees	11,000	64,780	67,616		
	<b>23</b> Any expense not otherwise classified, such as program services (attach itemized list)	17,468	507,188	586,590		
<b>24</b> Total Expenses Add lines 14 through 23	150,000	1,829,604	2,006,519			

**Part IX Financial Data (Continued)**

**B. Balance Sheet (for your most recently completed tax year)**

		Year End: <b>0</b>
<b>Assets</b>		(Whole dollars)
<b>1</b>	Cash . . . . .	<b>1</b> 0
<b>2</b>	Accounts receivable, net . . . . .	<b>2</b> 0
<b>3</b>	Inventories . . . . .	<b>3</b> 0
<b>4</b>	Bonds and notes receivable (attach an itemized list) . . . . .	<b>4</b> 0
<b>5</b>	Corporate stocks (attach an itemized list) . . . . .	<b>5</b> 0
<b>6</b>	Loans receivable (attach an itemized list) . . . . .	<b>6</b> 0
<b>7</b>	Other investments (attach an itemized list) . . . . .	<b>7</b> 0
<b>8</b>	Depreciable and depletable assets (attach an itemized list) . . . . .	<b>8</b> 0
<b>9</b>	Land . . . . .	<b>9</b> 0
<b>10</b>	Other assets (attach an itemized list) . . . . .	<b>10</b> 0
<b>11</b>	Total Assets (add lines 1 through 10) . . . . .	<b>11</b> 0
<b>Liabilities</b>		
<b>12</b>	Accounts payable . . . . .	<b>12</b> 0
<b>13</b>	Contributions, gifts, grants, etc. payable . . . . .	<b>13</b> 0
<b>14</b>	Mortgages and notes payable (attach an itemized list) . . . . .	<b>14</b> 0
<b>15</b>	Other liabilities (attach an itemized list) . . . . .	<b>15</b> 0
<b>16</b>	Total Liabilities (add lines 12 through 15) . . . . .	<b>16</b> 0
<b>Fund Balances or Net Assets</b>		
<b>17</b>	Total fund balances or net assets . . . . .	<b>17</b> 0
<b>18</b>	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17) . . . . .	<b>18</b> 0
<b>19</b>	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Part X Public Charity Status**

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a** Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions.  Yes  No
- b** As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2** Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI.  Yes  No
- 3** Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4.  Yes  No
- 4** Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation?  Yes  No
- 5** If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.  
 The organization is not a private foundation because it is:
  - a** 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
  - b** 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
  - c** 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
  - d** 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

**Part X Public Charity Status (Continued)**

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

**6** If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

**a Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at *www.irs.gov* or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

**Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code**

For Organization

.....  
(Signature of Officer, Director, Trustee, or other authorized official)

.....  
(Type or print name of signer)

.....  
(Date)

.....  
(Type or print title or authority of signer)

For IRS Use Only

.....  
IRS Director, Exempt Organizations

.....  
(Date)

**b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. \_\_\_\_\_

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

**7** Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual.  Yes  No

**Part XI User Fee Information**

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at [www.irs.gov](http://www.irs.gov) and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000?  Yes  No  
 If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).  
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the information provided, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here

  
(Signature of Officer, Director, Trustee, or other authorized official)

**Melissa McGonegle**

(Type or print name of signer)

**10/02/15**

(Date)

**School Director (Authorized Official)**

(Type or print title or authority of signer)

**Reminder:** Send the completed Form 1023 Checklist with your filled-in-application.

**Schedule B. Schools, Colleges, and Universities**

If you operate a school as an activity, complete Schedule B

**Section I Operational Information**

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B.  Yes  No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B.  Yes  No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.  Yes  No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.  Yes  No
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county?  Yes  No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.  Yes  No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.  Yes  No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services.  Yes  No

**Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.  Yes  No

**Note.** Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557.  Yes  No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy?  Yes  No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.  Yes  No
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain.  Yes  No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully.  Yes  No

**Schedule B. Schools, Colleges, and Universities (Continued)**

**5** Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
	See Attached					
<b>Total</b>						

**6** In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
<b>Total</b>								

**7a** Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

**b** Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain.

Yes  No

**8** Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.)

Yes  No

ONLINE  
PYMT

**COPY**

**ARTICLES OF INCORPORATION  
OF  
STELLAR COLLEGIATE, INC.**

For the purpose of forming a corporation under the Wisconsin Nonstock Corporation Law, Chapter 181 of the Wisconsin Statutes, the undersigned executes the following Articles of Incorporation.

**ARTICLE 1  
NAME**

The name of the corporation is Stellar Collegiate, Inc., hereinafter referred to as the "Corporation."

**ARTICLE 2  
EXISTENCE**

The Corporation is created as a nonprofit, nonstock Wisconsin corporation under Chapter 181 of the Wisconsin Statutes. The period of the Corporation's existence is perpetual.

**ARTICLE 3  
PURPOSES**

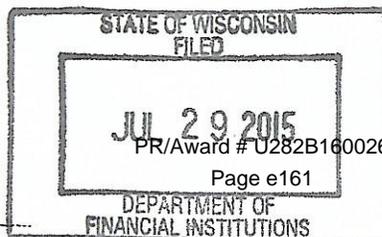
3.1 The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). To the extent consistent with the above general purposes, the specific purpose of the Corporation shall be to operate a charter school pursuant to Chapter 118 of the Wisconsin Statutes.

3.2 The Corporation is expressly prohibited from engaging in any activity that would be inconsistent with the status of an educational organization as defined in Section 501(c)(3) of the Code.

**ARTICLE 4  
POWERS**

The Corporation has all powers now or in the future given by law to nonstock corporations organized under the laws of Wisconsin; provided, however, that such powers may be exercised only to further the purposes stated in Article 3 above, and further provided that:

4.1 No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 3 above;



4.2 No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation;

4.3 The Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of (or in opposition to) any candidate for public office; and,

4.4 Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any activities not permitted to be carried on by: (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or the corresponding provision of any future United States federal tax law; or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code, or the corresponding provision of any future United States federal tax law.

**ARTICLE 5  
MEMBERSHIP**

The Corporation shall not have members.

**ARTICLE 6  
BOARD OF DIRECTORS**

The affairs of the Corporation shall be managed by a board of directors. The method of electing directors of the Corporation shall be stated in the bylaws of the Corporation. The number of directors shall be fixed by the bylaws of the Corporation, but the number of directors shall not be fewer than three.

**ARTICLE 7  
DISSOLUTION**

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation in such manner as the Board of Directors shall determine (subject to any applicable requirements of Chapter 118 of the Wisconsin Statutes and the charter issued to the Corporation), provided such assets are conveyed to one or more organizations that are organized and operated exclusively for exempt purposes under section 501(c)(3) of the Code, or corresponding provisions of any subsequent federal tax laws, or to a State or a political subdivision of a State as defined in section 170(c)(1) of the Code.

**ARTICLE 8  
PRINCIPAL OFFICE AND REGISTERED AGENT**

8.1 The mailing address of the principal office of the Corporation is:

710 South 3<sup>rd</sup> Street  
#210  
Milwaukee, WI 53204

8.2 The name and address of the registered agent is:

Melissa Jo McGonegle  
710 South 3<sup>rd</sup> Street  
#210  
Milwaukee, WI 53204

**ARTICLE 9  
AMENDMENT**

These articles may be amended in the manner authorized by law at the time of the amendment.

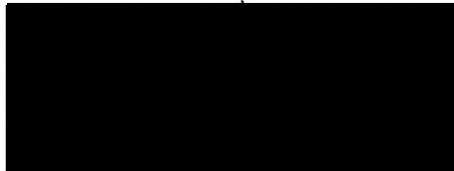
**ARTICLE 10  
INCORPORATOR**

The name and address of the incorporator, who is older than eighteen years, is:

Jennifer Vallier  
Vallier Law, LLC  
PO Box 270734  
Milwaukee, WI 53227

Executed this 23<sup>rd</sup> day of July, 2015.

By:



This instrument was drafted by and after recording is to be returned to:  
Jennifer Vallier

**Part II**

1. Articles of Incorporation (Attached)
2. Bylaws

**Bylaws  
of  
Stellar Collegiate, Inc.**

(a Wisconsin Non-stock Corporation)

INTRODUCTION – NAME AND PURPOSE

The name of the organization that is the subject of these Bylaws is Stellar Collegiate, Inc. (“Corporation”). The Corporation is a nonprofit organization incorporated on July 29, 2015 as a nonstock corporation under the laws of the State of Wisconsin. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”). To the extent consistent with the above general purposes, the specific purpose of the Corporation shall be to operate a charter school pursuant to Chapter 118 of the Wisconsin Statutes. Through rigor, structure and joy, Stellar Collegiate, Inc. places every child on the path to college and equips all K-5 students to succeed in middle school, gain access to selective high schools, and create futures bright with opportunity.

ARTICLE I. OFFICES

- 1.01. Principal Office. The Corporation may have such principal and other offices, either within or without the State of Wisconsin, as the Board of Directors may designate or as the affairs of the Corporation may require from time to time.
- 1.02. Registered Office. The address of the registered agent of the Corporation required by Section 181.0501 of the Wisconsin Statutes to be maintained in the State of Wisconsin may be, but need not be, identical with the address of the principal office of the Corporation in the State of Wisconsin, and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE II. BOARD OF DIRECTORS

- 2.01. General Powers. The business and affairs of the Corporation shall be managed by its Board of Directors (“Board”). The Board is responsible for overall policy and direction of the Corporation. Subject to the requirements of Wis. Stats. Section 181.0850, the Board may delegate to such committees, advisory councils or other groups as it shall create or to any person the Board deems

qualified, any of its powers that the Board deems appropriate. Ultimate responsibility for the Corporation remains with the Board, so it must ensure proper due diligence and accountability when powers are delegated to committees and other groups or individuals.

- 2.02. Number, Tenure, Qualifications and Election. The number of Directors of the Corporation shall be not less than seven (7). Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Director may not be reduced, except for cause as specified in these by-laws. No Director shall serve more than two (2) consecutive terms. Directors shall serve staggered terms to balance continuity with new perspective. Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Directors. The Stellar Collegiate nominating committee, known as the Governance Committee, shall present a slate of potential Directors and Officers for election by the Board of Directors. This slate shall be presented at the annual meeting of the Board.
- 2.03. Resignation. A Director may resign at any time by filing a written resignation with the Chair of the Board.
- 2.04. Removal. The Board may remove any Officer or Director by a majority vote of the entire Board of Directors at any regular or special meeting of the Board, provided that written notice of the reason or reasons for proposed removal shall have been delivered in accordance with Section 2.09 below to all Directors (including the Officer or Director proposed for removal) at least seven (7) days before the meeting. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.
- 2.05 Vacancies; Additional Elections. The Board is not required to fill a vacancy created by the removal or resignation of a Director, unless such vacancy will cause the number of Directors to be less than the minimum specified in these By-laws. An election to fill a vacancy or to increase the number of Directors may be held from time to time at regular or special meetings at the discretion of the Board. Written notice of the proposed election and the slate of candidates must be given to all Directors in advance of any meeting at which an election is to be held. The minimum vote required to elect a new Director or fill a vacancy shall be the affirmative vote of a majority of the Directors present at a meeting at which a quorum is present.
- 2.06. Member of the Board of Directors:
- (a) Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Stellar Collegiate activities in accordance with Corporation policies.
  - (b) Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.

- (c) All participants in Board work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements of the Corporation, as well as any additional policies established by the Board from time to time.

