

Name of Organization

Kids First Beloit, Inc.

Year Founded

2,019

First and Last Name of Primary Applicant

Hagen Harker

Address

1005 Pleasant Street
%Beloit 200
Beloit, WI 53511
[Map It](#)

Email

h.harker@msprecast.com

Phone

(608) 364-1072

Provide the names, professional affiliation (current job), and role in the proposed school for all school leaders and board members.

Name	Professional Affiliation	Role in Proposed School
Hagen Harker	President, MidStates Concrete	Formation Board, Planning Cmte, B200, Education
Tim McKeveatt	CEO, Beloit Health Systems	Formation Board, B200, Education Committee
Rob Gerbitz	President, Hendricks Commercial Properties	Formation Board, B200, Education Committee
David McCoy	President, First National Bank	Formation Board, B200, Education Committee
Lisa Furseth	Executive Director, Hendricks Family Foundation	Formation Board, Planning Cmte, Education Committee
Kristi Cole	Consultant & COO Milwaukee College Prep	Planning Committee
Katy Venskus	Founder, Ampersand Education	Planning Committee
Kristoffer Haines	Founder, Ampersand Education	Planning Committee

Purpose and brief history of organization (For instance, is this a new non-profit created for this proposed school, or is it an existing non-profit seeking to expand or replicate its portfolio?)

Kids First Beloit is a non-profit organization that was initiated by the Beloit 200 community group. To date, Beloit 200 has invested over two years of investigation into the Beloit educational landscape and the performance of its existing schools. As part of a comprehensive effort to improve education opportunity for all students, Beloit 200 formed Kids First Beloit. This city-wide education non-profit will focus on improving the quality of educational choices available to all families. The first step in this strategy is to develop an independent charter school, aimed at preparing its students academically today, so they will succeed in the workforce and in life.

Beloit 200 (previously Beloit 2000 and Beloit 2020) has a strong track record, leading and supporting the development of an array of community initiatives intended to improve the quality of life in Beloit in order to attract and retain a strong workforce and to spur economic development. A sample of recent efforts include donation of land for the recently completed Beloit School District welcome center and administration building, support to enable a Beloit expansion of the Milwaukee-based ACTS housing organization to increase homeownership in Merrill and Hackett neighborhoods, and opening of Nature at the Confluence, a public-private partnership that created an urban environmental learning center on a 72-acre property on the state line.

Evidence of Wisconsin Incorporation and IRS 501(c)(3) status

- [The-Lincoln-Academy_Evidence-of-Status-2.pdf](#)
- [Certified-Articles-of-Incorporation_November2019.pdf](#)

Do you currently operate a school?

No

Is your proposal a

Fresh Start Campus (Totally new school)

Where would the school be located?

Beloit, WI

When would students first enroll?

Academic Year 2021-2022

Are you applying for a charter with any other authorizers this year? If yes, please list the authorizer(s).

No

Have you applied for authorization of this concept before?

No

Application

- [The-Lincoln-Academy-Phase-1-Final.pdf](#)

Attachments

- [The-Lincoln-Academy_Community-Feedback-Attachment.pdf](#)
- [The-Lincoln-Academy_FinancialSustainability_Support.pdf](#)

Prospectus Rubric

School/Organization	Kids First Beloit, Inc.
Reviewer Name	Aaron Seligman

Directions: Please use this rubric to guide your review of the prospectus. Responses must be submitted to the Office of Educational Opportunity electronically. However, you may record your responses electronically or in handwritten form. If you use handwriting, please scan your reviews and then submit the form electronically. As a reminder, prospectus approval does not result in authorization of a school.

A. Mission & Purpose: Is the mission/purpose of the school clearly stated?	
	Mission/purpose is clear, focused, compelling and likely to produce high-quality educational outcomes.
x	Mission/purpose is likely to produce high-quality educational outcomes
x	Mission/purpose expresses clear guiding principles.
	Mission/purpose is evident throughout prospectus
	Mission/purpose is ambiguous, vague, or otherwise not compelling
	Mission/purpose are absent from application. (Dispositive of application. No need to proceed to subsequent sections for review.)
Comments	The application presents a strong mission and vision for a school focused on foundational skills, career exploration and experiences, and citizenship/service. However, while the first two components are present throughout the application, the service/citizenship component is less clear beyond the character education components. It includes ambitious goals and concrete ideas for growth. The application does focus on a college-preparatory education and on technical or other career pathways. These are not inherently contradictory, but a Phase 2 application should explain the distinctions or compatibility.
B. Does the mission/purpose reflect the objectives of the Office of Educational Opportunity? (Multiple may apply.)	
	The prospectus includes programs that are innovative in meeting the educational needs, interests, and/or demands of the community.
x	The prospectus includes programs that will serve at-risk student populations.
x	The prospectus includes programs that support effective instruction based on research literature or demonstrated best practices.
	The prospectus includes programs that will advance efforts to reform public education.
x	The prospectus includes programs that incubate new ideas or would develop innovations to current best practices.
x	The prospectus includes programs that would expand educational equity.
Comments	The application does appear to target underserved students in the Beloit area. It also demonstrates prior research both nationally and from other charter models within Wisconsin. The model could, if successful, incubate new ideas for business/post-secondary partnerships and student's self-exploration. The application cites data on district achievement, unemployment, and post-secondary attainment in the target area to demonstrate a need for innovation. However, a

	connection between how the specific chosen model will address those challenges and most importantly the community demand for this model will be important for a Phase 2 application. The application suggests some community outreach was done but does not present evidence of community support.
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C. Does the prospectus include a school design that is complete and well thought out?	
General Comments	Generally yes, the plan includes a well-designed plan for instruction, school growth and instructional staffing and leadership. It does include a very ambitious set of recruitment goals for student enrollment both in the initial startup and each year of growth. The application suggests that character education components would be part of student report cards but does not explain how these traits would be assessed or benchmarked. It also emphasizes the potential need for remediation in academic areas but does not address those assessments or how the model would work if students needed more or less significant remediation.
Yes or No & Provide Comments	<p>Does a similar school exist in the area? If yes, are there admissions barriers to the existing school that preclude universal access, e.g. discriminatory admissions practices such as mandatory prior curriculum, competitive admissions, or set-aside seats based on students' zip code of residence? <i>(Potentially dispositive of application based on discretion of OEO's Director.)</i></p> <p>Comments: The application does present some data on the average achievement of similarly situated schools. It promises improved instruction, a slightly longer school day, and student-centered approaches, and draws distinctions with other charter models. But it does not address how many of the instructional model or other features of the program would differ from the current offerings in the traditional school district.</p>
D. Does the prospectus have a clear curricular focus? (Both may apply)	
x	Core content area described, including curriculum, are either research based or proven by best practices used in school with positive student, family, and/or educator outcomes.
x	The prospectus includes a description of the instructional program that explains how the school's curriculum is aligned to state standards or will be aligned.
Comments:	The application shows a progression in focus from early to later grades and how the plan would fit with students comprehensively. A challenge might be as the school starts for the students who begin in the 7 th /8 th grade and how that initial class would progress without the early foundation, or for future students who enroll at later grades.

	The Application suggests the school would “create” a curriculum drawing from potential partnerships and models. A Phase 2 application would need to provide more concrete details into the actual curriculum and the process for incorporating student and family interests. It also includes an additional time focus on math and literacy and the potential curriculum to be used that aligns with state standards. A Phase 2 application would need to elaborate how the components and timing might fit in the school schedule and provide time for the additional career and character focused instruction.
E. Does the prospectus include a methodology that is likely to lead to positive outcomes for students, educators, and families? (Multiple may apply)	
x	Description of why the curriculum was chosen and evidence of its success with the targeted population.
x	Methodology supported by research or best practices.
	Proposal includes evidence of support of the model from professional educators
	Proposal includes evidence of support from students / families interested in the school.
Comments:	The application demonstrates extensive research into national models and curriculum in each area aligned with the school mission. It provides programs both on behavioral and instructional levels, and sets measurable and ambitious goals for progress on assessments. However, the application does not provide evidence of local support or interest in the model. The attached student focus group data provides evidence that appears to potentially express interest in models other than those proposed in the application. OEO notes the survey: a) was conducted less than two weeks before the application was submitted; b) includes 48 respondents, but does not explain if they are representative, the percentage who responded, or if c) the “interest” in a charter school was asked in the context of this specific school or model. However, the data does show that “character education” and “culture of high expectations” were two of the lowest-rated preferred features. The focus group data also showed large support for a private school option, but minimal interest in a charter school in Beloit. The application does not specify how the presentation about Beloit schools was used or the results of the presentation.
F. Does the prospectus include a governance structure that is adequate to carry out the proposed mission? Is family/community and educator participation sufficiently described? (Multiple areas may apply.)	
x	Proposed board members include a wide range of expertise, e.g. education stakeholders, management, financial planning/management, law, and community outreach.
x	Clear description of transition from planning team to operating team is included.
	Plan includes meaningful involvement of families/community in governance of the school
	Plan includes meaningful involvement of educators in governance of the school.
Comments:	The application includes initial directors with strong experience in school design, business, strategic planning, and a plan for transition of the formation board to a governing board. It suggests the governing board will include “3 to 15 members”

	<p>which OEO notes is a large range and would lead to distinct governance depending on the actual number. While the application suggests diversity and community involvement would be important for the governing board, they do not appear to be priorities in the formation stage. OEO believes this could present a challenge in community engagement and support, student recruitment, and ultimately for the school to fulfill its mission and increase equity.</p> <p>A Phase 2 application should also clarify an inconsistency about parent involvement and explain how parent voice, input, and feedback will impact the school. One application answer suggests there will be a parent advisory council, while another suggests the applicants are considering a few options for parent involvement and partnerships. It should also clarify the relationship and proposed governance structures among Beloit 200, Kids First Beloit, any philanthropic foundations or other entities.</p>
G. Does the prospectus include evidence the organization has the financial capability to plan, develop, and operate the school? (Multiple may apply)	
x	The prospectus includes evidence there is an adequate and reasonable plan to manage startup costs without complete dependence on federal or private funds.
x	There is a plan for raising funds needed beyond 2(x) per pupil funds
x	The financial analysis appears to be realistic and the proposers gave adequate consideration to primary elements of a business plan including marketing, student recruitment, and fundraising.
x	Financial concerns exist and are described below.
Comments:	The application does include a detailed budget and letter of support from benefactors and business partners who are committed to the school both in planning and financial support, even after acknowledging the operating deficit that will exist based on state funding. It also includes a robust budget for a planning year and adding foundational staff. The application does not appear to include costs or ideas around transportation. It does include ambitious student recruitment goals. It also includes funding for staff "performance pay" but does not explain how those bonuses might be determined. The plan also does not appear to include costs for food service.
H. Is the business plan well thought out and likely to lead to a successful initiation of the school?	
Comments:	The application suggests the school will achieve racial and ethnic diversity and mirror the demographics of the community but does not explain how that would happen. The instructional model focuses a great deal on personalization and unique student needs, but OEO wonders how the school would do this by having only one college counselor, a small special education staff, and no additional social worker, school psychologist or other similar staff. The application references an " <i>advisory program</i> " (listed in italics, though it is unclear if this is a term of art or national program) and suggests a teacher would work with the students. A Phase 2 application should explain how this would relate to the staff recruitment, hiring, and training as advisors.

I. Prospectus's strengths	
Comments:	The application includes a clear mission and potentially innovative approach to blend a "no excuses" academic approach with opportunities for individualized exploration and for students to apply their skills in the community. It includes ambitious, measurable goals for initial and continued growth. It demonstrates strong financial planning and support and a detailed academic focus that draws on extensive research into existing school models and education research. The foundation team has strong partnerships with business and industry experts.
J. Areas of concern / need improvement	
Comments:	<ol style="list-style-type: none"> 1. The OEO is concerned about meeting the ambitious student enrollment goals, especially without strong evidence of existing student or family support. A Phase 2 application should demonstrate how the community and diverse voices will be involved in the formation process. 2. While the overall model and mission are promising, the OEO suggests further explaining how the model was chosen considering a few factors: a) how the model will address needs in the community, while considering potential challenges associated with a "deficit model" approach; b) how the service and character components and personalized career-focused approaches will work within a "no excuses" college preparatory academic focus; c) given the data supporting other models (private school, district charter school) why the applicants chose this type of school; and d) how various voices would be involved in future school design and governance. 3. A further explanation of how teachers/administrators might be recruited, trained/developed, and evaluated in the model.
K. Do you recommend the school/organization proceed to Phase 2? (Yes or no.)	
Yes.	

November 13, 2019

Aaron A. Seligman
Office of Educational Opportunity
15464 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Kids First Beloit, Inc.
Hagen Harker
1005 Pleasant Street, # 200
Beloit, WI 53511

Dear Hagen:

The University of Wisconsin System's Office of Educational Opportunity ("OEO") received a Prospectus Phase 1 application from you on behalf of Kids First Beloit, Inc. on November 4, 2019.

Congratulations, your Phase 1 Prospectus is approved. Based on this approval, you are invited to prepare and submit a Phase 2 Application related to your Phase 1 Prospectus. As a reminder, approval of a Phase 1 Prospectus is not an offer for a charter and does not create or transfer any liability to OEO or any University of Wisconsin System Administration entity.

Please consider the attached Phase 1 reviewer rubric and comments. I am happy to discuss any feedback or questions. Please also review and submit the Phase 2 Application, which can be found on our website: <https://www.wisconsin.edu/oeo/apply/> with the following deadlines in mind:

Office of Educational Opportunity
University of Wisconsin System Administration
1220 Linden Drive – 1564 Van Hise Hall
Madison, WI 53706
(608) 263-7481
oeo@uwsa.edu

1. The Phase 2 deadline depends on which year you seek to first operate:

- Applications must be submitted by no later than December 6, 2019 for AY 20-21
- Application must be submitted by no later than September 7, 2020 for AY 21-22
- Late submissions are automatically rejected without exception
- OEO understands you may wish to apply for review at a different time to align with other grant or other partnership application deadlines

2. OEO's February DPI Notice mandate

- If you intend to operate starting AY 20-21, then OEO must submit intent to authorize notice to DPI no later than February 3, 2020.
- If you intend to operate starting AY 21-22, then OEO must submit intent to authorize notice to DPI no later than February 1, 2021.
- Late notice to DPI is not allowed in accordance with Wisconsin law.

Feel free to contact me if you require any guidance with your Phase 2 Application and the Phase 2 review process.

Sincerely,



Aaron Seligman, JD, MAT
Director, Office of Educational Opportunity

Enclosure



February 21, 2020

Aaron Seligman
Office of Educational Opportunity
Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Mr. Seligman,

On behalf of Kids First Beloit and The Lincoln Academy Launch Team, I respectfully submit the Phase II application for The Lincoln Academy, a proposed public charter school in Beloit, Wisconsin. We believe The Lincoln Academy will offer a high quality public option for families and children in our community.

We are sincerely grateful for the opportunity the Office of Educational Opportunity provides and look forward to working closely with you and the review team during the consideration process.

Respectfully,

Lisa Furseth

Lisa Furseth
Secretary, Kids First Beloit

PHASE 2: APPLICATION REQUIREMENTS

0.00 ABSTRACT Provide a basic overview of the proposed school, including how the campus would increase educational equity, incubate instructional or curricular innovations, and/or increase the types of best instructional practices available to students. (LIMIT: 1 page)

The Lincoln Academy will be a K4-12 public charter school, filled with scholars that reflect the diverse community of Beloit. Built from the ground up with input from the community it serves – including parents, community and civic leaders, and most importantly, students – access and equity will drive The Lincoln Academy as an innovative, high-quality public option that builds upon proven instructional practices for our community; a new school with a singular focus on student success.

The mission of The Lincoln Academy is to ensure that all graduates gain the skills and experiences necessary to be productive and informed citizens who lead choice-filled lives. As a result, 100% of our scholars will graduate from high school ready to pursue a career, enroll in college, or enlist in the armed services and live purposeful choice-filled lives. With a rigorous focus on academics and fundamental skills, a meaningful career exploration and experience, all grounded in a school-wide commitment to citizenship and service, we will create a unique and innovative educational environment for The Lincoln Academy scholars, and the entire community of Beloit.

Our school will start with K4-2nd and 7th-9th grades, adding one grade level for matriculating scholars each year until it reaches full capacity at 700. Scholars will be given a rigorous education regardless of their background, race, zip code or socio-economic status.

Our scholars' character will be fostered to exemplify what it means to be a good citizen, and that the combination of knowledge, skilled expertise, and a persevering nature will open doors to a successful and productive life after high school. Confidence and leadership will be the norm for our graduates, and they will know there is no greater attribute than determination and perseverance to achieve goals.

The autonomy to create an innovative model that infuses careers and college to provide choices for the children and families of Beloit has driven the creation of the Lincoln Academy from the start. We know that our parents and community are the change they wish to see, and we know our scholars have the potential to achieve at the highest level. The Lincoln Academy will prove what's possible when driven students are given the right combination of school culture, strong academics, a mission-driven staff, and a clear path to college or career, and a choice-filled life.

1.00 SCHOOL DESIGN

1.01 Provide the name of the proposed charter school.

The name of the proposed charter school will be The Lincoln Academy.

1.02 Provide the name(s), address(es), telephone number(s), and email address(es) of the organization or individuals submitting the application to create a charter school.

This application is being submitted by Kids First Beloit and The Lincoln Academy's Chief Education Officer, Dr. Kristi Cole. Contact information for both are below.

Kids First Beloit: Lisa Furseth, c/o Hendricks Family Foundation, 690 Third Street, Suite 300, Beloit WI 53511. lfurseth@hendricksholding.com, 608-931-7302

Dr. Kristi Cole: (414) 881-0348, kristi.cole@milwcollegeprep.com

The Lincoln Academy will be governed and operated by Kids First Beloit, Inc., a Wisconsin Non-Stock Corporation. The school will be an independent public charter school, authorized by the UW System Office of Educational Opportunity in accordance with Wisconsin Statutes §118.40(2x). Please see Attachment 1 for a copy of our 501c3 approval.

1.04 Describe the student body to be served by the school and, for each of the first five years, indicate the grades the school will house, the number of expected students per grade, and the expected number of students per class.

First and foremost, our scholars will reflect the community of Beloit, and we will develop an intentional outreach plan to ensure those scholars and parents seeking a high-quality option, are served. Our scholars will range from K4 (4 years old by September 1st) to 12th grade (18 years old, up to 21, if special needs). Our school will start with K4-2nd and 7th-9th grades, adding one grade level for matriculating scholars each year until it reaches full capacity as a K4-12 charter school.

There will be two sections at each grade level. Classes will not exceed a ratio of 25 scholars: 1 teacher, plus an educational assistant in each classroom up through 5th grade, with 1 educational assistant shared in the grade levels starting in 6th grade. Below is a chart of the 5-year grade level and teacher staffing expectations; please see our budget for further details, including our leadership, and support staff.

	Year 1		Year 2		Year 3		Year 4		Year 5	
Grade Levels	Scholars	Staff	Scholars	Staff	Scholars	Staff	Scholars	Staff	Scholars	Staff
K4	50	4	50	4	50	4	50	4	50	4
K5	50	4	50	4	50	4	50	4	50	4
1st	50	4	50	4	50	4	50	4	50	4
2nd	50	4	50	4	50	4	50	4	50	4
3rd			50	4	50	4	50	4	50	4
4th					50	4	50	4	50	4
5th							50	4	50	4
6th									50	3
7th	50	3	50	3	50	3	50	3	50	3
8th	50	3	50	3	50	3	50	3	50	3
9th	50	5	50	5	50	5	50	5	50	5
10th			50	3	50	3	50	3	50	3
11th					50	5	50	5	50	5
12th							50	5	50	5
Other		19		20		23		29		30
Total	350	46	450	54	550	66	650	81	700	85

The first year would include: K4 = 50 scholars, 2 teachers, 2 EAs; K5 = 50 scholars, 2 teachers, 2 EAs; 1st = 50 scholars, 2 teachers, 2 EAs; 2nd = 50 scholars, 2 teachers, 2 EAs; 7th = 50 scholars, 2 teachers, 1 EA, 8th = 50 scholars, 2 teachers, 1 EA, 9th = 50 scholars, 4 teachers (science/social studies, reading, math, foreign language), 1 EA.

1.05 State the mission and vision of the school.

Mission: The Lincoln Academy will ensure that all graduates gain the skills and experiences necessary to be productive and informed citizens who lead choice-filled lives.

As a result, The Lincoln Academy will graduate 100% of scholars from high school ready to pursue a career, enroll in college, or enlist in the armed services and live purposeful choice-filled lives. Our scholars will understand and take advantage of any and all opportunities available to them, whether that means they are employed, enrolled or enlisted when they leave our school. Our rigorous focus on academics and fundamental skills, a meaningful career exploration and experience, all grounded in a school-wide commitment to citizenship and service, will create a unique educational environment for The Lincoln Academy scholars.

Vision: We believe in the creation of an education environment that elevates skill, industry, and commitment to self and community. We want our scholars to believe that character builds citizenship, and that the combination of knowledge, skilled

expertise, and a persevering nature will open doors to a successful and productive life after high school. Scholars will be given a rigorous, college preparatory education regardless of their background, race, zip code or socio-economic status. The Lincoln Academy scholars will graduate from high school ready to take on highly skilled careers, advance to college, or serve their country. Confidence and leadership will be the norm for our graduates, and they will know there is no greater attribute than the determination and perseverance to achieve goals.

1.06 State the core beliefs of the school.

The Three Pillars of The Lincoln Academy:

- All children can and will master the fundamental academic skills they need to graduate high school and live productive choice-filled lives. This means every scholar is learning at or above grade level within three years of enrolling in our school, and our graduates are ready to pursue a career in a pathway they choose.
- Career exploration and planning will be part of every aspect of our curriculum. We want children to envision a productive future after high school in a career or industry that drives and challenges them. The Lincoln Academy will help scholars set academic and professional goals and will offer each scholar academic and career opportunities in school that prepare them to meet those goals immediately after leaving The Lincoln Academy.
- We will live up to the example of Abraham Lincoln. Extraordinary men and women rise to every challenge, commit to self and others, and are not deterred by challenge. Industry and ingenuity matched with hard work and dedication to cause are the defining characteristics of successful individuals and communities.