- 2.07. Annual and Regular Meetings. The annual meeting of the Board of Directors shall be held during the last quarter of the fiscal year on a date selected by the Board for the purpose of appointing officers, electing Directors and for the transaction of such other business as may come before the meeting. The place of such annual meeting shall be as designated by the Board of Directors. There shall be at least ten (10) other regular meetings of the Board held each year, with the place, time and date of such regular meetings to be established by the Board. All regular meetings of the Board of Directors shall comply with all aspects of Wisconsin open meeting laws detailed in Wis. Stats. Section 19.80 and all notice requirements set forth in Wis. Stats. Chapter 181, including without limitation Section 181.0822.
- 2.08. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chair of the Board or any two Directors. The Chair of the Board or the Directors calling any special meeting of the Board of Directors may fix any place, either within or without the State of Wisconsin, as the place for holding any special meeting of the Board of Directors called by them, and if no other place is fixed, the place of meeting shall be the principal office of the Corporation in the State of Wisconsin. All special meetings of the Board of Directors shall comply with all aspects of Wisconsin open meeting laws detailed in Wis. Stats. Section 19.80 and all notice requirements set forth in Wis. Stats. Chapter 181, including without limitation Section 181.0822.
- 2.09. Notice; Waiver. Notice of each meeting of the Board of Directors shall be given to each Director (i) by written notice delivered personally or mailed or given by facsimile, e-mail or other form of wire or wireless transmission to such Director at his or her business address, e-mail address, facsimile number, or at such other address as such Director shall have designated in writing and filed with the Secretary, or (ii) by word of mouth or telephone personally to such Director, in each case not less than that number of days prior thereto as set forth herein. Pursuant to Wis. Stats. 181.0822, in corporations without members, any board action to remove a director or to approve a matter that would require approval by the members if the corporation had members, shall not be valid unless each director is given at least seven (7) days' written notice that the matter will be voted upon at a board meeting or unless notice is waived under Wis. Stats. 181.0823. Accordingly, at least seven (7) days' notice shall be given to Directors when an action subject to Wis. Stats. 181.0822 is on the agenda. For all other special meetings, at least two (2) days' notice to Directors is required. The business to be transacted at, or the purpose of, any special meeting of the Board shall be specified in the notice. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail so addressed, with postage thereon prepaid. If notice be given by facsimile, e-mail, or other form of wire or wireless transmission, it shall be deemed delivered when transmitted. Whenever any notice whatever is required to be given to any Director of the Corporation under the Articles of Incorporation or By-laws or any provision of law, a waiver thereof in writing, signed at any time, whether before or after the time of meeting, by the Director entitled to such notice, shall be deemed equivalent to the giving of such notice. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a

Director attends a meeting and objects thereto to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any annual, regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting, except if the meeting agenda contains a matter specified in Wis. Stats. Section 181.0822(3), in which case the meeting notice shall indicate that such matter will be voted upon at the meeting.

- 2.10. Quorum. Except as otherwise provided by law or by the Articles of Incorporation or these By-laws, a majority of Directors currently sitting on the Board shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Discussions may be held but no action (other than adjourning the meeting) may be taken at a regular or special meeting of the Board unless a quorum is present. A majority of the Directors present (though less than such quorum) may adjourn the meeting from time to time without further notice.
- 2.11. Manner of Acting; No Proxies. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by the Articles of Incorporation or these By-laws. There shall be no proxies. At any meeting of the Board, a Director must present their own vote by voice, hand or ballot. This provision is not intended to prevent telephonic or electronic voting.
- 2.12. Conduct of Meetings. The Chair of the Board or in his/her absence, the Vice Chair, and in their absence, any Director chosen by the Directors present, shall call meetings of the Board of Directors to order and shall act as Chair of the meeting. The Secretary of the Corporation shall act as secretary of all meetings of the Board of Directors, but in the absence of the Secretary, the presiding officer may appoint any Assistant Secretary or any Director or other person present to act as secretary of the meeting.
- 2.13. Meeting Participation Via Technology. Directors may participate in a meeting from a remote location by using any means of communication by which (i) all participating Directors may simultaneously hear or read each other's communications during the meeting, (ii) all communication during the meeting is immediately transmitted to each participating Director, and (iii) each participating Director is able to immediately send messages to all other participating Directors. A Director participating in a meeting by this means is deemed to be present in person at the meeting.
- 2.14. Presumption of Assent. A Director of the Corporation who is present at a meeting of the Board of Directors or a committee thereof of which he/she is a member at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she files his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.
- 2.15. Action Without Meeting. Any action required or permitted by the Articles of Incorporation or By-laws or any provision of law to be taken by the Board of Directors or any committee thereof at a

meeting or by resolution may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by not less than two-thirds (2/3) of all of the Directors or members of such committee entitled to vote with respect to such action. The resolution shall be transmitted to all Directors by mail, electronic mail or facsimile, and Directors shall be allowed to submit a signed resolution in person or through mail, electronic mail or facsimile. If the resolution is adopted, all Directors (including those who did not vote or voted against the resolution) shall be notified of the approval. Such notification may also be by mail, electronic mail or facsimile. Any action taken by written consent without a meeting shall be referenced in the minutes of the next Board meeting and a copy of the consent resolution shall be kept in the corporate records.

- 2.16 Conflict of Interest. The Corporation desires to limit third party agreements to those that are negotiated at arms' length with terms fair and reasonable to the Corporation. A potential conflict of interest exists if a contract or transaction is proposed between the Corporation and any of the following: a Director, a member of a Director's immediate family (spouse, parents, children, brothers and sisters) or an entity in which a Director or member of its immediate family holds an ownership interest or governance position. If a contract or transaction is proposed in which a Director (or family member or related entity as described above) has a personal or material financial interest, the Director shall promptly disclose the material facts of such matter and potential conflict in writing to the Secretary for distribution to all Directors. When any conflict of interest becomes relevant to any subject requiring action by the Board or any of its duly constituted committees, the Director having the conflict shall not vote on the subject. A Director who is excluded from voting shall briefly state the nature of the conflict and answer relevant questions of other Directors, but shall not otherwise attempt to influence the vote. The Director shall be required to leave the room during the vote so as not to inadvertently influence the vote. Minutes of the meeting shall reflect that disclosure of a conflict of interest has been made and that such Director abstained from voting and left the meeting room during the vote.

#### ARTICLE III. COMMITTEES

- 3.01. Governance Committee. There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of 2-4 persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair. The duties of the Governance Committee shall consist of: (a) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions on the Board; (b) to present a slate of nominees for Officers to the Board for election at the annual meeting; (c) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process; (d) to provide ongoing orientation to Directors; (e) to oversee a Director assessment process to ensure optimum performance; and to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.
- 3.02. Other Committees. The Chair shall recommend committees or task forces of the Board, except the Governance Committee. Committees will be approved by majority vote of the Board and may

be composed of Directors or community members, or both except for the Governance Committee, which will only have membership from the Board. Notwithstanding anything to the contrary herein, all committees must have at least three (3) Directors as required by Wis. Stats. Section 181.0825. The Board may prescribe the need and/or the composition of such committees. A committee may not exercise authority on behalf of the Board outside the limited scope of its commission unless specifically authorized by the Board in a properly approved resolution.

#### ARTICLE IV. OFFICERS

- 4.01. Number. The principal officers of the Corporation shall be a Chair of the Board, a Vice Chair, a Secretary, and a Treasurer, each of whom shall be elected by the Board of Directors. The duties of the officers shall be those enumerated herein and any further duties designated by the Board of Directors.
- 4.02. Election and Term of Office. The Governance Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly elected or until his/her prior death, resignation or removal.
- 4.03. Removal. Any Officer may be removed by a majority vote of the entire current Board of Directors pursuant to Section 2.04 above, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election of an officer shall not of itself create contract rights.
- 4.04. Vacancies. A vacancy in any principal office because of death, resignation, removal, disqualification or otherwise, shall be filled by the Board of Directors for the unexpired portion of the term.
- 4.05. Chair of the Board. The Chair of the Board shall preside at all meetings of the Board of Directors and shall have such further and other authority, responsibility and duties as may be granted to or imposed upon him/her by the Board of Directors.
- 4.06. Vice Chair. In the absence of the Chair of the Board or in the event of his/her death, inability or refusal to act, or in the event for any reason it shall be impracticable for the Chair to act personally, the Vice Chair shall perform the duties of the Chair and when so acting shall have all the powers of and be subject to all the restrictions upon the Chair. Any Vice Chair shall perform such duties as from time to time may be assigned to him/her by the Board of Directors.
- 4.07. Secretary. The Secretary shall: (a) keep the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these by-laws or as required by law; (c) be custodian of the corporate records; (d) keep a current register of the name, address, phone number and electronic mail address of each Director; and (e) in general perform all duties incident to the office of Secretary

and have such other duties and exercise such authority as from time to time may be delegated or assigned to him/her by the Chair or by the Board of Directors.

- 4.08. Treasurer. The Treasurer shall: (a) have charge and custody and be responsible for all funds and securities of the Corporation; (b) keep full and accurate records of receipts and disbursements, assets and liabilities in the books of the Corporation (including receiving and giving receipts for moneys due and payable to the Corporation from any source whatsoever), (c) deposit all corporate funds in the name of the Corporation in such banks, trust companies or other depositories as shall be selected by the Board; and (d) in general perform all of the duties incident to the office of Treasurer and have such other duties and exercise such other authority as from time to time may be delegated or assigned to him/her by the Chair or by the Board of Directors. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his/her duties in such sum and with such surety or sureties as the Board of Directors shall determine.

#### ARTICLE V. STAFF

- 5.01. The Board of Directors shall have the discretion to appoint Stellar Collegiate's School Director, who shall be responsible for carrying out the work of Stellar Collegiate in accordance with the policies established by the Board of Directors.

#### ARTICLE VI. ADMINISTRATION

- 6.01. Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute or deliver any instrument in the name of and on behalf of the Corporation, and such authorization may be general or confined to specific instances. In the absence of other designation, all deeds, mortgages, contracts, and instruments of assignment or pledge made by the Corporation shall be executed in the name of the Corporation by the Chair alone or by any two of these Officers: the Vice Chair; the Secretary or the Treasurer; and when so executed no other party to such instrument or any third party shall be required to make any inquiry into the authority of the signing officer or officers.
- 6.02. Loans. No indebtedness for borrowed money shall be contracted on behalf of the Corporation and no evidences of such indebtedness shall be issued in its name unless authorized by or under the authority of a resolution of the Board of Directors. Such authorization may be general or confined to specific instances.
- 6.03. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner, including by means of facsimile signatures, as shall from time to time be determined by or under the authority of a resolution of the Board of Directors.

- 6.04. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as may be selected by or under the authority of a resolution of the Board of Directors.
- 6.05. Agents. The Corporation is authorized and empowered to retain such agents, attorneys, accountants, investment counsel and other qualified firms or persons as the Board shall determine and document by resolution.
- 6.06. Tax-Exempt Status. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to, its Officers, Directors or other private persons, except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these By-laws and the Articles of Incorporation. Notwithstanding any other provision of these By-laws, the Corporation shall not possess or exercise any power or authority, whether expressly, by interpretation, or by operation of law, that would pose a substantial risk of preventing it at any time from qualifying and continuing to qualify as a tax-exempt entity described in Section 501(c)(3) of the Code, nor shall the Corporation engage directly or indirectly in any activity that would pose a substantial risk of causing the loss of such qualification under Section 501(c)(3) of the Code.
- 6.07. Non-Discrimination. The Corporation shall not directly or indirectly discriminate against any person or organization for reason of race, gender, age, religion, disability, national origin, ancestry, marital status or sexual orientation.

#### ARTICLE VII. INDEMNIFICATION AND INSURANCE

- 7.01 Indemnification. The Corporation shall indemnify a Director or Officer in accordance with Wisconsin law. If the Directors approve by resolution, such indemnification may include reasonable attorneys' fees and expenses actually and necessarily incurred in defense of an action, suit or proceeding brought against such a person. The Corporation may, but is not required to, provide or supplement such indemnification through liability insurance carried by the Corporation.
- 7.02. Maintenance of Insurance. The Corporation may, by its Board of Directors, purchase and maintain insurance on behalf of any person who is a Director, officer, employee or agent of the Corporation against liability asserted against and incurred by the person in his or her capacity as a director, officer, employee or agent, or arising from his/her status as a director, officer, employee or agent, regardless of whether the Corporation is required or authorized to indemnify the person against the same liability.

#### ARTICLE VIII. GENERAL

Stellar Collegiate Inc.  
47-2102503  
1023 Attachments

- 8.01. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June each year.
- 8.02. Writing. The terms "in writing" or "written" as used within these by-Laws include communications that are transmitted or received by electronic means.
- 8.03. Sign. The word "sign" as used within these By-Laws includes executing an electronic signature.

#### ARTICLE IX. RULES OF ORDER

- 9.01 Rules of Order. In case of conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of the Corporation.

#### ARTICLE X. DISSOLUTION

- 10.01. Dissolution. Upon the dissolution of the Corporation, the Board shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, distribute all of the assets of the Corporation in such manner as the Board of Directors shall determine (subject to any applicable requirements of Chapter 118 of the Wisconsin Statutes and the charter issued to the Corporation), provided such assets are conveyed to one or more organizations that are organized and operated exclusively for exempt purposes under Section 501(c)(3) of the Code, or corresponding provisions of any subsequent federal tax laws, or to a State or a political subdivision of a State as defined in Section 170(c)(1) of the Code.

#### ARTICLE XI. AMENDMENTS

- 11.01. By Directors. These by-laws may be altered, amended or repealed and new by-laws may be adopted by the Board of Directors by affirmative vote of two-thirds of the number of Directors present at any meeting at which a quorum is in attendance, provided that at least seven (7) days written notice is given to all Directors of the planned vote, and the proposed changes are distributed in such notice.

#### CERTIFICATION

These By-laws were approved at a meeting of the Board of Directors on 1 Oct, 2015

  
Secretary

1 Oct 2015  
Date

**Part IV**

Stellar Collegiate is a public charter school that will place every child on the path to college and equip each K to 5 student to succeed in middle school, gain access to selective high schools, and create futures bright with opportunity. Beginning in August 2016, we will open our doors to 140 K4 (Pre-K) and K5 (kindergarten) students, or two classes of 25 K4 students and three classes of 30 K5 students. Using a slow growth model, Stellar Collegiate Charter School will reach capacity with grades K to 5 in the 2021-2022 school year. With an achievement-oriented culture supported by a highly structured environment, Stellar Collegiate Charter School will ensure that all students build the skills, knowledge, and character required for college and professional success. We will provide an intensive focus on literacy and mathematics and dedicate extended learning time to support students in meeting the cognitive and academic demands of the Common Core Standards as well as those of four-year colleges and universities.

There is great need for an elementary school that ensures that all students are reading at or above grade level. Currently, across the city of Milwaukee only 35% of 3<sup>rd</sup> graders were considered proficient readers as determined by the Wisconsin state test (the WKCE), and on the Near Southside, where Stellar Collegiate will open, only 15% of 3<sup>rd</sup> graders are reading on grade level.

At Stellar Collegiate, accountability will drive student achievement. We will frequently and reliably measure our students' progress towards our goals, using both comparative and absolute measures. The fundamental features of Stellar Collegiate are garnered from best practices of high-performing, high-poverty charter schools across the country. To accomplish our mission of preparing all students for four-year colleges and professional careers, we believe that a school must be built on seven components: 1) Outstanding teachers; 2) Teacher specialization; 3) Absolute focus on literacy; 4) character education; 5) Partnerships with parents and families; 6) Data-driven instruction; and 7) A structured and joyful school community.

Prior to opening in August of 2016, Stellar Collegiate has had a dedicated team of volunteers working to establish connections across our target community and build relationships with potential families and community organizations with similar missions.

**Part V**

**1a. Continued**

Name	Title	Mailing Address	Compensation Amount
Dan Adams	Board Director		None
Leni Dietrich	Board Director		None
Andrew Hargitt	Board Director		None
Angela Pittman Taylor	Board Director		None

3a.

**Melissa McGonegle, School Director:** Ms. McGonegle is an educator with 12 years of experience in teaching at and leading urban schools and school systems serving primarily low-income, English Language Learners. As an early leader within the Rocketship network, Ms. McGonegle developed key processes around teacher hiring, student interventions, and student and staff culture for the network. She founded the second school in the Rocketship network, Rocketship Si Se Puede (RSSP), the most successful new school in the state of California in 2009. RSSP was ranked number 15 statewide for student achievement for schools serving predominantly low income students. Ms. McGonegle became the Regional Director of Schools, supporting the network to grow from three to five to seven schools, before becoming the Regional Vice President of the Bay Area. In this role, Ms. McGonegle had the responsibility of hiring and leading the first ever regional support team in Rocketship's expansion. She was responsible for the stewardship of a combined 32M budget, direct management of principals, and the oversight of Special Education, Operations, Community Development and other school support functions.

Since leaving Rocketship, Ms. McGonegle has relocated to Milwaukee, WI and established a wide network across the city both within education and other sectors. Working first as a School Leadership Coach with Schools That Can Milwaukee, and now as a Fellow with the prestigious Building Excellent Schools Fellowship program, Ms. McGonegle brings extensive experience in the instructional, cultural, community outreach, organizational growth, and talent functions of building a high performing school network from the ground up. She will work approximately 280 hours per month as School Director of Stellar Collegiate and will be responsible for the day-to-day administration of the school's affairs. Ms. McGonegle will manage and direct all activities of the organization as prescribed by the Board. The School Director will have the power to hire and discharge agents and employees of the school and will oversee and direct their activities in carrying out the work of the school. The School Director is the Board's only link to operational achievement and conduct, and is thereby responsible for holding the staff accountable and being accountable to the Board for the operation and administration of the school.

**Marc Cohen, Board Chair:** Mr. Cohen has worked for over 20 years in non-profit management and has served on several boards in the past. He will volunteer approximately 10 hours per month for Stellar Collegiate. Mr. Cohen will work with the School Director, the Board officers, and committee chairs to develop agendas for the Board meetings, and will preside at those meetings. Mr. Cohen will work with the Board and paid and volunteer leadership in accordance with Stellar Collegiate's bylaws.

**Samantha Maldonado, Vice Chair:** Ms. Maldonado has a deep history of volunteering with and providing board leadership to organizations that serve the public good in Milwaukee. She will volunteer approximately 10 hours per month for Stellar Collegiate.

**Jorge Martinez, Treasurer:** Jorge is a financial professional with valuable professional experience in accounting, financial and strategic planning, and budgeting. He will volunteer approximately 10 hours per month for Stellar Collegiate. He will ensure that Stellar Collegiate complies with corporate and statutory reporting requirements under state and federal law, and that assets are protected and invested under corporate policy. He will ensure that comprehensive financial reports to the Board are

prepared in an accurate and timely manner, that complete records of the organization are available to individuals preparing the annual financial statements, and will otherwise perform all duties incidental to the office of the Treasurer. He will also educate the Board about the organization's finances and ensure that the Board completely understands the financial picture of the organization.

**Carole DeRoche, Secretary:** Mrs. DeRoche is a retired pharmaceuticals executive whose skills in compliance and reporting, marketing, and data analysis will be valuable to the Board. She will volunteer approximately 10 hours per month for Stellar Collegiate. As Secretary, Mrs. DeRoche will ensure that the Board's minutes are properly made, maintained, and distributed as requested. She will certify and keep at the principal office of the corporation the original or a copy of the Bylaws as amended or otherwise altered to date. She will keep at the same a book of minutes of all meetings of the directors and meetings of committees. The minutes shall record time and place of the meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof. She will ensure that all notices are duly given in accordance with the provisions of the Bylaws or required provisions of law. In general, she will perform all duties incident to the office of the Secretary and other duties as may be required.

**Dan Adams, Board Member:** Mr. Adams is a former District Attorney, and currently practice criminal defense law, he has served on a variety of boards in the past. Mr. Adams will volunteer approximately 10 hours per month for Stellar Collegiate

**Leni Dietrich, Board Member:** Mrs. Dietrich is a lifelong educator, and served as principal of a district run charter school in Greendale, WI. She brings deep experience in K12 education. She will volunteer approximately 10 hours per month for Stellar Collegiate.

**Andrew Hargitt, Board Member:** Mr. Hargitt has worked in Human Resources for over 25 years and has mentored students in inner city schools for the past 10 years. He is committed to supporting the HR functions of Stellar Collegiate through his volunteering of approximately 10 hours per month.

**Angela Pittman Taylor, Board Member:** Mrs. Taylor is a Milwaukee native, and a PR executive for a larger financial services firm. She is committed to ensuring Stellar Collegiate is successful through her board service, which should amount to approximately 10 hours per month.

## Part V

### 5a. Conflict of Interest Policy

#### Stellar Collegiate Conflict of Interest Policy

##### Article I

##### Purpose

The purpose of the Conflict of Interest Policy is to protect this tax-exempt organization Stellar Collegiate's ("Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or director of the Organization or might result in a possible excess

benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

## Article II

### Definitions

1. **Interested Person:** Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest:** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
  - b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

## Article III

### Procedures

1. **Duty to Disclose:** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
2. **Determining Whether a Conflict of Interest Exists:** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

**3. Procedures for Addressing the Conflict of Interest**

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Stellar Collegiate can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

**4. Violations of the Conflicts of Interest Policy**

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

**Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

**Compensation**

1. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### Article VI Annual Statements

Each Director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflicts of interest policy,
2. Has read and understands the policy,
3. Has agreed to comply with the policy, and
4. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### Article VII Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in impermissible private benefit or an excess benefit transaction.

#### Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

This Conflict of Interest Policy was approved at a Board of Directors meeting on 1 October, 2015.



Secretary

1 Oct 2015

Date

#### Part VIII

**4a.** The organization will solicit donations from in-person and online fundraising campaigns. The organization also plans to submit applications for grants from foundations and from government programs for which it is qualified. The organization will also conduct occasional solicitations for fundraising from the general public, including quarterly email campaigns. The organization's website will also accept donations, and certain high net worth individuals may be solicited for donations by Board members. Prior to participating in this, the organization will ensure that the acceptance of these donations are in compliance with all applicable laws and regulations.

**4d.** The organization will conduct fundraising in the state of Wisconsin, and occasionally we will write grants to national funders or to the federal government when applicable. All fundraising work done by the organization will be done to directly benefit Stellar Collegiate only.

#### Part IX. Financial Data

See attached Financial Model

#### Schedule B

##### 2b

Stellar Collegiate is a public charter school, funded primarily by state per pupil aide, and federal categorical funds. Stellar Collegiate is authorized by the University of Wisconsin-Milwaukee Office of Charter Schools and is governed by a Board of Directors.

#### Section II

Our non-discrimination policy can be found in our Bylaws in Article 6, Paragraph 7, Page 8.

Stellar Collegiate has not begun student recruitment in earnest yet, as we were just granted a charter on September 30, 2015. We will comply with all non-discrimination requirements as we begin to advertise publically.

5

<b>Estimated Faculty and Student Body Demographics</b>					
<b>Student Demographics</b>					
<b>All</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Other</b>
100%	1%	10%	80%	5%	4%
140	1	14	112	7	6
<b>Staff Demographics</b>					
<b>All</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Other</b>
100%	17%	8%	33%	42%	0%
12	2	1	4	5	0

**Board of Directors:**

- Dan Adams
- Marc Cohen
- Carole DeRoche
- Leni Dietrich
- Andrew Hargitt
- Samantha Maldonado
- Jorge Martinez
- Angela Pittman Taylor

## STELLAR COLLEGIATE FINANCIAL MODEL

	2016	2017	2018
<b>TOTAL ENROLLMENT</b>	-	140	200
<b>REVENUE</b>			
<b>Total State &amp; Local Revenue</b>	\$ -	\$ 928,625	\$ 1,413,125
<b>Total Federal Revenue</b>	\$ -	\$ 370,699	\$ 569,997
<b>Other Revenue</b>			
Interest Income	\$ -	\$ -	\$ -
Grants/Philanthropy	\$ -	\$ 200,000	\$ 200,000
Walton Start-up	\$ 150,000	\$ 100,000	\$ -
DPI/Federal PCSP Planning Grant	\$ -	\$ -	\$ -
Fundraising	\$ -	\$ 1,400	\$ 2,000
<b>Total Other Revenue</b>	\$ 150,000	\$ 301,400	\$ 202,000
<b>TOTAL REVENUE</b>	\$ 150,000	\$ 1,600,724	\$ 2,185,122
<b>EXPENSES</b>			
<b>Personnel Expenses</b>			
Salaries			
Regular Instruction Teachers' Salaries	\$ -	\$ [REDACTED]	
SPED Teachers	\$ -	\$ [REDACTED]	
Co-Curriculum/Enrichment	\$ -	\$ [REDACTED]	
Health Salaries	\$ -	\$ -	\$ -
Other Pupil Services	\$ -	\$ -	\$ -
Curriculum Development Salaries	\$ [REDACTED]		
General and Administration	\$ [REDACTED]		
School Building Administration	\$ [REDACTED]		
Business	\$ -	\$ -	\$ -
Operations	\$ -	\$ -	\$ -
Food Service	\$ -	\$ -	\$ -
Substitutes	\$ -	\$ [REDACTED]	
<b>Total Salaries</b>	\$ [REDACTED]		
<b>Benefits</b>			
Retirement Academics	\$ [REDACTED]		
Retirement Non-Academics	\$ [REDACTED]		
OASDI - Classified	\$ [REDACTED]		
Medicare	\$ [REDACTED]		
Health & Welfare	\$ [REDACTED]		
State Unemployment Insurance	\$ [REDACTED]		
Worker Compensation	\$ [REDACTED]		
<b>Total Benefits</b>	\$ [REDACTED]		
<b>Total Personnel Expenses</b>	\$ [REDACTED]		
<b>Services</b>			
SPED Services	\$ -	\$ 61,200	\$ 88,434
SPED Services	\$ -	\$ 2,448	\$ 3,537
Audit	\$ -	\$ 10,200	\$ 10,404