Core values will guide our scholars throughout their experience at The Lincoln Academy. The school will identify and focus on core values that our scholars will exhibit at school, at home, in the community, and in all their work. At The Lincoln Academy, we believe the development of character is an obligation we all share. We believe that children and adults live and learn better with good moral character and that moral integrity can also have a positive impact on performance in schools, professions and workplaces. We believe strong character generates great citizens.

While parents are the primary developers of their children's character, all adults who have contact with children can contribute to such education, especially teachers. After much consideration and research, The Lincoln Academy will build and develop its character development fabric based on the Jubilee Centre's framework. The Jubilee Framework for Character Education is steeped in sound research and a simple paradigm: that to flourish is not only to be happy, but to fulfill one's potential. Flourishing is the ultimate aim of character education. Human

flourishing requires the acquisition and development of intellectual, moral, and civic virtues, excellence specific to diverse domains of practice or human endeavor, and generic virtues of self-management (known as enabling or performance virtues). All are necessary to achieve the highest potential in life and questions of character formation are inseparable from other educational goals.

The Lincoln Academy will develop confident and compassionate scholars, who are effective contributors to society, successful learners, and responsible citizens. Scholars will grow in their understanding of what is good or valuable. They will develop a commitment to serving others, which is an essential manifestation of good character in action. Character development involves caring for and respecting others as well as caring for and respecting oneself.

Character education is more than just a subject. It has a place in the culture and functions of families, classrooms and society. Character education is about helping scholars grasp what is ethically important in situations and how to act for the right reasons. The ultimate aim of character education is the development of good sense, or practical wisdom; the capacity to choose intelligently between alternatives. This capacity involves knowing how to choose the right course of action in difficult situations and it arises gradually out of the experience of making choices and the growth of ethical insight.

Why Character Education is Important to a Lincoln Academy Scholar?

- Character is fundamental: it is the basis for human and societal flourishing;
- Character is largely caught through role-modelling and emotional contagion: school culture and ethos are therefore central;
- Character should also be taught: direct teaching of character provides the rationale, language and tools to use in developing character elsewhere in and out of school;
- Character is sought freely to pursue a better life;
- Character is educable: it is not fixed and the virtues can be developed. Its progress can be measured holistically, not only through self-reports but also more objective research methods;
- Character depends on building Virtue Literacy;
- Good character is the foundation for improved attainment, better behavior and increased employability, but most importantly, flourishing societies;
- Character should be developed in partnership with parents, employers and other community organizations;
- Each child has a right to character education;
- The development of character empowers scholars.

1.07 Explain how the mission, vision, and core beliefs are grounded in research or best practices.

The Lincoln Academy's mission and vision are driven by two attributes we believe critical to any school: a response to parent demand, and the ability to contribute a unique model that not only differentiates itself from current public options academically, but does so with the future of scholars' needs in mind. Regarding the former, the parents we have engaged do not mince words when describing their desire for a K4-12 school that has their children's needs at its core. As a result, our work to develop a school in direct response to the community's needs, in which individualized instruction, an embedded culture of excellence driving decisions, and the ability for scholars to explore and understand career options over time is all part of the strategy to help scholars lead choice-filled lives, which is at the heart of our work.

In order to realize a vision, and pursue a mission, we must instill in our scholars a set a values that ensures their growth into young adults; who are equipped with all the skills necessary to become successful members and leaders of their community. We will help them develop the character traits necessary to act, think, and feel in ways that benefit themselves, their local community, and beyond.¹ Overwhelming scientific evidence shows that attributes like self-control, curiosity, and gratitude are critically important to social and emotional well-being, physical health, and achievement. Furthermore, we know that strength of character is learned and developed, when cultivated within the right environment.²

The Lincoln Academy scholars will personify the school's mission by leading choice-filled lives, where they will drive not only their academic learning but their professional and civic experiences across 143 years. Plenty of research and evidence and evidence exists for a high-quality and rigorous curriculum expanding opportunities for children, but those opportunities are expanded further when scholars have access to a variety of pathways like career technical education (CTE) and residential apprenticeships; two examples of post-secondary school offerings The Lincoln Academy will make available to its scholars during their K-12 experience³.

Finally, our mission sets a clear goal to build in our scholars the skills – perseverance, self-reliance, and commitment to self and others that aims to ensure it is our scholars who eliminate excuses for themselves, not only during their twelve years with us, but long after they graduate. Scholars will explore opportunities, make life and career plans starting in the early years, and work with The Lincoln Academy staff to realize and achieve the plans and goals they set for themselves.

¹ https://www.dropbox.com/s/hra4ulfoojashhg/Park-et-al_2017_tripartite.pdf?dl=0

² <https://characterlab.org/playbooks/>

³ <https://sites.ed.gov/underservedyouth/files/2017/01/MS5-Connecting-Secondary-Career-and-technical-Education-and-Registered-Apprenticeship-A-profile-of-Six-State-Systems.pdf>

1.08 Note the unique aspects of the school and explain why the community needs this school.

Academic achievement in Beloit lags far behind state and surrounding district averages. In fact, in many subject areas and/or student subgroups, Beloit's attainment levels are among the lowest in the state; in addition, the average composite ACT score for a Beloit School District student is 16.7 (compared to the state average of 20.4), and even lower for Hispanic (16.3) and Black (14.6) students⁴. (Please see Attachment 2 for further detail.) Quite simply children are not acquiring the fundamental academic skills necessary for success. The achievement gap can and should be reason enough to create a new quality option that commits to getting its scholars at or above grade level and keeping them there, and that is one of the Three Pillars of The Lincoln Academy.

That is not, however, the aspect of our mission and model that makes us most uniquely situated to meet the needs in the Beloit community at this time. The data point that is, in some ways, most concerning about students leaving the Beloit School District, is the lack of opportunity students identify for themselves after high school. According to DPI, 50% of Beloit School District graduates leave high school with no meaningful plans after graduation (four-year college, career, job training, or military service). It is this gap – an opportunity gap – that is most crippling to Beloit families. Even those students who successfully complete high school do so only to receive a diploma they believe gives them no real options as adults. This perpetuates a cycle of joblessness and poverty that has crippled entire neighborhoods in Beloit, like the Merrill neighborhood, one of the communities where recruitment will be a focus.

This opportunity gap is magnified and even more intolerable when one understands the economic and industry growth happening in and around Beloit. Beloit has recruited leading edge employers and industries to town – Kerry Foods, eBates, just to name a few, are opening massive state of the art facilities, creating thousands of jobs, and recruiting professionals and their families to fill them. We believe that in order for our local civic community to recruit the skilled workforce it needs, education and employer partnerships are essential. The Lincoln Academy will build working partnerships with local employers, starting with the hiring of a Career Counselor and Partnership Director (CC&PD) in Year 0 – the sole responsibility of this individual will be embedding partnerships into our secondary school career curriculum and building bridges for students and the local economy alike (Please see more on the CC&PD in section 9.11).

This opportunity gap – the disconnect between the opportunity available in and around Beloit, and the ability of Beloit students and families to access those

⁴ <https://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp?itemlinkid=4359>

opportunities is the driving force behind The Lincoln Academy's deliberate focus on career planning. Our model necessarily embeds the need to ensure scholars have the fundamental academic skills and expands the focus to require scholars to understand the role education plays in career, economic prosperity, and life choices. This expansive focus on creating real choices for all scholars that match their unique skills and interests with the best-fit post-secondary opportunity is what sets us apart from the more traditional college for all charter school models. All of the following are curricular and programmatic aspects of The Lincoln Academy.

Elevating Career and Creating Choices: The Lincoln Academy will focus on giving scholars the skills and experiences they need to be successful in the right post-secondary or professional environment for their unique skills and interests. Many may even leave The Lincoln Academy with the professional certification or training needed to immediately begin a career in their chosen profession. As early as K4 scholars will think and talk about the kinds of jobs and careers that are interesting to them in ways that are developmentally and age appropriate. They will use career labs and role-play experiences to engage in hands on learning about skills. They will then hear about the jobs available to individuals who train for and master those skills, and they will identify and map the education and training necessary to secure those jobs. They will then set personal goals that help them articulate how their education choices, achievement, and effort will prepare them for the career of their choice. This will also help them think about different employers, entrepreneurship, and leadership as components of their post-high school considerations. Existing models, such as The Cristo Rey network, have over 15 years of evidence in support of this model; we will develop and solidify our career options from the likes of Cristo Rey and others, building on what works. Finally, we want scholars to understand that their success can and should fuel and strengthen their community.

Industry and Employer Partnerships: As scholars enter our middle and high grades, they will have the opportunity to take advantage of the most innovative aspect of our education environment. It is our plan to create a career curriculum that combines industry and education experts, on the job experience, entrepreneurial practice and skill building, and technical education in a unique school/career partnership, that offers each scholar a clear path to professional choices, economic opportunity, and personal independence. This is an exciting and evolving component of our curriculum that will be fully designed during the planning year, offering our scholars a one-of-a-kind education experience. We have already identified several potential curricular and industry partnerships we can expand and leverage, including:

- Hendricks CareerTek: This leverages an already successful Beloit-based partnership for young people pursuing a career in demand occupations. It opened in 2017 in order to provide local youth with access to exposure and experiential programming related to careers. We will implement a

robust partnership with CareerTek, embed their exploration and experience opportunities within The Lincoln Academy model and we will explore opportunities to integrate those offerings as for credit options for scholars.

- CareerTek has an established partnership with Blackhawk Technical College and Beloit Health System to offer an experiential healthcare pipeline for young people from middle – high school, including tours, job shadowing, hands on programming with specialized mannequins and includes CNA and CPR Certification, and interview guarantees for CNA graduates with Beloit Health System. Healthcare micro-credentials are integrated to support and enhance learning.
 - Scrubs: a health career exploration program for all high school scholars consisting of 28, ninety-minute lesson plans that are designed to introduce scholars to various healthcare careers and offer them the opportunity to experience them through engaging, hands-on activities and real-life experiences. This program could be converted to a credit offering course.
 - Craftsman with Character: This six-week summer school offering allows scholars to participate in an exploratory course focused on skilled trades. Scholars receive a .5 elective credit from their home district. They spend 4 days in a business and 1 day at CareerTek focused on soft skills and leadership.
 - CareerTek partners with schools upon request to organize career panels, job shadowing and internships.
 - CareerTek offers summer academies such as coding, construction and entrepreneurship that can be integrated or adapted for summer school, after school or in school programming.
 - CareerTek has been working to partner with local school districts and that will continue, but at The Lincoln Academy, participation will be fully embedded in our middle and high school career curriculum.
- Microsoft TEALS: We will pursue support from Microsoft to offer the TEALS program at The Lincoln Academy. Microsoft previously attempted to initiate the program in Beloit but was unsuccessful in establishing a partnership with the Beloit School District. The program provides curriculum and trains IT industry professionals to partner with educators

in school classrooms. It will expose scholars to state of the art technology education and connects them directly to local professionals and employers in demand careers. This unique approach also builds the capacity of educators. We have already identified several companies located and/or expanding in Beloit that would be interested in this kind of partnership.

- Hudson Alpha: This unique platform brings both industry professionals and standards-based science education to the classroom to build the capacity and expertise of both scholars and teachers across grade levels. With unique opportunities to focus the knowledge and skills needed for careers in biomedical and biotech firms, public health, and research.
- One Stone Design Thinking and Social Good Entrepreneurship: We plan to explore a social entrepreneurship curriculum that replicates the impact and results of One Stone, in Boise, Idaho. Their design thinking, creative problem solving, and innovation discovery process developed at Stanford University's d.school that encourage scholars to uncover new ideas that create change in the world around them. Through this, scholars learn and practice critical 21st Century skills: empathy, collaboration, communication, leadership, innovation, critical thinking, adaptability and creativity.

Preparing Scholars for the Future: For those scholars who identify a career pathway that includes four-year college training, we will offer the opportunity to complete college preparatory coursework at The Lincoln Academy. There will be several Advanced Placement (AP) classes available, and to ensure our scholars have the opportunity to enroll in a wide variety of not only advanced high school coursework, but college courses as well, we plan to build a strategic set of dual enrollment partnerships with Blackhawk Technical College, Beloit College, UW-Whitewater, and others. We will also explore an educator partnership with Blackhawk Technical College that would allow us to offer credit courses in specific professional and industry courses on The Lincoln Academy campus.

All scholars, regardless of post-secondary pathway will be required to have work-based experiences in order to graduate. The Lincoln Academy requirement will not only help scholars gain critical skills for the future but will demonstrate the connectedness between rigorous coursework and career preparation. For example, it could allow scholars to see how that a welding apprenticeship can support a pathway to an engineering degree, or an AP class can support the learning goals of a scholar intent on becoming an electrician.

Scholars Who Love Learning and Are Academically and Professionally Curious: The Lincoln Academy will be a school that celebrates learning, hard work, and achievement for both scholars and staff. Our school will be a profoundly joyful

experience for scholars, their families, and staff because the environment will focus on affirmation and positivity. Scholars will celebrate their school and their commitment to self and others with school assemblies or circles. There will be celebrations for academic, professional, and social successes for scholars and staff. This culture will be set and maintained by our staff so The Lincoln Academy will hire, dedicated, mission-aligned teachers to ensure all scholars have access to a unique education experience that prepares them for choice-filled lives.

Increasing High School Completion and Post High School Success: The seamless K4-12 model gives scholars and families 14 years at The Lincoln Academy to build strong relationships and build academic and professional skills as well as a reliable and persistent commitment to themselves and their community that will make them successful adults. Scholars will learn that they MUST be present, participate to the best of their ability, and learn from their mistakes each and every day. School leadership, staff, and parents will adopt and enforce policies that ensure daily attendance and create shared accountability for scholar success. The “how” of this matters: we will intentionally meet with families, conduct home visits, offer extra time during the summer, review individual scholar data, and employ a school counselor whose focus ensures accountability and empathy; in addition, each teacher will have a core group of scholars they mentor over the course of the year.

Meeting Scholars Where They Are: We have designed a unique instructional model to serve at-risk scholars: The Lincoln Academy will ensure that scholars receive extended literacy and math instruction each day. This will allow time for scholars to catch up if they are behind, while at the same time receiving the necessary grade-level content to keep them moving forward. We anticipate this will range from 150 minutes each day at the K-6 grade levels to 180 minutes of literacy and math instruction at the 7-9 grade levels. This will vary by individual scholar, especially in our first three years, as it is anticipated that based on current school district data and proficiency rates, intense support will be needed. Ideally, The Lincoln Academy will enroll and retain its scholars from a much younger age, and as a result, the intense support that is needed during the earlier years may be able to be scaled back. There will also be a unique staffing model at both the K-8 and high school levels to allow for targeted teacher support and intervention for scholars who are struggling. Finally, an integrated curriculum that embeds reading and writing in social studies, science, and individual instruction time ensures that scholars at The Lincoln Academy will read and write for up to 210 minutes during the school day just during core instruction.

Parents as Partners: We understand that parents are vital to the success of our school. Parents will be welcomed in our school, and they will be active participants in their child’s learning at every step of the way. We know that parents must attend all parent/teacher conferences and communicate regularly with classroom teachers, and we understand that it is our responsibility to create a school calendar that facilitates that participation. We will create opportunities for parents to volunteer at

the school for a variety of activities, and parent events will be planned monthly to welcome parents into the school and provide valuable support, resources and community building; our Parent Advisory Council will meet monthly and provide feedback to our principals. In addition, we will develop a compact between our parents, scholars, and staff that will be signed and used throughout the school year.

A School Based on Character: Schools that are values-driven have high expectations and demonstrate academic, professional and social success. They are committed and determined to develop the character of their scholars through the articulation, demonstration of and commitment to core ethical virtues and to the cultivation of meaningful personal relationships.

Because the ethos of a school is the expression of the collective character of everyone, it is important for every member of a school community to have some basic understanding of what character is. Scholars and teachers, therefore, will learn not only the names and meanings of character virtues, but will display them in the school's thinking, attitudes and actions. Character virtues will be reinforced everywhere: on the playing fields, in classrooms, in corridors, interactions between teachers and scholars, in assemblies, on posters, in teacher messages and communications, staff training, and in relations with parents. Character virtues will be critical in extra-curricular activities and will translate into positive feelings and behavior.

As noted in Section 1.06, The Lincoln Academy will build and develop its character development fabric based on the Jubilee Centre's framework. The Jubilee Framework for Character Education is steeped in sound research and provides robust resources to support the integration of the model in an array of diverse educational environments⁵⁶. The model is built around a simple paradigm: that to flourish is not only to be happy, but to fulfill one's potential. Flourishing is the ultimate aim of character education. Human flourishing requires the acquisition and development of intellectual, moral, and civic virtues, excellence specific to diverse domains of practice or human endeavor, and generic virtues of self-management (known as enabling or performance virtues). All are necessary to achieve the highest potential in life. Character development involves caring for and respecting others as well as caring for and respecting oneself. The ultimate goal will be to equip students with the tools to make wise choices of their own within the context of their community.

⁵ <https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/character-education/Framework%20for%20Character%20Education.pdf>

⁶

https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Research%20Reports/Character_Education_in_UK_Schools.pdf

The goal of The Lincoln Academy across all our learning environments and innovations is to ensure that 100% of scholars graduate from high school and have a clear pathway to pursue their desired career and live happy choice-filled lives.

1.09 Describe how the mission and core beliefs will drive decision-making during the development and operation of the school.

The mission, vision, and core beliefs of the school will drive all decisions made on behalf of the organization. The Chief Education Officer will revisit the mission and core beliefs with the Board of Directors on a regular basis.

Board and staff recruitment and hiring decisions will be based not only upon an applicant's experience, skillset, and abilities, but also upon a close examination of each applicant's fit with the mission, vision, and core beliefs of the school, as well as an ability to help the school realize the mission, vision, and core beliefs. This will be driven by a rubric and interview guide aligned to the school's beliefs. All Board members, administrators and staff must believe that all children can and will learn and it is up to them to make sure it happens.

The organization's strategic plan will incorporate these beliefs and values as they will guide all strategic goals of the organization. Programming, methodology, and partnerships will all be determined with the mission, vision, and core beliefs at the forefront of all decision-making.

Every decision will be made with the best interest of each scholar in mind. The Lincoln Academy will ensure that 100% of scholars graduate on time and are ready to pursue college, a career or enlist in the armed forces. All actions, resources and beliefs will focus on the end in mind and decisions will be made to bring this vision to reality.

1.10 Characterize the school culture desired for the school and how this culture will be established.

The Lincoln Academy will create a unique educational program built on a culture of joy, community, academic preparation, and a daily focus on making choices and exploring the opportunities and careers available beyond high school. For our primary school scholars, we will build a culture of joy and community as soon as scholars enter the school; and we will provide a daily experience that celebrates their unique and diverse cultures and respects them as individuals. We will create an environment where it is safe for scholars to make mistakes. In our secondary school, we will build a culture of trust and respect that appropriately allows young adults the freedom to be themselves, within a set of expectations that are established by the community. Across all grades, we believe scholars will rise to the expectations we set, and we hold ourselves accountable to giving them all the

supports that they need to meet those expectations.