Stellar Collegiate  
47-2102503

Student Laptops	\$	-	\$	20,000	\$	8,323
Teacher Laptops	\$	-	\$	5,712	\$	2,913
Laptop Replacement	\$	-	\$	-	\$	-
Office Computers	\$	1,500	\$	765	\$	-
<b>Total Technology Expense</b>	<b>\$</b>	<b>9,500</b>	<b>\$</b>	<b>72,761</b>	<b>\$</b>	<b>71,449</b>
<b>Administrative Expenses</b>						
Office Supplies	\$	-	\$	7,140	\$	10,404
Internet	\$	-	\$	2,105	\$	2,147
Telephone	\$	-	\$	6,120	\$	6,242
Advertising/Marketing	\$	2,500	\$	4,672	\$	4,765
Printing & Binding	\$	1,500	\$	2,856	\$	4,162
Liability Insurance	\$	-	\$	15,300	\$	15,606
Property Insurance	\$	-	\$	14,280	\$	20,808
Professional Liability	\$	-	\$	3,679	\$	3,753
Student Accident	\$	-	\$	250	\$	364
Excess Liability Insurance	\$	-	\$	4,672	\$	4,765
Other Non-Instructional Equipment	\$	500	\$	102	\$	-
Furniture & Fixtures - Administrative Staff	\$	-	\$	3,624	\$	-
Staff Travel	\$	2,500	\$	8,160	\$	12,485
<b>Total Administrative Expenses</b>	<b>\$</b>	<b>7,000</b>	<b>\$</b>	<b>72,960</b>	<b>\$</b>	<b>85,501</b>
<b>Other Expenses</b>						
Depreciation	\$	-	\$	-	\$	-
Dues	\$	-	\$	-	\$	-
Other Dues	\$	-	\$	612	\$	624
Other Dues	\$	-	\$	612	\$	624
Other Dues	\$	53	\$	398	\$	546
Bank Charges	\$	-	\$	122	\$	125
Contingency	\$	-	\$	23,216	\$	35,328
Authorizer Fee	\$	-	\$	27,859	\$	42,394
Interest Expense	\$	-	\$	-	\$	-
<b>Total Other Expenses</b>	<b>\$</b>	<b>53</b>	<b>\$</b>	<b>52,819</b>	<b>\$</b>	<b>79,641</b>
<b>TOTAL EXPENSES</b>	<b>\$</b>	<b>148,585</b>	<b>\$</b>	<b>1,541,039</b>	<b>\$</b>	<b>2,006,518</b>
<b>SURPLUS/DEFICIT</b>	<b>\$</b>	<b>1,416</b>	<b>\$</b>	<b>59,685</b>	<b>\$</b>	<b>178,603</b>
<b>CUMULATIVE SURPLUS/DEFICIT</b>	<b>\$</b>	<b>1,416</b>	<b>\$</b>	<b>61,100</b>	<b>\$</b>	<b>239,704</b>
<b>STARTING CASH</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>1,416</b>	<b>\$</b>	<b>61,100</b>
<b>CUMMULATIVE CASH BALANCE</b>	<b>\$</b>	<b>1,416</b>	<b>\$</b>	<b>61,100</b>	<b>\$</b>	<b>239,704</b>

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

## Stellar Collegiate Budget Narrative

### Total Request

	Year 1	Year 2	Year 3	Total
<b>Personnel</b>	██████	██████	████████	████████
<b>Benefits</b>	██████	██████	████████	████████
<b>Travel</b>	31,500	28,500	31,500	<b>91,500</b>
<b>Equipment</b>	36,520	16,250	16,350	<b>69,120</b>
<b>Supplies</b>	61,300	29,100	33,600	<b>124,000</b>
<b>Contractual</b>	48,000	29,000	-	<b>77,000</b>
<b>Total:</b>	<b>272,320</b>	<b>221,600</b>	<b>271,926.56</b>	<b>765,846.56</b>

### Personnel

	Year 1	Year 2	Year 3	Total
<b>Outreach Manager</b>	██████	██████	I	██████
<b>Teaching Staff – Summer Professional Development</b>	██████	██████	████████	████████
<b>Dean of Student Supports</b>			██████	██████
<b>Dean of Student and Family Engagement</b>			██████	██████
██████████	██████	██████	████████	████████

### Office and Outreach Manager

A core component of the planning and implementation of Stellar Collegiate, is establishing strong connections within our community and identifying current and future students. The Outreach Manager will establish partnerships with social service and community based organizations that target a similar population of students, to the projected enrollment of Stellar Collegiate. This staff member will lead all recruitment efforts and coordinate all parent engagement activities to ensure a strong community for Stellar Collegiate before our doors ever open. This role is critical during our first few years of operation as we work to establish a brand and trust within a community with an incredibly competitive school choice network. Once the

school year begins, this role will continue to be our primary parent facing role. This role will lead family engagement events and ensure parents have the support they need to interpret student data and understand school policies. As such, we are requesting salary support for the Outreach Manager for the first two years of the grant. Beyond year two, this position becomes more focused on office management with the hire of the Dean of Student and Family Engagement, thus we are only requesting funding for this position for the first two years in order to ensure a strong program design for student recruitment and family engagement during the school year.

#### Teaching Staff – Summer Professional Development

Stellar Collegiate will hold a 4 week summer professional development institute for the teaching staff to prior to the start of each year. The focus of this time will be on norming around cultural practices, preparing and internalizing curriculum, training on assessments and how to use data to drive small group instruction, and other best practices for reaching students with disabilities and English Learners. This request is to provide teachers with salary support for the portion of their work focused on curriculum development and refining our approach to serving high-needs students. The average cost per full-time teacher for 4 weeks is [REDACTED]. In year one we will have 8 teachers, year two we will have 12 teachers, and in year three we will have 15 teachers.

#### Dean of Student Supports

As we enter year three, an addition to the leadership team will be the Dean of Student Supports, whose role will focus on academic interventions for struggling students. The Dean of Student Supports will be charged with refining our approach and practices aimed at serving students with disabilities, and English Learners and continuing to refine best practices in implementation of RTI. The Dean of Student Supports will manage the special education team directly, coordinate with external service providers (i.e. Speech & Language, Occupational

Therapy etc.) and work with general education teachers to deliver effective instruction for English Language Learners, and struggling students. This role will be critical to supporting the ambitious student achievement goals we have set out. During the grant period the Dean of Student Supports will spend approximately 60% of their time working directly with Special Education staff and on student support for students with disabilities and 40% of their time focused on EL and academic interventions for our general population of students. The annual salary for the Dean of Student Supports is [REDACTED] and s/he will be hired by July 2018. Beyond year three, this position will be supported with state aide in the form of per pupil funding.

#### Dean of Student and Family Engagement

As we enter year three, another addition to the leadership team will be the Dean of Student and Family Engagement, whose role will focus on (1) supporting teachers to develop behavioral interventions for high-needs students and (2) supporting families to connect with outside resources including food and clothing banks, English classes, and mental health services. The Dean of Student and Family Engagement will build on the foundation provided by the Outreach Manager to refine our family support model, and continue workshops for families around educational topics. Additionally, the Dean of Student and Family Engagement will oversee our Behavioral RTI model ensuring we are intervening effectively for students who struggle with impulse control etc. During the grant period the Dean of Student and Family Engagement will spend approximately 60% of their time working directly with students and staff on student behavior support and 40% of their time focused on building and maintaining community partnerships and connecting families to resources inside and out of school. The annual salary for the Dean of Student and Family Engagement is [REDACTED] and s/he will be hired by July 2018. Beyond year three, this position will be supported with state aide in the form of per pupil funding.

**Benefits**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Benefits</b>				

Our benefits are calculated at 25% of our total salaries.

**Travel**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Travel – Excellent School Visits</b>	12,000	16,000	22,000	50,000
<b>Travel – Training</b>	12,000	5,000	7,000	24,000
<b>Travel – CSP Grant Meetings</b>	2,500	2,500	2,500	7,500
<b>Travel – Recruitment of Staff</b>	5,000	5,000	-	10,000
<b>Total Travel</b>	<b>31,500</b>	<b>28,500</b>	<b>31,500</b>	<b>91,500</b>

**Travel - Excellent School Visits:**

Stellar Collegiate is a school built upon the foundation of best practices of schools around the country. Annually, we will take our staff to visit an Excellent School and observe instruction, operations etc. to align our vision as a team, and further develop and refine our program. We have budgeted \$1,000 per staff member for these school visits. This cost increases from \$12,000 to \$16,000 to \$22, 000 as our staff grows.

**Travel - Training**

Each year, new staff members will participate in GLAD (Guided Language Acquisition Design) training to support preparing and delivering instruction for English Language Learners. This training costs \$1,000 per staff member and travel expenses for the trainers. This cost will decrease annually, as only new staff members will need to be trained each year.

Travel – CSP Grant Meetings

We have included \$2,500 per year for two staff members to attend the CSP grant meeting in Washington D.C. for each year of the grant period.

Travel - Staff Recruitment

In addition, we have allocated funds each year for staff recruitment travel. This will include the cost of flying candidates to Milwaukee and/or traveling to recruitment events across the country. We are asking for this support in the first two years of our program to build a strong brand and presence at teaching fairs nationally.

All travel expenses will follow the appropriate Federal guidelines.

Equipment

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Chromebooks</b>	22,770	10,350	10,350	43,470
<b>Staff Computers</b>	9,000	4,000	6,000	19,000
<b>Classroom Technology Bundle:</b> iPad, TV, Chromecast, Speakers, iPad stand, and AV cart - \$950 per classroom	4,750	1,900	-	6,650
<b>Total Equipment:</b>	<b>36,520</b>	<b>16,250</b>	<b>16,350</b>	<b>69,120</b>

Chromebooks

A unique aspect of the Stellar Collegiate instructional program, is the maximization of small group instruction through the use of Teacher Specialization and online learning programs. This grant will support our ability to provide technology in each classroom that will allow 10 students per classroom to be on chromebooks using adaptive online programs, while teachers work

with additional small groups of students. We will purchase 10 chromebooks per classroom at a cost of \$414 per chromebook.

Staff Computers

Additionally, we have allocated \$1,000 per laptop for each staff member to ensure each staff member has a reliable and useful computer from which to plan for instruction and analyze data. This cost increases as the staff grows, but is largest in year one.

Classroom Technology Bundle

Additionally, each classroom will have a technology bundle (including an iPad, LED Screen, chromecast, iPad stand, AV cart, and speakers) that will allow teachers to highlight student work through the use of the iPad as a document camera. Feedback and peer learning are key components of the Stellar Collegiate instructional model, this technology bundle will allow students to learn from each other in real time, and this combination of equipment will be more flexible than a traditional document camera and LCD projector. This bundle will cost \$950 per classroom, and we are asking for support to furnish each classroom for the first two years of operation. After year two, we will be able to provide the same technology bundle through per pupil funding.

Supplies

	Year 1	Year 2	Year 3	Total
<b>Curriculum:</b> Everyday Math Calendar, Wilson’s Foundations, Heggerty Phonemic Awareness, Lucy Calkins Units of Study, Handwriting	11,000	5,000	5,000	21,000

Without Tears, Cuentas y Canciones				
<b>Classroom Libraries</b>	8,800	3,600	3,600	16,000
<b>Guided Reading Library: K-3</b> Leveled sets	20,000			20,000
<b>Online Learning Licenses: ST Math and iReady</b>	8,500	12,000	15,500	36,000
<b>Assessment Materials: STEP and MAP</b>	13,000	8,500	9,500	31,000
<b>Total Supplies:</b>	<b>61,300</b>	<b>29,100</b>	<b>33,600</b>	<b>124,000</b>

Curriculum:

Providing teachers with proven, research based curriculum, to support instruction is a key focus of the planning and implementation of Stellar Collegiate. We will be spending \$11,000 in year 1 to purchase the following curriculum:

- (Math) Everyday Counts Calendar Math Kits
- (Phonics) Wilson’s Foundations
- (Phonemic Awareness) Michael Heggerty Phonemic Awareness
- (Writing) Lucy Calkins Units of Study
- (Handwriting) Handwriting Without Tears
- (Spanish – Enrichment) Cuentas y Canciones

In years 2 and 3, we will purchase materials for new grade levels, as well as Handwriting Without Tears for our entire student population each year as these are consumable resources.