A Culture of Joy and Community	
Daily Community Meeting	<p>Every morning K4-8 scholars enter school and eat breakfast together, with a low-stakes morning task; created by grade level teams, this will assess previous learning or previews new learning. Afterwards, scholars and teachers join in the community meeting and shout-out how different community members (anyone that works in or attends the school are community members) have lived up to our values. The community meeting then enters into a joyous time filled with music, songs, and chants that reaffirm our commitment to education and excellent character. Teachers and scholars lead the meeting together.</p> <p>High School scholars will start their day with their Advisory group. They will have community meetings that will focus on the virtues, building relationships, celebrating successes, providing opportunities for scholar voice and problem solving.</p>
We Value Parents and Community	<p>Our parents and community members are a key lever to fulfilling our mission. Before the start of the school year, all parents and guardians attend an annual orientation detailing their role in fostering the school culture. We hold parents to high expectations and clearly communicate our needs as a school. Parents and guardians are expected to sign a Family Contract that outlines their responsibilities throughout the school year and that outlines our responsibilities to parents. We work with parents to understand their working styles and modes of communication in order to create a healthy relationship between staff and parents. Parents receive daily communication through our homework system which requires them to sign a tracker acknowledging that their son or daughter has completed the homework. Teachers communicate daily feedback on a scholars' academic and character development through this tracker. Together, parents and teachers use the homework system to communicate openly and freely. We administer family satisfaction surveys at the mid-year and end-of-year to all parents and guardians. We hold ourselves accountable to ensuring our parents are satisfied with the education their scholars are receiving.</p>

	<p>Parental Board Involvement: The school will establish a Parent Advisory Council that will meet monthly with the Principal to receive input with the academic program and keep open communication with the school. Members of the group will be invited to present twice per year to the Board and will oversee semi-annual parent surveys on the programs and policies of the school, the results of which will be provided to Administration and the Board. Like all members of the community, families will be encouraged to consider serving as members of the Board, and with interest, will go through the same vetting process as other interested individuals.</p>
<p>Parental Communication – Involved Families are Integral to Scholar Achievement</p>	<p>Our core value of team lives inside and outside of our school building through the work of our families: Annually: Parents attend Orientation in August. Biannually: Parents are expected to attend Parent and Teacher conferences. We provide parents with a biannual satisfaction survey as a part of our accountability plan. Cyclically: Scholars receive a report card home at the end of every trimester (every 18 weeks) that must be picked up by a parent or guardian from the school. The first two report cards will be received at conferences. The third report card will be picked up at either the conference or from the school. At the mid-point of every trimester, scholars receive a progress report detailing their mid-trimester achievement. Weekly: Parents receive a weekly newsletter with key events, dates, and a message from the Principal. Scholars receive their behavior paycheck which must be signed by a parent or guardian as a homework requirement. The paycheck includes comments from teachers. Daily: Parents and teachers communicate through the daily homework log, required to be signed by a parent or guardian each night.</p>
<p>A Love of Literacy</p>	<p>We will invest in our classrooms to create libraries for scholars in each classroom, through middle school. We believe it is imperative that scholars have access to new fiction and non-fiction books each year. A connection with the Beloit Public Library will be developed to ensure scholars have access to this state-of-art library facility.</p> <p>Teachers and staff are encouraged to read silently with scholars. Scholars are expected to read silently whenever they complete their work or are awaiting a teacher's directions.</p>

<p>Scholar Voice is Encouraged and Respected</p>	<p>Turn and Talk: We believe that our scholars must develop oral skills and listening skills to be productive citizens and to be capable members of a highly literate adult community. Turn and Talk is a discussion protocol between paired scholars to share their answers to a written prompt or question in order to build the skills of active listening and clear oral expression. We use Turn and Talk to have scholars make sense of their own answers while listening meaningfully to the answers of their partners. Often, teachers will then have scholars share aloud the answers of their partners to gauge their ability to listen and synthesize information.</p> <p>Habits of Discussion: We prepare scholars to use habits of discussion to push scholar conversations further in classes. We equip our scholars with the language that will further their learning no matter the subject area. This allows scholars to bring their knowledge and background information into the classroom in productive, thoughtful, and meaningful ways. Habits of Discussion are posted in classrooms for use daily.</p>
<p>A Joyful and Safe School Culture</p>	<p>We believe that scholars learn best in a safe, calm, joyful, and predictable environment. Each morning the Principal leads scholars in intellectually curious work infused with joy that will build pride in our scholars.</p> <p>The Principal leads the school in a community meeting. The community time is used to establish urgency and joy to start the day. A typical agenda would include:</p> <ul style="list-style-type: none"> • Morning Greeting – Call and Response • Cheers/Chants/Songs • Celebrations of scholar, staff and schoolwide success • Different themes each day - (i.e. - "Talent Tuesday" where scholars showcase a special talent, "Mission Statement Monday" where scholars and staff read their mission statements out loud, "Wisdom Wednesday" where scholars

	<p>share their knowledge by reciting a poem, answering curricular questions, etc.)</p> <ul style="list-style-type: none"> • Character lesson <p>We give our scholars consistency through school-wide routines, procedures, and rituals. For this reason, scholars wear a common uniform and have a common discipline system across all classrooms. Teachers and staff will use common verbal and non-verbal communication to communicate with scholars effectively and efficiently. These structures limit distractions, thus providing scholars with increased instructional time.</p>
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1.11 Describe the process that will be used to develop an initial strategic plan.

We will employ industry best practices in order to develop the organization's initial strategic plan. Building from the goals and accountability metrics established in this charter application, the Chief Education Officer will work with Year 0 Staff, The Lincoln Academy Launch team and recruited parent representatives to complete the strategic plan. This work will be done during the planning year. and will establish the goals for launch and create organizational priorities through year five. When complete, the plan will address all aspects of the organization, including scholars, staff, parent and community, academics operations and facility including the establishment of measurable objectives and milestones. We will engage a strategic planning expert to guide the process. We will emphasize and invest in execution and monitoring, ensuring that day to day operations of the school do not prevent us from making measurable progress toward achieving the goals laid out in the strategic plan. We will look at the plan as a constantly evolving document and will incorporate the goals of the plan into our Board meetings, organizational assessments, annual planning, and, where appropriate, performance reviews for employees.

2.00 GOVERNANCE AND LEADERSHIP

2.01 Identify the organization and individuals involved in the development of the school.

The proposed public-charter school, The Lincoln Academy, is being developed by Kids First Beloit, Inc. a WI non-stock corporation, recognized by the IRS as an eligible 501(c)3 organization. Kids First Beloit, was launched and incubated by Beloit 200, a group of local business and civic leaders. The purpose of Kids First Beloit is to ensure Beloit can provide all 7,000 potential students in our community access to a high-quality school (kidsfirstbeloit.com).

Beloit 200 (formerly Beloit 2000 and Beloit 2020) has a strong track record of development and financial support for an array of community initiatives intended to improve the quality of life in Beloit in order to attract and retain a strong workforce and to spur economic development. Beloit 200 has a long-standing history of supporting public education in Beloit (e.g., donation of land for a new welcome center, referendum support) and the group formally established an Education Subcommittee in the summer of 2017 after an in-depth analysis of local educational performance. The Subcommittee worked with a variety of local stakeholders to explore strategies to improve educational achievement in the District leading ultimately to the effort underway to establish The Lincoln Academy. (See Attachment 3 for The Lincoln Academy Launch Team, and the community engagement planning timeline.) Kids First Beloit is governed by a Formation Board, currently made up of five (5) members of the Beloit 200 Education Committee. While the Board is responsible for legal decision-making, members work collaboratively with the B200 education committee and The Lincoln Academy Advisory Committee to plan the school model, engage and inform the community and to pursue charter school authorization. Hereafter in this application, the collective group will be referred to as The Lincoln Academy Launch Team. See Attachment 3 for a description of The Lincoln Academy Advisory Council and a list of members.

2.02 Describe how this organization and/or these individuals, individually and collectively, embody the characteristics, skills, and experience necessary to establish the school as an effective, stable organization.

The Lincoln Academy Launch Team includes leaders that bring substantial experience in finance, operations, real estate development, community development, fundraising, governance, program development, not-for-profit and educational management. Engaged community leaders bring additional not-for-profit and church management, education and criminal justice experience as well as direct service work with local families. In addition to the breadth of experience,

team members have a range of relationships in the community that will support the development of meaningful community-based and employer partnerships as well as the marketing and community engagement necessary to build effective enrollment strategies. The work of The Lincoln Academy Launch Team is supported by educational consultants with extensive experience in launching and leading high performing charter schools. Dr. Kristi Cole, an educational consultant on the project, has been selected to assume the role of the founding Chief Education Officer. Her qualifications are detailed in Section 2.12.

2.03 Describe the board that will be created to lead the school.

The governing Board will be ultimately responsible for the operation and activities of the school. Board Members have a responsibility to solicit input from, and opinions of, the parents of scholars, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibilities is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

The By-Laws provide for a Board of 3 to 15 members, including educators, parents, and community members. The target for the governing Board is 7 to 11 members and the Board will be established by spring of 2021.

The Board will meet on a regular basis (e.g., bimonthly and more often as needed).

2.04 Describe the process to be used for the selection of board members.

There is a deep level of understanding that an effective governing Board is essential for a strong organization and high-performing school. Board members must be strong school advocates, bring a mix of critical skill sets and offer a diversity of voices and experience. Board members should live, work and/or actively participate in the community of Beloit.

Recruitment Process

The Lincoln Academy Launch Team will serve as the initial nominating committee for the governing Board. Members will meet with candidates individually in order to gather information regarding qualifications and to share information regarding roles and expectations. Upon review, a slate of candidates will be presented for election to the governing Board. Terms for the initial governing Board will be staggered 3-year terms so that one-third of member terms expire annually.

Skills

Individual and collective skills prioritized for the governing Board align with key objectives for start-up and the first five-years of operation. These include at a minimum:

- Proven and respected leaders from among diverse stakeholder groups including representatives from business, community, neighborhood and faith-based organizations;
- Accounting and/or financial management experience;
- Prior governance experience including prior leadership on a governing Board;
- Human relations/personnel recruitment and management;
- Executive/organizational leadership;
- Law;
- Teaching and/or educational leadership;
- Parents, guardians and/or engaged grandparents;
- The willingness to commit to the following Board expectations:
 - Regular attendance at meetings
 - Prepare and participate
 - Review meeting materials, ask questions and stay informed
 - Provide honest input based on personal experience and listen to the input of others
 - Actively work to develop relationships with other members of The Lincoln Academy Board
 - Be respectful of diverse perspectives and willing to accept disagreement as a part of healthy discussions
 - Consider the interest of the school as a whole and support decisions made by The Lincoln Academy Board
 - Act as a community ambassador and endorse The Lincoln Academy both informally and in official settings
 - Serve as a role model for The Lincoln Academy scholars

Post-opening the Board will conduct an annual audit of current Board Directors, specifically seeking to identify areas in which the Board may be lacking necessary skill sets. In addition, the audit will assess member's personal and professional commitments to ensure that all members are able to continue to commit the amount of time necessary to govern a high performing charter school.

2.05 State the general duties of board members.

The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Setting the enrollment and grade-level configuration for the Charter School;

- Approval of annual school budget, calendar, salary schedules, and major fundraising events;
- Approval of all financial policies that set the processes and controls for contracts, expenditures, and internal control;
- Approval of bylaws, resolutions, and Board policies;
- Approval of all contract changes to The Lincoln Academy to be submitted as necessary in accordance with applicable law;
- Participation as necessary in dispute resolution;
- Reviewing overall scholar performance;
- Supporting and evaluating the CEO of the organization;
- Monitoring the performance of The Lincoln Academy and taking necessary action to ensure that the school remains true to its mission, vision and charter;
- Monitoring the fiscal solvency of The Lincoln Academy;
- Participation in annual independent fiscal audit;
- Participation as necessary in scholar expulsion matters pursuant to The Lincoln Academy policy;
- Oversee the development of the strategic plan and monitor progress on the plan;
- Increasing public awareness of The Lincoln Academy.

2.06 Explain how the governance of the school will embody principles of democratic management, including but not limited to parental involvement (118.40(1m)(b)6).

The Lincoln Academy will comply with Wisconsin's open meeting laws, as such all meetings of the governing Board will be open to the public. Parents, staff, and members of the community will be welcomed at Board meetings. Board Directors and school leaders have an ongoing responsibility to solicit input from, and opinions

of, the parents of scholars, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

The Lincoln Academy will establish a Parent Advisory Council to serve as the parental voice and support of the school, seeing its mission both as developing a positive and welcoming climate for all parents and as working closely with the school in meeting its mission. The chair of the Parent Advisory Council will be an ex-officio member of the Board. See Attachment 4 for the Parent Advisory Council description.

2.07 Explain how the board will establish policy and work with the staff to promote the goals of the program.

The Board will establish policies for The Lincoln Academy covering key areas of organization and school operation. These include:

- Financial Policies and Procedures;
- Personnel Policies;
- Educational Policies; and
- Board Policies.

Board leaders and members will create and maintain open lines of communication between the Board, school leadership, staff, parents, and the community giving the Board constant insight into the needs of the school and the organization as a whole. School leaders will be invited to present to the Board at regular intervals, allowing the Board to interact with and better understand the work of the staff. The Board will use meetings to discuss issues brought to the Board by the Chief Education Officer, and, when necessary, establish or refine policies which further the goals of the organization.

The Board will also create committees that will have areas of focus that allow Board members serving on those committees to work on policies and projects that match with their given areas of expertise. For example, the Finance Committee will be comprised of Board members with backgrounds in business and finance and chaired by the Board Treasurer. The committee will work closely with the school's leadership and finance/accounting team to review budgets, determine policy, and manage the annual audit process.

2.08 Attach a copy of the by-laws of the board (if available).

Please see Attachment 5.

2.09 Attach a copy of articles of incorporation as defined by Wisconsin law.

Please see Attachment 5.

2.10 List the names and occupations of individuals who will serve on the initial school board (if available).

The Lincoln Academy governing Board has not yet been established. As noted above, The Lincoln Academy Launch team will serve as the initial nominating committee. Please see Attachment 3 for a list of those members.

2.11 Explain how the school will operate in terms of lines of authority and responsibility. Please attach an organization chart.

The governing Board is ultimately responsible for the operation of the school. The Chief Education Officer will report to and serve at the direction of the governing Board. The Chief Education Officer will be responsible for oversight and decision making with regard to the hiring, discipline, and firing of all other school employees in accordance with the above noted policies.

Please see Attachment 6 for a copy of The Lincoln Academy organization chart.

2.12 Identify the position(s) and the level of expertise of the individual(s) responsible for managing the school and the manner in which administrative services will be provided (118.40(1m)(b)).

The Lincoln Academy will be led by the Chief Education Officer; the Chief Education Officer will report to the governing Board and will be responsible for management and operation of The Lincoln Academy. The Chief Education Officer shall have the appropriate licensure as required by the State of Wisconsin, as well as professional experience as a school administrator.

Dr. Kristi Cole has been selected to serve as the Chief Education Officer for The Lincoln Academy. Dr. Cole is currently the Chief Operations Officer for Milwaukee College Preparatory School, a highly successful charter school network in Milwaukee, serving 2,000 students across four campuses. From 2011 to 2013, Dr. Cole also served as a School Leadership Coach for the non-profit organization, Schools That Can Milwaukee and taught an emerging leaders' course for Alverno College in Milwaukee in 2015 and 2017. Dr. Cole served as the principal at Humboldt Park K-8 School, a premiere multi-cultural charter school in Milwaukee Public Schools from 2000 to 2007. She then served as the Project Director for the Safe Schools/Healthy Students Initiative and the Director of Diversified Community Schools. She later served as the Chief Charter School Officer under the direction of the Milwaukee Board of School Directors. Dr. Cole was selected as a Wallace Urban

Leader Fellow, being named as one of the top 30 urban principals in the State of Wisconsin. She served on the State Superintendent's Charter Schools Advisory Council and was a representative of the State Superintendent's Committee of Practitioners. Dr. Cole has served as a mentor to numerous new principals and has presented nationally in the areas of urban leadership, parent and community partnerships, positive school culture, school operations and restorative justice practices.

Dr. Cole received her B.S. in Elementary Education from the UW-Milwaukee, her Masters in Library and Information Science from UW-Milwaukee, her Masters in Administrative Leadership from Concordia University of Wisconsin-Mequn and her Director of Instruction License from Alverno College of Wisconsin. In 2010, Dr. Cole earned her Superintendent's License from Cardinal Stritch University in Milwaukee and she obtained her Ph.D. in Service and Leadership from Cardinal Stritch University in 2013.

2.13 Identify the criteria to be employed in hiring the school director/principal.

The responsibilities and job duties, as well as the required and desired traits and skills for the Chief Education Officer were defined collectively by The Lincoln Academy Launch Team and are incorporated in the Chief Education Officer Position Description. The Team established skill priorities including experience as an education leader, with a preference for charter school experience, mission-alignment, demonstrated mastery building and maintaining trusting relationships with a broad range of community stakeholder groups and a proven ability to cultivate a culture of accountability and results.

Dr. Cole was recruited by The Launch Team and evaluated according to those duties and qualifications including participation in a formal interview with members of The Launch Team, third party verification of references and a formal background check. Related materials, including the Position Description, the prioritized list of trait and skills, the Candidate Evaluation Rubric and Dr. Cole's Vitae are included as Attachment 7.

2.14 If the charter school will be managed/operated by a third party, identify the organization and its role in the charter school operation.

N/A

3.00 COMMUNITY AND FAMILY ENGAGEMENT

3.01 Describe the community the school will serve.

Beloit is often described as a small City with urban issues. The City has a population of just under 37,000, a number that has shifted only marginally in the past several decades, despite strong economic growth. The population includes nearly 10,000 individuals under the age of 18; the Beloit School District member count was 7,141 in the most recently reported year.

Beloit is a diverse community; 11.3% of the population is Black or African American compared to 3.9% in Rock County and 17.7% is Hispanic or Latino, compared to 7.5% in Rock County. The Hispanic/Latino population has been growing consistently in the last decade.

Single parent and married family households are nearly equally distributed at 50% each. More than 50% of households are defined as low or moderate income and 31.7% have annual household incomes of less than \$25,000. In the most recently reported year, 71.4% of students enrolled in the Beloit School District were defined as low-income.

Beloit has higher rates of unemployment than either the State or Rock County, particularly among 16-24 year olds where there is a reported unemployment rate of 24%. Also, 22.7% of Beloit residents have less than a high school diploma, compared to 12.7% in Rock County and 40.7% of Beloit residents have at least some post-secondary education, compared to 50.9% in Rock County.

The City of Beloit has designated the Merrill and Hackett neighborhoods as HUD "strategy areas" by the Beloit Neighborhood Revitalization Strategy Areas plan (NRSA). These neighborhoods – one near east, the other near west - sandwich the Rock River and the Highway 51 corridor that divides the City. In these neighborhoods, less than 75% of residents have a high school diploma, and only 4.1% have any level of college. Unemployment rates for those ages 16-24 are 56.9% in the Merrill neighborhood. Households living on less than \$25,000 annually hover near 45% in both neighborhoods. Demographics for enrollment in the Merrill Elementary School are 40.7% African American and 30.1% Hispanic; 89.5% of students are defined as low-income. The combined K12 age population is approximately 2500 students for these neighborhoods, with 9-12 enrollment running in excess of 700 students.

While The Lincoln Academy goal is to mirror the demographics of the Beloit District, there is a prioritized interest in ensuring accessibility to families in both the Merrill and Hackett neighborhoods. Outreach, marketing and site selection/transportation decisions are being made accordingly.

3.02 Explain how the community has been involved in developing the school.

The development of The Lincoln Academy evolved out of more than two years of research and community discussion regarding education in Beloit. While Beloit 200 helped to facilitate the conversations, a number of key community leaders have engaged throughout the process and community input was integrated in decision-making as project plans evolved. The following description is provided as an overview of engagement strategies and progression. A planning timeline and list of activities is included in Attachment 3.

Phase I: During 2017 and 2018 the focus of this work was centered on 3-key questions (1) What is the current state of education in Beloit (2) What is working in other urban environments (3) What can we do here? Engagement in Phase I included significant conversations with Beloit School District administration and board members, business leaders and grassroots and mainstream youth serving organizations. The Hendricks Family Foundation (a Beloit 200 Education partner) supported this effort by engaging The Woodson Center (Washington DC) to enhance outreach with local grassroots leaders, including information sharing regarding current performance, providing capacity-building support and a funding opportunity to encourage development of intervention strategies. The Hendricks Family Foundation also invited proposals from youth serving organizations in the community, targeted at building partnerships to address educational achievement. Key observations from Phase I included (1) There was a pervasive lack of knowledge of current performance (2) There was a strong belief across sectors about the importance of education and a desire to achieve improved performance. Parents and community level leaders cited the importance for children and community-level outcomes; business leaders added deep concern for the impact on workforce and economic development in Beloit. (3) Out migration of families able to pursue school options was continuing to grow as evidenced by open enrollment and Choice enrollment trends (4) Partnerships that included educational providers were essential (5) Ongoing leadership instability at the Beloit School District would impact the effectiveness of District partnership efforts.

Phase II: In the first half of 2019, the focus of the work shifted to an exploration of school model alternatives and enhanced relationship building with other stakeholders demonstrating a strong interest in Beloit education. A partnership with Pastor Evans cultivated through the Woodson Center work continued to evolve. Pastor Evans was (and continues to be) instrumental in organizing a series of conversations with community leaders, focused primarily on educational outcomes in the Merrill neighborhood. Beloit 200 Education leadership had a series of conversations with leaders of an informal group, Concerned Black Citizens, to explore options for shared work. Education team members also met with the NAACP education committee to share data. Collaboration with Hispanics for School Choice resulted in the development of a Latino leadership group that has continued to work

with Beloit 200 to reach Latino families. Structured focus groups were hosted in July 2019 to provide some formal assessment regarding knowledge of and interest in school alternatives. There was also a range of individual discussions at this stage aimed at assessing community level knowledge and interest in alternatives. Key observations during Phase II included (1) An overall lack of understanding regarding District alternatives (2) An urgent interest, particularly among parents to have high performing options available for Beloit children (3) An enhanced understanding among Beloit 200 members related to post-secondary outcomes for Beloit students. It may also be noted that Beloit 200 approved funding to begin feasibility work regarding a public charter school alternative at the culmination of Phase II, including consultative support from educational and charter school experts.

Phase III: Based on school performance data (see Attachment 2), the overall educational landscape, preliminary feasibility work and a broad range of public feedback, a decision was made in the second half of 2019 to pursue a public charter school option for Beloit. A primary driver for the public charter school model selection was the urgent need for public alternatives for ALL Beloit students, regardless of demographics.

Phase III has included ongoing and substantive communication with a broad range of community members. To date, we have held more than 20 information sessions, including four in Spanish. The Latino focused sessions were planned and led by the Latino leaders noted above and were also live-streamed or posted on Facebook, garnering more than 600 views. (A copy of the community engagement log is included in Attachment 8; we will continue to schedule sessions beyond the submission of our OEO application.) Kids First Beloit launched a website and Facebook page in January of 2020, including a survey to gather additional input from parents and community members (available in English and Spanish). To date, we have built an active list of nearly 450 contacts, have collected nearly 170 surveys; 185 have signed petitions with more than 70 additional signatures gathered through survey responses, encouraging OEO authorization of The Lincoln Academy. Local residents continue to submit survey responses and petition signatures.

The results from the most recent survey and community input gathered during discussions offer the following, to guide The Lincoln Academy decision-making:

- Rigorous academics that support students performing grade-level work is the highest communicated priority. While survey findings confirm this, feedback in community sessions consistently reinforce this as an urgent interest. This is integrated as the platform of The Lincoln Academy curriculum.
- Scholars graduating with a plan, prepared to enroll in college or technical school, to enter a job that pays a living wage, or to enroll in the military is nearly as important. Business representatives are particularly supportive of

high-school level preparation and parent support gravitates to offering their children choices for their adult life.