### Classroom Libraries & Guided Reading Library:

Additionally, as we believe literacy is a foundational skill, we will be investing heavily in libraries for each classroom (\$1,800 each) that will support independent reading in class, and allow students to bring books home nightly to read with a family member. Guided Reading is a key component of our literacy program, thus we are investing \$20,000 in a K to 3 leveled Guided Reading library that will allow us to use high quality texts in daily Guided Reading instruction. Both of these library sets are critical to the implementation of our literacy focused model.

### Online Learning Licenses:

Adaptive online learning programs allow us to engage individual students in targeted instruction while pulling small groups of students for guided reading, and math instruction. Student licenses for the programs we have identified are roughly \$30 per student per year, thus this expense increases each year as our student population grows. These programs support our data driven instruction, and ability to provide targeted interventions for students in Tier 2 and Tier 3 of RTI, as appropriate.

### Assessments:

High quality assessments that will deliver specific information about student strengths and areas for growth are critical to supporting our data driven instruction. We have chosen the STEP assessment for literacy, and NWEA MAP (Measures of Academic Progress) to be the main drivers of student growth measurement. There is an initial cost of \$13,000 for both assessments, which includes training of the staff to ensure assessments are administered with fidelity. After year one, the MAP cost is driven by per student calculations (\$14 per student plus \$2700 annually for site licensing) whereas the STEP costs are variable (there is a component of the STEP fee that is driven

by per student count, for access to their online data analysis tool, the cost of each assessment kit increases with each new classroom).

The training that comes with STEP and MAP implementation is critical to our data driven instructional model. Teachers will receive support and practice around interpreting results, and how to plan for targeted interventions as a result.

**Contractual**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Back Office Finance Support</b>	40,000	20,000	-	60,00
<b>IT Support</b>	8,000	9,000	-	17,000
<b>Total Contractual:</b>	<b>48,000</b>	<b>29,000</b>	<b>0</b>	<b>777,000</b>

**Back Office Finance Support:**

In year one we will contract with an organization to provide back-office finance support (including setting up initial accounting, payroll and benefits administration, and financial reporting systems). The fee for this service is highest in year one, as support will begin before the school year starts and includes initial setup and management of accounting software, and payroll and benefits administration. By year three, we intend to bring these services in house. During the requested grant period, we will be contracting with experts to support the design and initial implementation of financial systems and provide training and support so that our Manager of Operations can eventually take over these functions. We believe hiring an expert in the field will provide us with the initial support to lay a strong foundation for financial and operational practices in the early years of Stellar Collegiate.

### IT Services:

Additionally, we will contract with professionals to provide IT support and creation of systems that can eventually be managed in house. Our estimated costs for IT support increases as the size of the school grows, and with it the complexity of our technology needs, and the sheer number of computers within the school. We will contract with an IT professional that can help us to build and refine IT troubleshooting guidelines that can eventually be implemented by the Operations team after year two.

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Ms.	First Name: Melissa	Middle Name:	Last Name: McGonegle	Suffix:
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Address:

Street1:	700 W. Virginia St.
Street2:	Suite 610
City:	Milwaukee
County:	
State:	WI: Wisconsin
Zip Code:	53204
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
414-973-1991	

Email Address:  


**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Stellar Collegiate, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	31,500.00	28,500.00	31,500.00			91,500.00
4. Equipment	36,520.00	16,250.00	16,350.00			69,120.00
5. Supplies	61,300.00	29,100.00	33,600.00			124,000.00
6. Contractual	48,000.00	29,000.00	0.00			77,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	272,320.00	221,600.00	271,926.56			765,846.56
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	272,320.00	221,600.00	271,926.56			765,846.56

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization Stellar Collegiate, Inc.	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

## **Attachment F: Stellar Collegiate Curriculum & Instruction**

*The Stellar Collegiate Vision for Education:* Our vision for what graduates of Stellar Collegiate will know and be able to do is expansive. Over the course of their K to 5 education, students at Stellar Collegiate will build a strong foundation of basic literacy and math skills, while also developing their written voice and the ability to argue an academic point citing evidence from various texts, engaging in the scientific method to prove or disprove their hypotheses, understanding the world around them through the lens of history, economics, and social sciences, and engaging in various artistic and musical pursuits. We believe an education like the one we propose to provide for Stellar Collegiate students is only possible with a thoughtful and well-planned curriculum that is backwards mapped from rigorous standards, horizontally and vertically aligned within and across grade levels, executed by skilled teachers, and periodically assessed through performance tasks and standardized assessments.

As a mission-driven organization, all curricular and instructional decisions and strategies are informed first by the proven ability of those programs, materials, and approaches to propel our students to a high level of academic achievement. Our educational program is based on the following key principles.

- **A rigorous, standards-based curriculum forms the foundation of a great school:** Common Core State Standards, Next Generation Science Standards, WI Model Early Learning Standards, and WI Model Academic Standards for Social Studies serve as the starting point for all of our curricular mapping. The School Director completes curriculum maps for all grades and subjects prior to the start of each year, which teachers use as a road map for the year's instruction. We use rigorous standards-based curriculum like Engage NY Math to provide teachers with a starting point for daily lesson planning that can be tailored to meet the

needs of their specific students. Progress reports and report cards are standards-based, so that families are given a clear sense of where students are in regards to standards-based mastery. Four annual Data Days<sup>1</sup> give teachers a chance to step back and identify class and individual strengths and areas for growth within the standards for their grade, and create intervention plans to ensure students master rigorous content by the end of each year.

- **Create, Track, and Achieve Ambitious Goals:** Each August, staff comes together to review the previous year’s data (or in year one, examples of grade level goals from high achieving elementary schools) and create SMART<sup>2</sup> goals for each grade level that include goals for achievement in all academic areas and family involvement. Goals are displayed in the staff room, and are reviewed on Data Days and at other times of the year during professional development. Goals set a focus for the year to come, and allow our team to build upon successes every year. An example of an achievement goal informed by past year’s data might be: “90% of first grade students achieve a 3 or higher in the voice and ideas section of the writing rubric for their final writing assessment.” Such goals will allow staff to create increasingly more specific goals that result in stronger student achievement and the refinement of curriculum over time.
- **Data Driven Instruction Cycles:** Teachers use data to inform and refine instruction on an on-going basis. Daily data collected through exit tickets and instructional observations is used

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<sup>1</sup> Data Days are informed by the work of Bambrick-Santoyo, Paul. *Driven by Data*. San Francisco, CA: Jossey-Bass, 2010.

<sup>2</sup> SMART goals refer to goals that are specific, measurable, attainable, relevant, and time-bound. Peter Drucker’s work on management by objectives is generally believed to be the genesis of the SMART goal idea.

to create strategic groupings for the reteach portion of the day.<sup>3</sup> Interim Assessments aligned to the Common Core, Northwest Measure of Academic Progress (NWEA MAP) in reading and mathematics, and the Strategic Testing of Educational Progress (STEP) literacy assessment results are analyzed in depth during Data Days that occur four times per year. Data is used to identify trends within grade levels and classes to leverage strengths within the school (i.e., first grade students are scoring well in word attack skills, but second grade students are not, so first grade teachers share how they are teaching these skills, and provide second grade teachers with opportunity to observe them). Data is used to create small groups for guided reading, reteach, and intervention groups. Assessments refine our instructional approach and allow us to better meet the need of each student. Annual assessments like the Smarter Balanced Assessment, or other state required testing, are analyzed and used to identify gaps in our curricular maps that can be filled within the instructional planning work that occurs in the summer between the School Director, and starting in year three, the Dean of Academic Achievement.

- **Replicate Proven Instructional Practices:** Given the population of students we propose to serve, we believe it is imperative to use instructional and cultural practices proven effective with similar populations. Our school model relies heavily on the work of high performing, low-income schools nationwide.<sup>4</sup> Decisions about curricular materials and processes are

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<sup>3</sup> Daily, we have a reteach block built in that allows for small group instruction for students who did not master the concept the first time it was taught. Students will be selected to participate in this small group instruction based on their exit tickets or observation of their in class work. Later in this section you will see student schedules, this reteach block is built in at the end of the day during choice time.

<sup>4</sup> Founder Melissa McGonegle is a 2014 Building Excellent Schools Fellow. Through the BES Fellowship, she has visited and studied 45+ of the highest performing urban charter schools in the country and participated in a leadership residency at Cornerstone Prep in Memphis, TN. In 24

informed by the in-depth study of these successful schools. We will continue to grow, adapt, and innovate to meet students' needs and keep up with the latest research on effective educational practices.

- **Maximize Learning Time:** While we propose an extended school day, we also strive to maximize the efficiency of each minute within the day. We ascribe to the belief that every minute matters, thus a successful school looks for ways to decrease time spent on tasks that do not impact student learning. Classrooms are well stocked with daily supplies, including sharpened pencils, so that, for example, no student or teacher needs to stop learning to sharpen a pencil. Transitions from the classroom to the bathroom and vice versa follow an explicit path and routine to increase efficiency, and teachers create and practice systems to pass out and collect papers in under 20 seconds that then allows for more time spent on learning, and less time wasted on the organizational minutia of running a classroom. Teachers are expected to have classrooms that are well organized and prepared for instruction daily so that every moment spent with students is one that is helping our students achieve.

### **Teacher Specialization Leads to Stronger Instruction.**

As the Common Core State Standards push for greater depth of understanding of content for our students, a parallel level of focus and support must be provided for teachers. Traditionally, elementary school teachers have needed to be generalists, teaching reading, writing, grammar, social studies, science, math, art and at times physical education and music, all within the confines of one classroom and one teacher's knowledge basis. Secondary Education teachers are required to be far more versed in their content, as they are experts in their fields. We see the effects of this

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months the school went from the bottom 5% of schools in the state to the top 5% of schools in academic growth. For more information see:

<http://cornerstoneprepmemphis.org/results>.

in our classrooms. A review of literature on elementary educators and the effectiveness of math instruction has shown that students are often ill-served, for example, by teachers who themselves have anxiety about math, teaching them the foundational skills necessary for success in higher level math content.<sup>5</sup> Beyond gaps of knowledge and anxiety, we can all point to teachers who were truly passionate about their subject matter and were more effective at engaging and teaching their students as a direct result of their own interest in their subject.

To create college- and career-ready students in all subject areas, we will use a teacher specialization model at all grades. By decreasing the planning load for teachers and requiring them instead to own fully limited content areas, we will support and build teachers who are well-versed in their content and are better able to anticipate student misunderstandings and address them within the lesson instead of waiting to identify gaps after giving summative assessments. By creating the ability to plan more narrowly and execute the same lesson multiple times within a day for multiple groups of students, we will be accelerating the ability for new teachers to grow their skill sets and accelerate the academic impact for students. If a Co-teacher, responsible for teaching phonics, has a mentor teacher with whom to plan, a coach who observes their lesson delivery and coaches them in the moment to improve the lesson, then has a prep period to make some tweaks with their fellow Co-teachers before teaching the lesson again, this individual has the ability to accelerate their professional growth across the course of a day.

Teacher specialization will ensure that students have teachers steeped in their content, who are well prepared to address all learners, and this specialization will make it possible for teachers to increase their effectiveness and grow their craft on an accelerated trajectory. Cumulatively,

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<sup>5</sup> Wood, Eric. "Math Anxiety and Elementary Teachers: What Does the Research Tell Us?" *For the Learning of Mathematics*. 1988.

each class of students will benefit from the experience and focus of three educators. **Figure 1.01** outlines in more detail the role of each teacher.