- In addition, stakeholders are supportive of options that provide skill-building in problem-solving, communication and teamwork. Programming, such as that proposed in the partnership with the Commons, directly address these interests.
- Additional survey results demonstrate support for both AP and work experience/internship offerings and demonstrate that parents do not see these options as either/or. There is a preference for a centrally located facility. It is clear that decisions regarding extracurriculars will need to be made in partnership with parents thus those decisions will be deferred until further conversations occur. It is clear that outreach to interested families, many of whom express a need to know more, will be critical in The Lincoln Academy marketing efforts. A copy of the most recent survey results is included as Attachment 9.
- Community discussions have also demonstrated areas that are critical to parents and this input was used in the planning process. For example, parents provided compelling testimony regarding the cost to their children for social promotion practices that do not address the need to do grade-level work. They spoke strongly of the need for both high expectations and accountability and articulated strong support for restorative practices as a framework for accomplishing those objectives. Parents expressed strong support for uniforms and thus this is integrated in The Lincoln Academy model and financial projections.

The Lincoln Academy Advisory Council was formed in December 2019 and has since been involved in the hiring process for the Chief Education Officer, facility selection and planning decisions, The Lincoln Academy branding and ongoing community engagement efforts. These Launch Team members have been and will continue to be key Ambassadors and decision-makers for The Lincoln Academy. As a part of the Launch Team they will also support recruiting and nominating activities for the establishment of the governing board; it is anticipated that several members may become a part of that board. A description of the committee was referenced previously and is included in Attachment 3.

3.03 Explain how the community will be involved in the operation of the school.

In addition to the launch year work of The Lincoln Academy Advisory Council, the community will be involved in the operation of the school through the following means:

- Community involvement on the governing board. Community members will be recruited and nominated by The Lincoln Academy Launch Team.

- A Parent Advisory Council will be established during the planning year; to date, more than 50 individuals have indicated some interest in participation.
- As noted in Section 2.06 above, Board meeting will be open to parents, staff and community members and the chair of the Parent Advisory Council will serve as an ex-officio member of the governing board.
- The Lincoln Academy parents will participate in satisfaction surveys 2 times per year and this feedback will be used to guide decision-making.

3.04 Describe community partnerships the school will have or hopes to have.

The Lincoln Academy intends to build a nimble and collaborative model that includes a broad range of partnerships. In addition to programming partnerships noted throughout the application, examples of partnerships that have or may be developed include:

- Business partnerships with Beloit 200 and local chamber members will provide the cornerstone of exploration and experiential opportunities for The Lincoln Academy scholars. A letter of support and a list of Beloit 200 members is included in Attachment 10. Also attached is a letter of support from the Greater Beloit Chamber of Commerce.
- In addition to embedding CareerTek programming within The Lincoln Academy model, the Stateline Boys and Girls Club has committed to providing information regarding The Lincoln Academy to local families and to exploring on-site before and after school care at The Lincoln Academy. See Letter of Support in Attachment 10.
- In addition to the partnership described with Blackhawk Technical College, higher education partnerships will be pursued with Beloit College and the University of Wisconsin-Whitewater (including the Rock County campus). These partnerships not only provide educational programming for students but also can support future talent pipeline development and offer access to a pool of students to support tutoring for The Lincoln Academy scholars. See the Blackhawk Technical College Letter of Support in Attachment 10)
- An array of local organizations provide opportunities for extra-curricular partnerships including but not limited to youth athletics clubs and organizations, Kids Fun and Drama, the Turtle Creek Chamber Orchestra and the Beloit International Film Festival.
- Mentoring and scholar/family supports can be implemented in partnership with The Kingdom Academy, Community Action, Big Brothers, Big Sisters, Project 16:49, the Beloit Area Community Health Center, ACTS Housing, Head Start and Safe Families for Children.
- Community Action can be engaged to offer the Personal Responsibility and Accountability Program (PREP), an evidence-based pregnancy prevention

program, to The Lincoln Academy scholars. See letter of support in Attachment 10.

- Collaboration to support Latino families may be developed with Even Start, the Latino Service Providers, and the YWCA Immigration Outreach program.

Members of The Lincoln Academy Launch Team have relationships with all noted organizations that will support the development of formal partnerships. Please see Attachment 10 for letters of support from community members and partners.

3.05 Describe how relationships to attract and retain students, enhance student learning, and satisfy students and stakeholders will be built.

As a small, urban community, relationships are critical to the success of any endeavor in Beloit. The Lincoln Academy will be unique in its ability to draw upon existing community relationships in order to ensure the ongoing success of the school, its scholars, and their families. As described above, the development of The Lincoln Academy has been led by Beloit 200 in collaboration with key community partners and to date, has involved extensive community discussion. This strategy of information sharing, and listening will continue as a cornerstone of launch and operation. Dr. Cole, who will lead The Lincoln Academy as the Chief Education Officer, has been an integral member of the Launch Team, allowing her to build early relationships of trust with an array of community members; relationships that will continue to be key to the long-term success of The Lincoln Academy. The broad reach of team member relationships will provide the means to continue to grow the network needed to attract families to The Lincoln Academy and build educational partnerships. Business partnerships will be key to building a strong career-based model, thus the Beloit 200 participation is critical to success. In addition, parents, staff and board members will act as role models for students and Ambassadors for The Lincoln Academy and bi-annual surveys and a strong Parent Advisory Council will provide formal means to assess stakeholder satisfaction on an ongoing basis.

3.06 Describe how requirements, expectations, and preferences of students, parents, and other stakeholders will be determined.

As noted throughout sections 3.02 and 3.03 above, The Lincoln Academy Launch team began the process by working directly with community stakeholders to solicit advice, opinions, and recommendations for the development of the school. In order to operate a school that is truly meeting the needs of the community, those relationships and that feedback will continue to play a crucial in the ongoing development and operations of The Lincoln Academy. Kids First Beloit will continue to schedule community information and listening sessions building opportunities for input as decisions emerge and evolve. Input may involve additional surveys or pop surveys regarding specific planning questions. Ongoing conversations continue with the Beloit 200 Education Committee and The Lincoln Academy Advisory Council.

Parent focus groups may be held during the planning year and a formal Parent Advisory Council will be formed to support ongoing operations.

4.00 MARKETING, RECRUITMENT, AND ADMISSIONS

4.01 Describe the marketing program that will be used to inform the community about the school.

The Lincoln Academy will implement a marketing program fully developed by the Launch Team and Chief Education Officer, with the engagement of highly invested community members, the Parent Advisory Council and experienced community marketing professionals. Components related to: (a) brand voice, logo, and branding development; (b) website development; (c) collateral and creative print development; (d) creation of social media channels; and (e) development of a final budget/media spend, will all feed into (f) a robust public relations and community outreach plan utilizing strategies to heighten awareness about what a charter school is, the school's mission, innovative program offerings, and eventual achievements and contributions to the community.

Kids First Beloit has utilized a similar marketing approach and associated strategies in the early planning phase. These strategies will be expanded upon and advanced as part of The Lincoln Academy's marketing program, providing continuity, consistency, and exponential growth in communication with the community. Built upon open dialog with the community through timely and informative press releases, targeted communication initiatives with community leaders, governmental leaders, and individual community members, and informative presentations by the Launch Team to civic groups and community organizations, the program components and strategies to be expanded upon and advanced are as follows:

Brand Voice Development – The Kids First Beloit logo currently utilized across a variety of marketing and communication formats will transition to a focus on The Lincoln Academy. The brand voice, logo, and branding development process for The Lincoln Academy has begun, with initial feedback provided by the Launch Team and Chief Education Officer and parent input anticipated through the Parent Advisory Council.

<https://kidsfirstbeloit.com/> **Website Development** – Developed in January 2020, the Kids First Beloit website (<https://kidsfirstbeloit.com/>) functions as the informational hub for the early planning phase. The site generated 500+ views, 62 signed petitions and eight individual contacts to date. Of the 92 completed surveys, 73 indicated support for a new charter school. The communicates basic information about Kids First Beloit and The Lincoln Academy to interested community members and prospective families, gathers data and feedback from the community, and provides opportunity for direct requests for information or to host an information meeting through a "Contact Us" function. The transition to The

Lincoln Academy website will involve a specificity shift to: (a) outline the mission and three pillars of The Lincoln Academy; (b) share program and enrollment information; (c) provide school leadership information (d) explain what a charter school is; (e) showcase local data regarding educational needs and eventual report out of aggregate scholar achievement; (f) tie together the relationship between Kids First Beloit and The Lincoln Academy; (g) allow for information updates as the school project moves forward (e.g. location); (h) offer a robust "Frequently Asked Questions" page; and (i) extend the "Contact Us" opportunity for families to connect with a member of the school team regarding next steps to learn more about the school, application or enrollment.

Collateral and Creative Print Development – Kids First Beloit local data and planning phase information pieces, brochures, and postcard handouts will transition to The Lincoln Academy school-specific brochures and informational materials, as well as other collateral swag items such as buttons, stickers, t-shirts, pens, and yard signs, to have in the community to share with ambassadors. Print and digital ad campaigns will be developed, with potential for development of a video introducing The Lincoln Academy.

Create Social Media Channels – The Kids First Beloit Facebook page (facebook.com/kidsfirstbeloit) launched mid-January 2020, and has reached over 12,000 people, and developed 74 page followers, 90 page likes and 827 post engagements in the past month. Two live streams by La Voz de Beloit of our Spanish presentations garnered 300+ views each. The page provides information regarding charter schools, local statistical information, notification of outreach events, and general information about The Lincoln Academy to interested community members and prospective families. This activity will transition to a "Friends of The Lincoln Academy" Facebook page and Instagram account to continue to expand channels of communication and advance recruitment and enrollment activities.

Budget/Media Spend – Kids First Beloit has utilized free direct email marketing and social media, press releases, news articles and radio interviews in addition to a small budget prioritizing social media ad campaigns and print materials. The transition to The Lincoln Academy will involve a fully-formed budget anticipating costs associated with additional strategies through: (a) digital campaigns; (b) local print media; (c) direct mail targeted to local families matching desired demographics; (d) radio campaigns; (e) bus advertising; and (f) billboard campaigns.

Public Relations/Community Outreach Plan – The following outreach strategies utilized by Kids First Beloit will be expanded as part of The Lincoln Academy marketing program:

- Use of local media, social media and website platforms, via television, radio and newspaper interviews, social media posts and website structure, to inform the community and families about what a charter school is, make families aware the school will serve all scholars, including ELL scholars and those with special needs, and provide general information about The Lincoln Academy. The Lincoln Academy strategies will expand to include digital, print, and billboard ads, targeted direct mail, and add school leadership team, enrollment, and other announcements and features in addition to the topics noted above.
- Ongoing, regularly scheduled information sessions, in both English and Spanish, hosted by church communities, human service organizations, neighborhood organizations, the business community, and Kids First Beloit. Twenty-three information sessions, including 4 in Spanish, have been conducted since March 25, 2019, resulting in over 400 established contacts. These sessions allow parents and community members opportunity to ask and have questions answered. The strongest communication mechanism in Beloit occurs at the relational level. Broader strategies are helpful but derive their strength from trusted individuals in the community sharing this information. The Lincoln Academy will continue to implement this type of outreach to both inform and build relationships by utilizing the Chief Education Officer and school staff, in conjunction with highly invested parents and community members, to provide information and navigate key conversations.
- Wide distribution of informational materials about the school's mission, including through "booth" opportunities at events and in churches, community centers, and public places such as libraries or daycares. In addition to the information sessions noted above, Kids First Beloit has participated in providing "booth" information at three separate events resulting in over 180 contacts since early January 2020. The Lincoln Academy will expand upon these activities to include curriculum, school leadership team and application information in materials and distribution of collateral, swag, and other recruitment and enrollment materials.
- Work with local churches, community organizations, and educational institutions such as Higher Ground Church, The Kingdom Academy, the YMCA, Stateline Boys and Girls Club, the Merrill Community Center, Evenstart, La Voz de Beloit, and Blackhawk Technical College to ensure continuity of awareness of the school within the community. The Lincoln Academy will build upon and expand community partnerships developed in the early planning phase.

4.02 Explain how students will be recruited for the program.

As stated in question 4.01 above, we will have a variety of marketing tools and strategies to recruit scholars to The Lincoln Academy.

The Lincoln Academy will implement a nimble recruitment plan fully developed by the Chief Education Officer and school leadership team, with engagement from

highly invested community members, the Parent Advisory Council and experienced community marketing professionals. As a new school, historical data is not available to guide the opening recruitment plan, as would be expected in successive years. We will rely on the hands-on experience and expertise of our Chief Education Officer, in conjunction with best-practice guidance, to inform a plan framework that includes the following strategies⁷:

Establishment of Recruitment Goals and Milestones - The Lincoln Academy outreach plan is being developed to generate a target goal of at least 700 formal inquiries in order to reach our year one enrollment goal of 350. Baseline recruitment plan goals will be based upon conversion rate assumptions anticipating 1-5% of all awareness contacts will convert to an inquiry and 50% of inquiries will ultimately show up as scholars on the first day of school. Monthly milestones and strategies derived from these overall goals will be developed by the Chief Education Officer and school leadership team tasked to fully develop and carry-out the recruitment plan.

Development of Recruitment Calendar - Awareness building activities will continue through the charter application process in an effort to continue to build awareness contacts. A formal recruitment calendar will be developed by the Chief Education Officer and school leadership team to drive a timeline for outreach and recruitment activities and strategies associated with building awareness, generating interest and formalizing and following-up on inquiries, applications and enrollment.

Establishment of Recruitment Budget - A detailed recruitment budget will be developed by the Chief Education Officer and school leadership team based upon the recruitment calendar and planned strategies.

Planned Outreach Strategies - The Lincoln Academy will utilize and adopt multiple, integrated strategies, proven to be successful in attracting a diverse scholar population for other charter schools, to ensure achievement of recruitment and enrollment milestones and goals. In addition to the outreach strategies outlined in response to 4.01 to generate awareness, interest, and inquiries, additional strategies will also include:

- Use of data from The Lincoln Academy website's enrollment page/recruitment microsite to follow-up with families throughout the recruitment, application and enrollment process via email marketing, targeted mailings and phone banking;
- Providing prospective parents with opportunities at ongoing information sessions, tours, open houses and resource fairs to interact with curriculum

⁷ Charter School Growth Fund Enrollment Playbook – Building a Student Recruitment Plan, by Lyman Millard, Bloomwell Group, April 5, 2018

lessons and materials, ask and have questions answered, and access application and enrollment forms digitally;

- Utilizing highly invested parents and community members, the Chief Education Officer and school staff as Ambassadors to create personal connections to the school and share positive personal experiences through use/sharing of digital and social media and individualized interactions during events, neighborhood canvassing, and phone bank activities;
- Engaging in timely, key follow-up activities with parents and family members at each of the following stages of the recruitment and decision-making process: (a) awareness; (b) interest; (c) inquiry; (d) application; (e) enrollment; and (f) show up;
- Outreach to and cultivation of partnerships with preschools, early education programs, before and after school programs, daycare organizations, recreational programs and other providers serving youth in the community to recruit scholars at all grade levels; and
- Multiple home and in-person visits with prospective families by the Chief Education Officer and school staff.

Activities undertaken in each of the above areas will be assessed on an on-going basis to determine if real-time adjustments need to be made, as well as annually to determine: (a) the impact of school-specific data related to attrition, no show and conversion rates on informing development of goals and milestones in the successive year's plan; (b) if the timing of annual recruitment calendar activities need to adjust; and/or (c) if budgeted activities were effective and how to use resources differently in the following year as needed.

The Lincoln Academy will comply with all state and local regulations regarding recruitment and enrollment of scholars. As a public school open to all students, The Lincoln Academy's enrollment plan will not discriminate on the basis of race, disability, religion, national origin, ancestry or need for special education.

While The Lincoln Academy will fully comply with all state laws regarding open enrollment, we have made it a clear priority to serve students in the City of Beloit. Our outreach and recruitment efforts will reflect that priority. We are committed to a school that represents the unique and diverse character of Beloit families. While we deeply engage in outreach and recruitment activities in the Merrill and Hackett neighborhoods, the neighborhoods with the most significant needs and issues of poverty and instability, we will also work with a myriad of broad-based community organizations throughout the city to provide recruitment and enrollment information to students from families in working and middle-class neighborhoods in Beloit. The unique power of a public school is to be a place where children learn not only from

instructors but from each other. Our recruitment and enrollment strategies will reflect a specific decision to serve a socio-economically and demographically diverse student population.

4.03 Describe the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population (118.40(1m)(b)9).

The Lincoln Academy will comply with Wisconsin State Statute 118.40(1m)(b)9 and will outline the ways in which it will achieve racial and ethnic diversity within our school's scholar population and staff that is aligned with the school.

The diversity found within the community and the school district is held in high value by Beloit parents. They consistently communicate a desire for their children to learn in an environment that is rich in diversity and cultural awareness, as a means to not only strengthen their ability to relate to individuals throughout the community but to also be prepared to work with diverse groups of people after they graduate and begin to explore opportunities in the larger world. The Lincoln Academy intends to enroll a student population that mirrors the demographics of the community, including student populations traditionally underserved," such as students with special needs or coming from lower socio-economic households. The vision for The Lincoln Academy is to create a high-performing educational environment for all children in Beloit.

The Lincoln Academy will utilize many of the strategies outlined in response to 4.01 and 4.02 above to ensure the school achieves a racial and ethnic, a socio-economic and a special needs balance among our scholar population, reflective of the school district population. We have and will continue to:

- Develop partnerships with local churches, neighborhood and community organizations, the business community, human service organizations and educational institutions serving diverse community groups to host informational meetings and distribute information to ensure awareness of the school and explain the mission and vision of The Lincoln Academy;
- Explain our commitment to diversity and serving all scholars, including ELL scholars and scholars with special needs, during informational and recruitment events and activities;
- Encourage all parents to apply by distributing printed and online materials that identify The Lincoln Academy as a "tuition-free, public school" committed to serving all scholars that apply, including scholars with special needs;
- Provide information and distribute materials in the native language of the community if over 5% of the community does not speak English (e.g. website,

presentation, and other materials have already been translated to Spanish) and work with individual families to meet their language needs by hiring interpreters when needed;

- Deeply engage in outreach and recruitment activities, including door-to-door canvassing teams in the Merrill and Hackett neighborhoods, throughout the recruitment and enrollment process;
- Utilize highly invested neighborhood parents and community members to have conversations, provide information and distribute materials based upon positive personal experiences and relationships; and
- Reassure parents throughout all awareness, recruitment and enrollment strategies that scholars with disabilities will not be discriminated against during the recruitment and enrollment process or while enrolled at The Lincoln Academy.

Additionally, we have consistently heard from scholars and parents of the need for the school staff to reflect the diversity of the community and scholar population. To ensure we achieve this, we will have a staff member dedicated to local and national recruitment activities that include: (a) reaching out to local college and university education departments, Historically Black Colleges and Universities and sororities and fraternities; (b) using social media (e.g. Instagram, Linked In, Facebook, Twitter, Indeed); (c) sponsoring hiring fairs and attending recruitment fairs; and (d) attending community meetings and speaking at local churches, organizations and neighborhood centers. We also know having staff working in the building encourage others to join the team is one of the best ways to recruit mission-aligned staff and build a strong support network within the school. We hope to develop a recruitment incentive for staff who refer potential employees who are hired and stay for at least one year. Finally, we will explore developing a program for educational assistants or others who may not be degreed and have strong potential to teach; a pipeline that is a "grow your own" teachers model to help develop people who are mission-aligned.

4.04 Describe admission policies and practices to be used to enroll student the first year and succeeding years (118.40(1m)(b)10).

The Lincoln Academy will strive to achieve a scholar population from Beloit which understands and values the school's mission and vision statements and is committed to the instructional and operational philosophy.

The Lincoln Academy will be nonsectarian in its programs, admission policies, employment practices, and all operations, will not charge tuition and will not discriminate against any scholar on the basis of actual or perceived disability,

gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is described in state law or association with an individual who has any of the aforementioned characteristics.

The application process for a first-year scholar at The Lincoln Academy will be comprised of the completion of a scholar interest form, which includes basic scholar and family identification information for the purposes of entry into a public random drawing, as needed. No test or assessment shall be administered to scholars prior to acceptance and enrollment into The Lincoln Academy.

The Lincoln Academy will admit all scholars who wish to attend, subject only to capacity. Applications will be accepted during a publicly advertised, open application period each year in February for enrollment in the following school year. Following the open application period each year, applications shall be counted to determine whether any grade level has received more applications than there are seats available. If there are seats available for all applicants, each applicant will be notified of acceptance via an acceptance letter by mid-March and will be required to confirm acceptance of the seat by returning a signed acceptance letter to the school. To complete the enrollment process, the family will then need to submit or show a copy of the applicant's birth certificate, proof of residence and immunization record.

Scholars seeking admission and enrollment in succeeding years (2nd year forward) will be required to participate in re-enrollment during January and early February. This process will require submission of proof of residency and updated immunization information to finalize enrollment for the following year. If a scholar is not planning to return to the school, an Opt Out form will need to be completed during this timeframe. If a scholar does not complete the re-enrollment process or submit the Opt Out form and wishes to enroll for the following year, the scholar will need to re-apply during the new scholar application process starting in February. In this circumstance, re-enrollment is not guaranteed, and parents will be notified of acceptance by mid-March, as would be the process for a first-year scholar application.

4.05 Describe strategies to be employed when, and if, more students apply for admission than there are seats available.

Following the publicly advertised, open application period each year in February for the following school year, applications shall be counted to determine whether any grade level has received more applications than there are seats available. In the event more scholars apply than there are seats available, The Lincoln Academy will hold a public random drawing during the first week of March to determine enrollment for the impacted grade level, with the exception of existing scholars (2nd year forward) who have successfully completed the re-enrollment process. These scholars are guaranteed enrollment for the following school year.

Enrollment preferences in the case of a public random drawing shall be allowed in the following order of preference:

1. Siblings of currently enrolled scholars;
2. Children of paid staff, not to exceed 10% of total enrollment; and
3. Other eligible scholars.

Scholars qualifying for more than one preference group will be considered part of the highest preference group for which they qualify. The total number of children given preference in Category 2 will constitute no more than 10 percent of The Lincoln Academy's total enrollment.

Following the conclusion of the public random drawing, parents will be formally notified by mid-March of acceptance or waitlist status. Those accepted will be required to confirm acceptance of the seat by returning a signed acceptance letter to the school. To complete the enrollment process, the family will then need to submit or show a copy of the applicant's birth certificate, proof of residence and immunization record. Scholars not granted admission due to capacity shall be given the option to put their name on a waitlist in the order of their draw in the public random drawing. This waitlist will allow scholars the option of enrollment in the case of an opening during the school year.

5.00 FACULTY AND STAFF

5.01 Identify how administration, faculty and staff will be recruited and how the school will ensure the quality of the workforce.

The hiring of great staff starts with a great Chief Education Officer. We have identified a seasoned leader, one who has spent her career as a teacher, a principal, and an administrator at arguably the most successful charter school for urban students in the state of Wisconsin. Please see her Vitae and credentials in Attachment 7. We know the culture of any organization starts at the top, and the hiring practices and priorities that derive from this leadership, drive the success of any organization.

Since teachers and school leaders are the pillars of any successful school model, our vision for how teachers and school leaders lead, innovate within, and experience The Lincoln Academy is critical to achieving the school's mission. We seek to elevate the teaching and school leader professions to be attractive and sustainable as long-term careers for passionate leaders of all backgrounds. Moreover, to best serve scholars, we will attract diverse talent and invest heavily in

teacher and leadership development to further build expertise from within the school. Recruitment of teachers and non-instructional staff will be spearheaded by our CEO and the school leaders. Partnerships are also cultivated with local organizations to identify, recruit, and hire the best candidates. The milestones that guide our teacher recruitment cycle begins in November to identify and select teachers for the following school year. Applications are due in March and final selections are made by June. All milestones are flexible and adapted based on need and interest.

While recruitment will be ongoing throughout the year, there will be a hiring fair scheduled in February of each year. This hiring fair will be publicized to the community and nationally. Interested individuals will fill out their application on-line and be ready to be interviewed on the spot. Teachers and administrators will be partnered and be trained on how to interview. There will be three rounds of interviews with different paired staff:

- Round 1 is a screener and focuses on belief systems;
- Round 2 focuses on pedagogy, mission alignment and problem solving; and
- Round 3 is with the CEO and scholars and focuses on mission alignment, skills and relationships.

Candidates who make it through all three rounds and are considered for hiring, will be requested to send a sample video of their teaching. There may be circumstances where the candidate will be requested to come in to teach a brief lesson or some of the leadership team may go and visit the teacher in his/her current classroom.

Each candidate will go through a rigorous screening and selection process that ensures that we will secure a diverse and talented staff. The process involves several steps, allowing school leadership to gain a deep understanding of the applicant's professional skill set and mission alignment. At the same time, we will provide several opportunities for the applicant to gain a deeper understanding of the school's educational program through structured conversations with school leadership, allowing applicants to determine whether or not teaching at The Lincoln Academy will be a good fit for them.

Each employee's performance will be evaluated by the Principal on a regular basis. If unsatisfactory performance is identified in the evaluation, the employee will be placed on an improvement plan that involves discrete goals and a timeline for improvement. If the employee fails to meet improvement goals, they will be removed from their position. Details of the evaluation and removal policy will be provided upon request.

5.02 Describe how job requirements, compensation, career progression workforce practices, and work environment will motivate faculty and staff to achieve high performance.

We believe that teachers matter most. More than any other school factor, teacher quality has the greatest impact on scholar achievement. For scholars, the difference between having a teacher of high quality and a teacher of low quality can be greater than one grade-level equivalent in annual achievement growth. We also know teacher effectiveness significantly increases after three years in the practice. Thus, we want to make The Lincoln Academy the best place to develop as a teacher. To achieve this goal, we will create an environment that encourages teachers to stay longer and become leaders within the organization.

The average starting pay for a teacher at the school will be 5% above the average of local districts. In addition, we will set aside 10% of the school's total salary budget for the creation of a bonus structure, which will include a combination of school-wide success, scholar achievement, and extra-curricular opportunities that can increase a teacher's pay. The details of this structure will be determined in collaboration with the CEO, and our community of founding administrators and teachers.

We will offer a benefits plan that is comparable to local school districts. Medical benefits will be comparable to area district offerings, and all employees will be eligible to participate in the organization's 403b offering with a match of up to 5%.

We will foster an environment of continuous learning and personal development. Each teacher will be given an annual allotment of funding that is available for the professional development opportunity of their choosing. Teachers will have ample discretion over the way they choose to use their professional development funding. Examples of the ways in which a teacher may choose to use the funding allotment can include but won't be limited to: (1) school visits to observe high-performing schools or particularly high-performing master teachers, (2) continuing education courses or certifications, and/or (3) attendance at conferences.

Finally, the Board will work with the CEO to develop a leadership pathway for those teachers committed to the school. If a teacher expresses an interest in a future leadership role within the school or another school, they will have the opportunity to be placed in a leadership pathway that will ensure they are receiving the additional training and experience necessary to one day join a school's leadership team. Along the way, teachers will have the opportunity to earn increased compensation as well as other rewards, including but not limited to differentiated professional development opportunities, academic leadership roles, and public recognition. In addition, we will partner with best-in-class leadership pathway organizations (I.E., [Relay GSE](#)) to ensure our teachers have every opportunity to grow and become the next generation of school leaders.

5.03 Describe how the faculty and staff education and training programs will support the achievement of overall objectives.

We believe that professional development is a critical component to the success of our teachers and staff, but more importantly, it is a critical element to scholar achievement. In order to provide our teachers with robust training and development opportunities, we will implement the teachings of Michael Sonbert via his Skyrocket Teacher Coaching Manual and the corresponding Skyrocket Rubric for Teaching Coaching and Evaluation. Mr. Sonbert is the founder of Skyrocket Educator Training. Before that he was a teacher, instructional coach, and Director of Strategic Partnerships with Mastery Charter Schools and has trained thousands of educational leaders from all over the world.

The Skyrocket Teacher Coaching Manual is a step-by-step guide to training teachers using The Skyrocket Rubric. The Manual is made up of three Strands: (1) Classroom Culture, (2) Content Mastery, and (3) Rigor. Each Strand is associated with a scholar outcome goal. The three Strands and associated scholar outcome goals are:

- Strand 1 (Classroom Culture)
 - Scholar Outcome Goal: Scholars are on task throughout the lesson.
- Strand 2 (Content Mastery)
 - Scholar Outcome Goal: Scholars make significant progress toward mastering a rigorous daily objective.
- Strand 3 (Rigor)
 - Scholar Outcome Goal: Scholars deeply engage with content (individually and with peers) and participate in academic discussions consistently throughout the lesson. Their responses, both written and verbal, are complex, thorough, accurate, and include academic language.

In addition to scholar outcome goals, the manual provides teacher actions as well. Each teacher action includes real-world rationale that can be shared with teachers and explains why the teacher action matters. The manual explains what each teacher action looks like when done with fidelity, and there are multiple practice activities for each action. Finally, each teacher action has a nickname so our teachers and school leaders will have a shared language.

A copy of the Skyrocket Teacher Coaching Manual and the corresponding Skyrocket Rubric for Teaching Coaching and Evaluation can be provided upon request.

To develop the necessary subject expertise for our teachers as well as provide ongoing support, we will partner with several outside professional development organizations and higher education institutions to conduct in-depth professional

development in Literacy and Math, specifically. We will focus on constantly reflecting on scholar achievement data and teacher instructional needs in order to further develop the professional development program and coordination of resources in order to ensure that all scholar, teacher, and school needs are addressed in order to realize significant gains in scholar achievement, with the proven ability to deliver results to faculty in this kind of school and situation: a start-up.

The growth mindset will be an expectation of all staff. Coachability is an important part of the recruitment and hiring process. All staff must be open to feedback and understand that there is a direct correlation between their success as an educator and scholar outcomes. This will be part of the professional development process as educators will be trained in analyzing data, sharing their data with others, seeking out support in areas of need, and learning from their colleagues and administrators. The professional learning community will be built on trust, collaboration and high expectations of self and others. Both individual and collective goals of the team at The Lincoln Academy will be reviewed and celebrated.

Summer Professional Development

During the start-up year, professional development will begin four weeks prior to the start of school. After year one, we anticipate three weeks of professional development for brand new staff and two weeks of professional development for returning staff. During this time, the school will focus on various topics, including school culture, classroom management, planning (daily lesson plans, unit planning, and year-long planning), building culture within the school team, home visits and parent empowerment, instructional techniques, and data analysis. These first few weeks in the summer create a critical foundation for the staff to build a collaborative culture of trust, but to also focus in-depth on creating a strong school culture and aligning school and grade level goals for the year. Moreover, this additional time in the summer grants the school leadership the opportunity to better on-board new staff or new teachers in general, thus better equipping them with an understanding of the cultural expectations of the school, classroom management techniques, how to properly assess their scholar achievement and progress, and granting them additional time to familiarize themselves with the curricula and scope and sequence of instructional objectives for the year. This additional time solely reserved for professional development ensures that the school is able to commence with a cohesive, collaborative team of educators that have already begun to invest parents and families in this work, while also being much more thoroughly prepared instructionally to ensure that the academic year is successful from day one.

Ongoing Professional Development

In addition, our commitment to teacher professional development is further evidenced in the amount of time that is set aside throughout the year for teacher development. There are several days set aside during the calendar year that are solely focused on professional development, which also includes an annual staff retreat, and moreover, each week staff will have several hours of professional development through grade level planning meetings and staff meetings. This means that more than 75 hours of time is set aside throughout the calendar year for staff professional development in addition to the professional development that takes place over the summer.

Grade level meetings occur weekly with the academic dean and grade level teachers. They will meet to discuss individual data, exit ticket data, assessment data, instructional observations, curriculum planning, etc. Grade level teams will plan their lessons with support from the academic dean. They will discuss reteaching of lessons or strategies for ensuring scholars are mastering the content standards.

Staff meetings are led by administrators, teachers or others who can provide expertise in the desired professional development area. Staff meetings are not meant to be the traditional sit and get style of information sharing that can be disseminated via an email from the principal. Weekly staff meetings are a prime opportunity for establishing a positive professional learning community.

The summer and various professional development days throughout the annual calendar set the stage for new areas of focus for teachers. For example, before the beginning of the school year in our primary school and for the first few weeks of school, the Literacy focus is on setting up the classroom, classroom management, creating Literacy Centers, and managing Guided Reading groups effectively to get a fast start on building scholars' literacy. In subsequent professional development days, new topics are introduced focusing on issues like using time at the Guided Reading table effectively to achieve goals such as reading a new book each day with scholars. These focus areas differ throughout each year based upon the experience level of teachers and their immediate needs.

Most importantly, all professional development and annual planning, after the first school year, will be data driven; we will use individual and school-wide data, staff observations, and anecdotal artifacts, to drive what we do year in and year out.

Vision of Excellence and Professional Growth Plan

The core of our professional development is the Vision of Excellence and Professional Growth Plan. The Vision of Excellence captures our best thinking on

what it takes to be a successful beginning and veteran teacher. The Vision of Excellence captures the ideal scholar outcomes that our teachers strive to achieve, the scholar evidence that tells our teachers when they are on the right track towards reaching these outcomes, and the instructional best practices they'll need to employ to reach this vision. (Please see an example of the Vision of Excellence in Attachment 11.)

The Professional Growth Plan (PGP) is a coaching tool that captures a teacher's year-long and short-term scholar achievement goals, professional development priorities and performance. The PGP is revisited at the start of every scholar data cycle to ensure that teachers and their coaches (Academic Dean and Principal) are making data-driven decisions that will have the greatest positive impact on scholar achievement.

Every teacher has a Professional Growth Plan that is focused on their professional growth and development as a teacher and is individualized to their needs. The Professional Growth Plan is initially introduced at the beginning of the school year after a teacher's primary coach has the opportunity to observe the teacher multiple times and after the results of our beginning of year diagnostic assessments are available. The two sources of data begin to indicate the professional development priorities for each teacher. The teacher's coach then meets with the teacher in a one-to-one meeting during which the coach and teacher collaboratively determine professional development priorities. They will also set short-term goals and determine areas of focus for the upcoming data cycle in this meeting. Finally, coaches and teachers determine their next steps to address these priorities and record them in the PGP tool. Following several coaching cycles and the results of the subsequent interim assessments, these priorities may shift as teachers meet their previous professional development goals.

Other Professional Development Activities

The school will offer additional professional development activities for staff as well. These activities include providing teachers with a substitute and thus, the opportunity to observe other teachers within the school or nearby schools that also produce excellent scholar outcomes. In addition, outside professional development providers will be brought in depending on the needs and resources of the school. In addition, teachers are given the opportunity to apply to the Leadership Development program, which provides additional professional development in the area of leadership, but also allows teachers to grow in other areas as well. Moreover, through the leadership development program, teachers are assigned Embedded Leadership Opportunities that are focused on a multitude of tasks like coaching a teacher, helping to facilitate professional development days, organizing parent involvement, and other activities.

5.04 Describe how the work environment will foster learning and continuous improvement for both staff and students.

We provide a professional, positive, and values-based adult culture, and we ground our team in what our values mean for every staff member. Our values, like those of our scholars, are the same. Establishing a work environment that will foster learning and continuous improvement for both staff and scholars will be an expectation from day one. The leadership at The Lincoln Academy will be transparent in their expectations and work to build up both staff and scholars. Accomplishments and achievements will be celebrated through recognition in assemblies, staff meetings, parent newsletters, the school website and more.

Classrooms will be places where scholars can take risks in their learning and push themselves to achieve both academically and socially. This professional learning community for both scholars and staff will be built through relationships and trust. They will need to feel supported and understand that it is okay to take risks and make mistakes, but they must always push themselves to do better. We will use the mantra, "We will not rest until we make our good better and our better best."

5.05 Describe how the school will meet the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction (118.40(1m)(b)7).

As described above, all instructional staff will go through an extensive interview process to ensure they have the qualifications and fit necessary to be successful at The Lincoln Academy. Part of this process will be to ensure that all instructional staff will, at a minimum, hold current licenses or permits as required by current state law or regulation. The Lincoln Academy HR staff will review all license requirements prior to the hiring of teachers and support them in acquiring licenses (if necessary). In addition, HR will track expirations and ensure renewal when applicable. Lastly, we will offer FORT and Praxis II prep classes for any staff who might be acquiring a license, and we will establish partnership with local colleges to ensure appropriate endorsement is completed.

Additionally, the State of Wisconsin has created a unique opportunity to license and engage educators who are not traditionally prepared as teachers in public charter schools. The Lincoln Academy will use this pathway to identify and license industry experts ready to make the leap into the classroom. This will ensure that as our high school scholars are ready to learn and train in highly specialized skills, they are being taught by a subject matter expert who has both the experience to prepare them well, and development as an educator needed to effectively deliver content in the high school setting.

5.06 If applicable, describe how the school will partner with University of Wisconsin System institution(s) or other institution(s) of higher education.

We will work hard to recruit aggressively from the local colleges and universities. We will look to partner with local universities – UW Whitewater and Beloit College, specifically – to create a consistent teacher pipeline for the school. Our recruitment goal will be to find partners who can help us expand the number of high-quality teachers with urban education skills. Educational assistants are a prime candidate for the EA to teacher pipeline and we will explore options with the colleges and universities to develop a specific cohort model to help them get their teaching degree. This cohort model can help full-time working staff support one another. It is also often an opportunity to recruit more teachers of different ethnicities to widen the cultural diversity of the teaching staff. An essential benefit to this program is developing strong teachers who are mission-aligned and have the potential to teach, but may not have had the means or support to earn a teaching degree.

The Lincoln Academy would also like to partner with local universities or colleges by bringing in professors to help support growth of teaching staff through high quality professional development. New research-based instructional strategies, building culture or specific training (ie- developing standards-based IEPs) could benefit the teaching staff. There may also be opportunities to engage our parents and community as well, such as providing on-site classes for parents or community members while after school childcare is provided.

Additionally, we are exploring a staffing partnership with Blackhawk Technical College that would allow The Lincoln Academy to host fully credentialed members of The Blackhawk Technical College faculty on our campus. This will expand the post-secondary and technical training and certification opportunities we can make directly available to our scholars.

We also plan to build a strategic set of dual enrollment partnerships with Beloit College and other local technical colleges. This will allow our scholars to earn college credits while attending high school, and more importantly will expose them to the critical thinking, analysis, debate and discourse of the college environment. In addition to college access supports and counseling, these scholars will also engage in a career program that helps them integrate their college planning with specific career aspirations.

6.00 CURRICULUM AND INSTRUCTION**6.01 Describe the educational program of the school (118.40(1m)(b)3).**

The Lincoln Academy will serve grades K4-12th grade. There will be two distinct areas of focus, our primary school (K4-6th), and secondary school (7th-12th). Each grade level band will have its own academic focus in order to support the varying developmental levels. The Lincoln Academy educational program will incorporate a focus on hard work and positive affirmation with critical thinking skills, complimented by a rigorous focused educational pedagogy. The Lincoln Academy will incorporate and implement a curriculum that aligns to the Wisconsin State Standards.

Grades K4-6 will focus on scholarship. In the early grades, scholars will develop strong fundamental skills that will guide them not only through school but set them on the right track for a full life beyond high school. The Lincoln Academy will launch with K4 through 2nd grades, and these scholars will matriculate to fill out a full K4 through 6th grade. We will anchor on three specific and ambitious, objectives for our scholars:

1. All scholars that start with us as four-year-olds will perform at, or above, grade level in all core subjects by the end of their first year;
2. All scholars that start with us in first and second grades will perform at, or above, grade level by the end of their third-grade year; and
3. All scholars that start with us in third grade or later will perform at, or above, grade level by the end of their third year with us.

Scholars will participate in a rigorous classroom curriculum that focuses on grade level instruction in all subject areas. This classroom instruction will be complemented by intensive individual and small group strategies to help scholars who are struggling or excelling, receive the attention they need. Physical education, art, music and instructional technology, will also be provided to complement the core curricular areas.

In addition to the core curriculum, we will begin exposing our youngest scholars to the opportunities of the workforce from their earliest days in the school. We will build a career awareness curriculum that will offer even our youngest scholars the chance to see the career opportunities available to them when they complete their work with us, from robotics to health sciences, to in-class demonstrations from their high school peers.

Grades 7th and 8th will focus on turning scholarship into skills. It is critical that middle school scholars at The Lincoln Academy start to understand how the fundamental skills they have acquired are the foundation for the technical expertise they will need to succeed in high school and beyond. Scholars will complete more advanced coursework that prepares them for high school academics.

In the early years of the school it will be important to make sure we intensively focus on supporting the scholars to acquire the necessary mastery of grade-level concepts and Wisconsin State Standards to navigate higher level and more advanced course work in the future. The data in Beloit tells us that most of the scholars will join us well behind grade level in many subject areas. We anticipate significant differentiation for scholars, support services and intervention specialists in reading, writing, mathematics, and English language. Our work in the middle grades will be focused on these three goals:

1. For scholars who matriculate from our elementary school, in addition to rigorous instruction in core grade level material, they will be able to access mathematics, science, and technology instruction that begins to prepare them for specialized careers;
2. For scholars who join us in our early years, or who come to us from other educational environments, we will offer intensive instruction in fundamental concepts to ensure all scholars are at, or above, grade level in all core subjects by the end of their third year with us; and
3. All scholars will regularly engage with career opportunities and employers, inside and outside the school environment; workplace tours, career fairs, job shadow opportunities, college tours, industry specific academies and clubs, which will help scholars understand their future options and build their understanding of being contributing members of society and good citizens.

Grades 9 – 12 will focus on skills acquisition built on scholarship. By the time scholars reach high school, we expect them to have mastered their core subjects and to begin to think about the kinds of careers and experiences that excite them and seize opportunities to advance in that trade or profession before they leave our school.

High school scholars will complete all the necessary coursework to prepare them for graduation and more importantly life after high school. In addition, all scholars will have an opportunity to participate in a dual enrollment, technical certification or youth apprenticeship during their four years with us. There will also be an opportunity for scholars to continue their scholarship beyond high school if they choose. College counselors will be available to provide individualized supports for

the ACT as well as connect them to college scholarship and admissions resources. The high school curriculum will focus on the following three key goals:

1. For scholars that matriculate from our lower grades, we will use 9th grade to identify the technical and career specialties of greatest interest to the scholar, continue grade level and beyond core curriculum, and identify any necessary content mastery or skill building that needs to be done to pursue their chosen path;
2. For scholars who join us in 9th grade, we will use that year to ensure that they are working at or above grade level, and if not provide them the support and services necessary to get them there; and
3. Interested scholars will spend 11th and 12th grade deeply engaged in a career or technical specialty. To ensure we offer a diverse array of career and technical specialties we will take advantage of dual enrollment opportunities, partner with local technical colleges and employers to offer professional certification in the high school and provide on the job apprenticeships so the scholars will spend the last two years of high school learning their chosen career firsthand. For those scholars seeking a college-track option, we will have AP courses available.
4. All scholars will be expected to take a career course during all four years of high school. The first two years will focus on exploration and general core job skills. The 11th and 12th grade years scholars will be required to participate in specific internships that support career pathways of their choice.

All scholars will receive intensive supports to prepare for and take the ACT with a goal of every scholar receiving a 22 or better. This score will allow them to select a four-year college option if they so choose.

The Lincoln Academy will have a strong high school model with a focus on 1) Rigorous Academics that Prepare Scholars for College and Career, 2) Multiple Intervention Opportunities, and 3) Career Readiness.

Rigorous Academics

All scholars at The Lincoln Academy will have an *extended school day and year* in order to give scholars the time necessary to achieve above average growth and close achievement gaps. The school day will be extended by a minimum of 30 minutes per day and will include at least five more school days than the typical Beloit public school.

In addition, at all levels, our scholars will be exposed to rigorous curricula and opportunities that stretch and challenge their thinking, for example: diverse groupings of scholars that challenge all learners in our primary school; opportunities for our middle school scholars to make their learning applicable to the real world through out-of-school experiences; and our high school scholars will have access to AP classes.