**Figure 1.01: Stellar Collegiate Teacher Specialization Model**

	Planning Load	Curriculum Used
<b>Lead Literacy Teacher</b>	<ul style="list-style-type: none"> <li>• Read Aloud &amp; Comprehension</li> <li>• Guided Reading lessons</li> <li>• Writer’s Workshop (in year 1)</li> <li>• In grades 3-5: Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Internally created lessons informed by exemplars</li> <li>• Lucy Calkins Units of Study</li> <li>• Internally created backwards planned social studies units</li> </ul>
<b>Lead Math &amp; Research Teacher</b>	<ul style="list-style-type: none"> <li>• Cognitively Guided Instruction (CGI) &amp; Math Lesson &amp; Math Meeting</li> <li>• Science &amp; Informational Writing</li> <li>• In grades K4 – 2: Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Engage NY Math</li> <li>• Everyday Counts Calendar Math</li> <li>• Internally created CGI lessons</li> <li>• Lucy Calkins Units of Study</li> <li>• Backwards planned science and social studies units</li> </ul>
<b>Co-Teacher</b>	<ul style="list-style-type: none"> <li>• Phonics</li> <li>• Writer’s Workshop (after year 1)</li> <li>• Specials</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson’s Foundations</li> <li>• Lucy Calkins Units of Study</li> <li>• Handwriting Without Tears</li> <li>• Words Their Way</li> <li>• Internally created Specials lessons</li> </ul>

**Teacher Specialization for a Teacher**

For a Stellar Collegiate teacher, the day begins at 7:10am with the staff morning huddle. This is a chance for the entire team to come together and reflect on the day’s focus areas, share quick updates and shout outs, and get ready to start the day with focus, clarity, and as a team. At 7:30am the doors are opened to students, and teachers take their position for their first role of the day. For some, this may be greeting students and directing them to the cafeteria for their breakfast and

BRIGHT work<sup>6</sup>and, for others, this might be in their classrooms to greet the upper grade students and oversee their Do Now. After morning motivation, during which teachers actively participate and reinforce expectations for students, Literacy and Math and Research teachers begin teaching while Co-Teachers have their first prep of the day.

Each Stellar Collegiate teacher has two prep periods of 30 to 45 minutes each day to give them an opportunity to observe their colleagues, prepare materials for the day's teaching, grade papers, plan for upcoming instruction, meet with their coach, call a family with an update, or work with a targeted small group of students. The core subject teachers see two classes per day, one in the morning and one in the afternoon. This allows teachers to teach lessons twice per day, and make necessary adjustments to benefit students. At lunch, teachers are free to eat together in the staff room after they have dropped their students off in the cafeteria in the care of the School Director and Manager of Operations. At the end of the day, Co-teachers push in where needed to support small group instruction during Choice Time/DEAR. Once students have been dismissed, Stellar Collegiate teachers remain on campus for at least 45 minutes to be accessible to their colleagues and prep for the next day. On Mondays they meet with their content team (Literacy or Math & Research) colleagues to review the week's lesson plans and point out any specific challenges they see, on Tuesdays they meet with their grade level team to review the progress of students struggling academically or with behavior, on Wednesdays they have open planning time, on Thursday Co-teachers rehearse their lessons with their lead teachers, and on Fridays the entire

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<sup>6</sup> BRIGHT work is used to engage students immediately at the beginning of the day. This work includes a review of concepts that have been previously taught, and may include some problem solving exercises where students are asked to apply the BRIGHT values to how to solve a particular problem. This idea for immediate student engagement was observed in practice at schools across the country, including Purpose Prep and Nashville Classical, both in Nashville, TN.

staff meets to engage in professional development together. For a sample teacher’s day within the teacher specialization model, see **Figure 1.02** below.

**Figure 1.02: Sample Schedule for a K5 Literacy Teacher at Stellar Collegiate**

<b>Stellar Collegiate Lead Literacy Teacher Daily Schedule</b>		
	<b>Activity</b>	<b>Notes:</b>
7:15 - 7:25	<b>Morning Huddle (Whole Staff)</b>	Morning gathering of the team to reflect on goals for the day, give shout-outs and prepare to teach.
7:30 – 8:00	Breakfast & BRIGHT work <b>Marquette K5</b>	Enters the cafeteria to monitor Marquette K5 during breakfast and BIRGHT work. Participates with class during morning meeting.
8:00 – 8:20	Morning Motivation <b>Marquette K5</b>	
8:20 – 8:50	Read Aloud <b>Marquette K5</b>	Teaches Read Aloud to whole class while Co-Teacher observes or is on prep.
8:50 – 9:20	Word Study/Vocabulary/Spelling <b>Marquette K5</b>	Lead Teacher teaches, Co-teacher supports in another room.
9:20 – 9:30	Bathroom Break	
9:30 – 11:00	Literacy Rotations: Guided Reading, Phonics & Blended Learning <b>Marquette K5</b>	Both teachers teach as students rotate around between both teachers and blended learning stations.
11:00 – 11:30	Read Aloud <b>UW Milwaukee K5</b>	Lead Teacher moves to the next class and begins literacy block, Co-teacher teaches the first class (Marquette K5) for another 30 min.
11:30 – 12:00	Lunch & Recess	Drops students at Cafeteria and has lunch time.
12:00 – 12:30	Word Study/Vocabulary/Spelling <b>UW Milwaukee K5</b>	Lead Teacher teaches, Co-teacher observes or preps.
12:30 – 1:00	Prep Time	Lead Teacher has prep time. May meet with an instructional coach during this block.

1:00 – 1:30	Prep Time	Lead Teacher has prep time, while students are in P.E. or Enrichment. Co-teacher supports in another class.
1:30 – 1:40	Bathroom Break & Snack Time <b>UW Milwaukee K5</b>	Lead Teacher returns to class and oversees bathroom break and snack time.
1:40 – 3:10	Literacy Rotations: Guided Reading, Phonics & Blended Learning <b>UW Milwaukee K5</b>	Both teachers teach as students rotate around between both teachers and blended learning stations.
3:10 – 4:00	Choice Time/Reteach <b>UW Milwaukee K5</b>	Lead Teacher and Co-teacher both pull small groups for reteach while the rest of the students choose center activities.

**Teacher Specialization for a Student**

A Stellar Collegiate student will start their day in one of their core classes, either Literacy or Math & Research. These core classes are approximately three hours long (for K4-2 they are three hours and 10 minutes, in grades 3-5 they are two hours and 40 minutes long) and consist of whole group, small group, and individual learning activities. Lunch and recess are at the midpoint of the day and this is the time generally when students transition from one core class to the next. Some students may begin their day in literacy, have lunch and recess and then transition to their math and research class in the afternoon or students will have the reverse schedule.<sup>7</sup> In the late afternoon, students have their enrichment classes, physical education (P.E.) and Performing Arts. These classes maintain the same expectations for participation and demonstrating your best effort as our core classes. Students end the day back in their homerooms and participate in choice time (for K4 -2) or DEAR (Drop Everything and Read for grades 3-5) which provides another

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<sup>7</sup> Classes within a grade level have the opposite schedules, as they have the same teachers for the same subjects. While one class is learning literacy with Teacher A, the second class is learning math and science with Teacher B. Classes then switch and follow the same class schedules, allowing teachers to teach the same content twice a day.

opportunity for teachers to work with small groups or individual students who have been identified as struggling with a concept or skill from that day’s teaching.

For K4 students, the majority of the day is spent with their homeroom teacher, the teacher with whom they start their day. For example, students in Madison K4 start the day with their literacy teacher, which means they are with her for the literacy block, but also for nap time, choice and social studies and science centers. In other grades, the day is split almost half and half between time spent in Literacy class and time spent in Math and Research class. See **Figures 1.03-1.05** for more detail on student schedules within a teacher specialization model.

**Figure 1.03: K4 Student Schedule:**

<b>Stellar Collegiate Student Schedule (K4)</b>		
<b>Time</b>	<b>K4</b>	<b>Notes:</b>
7:30 –8:00	Breakfast & BRIGHT work	Items in light blue are times when students are with their grade level or in their homeroom.
8:00 – 8:20	Morning Meeting	
8:20 – 8:50	<b>Read Aloud</b>	Light Purple is the Literacy block – students are with their Lead Literacy teacher and their Co-teacher.
8:50 – 9:20	<b>Literacy Centers</b>	
9:20 – 9:50	<b>Letter &amp; Word Study</b>	
9:50 – 10:10	Bathroom Break & Snack	Students with homeroom teacher (in this case the Lead Literacy Teacher).
10:10 – 10:40	<b>Social Science or Science Centers</b>	Students with their homeroom teacher (in this case the Lead Literacy Teacher).
10:40 – 11:10	Lunch & Recess	Students are with their grade level.

<b>Stellar Collegiate Student Schedule (K4)</b>		
<b>Time</b>	<b>K4</b>	<b>Notes:</b>
11:10 – 11:30	<b>Calendar Math</b>	Items in Navy are times students are with their cohort and their Math teacher.
11:30 – 11:50	<b>Counting Jars or Math Lesson</b>	
11:50 – 12:20	<b>Math Centers</b>	
12:20 – 1:00	<b>P.E. /Enrichment</b>	Students are with their cohort and the P.E. or Enrichment teacher.
1:00 – 2:30	<b>Nap Time</b>	Students are with their homeroom teacher (in this case, Literacy Teacher).
2:30 – 2:50	<b>Snack &amp; Music Time</b>	
2:50 – 3:40	<b>Choice Centers</b>	
3:40 – 4:00	<b>Ending Circle</b>	

**Figure 1.04: K5 – 2<sup>nd</sup> Student Schedule**

<b>Stellar Collegiate Student Schedule (grades K5 – 2<sup>nd</sup>)</b>		
	<b>K5 – Grade 2</b>	<b>Notes:</b>
7:30 – 8:00	<b>Breakfast &amp; BRIGHT work</b>	Items in light blue are times when students are with their grade level or in their homeroom.
8:00 – 8:20	<b>Morning Meeting</b>	
8:20 – 8:50	<b>Read Aloud</b>	Light Purple is the Literacy block – students are with their Lead Literacy teacher and their Co-teacher.
8:50 – 9:20	<b>Word Study/Vocabulary/Spelling</b>	
9:20 – 9:50	<b>Literacy Rotations: Guided Reading, Phonics &amp; Blended Learning</b>	
9:50 – 10:00	<b>Bathroom Break</b>	
10:00 – 11:00	<b>Literacy Rotations: Guided Reading, Phonics &amp; Blended Learning</b>	

<b>Stellar Collegiate Student Schedule (grades K5 – 2<sup>nd</sup>)</b>		
	<b>K5 – Grade 2</b>	<b>Notes:</b>
11:00 – 11:30	<b>Writer’s Workshop</b>	
11:30 – 12:00	Lunch & Recess	Students are with their grade level.
12:00 – 12:30	Math Meeting & Focus Lesson	Items in Navy are times students are with their cohort and their Math & Research teacher.
12:30 – 1:30	Math Rotations & CGI	
1:30 – 1:40	Snack Break	
1:40 – 2:40	<b>P.E. /Enrichment</b>	Students are with their cohort and the P.E. or Specials Co- teacher.
	Sci/SS Informational Writing	Students are with their cohort and their Math & Research teacher.
2:40 – 3:10	Sci/SS Informational Writing	
3:10 – 4:00	Choice Time/Reteach	Students return to their homeroom (in this case, with their Lead Literacy teacher) with their cohort, teachers rotate as necessary.

**Figure 1.05: 3<sup>rd</sup> – 5<sup>th</sup> grade Student Schedule**

<b>Stellar Collegiate Student Schedule (grades 3-5)</b>		
	<b>Grades 3-5</b>	<b>Notes:</b>
7:30 – 8:00	Breakfast & BRIGHT work	Items in light blue are times when students are with their grade level or in their homeroom.
8:00 – 8:20	Advisory/Homeroom	
8:20 – 8:50	<b>Book Club</b>	Light Purple is the Literacy block – students are with their Lead Literacy teacher and their Co-teacher.
8:50 – 9:50	<b>Wordy Study &amp; Vocabulary Reading Comprehension</b>	
9:50 – 10:00	Snack & Read Aloud	
10:00 – 11:00	<b>Writer’s Workshop</b>	

Stellar Collegiate Student Schedule (grades 3-5)		
	Grades 3-5	Notes:
11:00 – 11:30	Math: I – Computation & Fluency	Items in Navy are times students are with their cohort and their Math & Research teacher.
11:30 – 12:00	Math: II- Problem Solving & Application	
12:00 – 12:30	Math: III – Blended Learning & Math Rotations	
	Lunch & Recess	Students are with their grade level.
12:30 – 1:30	Research (Sci/SS/Informational Writing)	Students are with their cohort and their Math & Content Areas teacher.
1:30 – 1:40		
1:40 – 2:40	P.E./Enrichment	Students are with their cohort and the P.E. or Specials Co-teacher.
2:40 – 3:10	Exploratory Enrichment	Students are mixed up within their grade level.
3:10 – 4:00	DEAR/Tutoring	Students return to their homeroom with their cohort, teachers rotate as necessary.