The curriculum selected will support rigor and focus on mastering the Wisconsin State Standards. Scholars will be expected to do the heavy cognitive lifting and teachers will support this through providing a solid classroom culture of high expectations, praise and encouragement. Technology will be integrated to support personalized learning and scholars who are not on grade level upon entry at The Lincoln Academy will get extra time in learning foundational skills. The entire school community will build on the belief that all scholars can and will achieve and it is up to the adults to ensure that happens.

Multiple Intervention Opportunities

While the core academic components of The Lincoln Academy are critical to scholar success, reaching all scholars requires supplementary programs and individualized approaches that complement and support core academics. It is expected that 100% of scholars not only graduate from The Lincoln Academy, but advance to the career or educational opportunity of their choice. Support will be provided through the following strategies:

Blended Learning will be used to differentiate instruction and augment each scholar's individual learning plan. The Lincoln Academy will supplement direct instruction with computer-based math and reading programs to build scholars' foundational skills. Programs such as, Newsela, Zearn and ALEKS math will be used to help differentiate instruction and meet individualized student needs.

Scholars who need additional supports to catch-up or master fundamental skills will access tutoring and other *individual support opportunities before, after, and during school*, until they are on a path to mastery of key skills. Scholars must attend these sessions on a regular basis to access the full array of enrichment and co-curricular opportunities available to them. Educational assistants, teaching staff and support staff, will be available to provide additional small group support based on IA data, MAP data and exit ticket data.

We will also implement an *extended school year* for the scholars who need special learning sessions to complete their coursework successfully and graduate on time. This could include inter-and summer session opportunities, virtual coursework or project-based learning opportunities, and other scholar specific expansions of the traditional school day and year.



Career Readiness

In addition to ensuring academic success, The Lincoln Academy seeks to prepare its scholars for success in college and the workforce. The plan is to bridge the gap between school and career options with a variety of career opportunities. The Lincoln Academy intends to move beyond traditional models that provide opportunities to build a model that embeds those opportunities in the day to day work of the school.

In addition to the core curriculum, we will begin exposing our youngest students to the opportunities of the workforce from their earliest days in the school. We will build a career awareness curriculum that will offer even our youngest scholars the chance to see the career opportunities available to them when they complete their work with us, from robotics to health sciences, to in-class demonstrations from their high school peers.

Grades 7 and 8 will focus on turning scholarship into skills. It is critical that middle school scholars at The Lincoln Academy start to understand how the fundamental skills they have acquired are the foundation for the technical expertise they will need to succeed in high school and beyond.

Grades 9 – 12 will focus on skills acquisition built on scholarship. By the time scholars reach high school, we expect them to have mastered their core subjects and to begin to think about the kinds of careers and experiences that excite them and seize opportunities to advance in that trade or profession before they leave our school.

As a part of our high school curriculum, The Lincoln Academy will partner with [The Commons](#), a Milwaukee-based organization that partners with local companies and community organizations to craft unique innovation experiences that develop skills, inspire curiosity, celebrate diversity, produce meaningful impact, and build professional connections for high school students. The Commons uses the entrepreneurial mindset and design thinking process to create the perfect environment for people of any age, background, or skill set to collaborate and grow. (Please see Attachment 12, for more information on their Student Entrepreneurial Skill Accelerator Program.) From high school to college to career, The Commons has created a platform for attracting, developing, and retaining high-quality, future-thinking talent across southeast Wisconsin. They craft hands-on learning experiences that spark the entrepreneurial mindset, build meaningful professional connections, and strengthen community engagement.

The Commons will bring their unique Innovation Sprints and Pop Up Workshops to offer scholars fast-paced, hands-on learning, while focusing on the creative mindset and development of success skills. The creative, communication and problem-

solving skills are critical core skills that can support scholars in both academic and career pathways.

Scholars will participate in an Advisory Program in 9th grade. The advisor, who is usually a teacher, stays with the scholar through graduation. The role of the advisor is to assist the scholar in the development of his or her individual learning plans through the creation of academic, personal/life skills, and financial goals, and to ensure that the scholar has access to the resources he or she will need to execute successful plans. Development of positive relationships, social skills and conflict resolution skills are also part of the Advisory Program.

Incoming 9th grade scholars will attend a *one-week orientation in August* that includes a variety of activities to introduce scholars to The Lincoln Academy's academic program, school culture, mission, vision and character education program. It is a time to start building relationships and getting scholars off on the right path.

Academic and Career Plans (ACP) are part of DPI's overall vision for every student to graduate high school college and career ready. That means students must be competent both socially and emotionally, strong critical thinkers, collaborators and problem-solvers.

The Lincoln Academy will embrace the use of ACP and transform this to an active Goal Document that guides scholar growth, planning and decision-making. The ACP will integrate the following elements:

- Life Dreams
- Exploration Activities (In-School, Extracurricular and Out-of-School)
- Self-Awareness
- Core Skill Development (traditionally labeled soft skills)
- Civic/Community Engagement
- Course Selection
- Post-Secondary Planning
- Goals and Action Steps

Advisors will work with each scholar to design an individualized plan during their August orientation. The plan will be reviewed at least 2 times/ per academic year using strategies that mimic a strong, coaching based evaluation.

Research indicates that parents' education and expectations exert strong influences on the postsecondary plans of high school students. Based on these findings and aligned with The Lincoln Academy parents as partners strategy, parents will be included in the ACP process. Scholar Advisors will understand parents dreams for their children and encourage engagement around shared goals and core skill

building. This may include offering supportive guidance for parents, education related to post-secondary planning and even scholar/parent negotiations to ensure alignment around scholar goals⁸.

In addition to these opportunities and those described in Section 1.08, we intend to integrate a core skills rubric into The Lincoln Academy grading system. We will select or model the rubric on those used effectively in other school environments. For example, the NTN Agency Rubric supports the development of attributes such as risk taking, confidence, goal attainment and relationship building. A similar rubric measures team building and leadership skills. The CC& PD will be responsible for researching and developing the tool as well as working with the academic team to implement throughout the school.

ROTC

We've already discussed the career and skill specific work our scholars will have access to. We will also explore ROTC, and work to build that program out, if our scholars, families, and community pursue it as a priority. In addition, throughout the entire K-12 experience, scholars at The Lincoln Academy will focus on *career exploration and professional readiness*. In grades 9-12 all scholars regardless of career focus will participate in career readiness activities and opportunities including resume building, mock interviews with community professionals, field trips to colleges and workplaces, job shadowing, volunteer work, and the Youth Leadership Skills Program.

Character Education

Character education will be an integral part of the daily curriculum. The Lincoln Academy will identify and focus on core values that our scholars will exhibit at school, at home, in the community, and in all their work, based on our adoption of the Jubilee Framework.

The process of being educated in virtue is not only one of acquiring ideas. It is about belonging and living within a community – for schools are, together with the family, one of the principal means by which scholars grow in virtue. A key feature of school communities that nurture good character is that educators understand that a scholar's experience of belonging, personal growth, and self-determination is foundational to the development of good character and commitment to learning.

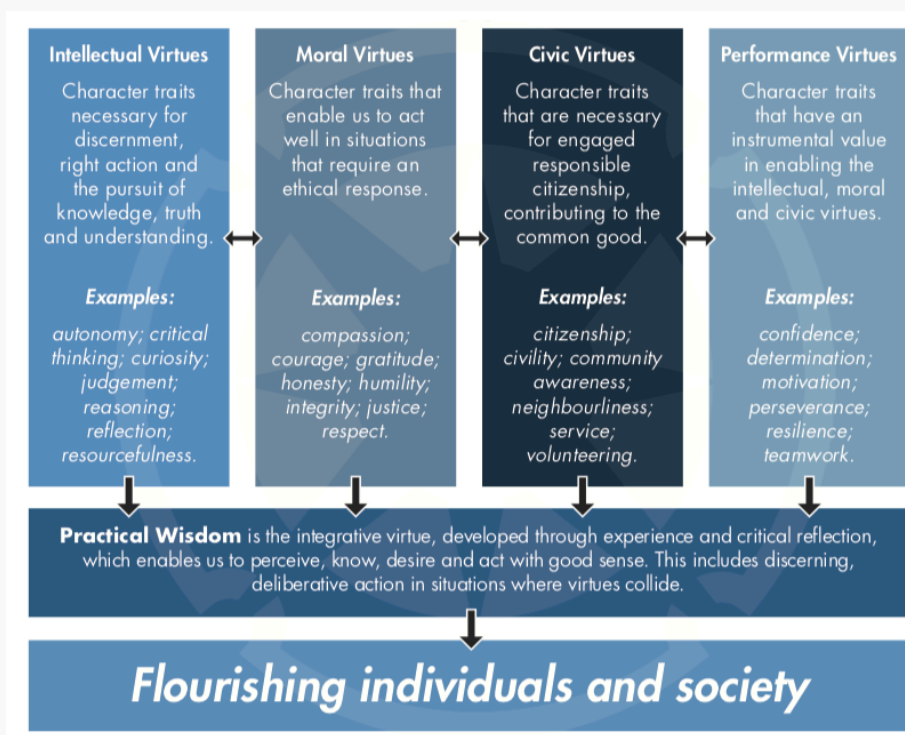
What are the Key Principles of Character Education at The Lincoln Academy?

⁸ <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.939.5199&rep=rep1&type=pdf>

- Character is fundamental: it is the basis for human and societal flourishing;
- Character is largely caught through role-modelling and emotional contagion: school culture and ethos are therefore central;
- A school culture that enables scholars to satisfy their needs for positive relationships, competence, and self-determination facilitates the acquisition of good character;
- Character must be developed in partnership with parents and the community;
- Direct teaching of character provides the rationale, language and tools to use in developing character elsewhere in and out of school;
- Character is educable: it is not fixed and the virtues can be developed.
- Good character is the foundation for improved attainment, better behavior and increased employability, but most importantly, flourishing societies;
- The development of character empowers scholars, promoting a readiness to learn from others, democratic citizenship and autonomous decision-making

The Building Blocks of Character

Our virtues will lead to our collective wisdom and ultimately our scholars' ability to flourish.



For example, an intellectual virtue such as **reflection** could be woven into the curriculum on a daily basis. Scholars would reflect on their responses and those of

their peers. During habits of discussion, they may choose to reflect on what their partner said and integrate that knowledge to impact their own thinking. For behavior, scholars would be expected to reflect on choices they make throughout the day. How do their choices impact others? Reflection will be an explicitly taught virtue that will be reiterated throughout the day.

An example of a moral virtue, **courage**, would be part of the culture of The Lincoln Academy. For example, scholars would be encouraged to speak in front of others and take risks in the classroom. They would display courage through always reaching for their best and trying even if it is a challenge. Both scholars and staff would show courage by having open and honest conversations with each other. They would show courage by speaking up when someone is not living by The Lincoln Academy virtues.

All virtues would be explicitly taught throughout the school year. There would be a rubric to help scholars understand specific actions associated with each virtue. The virtues would be integrated into the culture and curriculum. Scholars would realize what each virtue entails and what actions they would need to take in order to live the virtues of The Lincoln Academy.

The Dean of Students will be responsible for integration of the Jubilee Framework throughout The Lincoln Academy curriculum and culture. The Dean of Students will receive specific training during the planning year, will define the training plan for The Lincoln Academy staff and will support the integration of explicit character education goals within the strategic plan. Daily lessons which focus on these core values will be part of the curriculum and explicitly taught. These character traits will also be included on the scholar report cards.

6.02 Identify the content of the instructional program.

The Lincoln Academy curriculum will be fully aligned to the Wisconsin State Standards and ensure foundational skills for scholars at all grade levels and across all disciplines. There will be a focus on scholarship and skills with a natural progression as scholars matriculate through the grades. Extra time on task will be given to the scholars as more instructional minutes on math and ELA will be incorporated into the school day and school year. There will be individual and small group interventions as well as summer programming to provide additional support, as needed. Response to Intervention (RTI) will utilize research-based interventions (RBI) to support scholars.

The purpose of our K4-2 curriculum is to build a strong foundation in literacy and numeracy for future learning. The Lincoln Academy's 3-6th grade curriculum continues to build this foundation for middle school learning and incorporates additional science, social studies and writing engagement. In middle school (7th -

8th grades) scholars are exposed to rigorous coursework and build their efficacy and skill at directing their own learning. In high school, all scholars have access to a diverse set of classes, including electives, foreign language and AP courses.

Our goal is to provide curriculum resources and assessments which teachers and leaders can be confident will lead to both short-term (yearly assessments) and long-term (life readiness) success of their scholars. We will provide a foundation of rigorous, aligned, and accessible materials and resources—a starting point for every teacher.

Teachers, who will work with the curriculum each day and have an intimate knowledge of what works in their classrooms, will be an integral part of our curriculum revision process each year. We will have three priority processes for gathering teacher input each year:

- Bi-weekly teacher feedback.
- Mid-year and End-of-Year Curriculum Survey for all teaching staff.
- Course leader focus groups and preview of curriculum products at discretion of Academic Director.

Put another way, The Lincoln Academy curriculum will provide a firm foundation of what to teach, presenting both a long-term plan and daily objectives at the unit plan level. Based firmly in the backward planning process, curriculum documents will be designed so that teachers can tackle the challenges of day-to-day instruction and lead scholars toward their achievement goals.

Beyond the curriculum listed below, and because we believe it must also help scholars learn about the events that shape our world and spark their own interest, we will identify a curricular resource like Newsela to support Universal Design for Learning (UDL) for all scholars as current events and topics of scholar interest will be differentiated based on reading level.

Specific Methods by Subject

Elementary Curriculum

In the elementary grades, we will ensure that the curriculum is developmentally appropriate and rigorous. We expect our scholars will read simple books starting in K5 and advance to novels by the time they are in 4th grade. All curricula will be aligned with Wisconsin State standards. Below is the anticipated curriculum for elementary grades based on research of highly successful charter schools across the nation:

K4 scholars will work in Engage New York (Eureka) math PreK and CKLA (Core Knowledge Language Arts) PreK, along with adding internally designed curriculum focusing on letter names and sounds. Social Studies and Science will be integrated through the 7 CKLA literacy units (All About Me, Families and Communities, Animals, Plants, Habitats, Classic Tales, and Important People in American History).

K5 - 1st grade scholars will work in Engage New York (Eureka) math and Zearn – Number Gym, a blended learning model which focuses on number fluency and sprint practice utilizing technology. For ELA, scholars will use CKLA listening and learning units which focus on reading comprehension and CKLA skills units which focus on foundational skills, decoding, and phonics. Social Studies and Science, along with career exploration will be integrated through CKLA literacy units. Also, in K5-2nd grade, scholars will use Amplify Reading several times throughout the week for supplemental personalized learning.

2nd - 5th grade scholars will utilize Engage New York (Eureka) math and Zearn, a blended learning model. There will be a digital lesson for every Eureka math lesson. Scholars will work at their own pace; however, each scholar will start at the beginning grade level lessons each year and advance from there ensuring that their mastery of content standards is solidified. In 6th grade, scholars will utilize Engage New York (Eureka) math with ALEKS for blended learning to complement core instruction. In 6th grade, scholars will complete course 1. Ph.D. Science will be used for science curriculum. Ph.D. Science has four modules, is grounded in literacy and is based on STEM standards. For ELA, 2nd grade scholars will use CKLA skills units for foundational skills, decoding and phonics and Wit and Wisdom for comprehension. In grades 3-6, scholars will use Wit and Wisdom, with novels starting in 4th grade. They will also have an ELA block that focuses on writing, focused question tasks, grammar, Newsela or Listenwise. Social studies curriculum will be researched to ensure it incorporates career exploration and a focus on the state standards.

Middle School Curriculum

ELA - The Lincoln Academy will utilize Wit and Wisdom with a concentration on close reading utilizing relevant novels, both fiction and non-fiction. There will be an emphasis on writing focused question tasks, grammar, Newsela and Listenwise, designed to meet each scholar's individual needs. Other ELA curriculum, such as Amplify, may be reviewed to ensure every scholar has the opportunity to reach or excel at grade level standards.

Math – The Lincoln Academy's math curriculum will be based on Wisconsin State standards as well. In 6th-8th grade, scholars will utilize Engage New York (Eureka) math with ALEKS for blended learning to complement core instruction. In 6th grade, scholars will complete course 1, in 7th grade scholars will complete course 2 and in

8th grade scholars will complete course 3, including opportunities for algebra instruction. There are RTI courses in ALEKS at each grade level as well for scholars who take the knowledge check at the beginning of the year and fall below 15% mastery. This allows scholars to build their foundational skills and fill in the knowledge gaps. Eureka Math is the most widely used math curriculum in the United States, according to ⁹.

Science – Science will be aligned with the Wisconsin State standards as well. Amplify Science which is a rigorous blended learning approach will be used. Lab work and experimentation will be part of middle school science curriculum, so scholars get a hands-on approach to science and are prepared for high school.

Humanities & Social Studies - The Social Studies curriculum will also be aligned with the Wisconsin State standards. Scholars will learn about history, economics and civics as part of their coursework. A strong culturally relevant curriculum will be researched during the planning year to ensure the curriculum meets the needs of the scholars represented at The Lincoln Academy. In order to prepare scholars for high school, the team will utilize standards-aligned textbooks and personalize the curriculum to meet next-gen standards designed to prepare scholars to successfully complete future high school course work.

High School Curriculum

ELA – The Lincoln Academy’s scholars must take an English course every year of high school. In their junior and senior years, scholars will have an opportunity for AP English courses.

Math – The Lincoln Academy’s scholars must take a Math course every year of high school. The courses will include Algebra I & II, Geometry, Pre-Calculus, Calculus, and AP Calculus.

Science – The Lincoln Academy’s scholars must take a Science course three years of high school. The courses include Physical Earth Science, Biology, Chemistry and Physics, as well as an offering of AP Science courses.

Humanities – The Lincoln Academy’s scholars must take an Humanities course three years of high school. The courses include Human Geography, World History, US History, Government and/or Economics.

⁹https://s3.greatminds.org/documents/attachments/000/000/261/original/Eureka_Tops_in_US_for_Usage_and_Quality_May_2016.pdf?1466774190



Language – The Lincoln Academy’s high school scholars will have an option for a language other than English. The Lincoln Academy will provide Spanish I, II, III, and IV, as well as an AP Spanish option.

Fine Arts –The Lincoln Academy’s high school scholars must take a Fine Arts course as part of their graduation requirements. They can choose from classes such as Art History, Digital Photography, Drama, Dance, Graphic Arts. Future Arts courses will reflect local school culture and interest and will be added.

PE –The Lincoln Academy’s high school scholars must take Physical Education/Health for one and a half years.

Personal Finance – The Lincoln Academy’s high school scholars must take Personal Finance for one half year.

Work Study – All scholars at The Lincoln Academy will be required to participate in a work study internship or youth apprenticeship during their Freshman through Senior years. The work-based experience will be based on their career interest and will be hands-on experience in the workforce. Initial work readiness skills and coursework will be part of this internship.

Electives – All scholars will have the following Elective Options: Civics, technology, externships, or additional core or AP courses.

All high school scholars will pass the Wisconsin Civics Graduation Exam.

All high school curricula will be aligned with Wisconsin State standards.

Extra-Curriculars: The Lincoln Academy Launch Team will work with our founding scholars, Parent Advisory Committee, and founding staff to determine the range of activities we might offer. Examples include: basketball, soccer, volleyball, cross country, and cheerleading to scholars in grades 6-12. Additional activities, such as marching band, music and theater, for example, may be added depending on the interest of school leaders, parents, scholars and the community.

The Lincoln Academy Will Individualize Instruction

All scholars needing special services will be served in the regular classroom to the greatest extent possible and in accordance with their Individual Education Plans (IEPs). With the exception of profoundly handicapped scholars requiring Life Skills coursework or other self-contained learning environments, all special needs scholars will receive the same instruction, advanced course testing, and related high expectations from all adults on campus. Scholars who are significantly behind

in math or reading will participate in classes alongside scholars at or above grade level but may leave the classroom or work in the back of the classroom for the last 30 minutes of a 90-minute period, as needed, to be served by teachers who individualize and accelerate their instruction in order to ensure mastery of the Wisconsin Scholar Standards. Full inclusion will be The Lincoln Academy's approach.

Response to Intervention

The Response to Intervention (RTI) (see section 6.06 for more information) process will be used for The Lincoln Academy scholars who come to The Lincoln Academy more than two grade levels behind in math and/or reading, as measured by Wisconsin State Assessments. Scholars will receive all core content class instruction with their peers as well as additional reading or math instructional time during elective periods. These research-based interventions, led by specially trained teachers, will be divided into five 45-minute sessions a week. The average size of an RTI scholar group is 2-5 scholars. Scholar progress will be monitored through Benchmark Assessments every 4-5 weeks.

Interim Assessments

Exceptional instruction combines a clear understanding of content and pedagogy. Put another way, excellent teachers have a clear understanding WHAT scholars should learn and HOW to best guide scholars toward those learning outcomes. Our approach to curriculum support, particularly around our development of interim assessments, will set a clear vision for the WHAT of instruction. As a school, we will provide curriculum to ensure that the content aligns to and even goes beyond the learning standards set by the state. Our leaders and teachers will use the interim assessments as a means of backward planning to define rigorous scholar outcomes and provide the roadmap for how to get scholars to mastery.

The Lincoln Academy's leadership team will provide each core subject (English Language Arts, Social Studies, Math, Science and eventually, Spanish) with a series of open Interim Assessments and schematic answer keys to clearly define scholar outcomes and provide guidance from which teachers can begin to backward plan. Additionally, leaders will provide aligned common assessments and unit plans with daily objectives and instructional notes to further guide the first steps of the lesson planning process.

The Interim Assessment is the backbone of backwards design. Carved out of the long-term plan as quarterly assessments, we will provide three interim assessments per grade level and content. The Lincoln Academy's curriculum and assessments will be aligned with the Wisconsin state standards for each grade level and content.