*Stellar Collegiate Instructional Program:* While we believe mastery of all core subjects is a necessity for our students, we make no apologies for maintaining an explicit and prioritized focus on literacy skills. We believe that by ensuring all students have a solid foundation in literacy, we are safeguarding their ability to make real choices about their future academic and professional endeavors.

**Provide a Balanced, Rich, and Unique Focus on Literacy:** The foundation of any strong college-preparatory education in literacy. Stellar Collegiate provides a **balanced literacy** approach that provides access to great literature, a **curriculum** that ensures fluency, comprehension, and written expression through the Common Core State Standards, and a **21<sup>st</sup> century focus** on critical thinking and cross-context vocabulary for success in middle school, high school, college, and beyond.

**Balanced Literacy.** When considering each aspect of our curriculum, we begin with the end in mind – we are driven by the belief that every student at Stellar Collegiate must leave with a voracious love of reading. Through a grammatical foundation, a focus on writing about and reacting to great literature, and a development of critical thinking and discussing text, our students will have the opportunity to engage authentically with vibrant pieces of literature. Knowing that our target population will likely arrive at school not ready to read or reading far below grade level, we believe that additional literacy instruction is critical in Kindergarten through Grade 3, and we continue to extend literacy instruction in the upper grades to ensure that gains are not lost and acceleration becomes the norm.

Research has unequivocally demonstrated that skill in reading impacts the academic success of a student in every subject and throughout their academic journey.<sup>8</sup> Stanovich and Cunningham’s research demonstrates that the level of ability to read in the younger years serves as a predictor for comprehension throughout the entirety of a student’s academic career.<sup>9</sup> Given the same reading assessment, students who scored in the top five percent of participants read 144 times that of the students who scored in the bottom five percent.<sup>10</sup>

To ensure students are reading and engaging deeply in text, we believe in maximizing small group instruction and teacher specialization that allows for the most impactful teaching possible. A class size of 30 in grades K5 and above, with three rotations during the literacy block, allows for a student to teacher ratio of no greater than ten to one during small group instruction. This

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<sup>8</sup> Stanovich, Keith E. *Progress in understanding Reading: Scientific Foundations and New Frontiers (1 Ed.)*. New York: Guilford Press. 2000.

<sup>9</sup> Cunningham, Anne E. and Keith E. Stanovich, “Early Reading Acquisition and its relation to reading experience and ability 10 years later.” *Developmental Psychology*. Volume 33(6). November 1997.

<sup>10</sup> Honig, Bill. “10 Components for a Comprehensive Reading Strategy.” *American Association of School Administrators*. September 1997.

ratio will provide three major benefits for student success. First, teachers will be able to plan small group interventions based on flexible grouping needs. For example, if a group is struggling with vowel blends, the teacher can spend additional time in Wilson’s Foundations focusing on the specific blends that are proving difficult and slow down the instructional pace to ensure student mastery. Second, small group size allows for additional practice and high levels of engagement, particularly beneficial to students who are learning English as a second language or who have special needs and who might benefit from additional previewing of vocabulary or repetition of key phrases. Finally, small group instruction allows for additional teachable moments for developing accountability in learning and ensure 100% participation for all students.

Stellar Collegiate’s balanced literacy framework is a comprehensive program that explicitly and directly instructs students in fluency, accuracy, decoding, and reading comprehension, and provides ample time and teacher support to practice and apply skills.<sup>11</sup>

**Figure 1.06: Components of the Stellar Collegiate Balanced Literacy Approach:**

Word Study	Reading Comprehension	Writing
<p><b>PPA (Phonics &amp; Phonemic Awareness):</b> The ability to hear and differentiate between sounds, syllables, and words when spoken aloud, and the ability to rearrange and alter sounds to create new words, then teaching students to connect letters and their sounds to print.</p>	<p><b>Comprehension:</b> Beginning with a text’s literal meaning and moving towards deeper understanding through retelling, connecting to schema, predicting, summarizing, inferring, and comparing and contrasting.</p>	<p><b>Instructional Writing:</b> Focusing on the five-step writing process, and the development of narrative and expository essays including a focus on organization, mechanics, and standard English conventions.</p>

<sup>11</sup> This concept is supported by the Partnership for Reading, a collaborative effort of the National Institute of Child Health and Human Development, the National Institute for Literacy, and the US Department of Education in their study, *Put Reading First: The Research Building Blocks for Teaching Children to Read*.

<p><b>Spelling/Sight words:</b> Teaching patterns, definitions, and recognition of high frequency words.</p>	<p><b>Exposure to Literature:</b> Providing opportunities to engage with a canon of work, including both fictional works and non-fiction texts. Develops an understanding of author’s purpose, character traits, and literary devices with extended studies on significant authors and genres.</p>	<p><b>Creative Writing:</b> Expressing ideas, emotions, and author’s purpose through a variety of genres using the five-step writing process.</p>
<p><b>Fluency:</b> Reading with accuracy and inflection at an appropriate rate of words per minute.</p>	<p><b>Close Reading:</b> Combining elements of both comprehension and exposure to literature, students learn to pay close attention to the author’s purpose and craft in rereading a passage or short excerpt of a grade level or higher text.</p>	<p><b>Grammar:</b> Learning rules and conventions of English language, including punctuation, capitalization, syntax, etc.</p>
<p><b>Vocabulary:</b> Building a knowledge of words, contexts, and meaning.</p>	<p><b>Independent Reading:</b> Engaging with text on the student’s independent reading level and of their choosing to develop fluency and comprehension, as well as reading stamina.</p>	<p><b>Handwriting:</b> Developing the fine motor skills to produce correct and legible work.</p>

**Components of the K4-2<sup>nd</sup> Literacy Program:**

- **Read Aloud:** Reading aloud to children has been found to be the single most important activity in building the foundational skills necessary for reading success.<sup>12</sup> Read Alouds allow students to focus on high-frequency words, learn new vocabulary, acquire auditory skills, and hear modeled reading fluency and expression. It provides a platform for teachers and students to think aloud in order to more fully comprehend the text and builds enjoyment of books and

<sup>12</sup> Routman, R. *Conversations: Strategies for teaching, learning and evaluating*. NS: Heinemann, 2000.

reading.<sup>13</sup> These lessons are alternately focused on a discrete reading skill and high level questioning and textual understanding.

- **Handwriting & Writing:** Students receive explicit writing instruction each day. We start teaching handwriting in K4 with the *Handwriting Without Tears* curriculum that teaches handwriting explicitly and sequentially. For writing, we use *Calkins Units of Study* that are Common Core-aligned and allow students to develop writing skills within different genres across the year.
- **Phonics/Phonemic Awareness:** Phonological and phonemic awareness is a basic component of teaching children to read. We use programs that are research-based and successful with similar populations, such as Wilson’s Foundations that develops students’ phonemic awareness. Phonemic Awareness is explicitly taught in small groups by the Co-Teacher who uses visual, auditory, and tactile cues to engage students in active practice. Students learn to identify letters, then phonemes associated with letters, and finally to use phonics to decode (read) and encode (write) new words.<sup>14</sup>
- **Guided Reading/Comprehension:** Students are instructed in small groups daily by the Lead Literacy teacher to build skills in fluency and reading comprehension. Based on the Fountas and Pinnell guided reading structure<sup>15</sup>, students are homogeneously grouped based on reading

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<sup>13</sup> “Think Aloud” allows students to understand what the teacher is thinking and why, it models what students should consider as the engage with similar texts independently. Keene & Zimmerman. *Mosaic of Thought*. NH: Heinemann, 1997.

<sup>14</sup> DC Prep in Washington D.C., a National Blue Ribbon school that serves 80%+ students who qualify for Free or Reduced Lunch, uses FUNDations and has seen the summer slide typically experienced by students decrease as a result of this phonics program, ensuring that returning 1<sup>st</sup> graders enter school at an end of 1<sup>st</sup> grade reading level.

<sup>15</sup> Fountas, Irene, and Gay S.Pinnell. *Guided Reading: Good First Teaching for All Children*. NH: Heinemann. 1996.

level as identified by STEP assessments. Instruction within groups is at the instructional level (i.e. using texts slightly higher than students could access on their own) to provide the necessary teaching to accelerate independent reading levels and guide students towards rigorous reading growth goals. Students read the same book and receive individualized coaching to access the text, then discuss what they have read with their peers within the Guided Reading Group to practice discourse and rigorous comprehension.

- **Vocabulary/Word Study:** We know that our students are most likely to enter school with a less developed vocabulary than their more affluent peers.<sup>16</sup> We weave vocabulary acquisition throughout our day in a variety of ways: word of the day and transition words<sup>17</sup>, previewing vocabulary before reading new texts, employing word walls for content specific words, and using Cognitive Content Dictionaries.<sup>18</sup> Teachers use high level academic vocabulary in classrooms that allows students to discover new words in context, and students are expected to use specific vocabulary in verbal and written responses. All classrooms will emphasize the need to speak in complete sentences at all times.
- **Blended Learning:** We use computer-based adaptive literacy programs such as iReady or Headsprout to give students individualized practice and more “at-bats” to practice skills they have been explicitly taught during direct instruction lessons with their teachers.<sup>19</sup>

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<sup>16</sup> Hart, Betty, and Todd Risley. “The Early Catastrophe: The 30 Million Word Gap by Age 3.” *American Educator*. Spring 2003.

<sup>17</sup> Strategies our teachers will be trained on as part of Guided Language Acquisition by Design (GLAD) which was recognized as a project of Academic Excellence by the U.S. Department of Education in 1991.

<sup>18</sup> Ibid.

<sup>19</sup> U.S. Dept. of Education “Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies.” *U.S. Dept. of Education*. 2010.

### **Components of the 3<sup>rd</sup> – 5<sup>th</sup> Grade Literacy Program:**

- **Read Aloud:** See above for further explanation. In Grades 3-5, Read Alouds happen once per day during snack time, and are generally from a text above grade level lexile.
- **Book Club<sup>20</sup>:** Daily, students have 20-40 minutes to read on-level fiction and non-fiction texts. The more time students spend reading, the better readers they become.<sup>21</sup> During these teacher-led groups, students engage in rigorous debate over content specific questions from their reading. Book Club serves as an additional, supported, and joyful reading practice on a daily basis.
- **Vocabulary/Word Study:** See above for further explanation. In Grades 3-5 we replace explicit phonics instruction with word study. Using research-based programs such as *Words Their Way*, students apply previous experience to understand root and base words, spelling patterns, and systematically learn Greek and Latin roots to improve their ability to infer new word meaning.<sup>22</sup>
- **DEAR:** Drop Everything And Read (DEAR) is a common approach used by high performing schools to increase the amount of reading time students have each day. During this time at the end of the day, third through fifth grade students have opportunities to read for extended periods (up to 45 minutes)<sup>23</sup> books they have chosen at their independent reading level, while small groups of students or individuals are pulled for interventions or

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<sup>20</sup> The Book Club model is adapted from two successful BES schools in Nashville, TN: Nashville Prep and Liberty Collegiate.

<sup>21</sup> Lehf, Fran, and Jean Osborn. "A Focus on Comprehension." *Pacific Resources for Education and Learning*. 2005.

<sup>22</sup> Bear, Donald, et. al. *Word Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*. Boston: Pearson. 2012.

<sup>23</sup> The practice of having students read independently for 45 minutes per day was inspired by Brooke Charter Schools in Boston, MA. Brooke's eighth grade students are the highest performing eighth graders in the state of MA.

tutoring. Students keep reading journals and are held accountable by completing comprehension work prior to selecting a new book.

- **Reading Comprehension:** In Grades 3-5, we add a daily whole group reading comprehension lesson that focuses on discrete reading skills in either fiction or non-fiction texts.<sup>24</sup> Students learn key reading skills and practice them on a variety of texts including making inferences, visualizing, generating and asking questions, summarizing, and synthesizing.
- **Writer’s Workshop:** In Grades 3-5, students develop fluency in writing across different genres from narrative to persuasive to expository and informational writing.<sup>25</sup> More focus is paid to formal grammar and spelling, and there is greater emphasis on student-driven revision and self-editing. We teach students the phases of writing through a workshop model informed by *The Lucy Calkins: Units of Study* that are Common Core-aligned. Students have access to writing rubrics at the beginning of each unit so they can become fluent in assessing and improving their own writing. In Grades 3-5 we have two teachers in the room during writing to provide more time to give feedback and coach individual students.