For tested subjects, typically the third interim assessment is designed to mirror a released state exam. Where applicable, we will use released state exams for this IA. Teachers will be provided with a list of assessments that will be used for these exams at the beginning of the year to avoid duplication of assessment questions throughout the year.

Each IA will be accompanied by a schematic answer key which provides information aligning each question to the unit/lesson in which the content is covered to facilitate teacher planning. Additionally, select questions will include an exemplar scholar response for teachers to better align instruction and scholar practice. In case of free or open-ended response, there will be a detailed rubric, often with an exemplar scholar response to facilitate teacher planning and grading of the response.

6.03 Characterize the instructional methodology to be utilized by the faculty (118.40(1m)(b)4).

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

The Lincoln Academy's main instructional methodologies will include: 1) direct instruction with explicit teaching of literacy and math skills, 2) blended learning utilizing technology for all subjects, such as ZEARN, ALEKS, Newsela, Amplify Science, 3) Universal Access which includes differentiated instruction to meet all scholars needs and 4) exploratory learning for career experiences and exploration.

Academically while we plan to meet our scholars where they are when they come to us, we will maintain high expectations for each one of them. It begins with rigorous curriculum; designed to fuel curiosity, strengthen oral and written communication skills, and critical thinking. We anticipate that the education provided at The Lincoln Academy will make a measurable and meaningful difference. We expect to see stamina from both teachers and scholars to achieve positive academic results.

Ensuring high expectations, as proven successful in schools such as KIPP, Achievement First, Boston Collegiate, Carmen High School and Milwaukee College Prep, will be the norm at The Lincoln Academy. These schools have proven high achieving results and are some of the top achieving urban schools in the country for scholars with low socio-economic status. Recent research into school effectiveness

has linked the “no excuses” practices in urban charter schools to sizable academic gains. Published in the Winter 2018 edition of *The Future of Children*, a journal jointly published by Princeton University and the Brookings Institution, found that spending three years in one of these schools produces gains equivalent in size to the nationwide achievement gap between black and white scholars (Hawkins 2018).

At The Lincoln Academy, we expect to fully close the achievement gap as measured by the Forward exam and the ACT and more importantly the clear opportunity gap that exists for scholars in Beloit after high school. The Lincoln Academy will develop a series of performance-based academic goals that support the goals of the U.S. Department of Education, the Wisconsin Department of Public Instruction, and the charter authorizer. Scholars will take criterion-referenced and norm-referenced standardized tests to assess and evaluate academic progress in the core content areas and all the results will be made fully available to the public through direct communication with families, on our website and in our annual Board report.

6.04 Explain how chosen instructional content and methodology will achieve the school's objectives.

In Section 6.02, The Lincoln Academy commits to instructional content that is fully aligned to the Wisconsin State Standards and a high school curriculum that directly aligns with the University of Wisconsin System Admission Credit Requirements for aspiring high school graduates.

The Lincoln Academy believes this rigorous instructional content will be married with outstanding, proven instructional methodologies to achieve our school’s objectives. For example, in Section 6.02, The Lincoln Academy commits to, individual and small group interventions, as well as summer programming, and research-based interventions (RBI) that are rooted in the Response to Intervention (RTI) framework. In Section 6.03, we enhance our approach further with a fully inclusive approach, utilizing intervention in grades 3-7 and the adoption of interim assessments to drive methodology based on data.

Academically, we plan to meet our scholars where they are when they come to us and we will maintain high expectations for each one of them as referenced in Section 6.03 above. Our approach begins with rigorous curriculum and content and is delivered by high-quality teachers in a way designed to fuel curiosity, strengthen oral and written communication skills, and critical thinking. This partnership of content and methodology has proven successful in schools such as KIPP, Achievement First, Boston Collegiate, and Milwaukee College Prep and will be the norm at The Lincoln Academy.

6.05 Describe the research that supports this approach to educating children.

Recent research into school effectiveness has linked the practices in urban charter schools like those referenced in Section 6.03 and 6.04 to increased academic performance¹⁰. Published in the Winter 2018 edition of *The Future of Children*¹¹, a journal jointly published by Princeton University and the Brookings Institution, a recent study found that spending three years in one of these schools produces gains equivalent in size to the nationwide achievement gap between black and white students

Research studies have long shown many of the hallmark features of educating children at The Lincoln Academy are impactful for achieving educational outcomes: rigorous curriculum, aligned assessments, increased learning time in math and ELA, one-on-one and small group instruction, teacher quality and a full inclusion model¹²¹³.

¹⁰ Coen, Thomas, Ira Nichols-Barrer, and Philip Gleason (2019). Long-Term Impacts of KIPP Middle Schools on College Enrollment and Early College Persistence. *Mathematica*. [Long-Term Impacts of KIPP Middle Schools on College Enrollment and Early College Persistence](#)

¹¹ Cohodes, Sarah (2018). Charter Schools and the Achievement Gap. *The Future of Children*. Winter. [Charter Schools and the Achievement Gap](#)

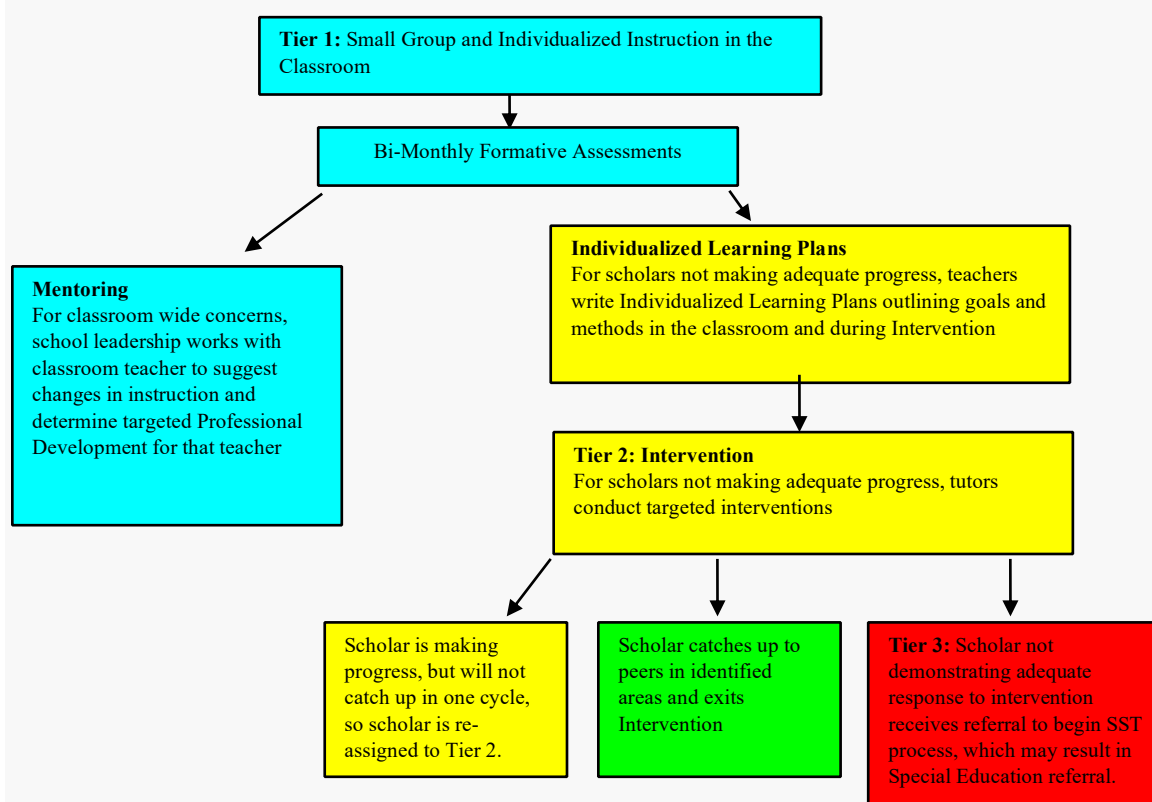
¹² Toney, A., Brown-Olivieri, S., Robitaille, E., et al. (2011). Chartering and Choice as an Achievement Gap-Closing Reform: The Success of California Charter Schools in Promoting African American Achievement. *California Charter Schools Association*. [Chartering and Choice as an Achievement Gap-Closing Reform](#)

¹³ Frattura, E. M. & Capper, C. A. (2007). *Leading for Social Justice: Transforming Schools for All Learners*. Thousand Oaks, CA: Corwin.

6.06 Describe the program design, methods, and strategies for serving students with disabilities and for complying with all related federal laws and regulations.

The school will employ a Three-Tier Response to Intervention Approach.

Universal Screening



All scholars will be assessed upon entry to determine performance relative to grade level standards. We will do this using a number of different measures. In order to group scholars by performance level, assessment data identifies scholars through performance quintiles: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. In literacy classes, teachers will administer the Developmental Reading Assessment ("DRA"), the NWEA MAP assessment for Reading, the CORE Phonics Inventory, and other assessments that are relevant to their grade level (i.e. Sight word recognition for Kinder & 1st grade.) Math teachers will give grade level math assessments created to measure scholar progress towards end-of-the-year objectives as well as the NWEA MAP assessment for Math. All of this data is used to identify those scholars who fall into the Below Basic or Far Below Basic quintiles.

Progress Monitoring

While teachers are continually assessing scholars' progress at the end of each lesson, our teachers will formally reassess to show scholar progress on an 8-week cycle. This is translated visually by the staff into Assessment Walls for each class, showing which scholars fall into each quintile from Far Below Basic to Advanced. This data will then be used to adjust classroom instruction and to identify scholars in need of more focused support to make adequate progress.

Teachers will also collect data, enabling educators to sort and place scholars into different small groups, by using different criteria.

Individualized Learning Plan

Teachers will write an Individualized Learning Plan for all scholars whose achievement falls below Basic. ILP's will include assessment information, measurable goals that are realistic yet ambitious for an 8-week period, classroom modifications, computer curriculum focus, explicit goals and their corresponding practices for tutors to accomplish with each scholar in Learning Lab or after school interventions.

Assessment data, RTI content and the integration of results from online learning programs are important inputs into the scholar's Individualized Learning Plan. Using an online ILP, teachers, tutors and Learning Lab staff can adjust in real-time to alter and refine the scholar's learning objectives with the most useful, targeted content and activities. The ILP will be organized by standards and will be automatically populated with relevant learning content associated with each of these standards. Teachers can then add and subtract learning objectives, as appropriate, based on assessments of the scholar's achievement in each of these areas.

Tier 1

Teachers implement the ILP in the general education classroom. Teachers assess scholar progress after 8 weeks of instruction. Scholars who do not respond adequately to the initial instruction receive additional modifications and support in the general education classroom. These modifications may include adjustments in intensity, duration, and frequency of instruction. Teachers may meet with smaller groups more often for longer periods of time. Teachers may adjust instructional strategies and materials as well.

Tier 2

Scholars not responding adequately to the goals laid out in the ILP in the general education classroom OR identified as significantly below grade level in the first round of assessments are given a revised ILP directing their work in an additional period each day during small group tutoring (intervention) time. During this time, they work directly with a tutor on the specific skills they are lacking. Intervention tutors are provided with a very specific 8-week plan combining suggestions from the classroom teacher and school leadership in terms of strategies and approaches to use to get a scholar to meet their target at the end of 8 weeks. In eight weeks, teachers assess again, measuring to see if meaningful progress has been made by the Intervention scholars. If the scholar still is not making adequate progress, we may conduct a Scholar Services Team Process and revise the Individualized Learning Plan.

Tier 3

If the scholar fails to make progress in both Tier 1 and Tier 2 interventions after 2 cycles (16 weeks), they enter into the SST process, which may result in qualifying for Special Education programs. The SST process involves the creation of a Scholar Support Team (SST), which includes parents, teachers, and anyone else that has a strong relationship with the scholar; some examples include: an older sibling, coach, and psychologist. The team meets regularly and moves through a framework that includes talking about positive aspects of scholars, prioritizing issues and then targeting high priority issues by leveraging scholar strengths. A scholar support plan is created in order to position the scholar for success both behaviorally and academically.

Professional Development

The process of looking at interim assessment data and formulating a proper ILP takes practice for teachers and is an area in which we will spend time both in formal professional development and in mentorship between school leadership and each teacher. Our teachers will spend a significant amount of time analyzing overall class performance to know areas in which they need to develop their skills. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems that scholars may have and the best ways to overcome these problems. Teachers will focus on more effective diagnosis of scholars' problems and development of effective scaffolding for these scholars while building the Individualized Learning Plans.

6.07 Describe the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations.

The staff will carefully consider the cultural and instructional needs of scholars with English as a second language and make available to parents and scholars, as appropriate, verbal and written translation of all materials, notices, documents, reports and communications, and be supported by a certified ESL teacher. Assessments are conducted in a scholar's native language, or with translation as appropriate, whenever a scholar's English language development level may require such assessment in order to better understand a scholar's learning needs.

We will follow all applicable laws in providing general education instruction and special education services to eligible ELL scholars, as well as ensuring parent procedural safeguards. Staff monitors scholar progress, evaluates program effectiveness on an ongoing basis, and ensures appropriate practices for re-classification to fluent English proficient status. ELL scholars are served in the general education classroom with appropriate small group instruction and individualization in the classroom to support developing English proficiency and academic growth.

7.00 STANDARDS, ASSESSMENT, AND ACCOUNTABILITY**7.01 Describe the standards on which the educational program will be based.**

The Lincoln Academy will incorporate and implement a curriculum that aligns to the Wisconsin State Standards.

7.02 Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined (118.40(1m)(b)5).

As stated above, our use of interim assessments, in addition to individualized learning plans for scholars, and state assessments, will allow all teachers and leaders transparency to where scholars are in relation to their proficiency.

Furthermore, in our middle and high school grades, scholars will work with their advisors and peers to self-monitor and drive their learning, including their progress toward their goals – both educational, personal, and career-driven.

7.03 Describe the requirements for high school graduation (if applicable) and/or grade promotion.

High school graduation requirements will meet the state's requirements and are listed in section 6.02. The Board will develop and periodically review and revise a policy specifying criteria for granting a high school diploma. The criteria shall include the pupil's academic performance, successful completion of the civics test under sub. [\(1m\) \(a\)](#), and the recommendations of teachers.

Promotion to the next grade will be earned at The Lincoln Academy and there will be clear guidelines governing promotion decisions. Two metrics will be considered when promoting scholars to the next grade: academic achievement in class and end of year assessment achievement.

Two academic metrics determine promotion or retention: (1) Achievement on End-of-Year Exams AND 2) End-of-Year Grades. A grade of 70% or better is considered passing. Scholars earning a failing grade on an End-of-Year Exam and/or End-of-Year Report Card in a maximum of two classes must attend summer school, which provides small-group remediation in identified areas of need. Scholars who pass a comprehensive exam administered at the end of the summer school program are promoted to the next grade level. If scholars fail to enroll in or fail to pass the summer school program, they will be retained. Scholars who earn a failing grade on an End-of-Year Exam and/or End-of-Year Report Card in more than two classes will be retained. Specific provisions of an Individual Education Plan (IEP) may amend promotion or retention criteria, on a case-by-case basis.

The school will adopt a policy consistent with state law that will specify the criteria for promoting a pupil from the 4th grade to the 5th grade and from the 8th grade to the 9th grade.

7.04 Define how the results of the educational program will be assessed.

In addition to the interim assessment strategy listed above, The Lincoln Academy will also ensure that measurable objectives, annual goals, and an accountability plan are in place to ensure success.

Annual Measurable Objectives - Academic Goals: We will develop a series of performance-based academic goals using absolute, comparative, and longitudinal measures that support the goals of the US Department of Education, the Wisconsin Department of Instruction, and our charter authorizer. Our Accountability Plan will guide our academic and organizational goals for the first five years of operation.

Scholars will take criterion-referenced and norm-referenced standardized tests to assess and evaluate academic progress in the core content areas, as mentioned above. Our academic goals with multiple measures are detailed below.

Accountability Plan: GOAL 1: Scholars will be proficient in English Language Arts.

- **Absolute Measure 1.01:** At least 50% of each cohort of scholars attending for two or more years will read at or above grade level as defined by performance on the Scholastic Reading Inventory, or similar reading inventory. At least 60% will read at or above grade level after year three and at least 70% after year four.
- **Comparative Measure 1.02:** All scholars attending for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district average.
- **Comparative Measure 1.03:** Overall performance in English Language Arts, will, on average, demonstrate growth in proficiency equal to or greater than that of district schools.
- **Comparative Measure 1.04:** Overall performance in English, Reading, and Writing, as measured by the ACT Aspire in 9th and 10th grade, will, on average, demonstrate growth in achievement equal to or greater than that of district schools.
- **Growth Measure 1.05:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among scholars on the Reading Comprehension section of the Measure of Academic Progress (MAP) will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.
- **Growth Measure 1.06:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among scholars on the ELA section of the Forward Exam will average a minimum of five (5) percentiles of growth per year until the average percentile score meets or beats the state average proficiency rate.

GOAL 2: Scholars will be proficient in Mathematics.

- **Absolute Measure 2.01:** At least 50% of each cohort of scholars attending for two or more years will be at or above grade level in math as defined by performance on the Zearn/ALEKS grade level assessment, or similar math

exam. At least 60% will be at or above grade level after year three and at least 70% after year four.

- **Comparative Measure 2.02:** All scholars attending for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district average.
- **Comparative Measure 2.03:** Overall performance in Mathematics will, on average, demonstrate growth in proficiency equal to or greater than that of district schools.
- **Comparative Measure 2.04:** Overall performance in Mathematics, as measured by the ACT Aspire in 9th and 10th grades, will, on average, demonstrate growth in achievement equal to or greater than that of district schools.
- **Growth Measure 2.05:** In a cohort analysis of longitudinal growth, the annual increase of percentiles among scholars on the Mathematics section of the Measures of Academic Progress (MAP) will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.
- **Growth Measure 2.06:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among scholars on the Math section of the Forward Exam will average a minimum of five (5) percentiles of growth per year until the average percentile score meets or beats the state average proficiency rate.

GOAL 3: Scholars will be proficient in Science.

- **Comparative Measure 3.01:** All scholars attending for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district average.
- **Comparative Measure 3.02:** Overall performance in Science, as measured by the ACT Aspire in 9th and 10th grades, will, on average, demonstrate growth in achievement equal to or greater than that of district schools.
- **Comparative Measure 3.03:** Overall performance in Science, on average, demonstrate growth in proficiency equal to or greater than that of district schools.
- **Growth Measure 3.04:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among scholars on the Science

section of the Forward Exam will average a minimum of five (5) percentiles of growth per year until the average percentile score meets or beats the state average proficiency rate.

GOAL 4: Scholars will be proficient in Social Studies.

- **Comparative Measure 4.01:** All scholars attending the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district average.
- **Comparative Measure 4.02:** Overall performance in Social Studies will, on average, demonstrate growth in proficiency equal to or greater than that of district schools.
- **Growth Measure 4.03:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among scholars on the Social Studies section of the Forward Exam will average a minimum of five (5) percentiles of growth per year until the average percentile score meets or beats the state average proficiency rate.

Organizational Goals: Organizational viability will be measured and reported to ensure that fiscal and financial controls are effectively implemented and that the school remains a financially strong organization over time. We will measure scholar enrollment and retention and parent satisfaction with the organization.

GOAL 5: The school will demonstrate fiduciary and financial responsibility.

- **Measure 5.01:** External, annual audit reports will demonstrate that the school meets or exceeds professional accounting standards.
- **Measure 5.02:** Budgets for each academic year will demonstrate effective allocation of financial resources to ensure effective execution of the mission as measured by yearly balanced budgets.

GOAL 6: The school will be fully enrolled, with high levels of daily attendance and scholar retention.

- **Measure 6.01:** The school will enroll and maintain a class of scholars equal to our projected enrollment (with attrition) every year.

- **Measure 6.02:** 90% or more of scholars completing the year will re-enroll the following year.
- **Measure 6.03:** The school will average 95% or higher daily scholar attendance each year.

GOAL 7: Parents will demonstrate satisfaction with the academic program and communication.

- **Measure 7.01:** Satisfaction with the academic program, as measured by an annual survey at the end of each school year, will on average exceed 90%, with 90% of families responding.
- **Measure 7.02:** Satisfaction with the school's communication, as measured by an annual survey at the end of each school year, will on average exceed 90%, with 90% of families responding.

GOAL 8: The Board of Trustees will provide effective and sound oversight of the school.

- **Measure 8.01:** The Board will conduct a formal annual review of the Chief Education Officer.
- **Measure 8.02:** The Board will conduct an annual self-evaluation to assess strengths/weaknesses.
- **Measure 8.03:** The Board will conduct a formal review of bylaws and policies at least every 3 years.
- **Measure 8.04:** The Board will conduct an annual review of organization and financial strengths/weaknesses and progress meeting goals and objectives established in the approved strategic plan
- **Measure 8.05:** The Board will review progress and attainment of scholar achievement measures and goals at least two times per year.

7.05 Describe the student achievement goals that will be met during the first five years of operation.

We will be a mature K4-12 campus serving a total of 700 scholars. In addition to the goals set forth above, these are the key markers of success that we expect to be true, no later than Year Five:

1. All our Kindergarteners will consistently be at or above grade level, and our founding Kindergarteners – those scholars who have been with us the longest will consistently demonstrate both proficiency and consistent growth on state assessments that exceed district and state averages. Our long-term goal for our founding Kindergarteners is for each scholar to achieve an average composite of at least 22 on the ACT by their 11th grade year. We believe this will validate our offering as the kind of education environment that creates options for all scholars whether or not they pursue a four-year degree.
2. We will have a full primary, middle/secondary school leadership team for our 4K-6 grades, and our 7-12 grades. We plan to be running a comprehensive career education academy by year five, and we will need educational expertise and industry partnerships that can build strong, seamless bridges between secondary education, employers, job and professional technical training, as well as four-year colleges and universities.
3. We will fully enroll The Lincoln Academy and retain our scholars over time, with less than 10% attrition. We will need to focus staff resources and create strategies to achieve this goal as the school in the District of Beloit typically hovers between 15-20% turnover each year. This means we will have the opportunity to get scholars to grade level proficiency sooner and may be able to scale back the remediation services we provide. It will also be an indicator of our school's culture. We are confident that a happy and supportive school environment will lead to greater scholar retention. Finally, scholars who are better prepared in the older grades will be ready to take advantage of much more challenging and diverse academic offerings and specialized trainings so we will now be able to invest in a broader set of curricular and co-curricular offerings.