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<sup>24</sup> Students in Grades 3-5 will have balanced access to Fiction and Non-Fiction texts, as the Common Core encourages, as they will be reading in both their Literacy block and during the “Research” component of their Math block. This allows students to access both types of texts daily, and allows us to build stronger literacy (reading and writing skills) across different genres.

<sup>25</sup> Students will be writing in both their Literacy and Math & Content blocks. Students will have double the experience writing in school than that of traditional elementary school students.

**Prepare Students in Foundational and Advanced Mathematics:** There is a direct correlation between knowledge of advanced mathematics and higher salary professions.<sup>26</sup> For so many students, access to careers in science and mathematics is stymied before high school, due to a lack of understanding of the conceptual knowledge necessary to engage in higher level mathematics. Aligned to Common Core State Standards, Stellar Collegiate has selected research-proven curricula such as Engage NY for exploratory math with a Cognitively Guided Instruction approach, Everyday Math for calendar studies, and a teacher created supplement for fluency practice. Stellar Collegiate provides 90 minutes in Grade K5 to 5 of math instruction daily through a variety of forms of instruction: calendar math, foundational rotations in which students develop number sense and computation through small group instruction, adaptive computer-based programming, and independent work, and problem of the day, in which students grapple with conceptual understanding using discovery and manipulatives. K4 students have 70 minutes of math instruction daily including calendar math, counting jars, adaptive computer-based programming, independent work, and problem of the day. Additionally, foundational math activities (i.e. one to one correspondence, sorting objects, and creating patterns) will be included in the choice centers in which K4 students engage daily.

Mathematics research shows that Grade 1 students who understand the relationship between numbers, quantities, and basic addition and subtraction of quantities are far more likely to excel in mathematics throughout elementary school.<sup>27</sup> At this time, Stellar Collegiate has

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<sup>26</sup> Retrieved from: <http://www.payscale.com/best-colleges/degrees.asp>.

<sup>27</sup>Geary, D. C., Hoard, M. K., Nugent, L., & Bailey, D. H. (2012). "Mathematical cognition deficits in children with learning disabilities and persistent low achievement: A five year prospective study." *Journal of Educational Psychology*, 104, 206–223.

selected Engage NY as the primary mathematics curriculum, which was recently found to be the only math curriculum that is truly Common Core aligned.<sup>28</sup>

In Grades K4 to 2, students engage in previewing, reviewing, practicing, and discussing math concepts focused on real application of conceptual understanding of money, measurement, graphing, time, and other Math processes through the *Everyday Counts Calendar Math* program. Research from New Haven Schools, which shares similar socioeconomic demographics with Stellar Collegiate, shows that use of *Calendar Math* increased the amount of hands on, math-based activities to almost twice that of their previous program, and use of the program provided English Language Learners with additional opportunities to engage deeply in “talking math.”<sup>29</sup>

After calendar math, students will engage in a block called “Problem of the Day,” in which students solve a high level word problem by developing their own strategies through drawing pictures and using manipulatives. Problem of the Day uses Cognitively Guided Instruction (CGI), a professional development program that connects teachers assessment of students’ innate mathematical knowledge to the concepts and operations formally taught through mathematics.<sup>30</sup> The terminology of CGI, as well as the written and visual requirements to communicate about solutions, are closely aligned to the Common Core State Standards, providing a deep conceptual knowledge of why mathematical operations work, versus merely teaching an algorithm.<sup>31</sup>

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<sup>28</sup> Heitin, Liana. “Most Math Curriculum Found to be Out of Sync with Common Core.” Education Week. March 4, 2015.

<http://www.edweek.org/ew/articles/2015/03/04/most-math-curricula-found-to-be-out.html>.

<sup>29</sup> <http://www.greatsource.com/GreatSource/pdf/EveryDayCountsResearch206.pdf> p. 16.

<sup>30</sup> <http://www.promisingpractices.net/program.asp?programid=114>.

<sup>31</sup> <http://michellef.essdack.org/?q=node/139>.

Problem of the Day follows a clear, set schedule to emphasize routine and build students' understandings of utilizing problem-solving strategies. The teacher presents the problem of the day, reading it clearly three times. S/he then calls on three students (generally, a higher level, average, and lower student) to repeat the problem. Students have the problem on a sheet at their desk with space to draw their strategies, write a number sentence, and write a sentence explaining their answer. Utilizing Unifix cubes or other manipulatives, the student solves the problem independently and records their thinking. The teacher circulates throughout the classroom, recording the number of students who got the right answer and what strategies they used to get there. (Did they count by 1s? Did they count by 10s? Did they use tally marks, draw pictures, or use the manipulatives?) Utilizing this data, the teacher chooses three students using different strategies and has them present their strategies to the class – the teacher begins with the least sophisticated strategy (perhaps counting by 1s) and moves to the most sophisticated strategy (counting by 10s) to increase whole group understanding of the concepts that underpin mathematical algorithms.

After completing Problem of the Day, students transition to math rotations, participating in three activities for 20 minutes each. One rotation provides 20 minutes per day on a computer-based, adaptive mathematics program, such as ST Math. Students also spend 20 minutes working with the teacher to develop fluency and understanding of direct instruction on math-skill building. Finally, students spend 20 minutes working through spiraled and methodical practice using independent work from Engage NY math curriculum. This spiraled practice of introducing and practicing concepts multiple times in multiple class periods, similar to that of the popular Saxon Math program, has been shown to be more effective than teaching operational structures in a

vacuum.<sup>32</sup> Our comprehensive math program, which allows for the development of both critical thinking skills and automaticity with procedural computation, allows students to become strategic mathematical thinkers.

**Expand Opportunity through Access to Enrichment Classes:** We believe that a strong education goes beyond the core subjects, and we will ensure that students at Stellar Collegiate, in every grade, have access to physical education and performing arts classes. Our enrichment programs gives students the ability to explore a wide variety of interests and provide a strong complement to our core academic program. We will provide students with the opportunities to achieve excellence in a wide variety of areas. Therefore, we encourage students to step outside of their comfort zones, with a physical education program that focuses on developing fine and gross motor skills, in addition to helping students make a mind-body connection through the practice of yoga.

The daily enrichment period will be teacher-led or be offered by community partners. As our staff expands, and we hire more Co-teachers responsible for teaching small group phonics and specials, we will expand our offerings of enrichment classes based on teacher experience and passion. We intend to offer Physical Education and Spanish as a baseline of enrichment to all students. As our staff grows we expect to offer classes such as dance, theater, chorus, visual arts, etc. Additionally, we will seek opportunities to supplement our enrichment instruction through community partnerships, such as with the Young Scientists Club at the Urban Ecology Center, Artists Working in Education, SHARP Literacy, or with other non-profits that work with local schools to provide students with access to visual arts instruction.

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<sup>32</sup> English, Wellburn & Killian, 1934, from [www.saxonhomeschool.com/Math/index.jpg](http://www.saxonhomeschool.com/Math/index.jpg) p.1.

Students have at least two Enrichment periods per day, and each trimester have a chance to perform new skills acquired during weekly Community Circles or after school exhibitions for families and the local community. We believe that giving students access to a variety of enrichment opportunities is an essential part of providing a deep and rich education and ultimately supports our work around character development. Students who may excel in the traditional classroom may need to work harder to master music, art, or a sport. In the same way that a struggling reader may excel in enrichment opportunities. We believe that by offering a robust enrichment curriculum, we are giving students a controlled space in which to experience setbacks, and develop the strength of character to be tenacious in the face of failure.

**Stellar Collegiate Instructional Strategies: Instructional Strategies:** In order to ensure success for all students, and a high level of consistency from classroom to classroom, Stellar Collegiate will invest time and resources in training and coaching teachers to utilize effective instructional strategies that have proven to be successful with similar populations of students. These strategies include, but are not limited to the following.

- **Extended Time:** We provide 184 days of learning from 8:00 am – 4:00 pm. Research shows that extended learning has strong impact on low-income, minority student achievement.<sup>33</sup>
- **Two-teacher model for Literacy:** We have two qualified teachers in classrooms during literacy rotation instruction. Research indicates that early reading instruction is most effective within small homogeneous groups; a two-teacher model allows a 10:1 ratio

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<sup>33</sup> Hoxby, Caroline M., Sonali Murarka, and Jenny Kang. "How New York City's Charter Schools Affect Achievement, August 2009 Report."

Second report in series. Cambridge, MA: New York City Charter Schools Evaluation Project, September 2009.

during rotating blocks.

- **Instructional Consistency:** Instructional consistency supports academic achievement and assists leadership in supporting teachers. Emphasis on common language and common instructional strategies ensures all staff share common expectations.
- **Gradual Release “I do/we do/you do”:** Lessons begin with the teacher demonstrating the concept/skill – “I do,” and then providing opportunities to learn and practice the concept together – “We do.” Students practice the concept independently – “You do” - until they reach mastery.<sup>34</sup>
- **Common Blackboard Configuration (CBC):** The CBC consists of the Aim, Do Now, Agenda, and Homework; it sets student academic expectations and serves as a visual cue to manage instructional pacing.
- **Rap, Rhythm and Rhyme:** Chanting and rhyming create excitement about learning and help children to remember key concepts. According to Michael Fienberg, “The spectacular gains that KIPP students make in their first year is in part the result of [this] dynamic teaching method.”<sup>35</sup>
- **Kinesthetic Learning:** Physical activity maintains student engagement. Students learn new concepts with hand signals, finger snaps, and other gestures. Similarly, teachers use cheers and gestures to reward individual or group academic performance while instruction

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<sup>34</sup> Pearson, P.D., and M. Gallagher. “The Instruction of Reading Comprehension.” *Contemporary Educational Psychology*, p. 8. 1983.

<sup>35</sup> Carter, Samuel Casey. *No Excuses: Lessons from 21 High-Performing, High Poverty Schools*. The Heritage Foundation. 2000. These methods have been employed successfully by teachers at Milwaukee College Prep, to engage students especially during phonics and math instruction.

occurs.

- **Small Group/One-on-One Tutoring:** Targeted interventions throughout the day provide opportunities to deliver focused, individualized instruction in precise areas of concerns for struggling students.
- **Taxonomy of Teaching:** Stellar Collegiate uses a variety of academic, behavioral, and advanced instructional techniques as outlined in *Teach like a Champion* that reinforce student expectations and build high levels of student engagement.<sup>36</sup>
- **Cognitively Guided Instruction (CGI):** This instructional strategy allows teachers to assess an understanding of the knowledge students have regarding mathematical concepts and connect that knowledge to more formal operational and conceptual knowledge.<sup>37</sup>
- **Differentiated Instruction:** Stellar Collegiate strives to ensure an excellent education for every student, and in turn, incorporates the best practices of Differentiated Instruction. Carol Ann Tomlinson defines differentiation as “an approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high quality curriculums.”<sup>38</sup>
- **Word Walls and Anchor Charts:** Vocabulary word walls and academic anchor charts provide an academically rich physical environment for students to refer to as they study.

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<sup>36</sup> Instructional Techniques taken from *the Teaching Like A Champion: Taxonomy of Effective Teaching Practices* by Doug Lemov, who is a Managing Director for Uncommon Schools, Taxonomy and the founder of Rochester Preparatory Charter Middle School in Rochester, NY.

<sup>37</sup> Retrieved from: <http://www.promisingpractices.net/program.asp?programid=114> .

<sup>38</sup>Retrieved from: <http://www.caroltomlinson.com/>.

- **Flexible Ability Reading Groups:** Flexible grouping allows for more individualized instruction, and ensures students are not reading and learning at a frustration level. Groupings are used to inform literacy groups and are not tracking, but flexible and responsive, changing with testing cycles.
- **Format Matters:** Students are taught to respond in grammatically correct, complete sentences whether responding to written or oral questions. This common expectation will be held for students in every space across the school, and will be particularly important in ensuring our ELL students develop confidence in their English abilities.
- **Common Room Design:** Students deserve clean, structured, and organized classrooms that support our mission to educate students for success in college and a life of opportunity. Every classroom is provided with appropriate materials and signage to support classroom learning, and teachers are expected to maintain classrooms for continuity and organization. Because teachers may move between classrooms, it is critical that every classroom be set up for their success.