7.06 Describe how the school will ensure the quality and availability of needed data and information.

Data-driven Instruction: In order to achieve our educational goals we will establish a culture that uses data daily, weekly, and every eight weeks to establish a culture of constantly monitoring progress to our goals.

- **Daily:** Our teachers will plan lessons using assessment items aligned to the standards. Teachers will use a short assessment or “exit-ticket” to assess scholars’ daily mastery of content in the classroom.
- **Weekly:** Teachers will meet in grade level teams and content teams to assess scholars’ performance school wide. Teachers will use this data to

make adjustments to upcoming lesson plans and/or develop a schedule for in class small-group remediation.

- **Every 8 Weeks:** Scholars will be assessed using an interim assessment aligned to the standards.
- **Bi-Monthly Data Days:** The school will utilize four built-in data days to work with teachers to analyze the progress of all scholars in all tested subject areas. This information is used to make school-wide decisions that include but are not limited to: grouping of scholars, adjustment in curriculum guides, mandatory tutorial for scholars, and creation of teacher improvement plans.

7.07 Describe how standards, assessment, and accountability will be integrated into a coordinated system.

Plan to Achieve Performance Excellence: We define leadership as the ability to inspire, challenge, and equip everyone in the school community to achieve our academic and organizational goals. The following process is used to achieve our goals:

- Strategic Planning Process
- Knowledge of Assessments
- Frequent Assessments
- Analysis, Adjustment, and Making Changes Instantly

Strategic Planning Process: We will use a clear strategic planning process to set direction and vision in order to accomplish our academic and organizational goals. Our school will be focused on outcomes and not methods. For this reason, we will use our assessments to set goals for scholar achievement and align interventions based on the analysis. We will triangulate data by using absolute, comparative, and growth goals. By assessing scholars in terms of absolute goals, we set a high bar for academic achievement in the school. By using comparative goals such as the ACT Aspire and MAP, we will push our school to achieve greater success compared to similar schools locally and nationally. By setting growth measures, we will challenge our school to never settle for current results and we create individual scholar learning plans to better implement interventions.

We will set growth goals and comparative goals for scholars based on a diagnostic SRI and on MAP testing results. The SRI test will occur in the summer during Parent Orientation while we assess using MAP during the second week of school. We will use these assessment tools to establish a baseline of our schools' performance and share this data publicly in our school and with our parents. Additionally, we will post our school-wide test scores online to be accountable to the public.

Knowledge of Assessments: Teachers and school leaders will use the MAP and ACT Aspire to create internal Wisconsin-aligned assessments, that when mastered, lead to high proficiency rates across all subject areas. It is critical that each teacher understands intimately the assessment items and the content knowledge required in each grade level and subject area in order to deliver lessons that are rigorous and aligned to the state standards.

Frequent Assessments: We will work diligently to assess scholars throughout the school day and school year. Using a trimester system, we will be able to assess data every eight weeks using internal assessments.

Analysis Adjustment and Making Changes Instantly: Data Days will be a core component of our professional development and staff culture. Within two days of each administration of interim and comprehensive assessments, all scoring will be completed by our teachers, depending on the exam. Three days after the assessments, teachers will take an entire day to reflect in teams about the data, plan strategically, and act rapidly to address any learning gaps. Teachers will identify which questions scholars missed and why each question was missed and will create plans to address scholar misunderstandings that are infused through the next teaching cycle. This will allow teachers to determine targeted instruction, form re-teaching small groups or developing a full lesson to re-teach a key concept to the entire class. Our leadership team will review the data prior to each Data Day, assist teachers with reflection and action planning, and support teachers in effectively carrying out action plans for each scholar.

7.08 Describe how effective performance management systems will be provided to improve student and organizational performance.

The Lincoln Academy will utilize multiple systems across its departments to ensure performance and efficiencies are being realized, ensuring the best results for scholars, staff, and our partners. Below are a list of measures and metrics across departments we will utilize:

- Academic Performance: interim assessments, state assessments, nationally normed assessments.
- Scholar performance: attendance, discipline tracking, scholar grades and participation.
- Teacher performance: scholar data, professional development hours, formal observations and evaluations, and surveys.
- Human Resources: 360 leader reviews for leaders, teacher and staff surveys.
- Finance: review of financial statements, contract compliance, quarterly Board meetings and reviews.
- Operations/Facilities: walkthroughs, annual assessments, and annual maintenance for all key systems.

- CEO: Scholar and staff performance data, Board evaluation, succession plan, and leader pipeline tracking.
- Leadership: formal observations, scholar and staff performance data, parent, staff and scholar surveys
- Governance: annual surveys and assessments, and term limits.

7.09 Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, the length of the school day, and the number of minutes of instruction per week for each subject.

The Lincoln Academy will start two weeks prior to the Beloit School District, then follow its annual calendar. As a result, The Lincoln Academy's school day will contain at least 190 days and run from 8:00am to 4:00pm. The Lincoln Academy will explore options for providing before and/or after care to support working parents. The number of instructional minutes offered for all grades will meet or exceed the State's requirements. The tables below delineate subject areas and minutes by grade level, per day and week. In grades, K-6, social studies and science will be integrated into ELA and math. Each day will start with an all-school assembly (10 minutes), include lunch (20 min.), and two recesses (15 min. each) for grades 4K through 6th and one recess (15 min.) and sustained silent reading (15 min.) for grades 7th and 8th. This is an additional 60 minutes added to the instructional day, which completes the 8:00-4:00 school day. Our K4 scholars will have a 60-minute nap time scheduled in the afternoon.

	Literacy (Includes Social Studies)	Math (Includes Science)	Intervention Block	Electives Specials	Pro- activity	Total Daily Minutes	Total Weekly Minutes
K4	120	60	60	60	60	360	1,800
K	120	90	90	60	60	420	2,100
1	120	90	90	60	60	420	2,100
2	150	120	60	60	30	420	2,100
3	150	120	60	60	30	420	2,100
4	150	120	60	60	30	420	2,100
5	150	120	60	60	30	420	2,100
6	150	120	60	60	30	420	2,100

	Literacy	Math	Social Studies	Science	Intervention Block	Pro- activity	Electives Specials	Total Daily Minutes	Total Weekly Minutes
7	90	90	60	60	30	30	60	420	2,100
8	90	90	60	60	30	30	60	420	2,100

In grades 9 through 12, the student schedule will be personalized to each student; traditional classes will be 60 minutes in length, with all students meeting the minimum required set of classes and credits, as described above in the curriculum section

7.10 Describe how the school will transfer knowledge to educators, including cross-sector collaboration.

As described in section 5.03, our professional development plan will be driven by the Skyrocket model. Inherent in this model, and part of the reason we plan on adopting it, is its ease of transferability, sharing of best practices, and supporting teachers on their own personal trajectory as educators.

We seek to be a school that is not only inclusive within the walls of our building, but with the geography of our region, too. Our doors will always be open for school visits, and when possible, we will look for opportunities to collaborate during professional development sessions with other schools in our region. In addition, our goal for our teachers is to be constant learners; we will visit other schools as well, ensuring a cross-pollination of great ideas that impact all scholars in any classroom – not just ours – is a commodity of our culture and shared widely.

Ultimately, the goal of The Lincoln Academy is to be a model school for others in Beloit, the state and the nation. The Lincoln Academy will expect to share any knowledge and materials with other educators who are interested. We fully anticipate that our school model will have a far-reaching impact so other educators can learn from our successes and mistakes. Our intent is to build a school model that is replicable and can especially impact the local school district. As such, we will document best practices and create an educational handbook to share with others.

8.00 EDUCATIONAL SUPPORT PROCESSES

8.01 Describe how key processes for design and delivery of the educational program will be managed.

The design of our educational program will be start with the hiring of an exceptional Academic Director, one who has experience in charter schools and moving schools – and scholars – academically. We will recruit this leader based on their experience having worked with other highly successful schools that serve a similar demographic or that of Beloit, to help design the educational program. In addition, we will focus on our scholars' needs and input from the Parent Advisory Council. Ongoing assessment will be driven by the adaptive Skyrocket model and will include weekly observations and feedback led by a growth mindset we'll seek to establish as a part of The Lincoln Academy's culture.

Weekly meetings with grade level leads and the Academic Dean will assist in improvement of instruction as individual scholar data and teacher delivery is reviewed and teacher input is provided, over time. Data will be an important part of the design and delivery of the educational program. Individual scholar data will be used to ensure educational delivery is on the right track. If the data shows that scholars are not making appropriate gains, then the design or delivery of the curriculum will be adjusted. Staff will reflect on their success based on the outcomes of the scholars and on the data from continual observations and feedback. They will be given support from the leadership team and from their colleagues. The Lincoln Academy will build a professional learning community and all staff will strive for continual improvement. Oversight of results and design/delivery will also be provided by the Chief Education Officer.

8.02 Describe how instructional content and methodology will be continuously improved.

The academic team will evaluate the relevance and effectiveness of the existing curriculum and methodology based upon achievement and performance data, staff reports and the identification of gaps in ability to support the core standards. Our team will research other curricular resources and developing methodologies that can fill the gaps and help our school achieve better performance.

When curriculum pieces or innovative methodologies that meet the criteria are identified, a pilot program will be conducted with select staff. The staff and scholars piloting the program will provide feedback on its efficacy. If the academic team believes that the piloted program fits scholar and staff needs moving forward, information regarding the pilot program will be presented to the school's Governing Board. With Board approval, and subsequent authorizer approval, if necessary, the curriculum or methodology will then be implemented. Curriculum pieces and methodologies that are not successful, based on pilot criteria, will not be selected for presentation.

At all times we will look to other high-achieving schools, networks, and universities, to stay on top of best practices, research, and pedagogy. We will constantly seek to become better and see it as an imperative to our scholars' success.

8.03 Explain the procedures for ensuring the health and safety of students (118.40(1M)(B)8).

Establishing and maintaining a teaching and learning environment that promotes wellness, health, and safety is a primary responsibility of The Lincoln Academy Governing Board. Policies will be developed in accordance with all applicable health and safety laws and regulations of federal and state government as they pertain to public school operation.

Scholars and staff will have a safe and secure school where they are free from physical and psychological harm. The principals and staff will be committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for scholar conduct, responsible behavior and respect for others.

A comprehensive school safety plan will be reviewed and updated at least annually by the school administration and staff. The Director of Operations will play a lead role in ensuring a quality comprehensive plan. An assessment of the school safety status will be part of the yearly review. Suspensions, discipline incidents, accidents, injuries, survey data, drill procedures and neighborhood crime rates will all be part of the data review. The analysis of this data will help develop an understanding of current conditions of school safety. This data analysis will help in the development of a comprehensive plan of action and procedures to ensure scholars, staff and visitors are provided a safe and secure environment.

An important aspect of school safety is communication. This includes internal and external communication of procedures, policies, and incidents. Staff will be trained in how to ensure appropriate and responsive communication to scholars and other staff. Parents and community will be kept informed of any serious safety incidents or concerns within the school as well. Clear and consistent communication is important to aid in the safety of the school community. When communication is lacking, misinformation can lead to individuals getting harmed.

A critical ingredient to keeping a school safe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to scholar safety are scenarios that are planned and trained for by scholars and staff. One of the most common concerns regarding scholar and staff safety is a potential violent intruder. The FBI has created a standard crisis protocol that has been researched based on interviews of prior intruders in buildings. This protocol, AVOID, DENY, DEFEND, will be used at The Lincoln Academy during an act of violence (active shooter, hostage situation, workplace violence, etc.).

AVOID starts with your state of mind:

- Pay attention to your surroundings
- Have an exit plan
- Move away from the source of the threat as quickly as possible
- The more distance and barriers between you and the threat, the better

DENY when getting away is difficult or maybe even impossible:

- Keep distance between you and the source
- Create barriers to prevent or slow down a threat from getting to you
- Turn the lights off
- Remain out of sight and quiet – hide behind large objects and silence your phone

DEFEND because you have the right to protect yourself:

- If you cannot Avoid or Deny be prepared to defend yourself
- Be aggressive and committed to your actions
- Do not fight fairly – this is about survival

CALL 911 when you are in a safe area. When Law Enforcement arrives, show your hands and follow commands.

Exterior areas of the school will be monitored through a closed-circuit video surveillance system and each point of entry will be secure. During entry and dismissal hours, entrances will be supervised by either a teacher, administrator or safety personnel. During school hours, all entrances will be locked. Security and office staff will monitor incoming visitors and direct them to the main office.

Protocol for intruders coming into a school building is just one aspect of the school safety plan. There are many more areas which will be developed during the planning year of The Lincoln Academy. Some examples may include: Bomb threats, bullying, natural disasters, or neighborhood activity. Below is a potential checklist for the safety team.

- Acknowledge who is ultimately responsible for site emergency preparedness
- Become familiar with all aspects of the crisis plan
- Review emergency response procedures with all staff. Ensure that all staff are familiar with required drill protocol, lockdown, evacuation and severe weather shelter
- Survey staff to identify skills and preference of emergency assignments
- Select and train back-up individuals for all roles in emergency response
- Identify the individual and their backup with primary responsibility for after-hours emergencies
- Coordinate and train leaders of all groups using the site after hours
- Review and revise all necessary plans, lists, and maps
- Schedule dates for skills training for your emergency response team
- Submit an updated emergency plan as needed to CEO

- Include emergency preparedness information in the Scholar/Parent Handbook
- Schedule drills and communication checks
- Meet with volunteers or other contracted service providers to ensure understanding of the school emergency plan

While safety and violence prevention are an important part of a comprehensive wellness plan, so is nutrition and wellness. Please see Attachment 13 for a sample wellness and nutrition policy for The Lincoln Academy. Both the safety and wellness plan will be reviewed and adjusted based on the needs of the school facility, community, scholars and staff.

8.04 Identify the procedures for school discipline, suspension, and potential removal of a child from the program (118.40(1M)(B)12).

Suspension and Expulsion

The Lincoln Academy is based on a commitment to excellence. We believe in having high expectations, both academic and behavioral, of our scholars, and we will work our hardest to ensure that scholars meet these standards. Suspension and expulsion are considered the last option in regard to scholar discipline. However, under certain circumstances, scholars may be subject to suspension and/or expulsion by the principal.

Suspension

If a scholar commits one of the infractions listed below, the scholar may receive a suspension. In some situations, a parent/guardian may be required to observe their scholar in class for up to three hours. Suspensions occurring after 12:00 pm will be served the following day.

Infractions may include, but are not limited to:

- Gross disrespect of a fellow scholar, staff member, or school property
- Fighting, pushing, shoving, or unwanted physical contact
- Using abusive, vulgar, or profane language or treatment
- Visiting an inappropriate website while on a computer
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Use of a cell phone in school (ie – talking, texting, games, taking pictures/videos, listening to music, use of any manner)
- Making verbal or physical threats, empty or otherwise

- Departing, without permission from building, classroom or school-sponsored activity
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Committing sexual, racial, or any form of harassment or intimidation
- Bullying
- Skipping school or class
- Setting off false alarms or calling in groundless threats
- Gambling
- Forgery of any sort, including parent signatures
- Cheating on a test or plagiarism
- Unauthorized use of the building elevator
- Repeated and fundamental disregard of school policies and procedures

Before the scholar may return to class after a suspension, a reinstatement meeting with the Dean of Students, teacher, parent/guardian and scholar will be held to address the scholar's behavior and create a plan for restoring a relationship or repairing harm.

Expulsion

Any scholar who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; a toy weapon (gun, pellet gun, air gun or knife) or a controlled substance including, but not limited to, prescription medication (not prescribed to the scholar), may be subject to expulsion from school.

Any scholar who assaults a staff member on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school.

When a scholar is expelled under the provisions of this section, no school or school district within the state shall be required to admit such scholar or to provide educational services to the scholar. If the scholar does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the Principal a written statement of the reasons for expulsion.

The definition of assault includes not only harmful or offensive contact, but also threatening such contact. Assault is an attempt or a threat to physically harm another person with the apparent present ability to do so and the victim has reasonable fear or apprehension of immediate bodily harm. Assault is committed without physical contact.

In addition to those categories provided by state statute (listed above), scholars may face expulsion as a result of the following infractions:

- Repeated or excessive out-of-school suspensions
- Repeated and fundamental disregard of school policies and procedures
- Possession, use, or transfer of drugs and alcohol
- Assault against fellow scholars or other members of the school community
- Destruction or attempted destruction of school property including arson

In addition to any of the preceding infractions, any breaches of Federal law, State law, or bylaws of the City of Beloit, may be handled in cooperation with the Beloit Police Department and may result in expulsion.

School Discipline

At The Lincoln Academy, our approach to classroom management and discipline will be character education and being proactive because we believe that by setting up positive systems and routines we can help scholars make the best choices for their behavior. Teachers will use a variety of strategies including restorative practices to promote positive behavior and the behavior management style of Lee Canter, utilizing behavioral narration in order to redirect off-task scholars. Behavioral narration provides an off-task scholar with explicit examples of expected actions and helps to redirect the scholar in a non-confrontational manner. If behavioral narration fails to redirect the scholar, teachers then have a quick check-in with the scholar, giving immediate feedback and another opportunity to follow directions. We will recognize and celebrate scholar successes at every opportunity. We believe that the learning environment is sacred. We will also work to ensure that every child is safe (physically, emotionally, mentally and intellectually) and can learn without needless disruptions. At The Lincoln Academy, we have very high expectations for scholar behavior, and we will “sweat the small stuff” to create and preserve a focused learning environment.

Restorative practices are used as a foundation for social-emotional skills, happiness and health. Restorative practices, which include weekly community circles and pride groups are used to establish trust and honor scholar voice. Peacekeeping circles will be used in behavioral situations and/or scholar reinstatement when an individual, community or learning environment was harmed. Restorative practices will help build community through opportunities to learn about one another and gain empathy and perspective.

Elementary parents will be informed daily of their child’s behavioral choices on the homework sheet. Middle School parents will be informed every Tuesday through Virtuous Dollar Reports. We believe that all scholars are full of good choices that they make throughout the day. The Lincoln Academy recognizes that all

relationships have an emotional bank account. Our bank accounts are based on our virtues. Scholars manage their “good choice” bank accounts throughout the day by meeting expectations and making positive/proactive choices in the classroom. Some examples of proactive choices include showing kindness, courtesy and respect, keeping promises, following routines and procedures and seeking to understand others. When a poor behavior is displayed, a proactive scholar will recognize their responsibility and apologize or reflect upon it.

Scholars will complete a withdrawal reflection form by answering questions about the poor behavior that was displayed. The scholar then presents the reflection to the teacher. The teacher and scholar work together to complete the deposit that outlines repair and restoration of the relationship or classroom community. The withdrawal and deposit form is sent home to be discussed and signed by the parent/guardian. If there is a second withdrawal in the day, the teacher will make a phone call home to communicate the behavior. If a third withdrawal occurs in one day, the scholar is removed from the classroom and a mandatory conference with the dean, teacher, parent and scholar is required before the scholar is allowed back in class. The scholar completes the full withdrawal. For middle school scholars, they have the opportunity to earn, maintain or lose “virtuous” dollars based on choices. Every scholar will start the week with a full paycheck of \$100 a week (or \$20 per day for shorter weeks). This assumes that scholars do everything that needs to be done in school all week. If one fails to do some parts of the job, pay will be reduced. Scholars will need a paycheck average of \$85 per week for many privileges, including monthly rewards and events. There is a weekly paycheck that goes home every Tuesday. This paycheck must be signed and returned Wednesday morning, or the scholar will lose 10 virtuous dollars from his/her account. Additionally, monthly incentives will occur for scholars that have maintained a positive amount of money.

The school will implement a Scholar Support Team (SST), which is designed to handle more extreme cases of repeated misconduct. This team includes parents, teachers, and anyone else that has a strong relationship with the scholar; some examples include: an older sibling, coach, and psychologist. The team will meet regularly and moves through a framework that includes talking about positive aspects of scholars, prioritize issues and then targeting high priority issues by leveraging scholar strengths. A scholar support plan is created in order to position the scholar for success both behaviorally and academically. All staff members will be invested in the education of each scholar enrolled at the school; therefore, a large variety of options will be explored in order to mitigate behavior issues. Again, suspension or expulsion is only used in the most extreme of circumstances.

8.05 Describe the methodology for maintaining pupil records and ensuring accurate record keeping in regard to student attendance, achievement, health, activities and emergency contacts. Attach the student record plan and related policies and practices.

To accurately track pupil records, the school shall adopt a student information system (SIS) such as Infinite Campus, Skyward, Powerschool, or Educlimber.

The SIS will be used by the school to maintain scholar information and data such as attendance, academic achievement and growth (progress reports), state and local assessment data, immunization and health records, basic forms, parent participation in school activities (such as parent-teacher conferences), and emergency contact information.

The school will follow all federal and state laws regarding the creation, access, maintenance, and disclosure of scholar records. Following guidelines provided by the Wisconsin Department of Public Instruction, the school will create and adopt policies to ensure compliance related to the handling of scholar records. In collaboration with the CEO and Student Services Director, the principal will establish and implement practices and processes to ensure the accuracy, appropriate maintenance, and confidentiality of scholar records.

8.06 Identify key student services and how they will be managed.

At the elementary grades, all scholar services will be led and managed by the Student Services Director, in partnership with the Principal and Office Manager. These include services that require compliance (SPED, ELL, etc.), extra-curriculars (sports, field trips, etc.), and in-school activities (concerts, events, etc.).

At the secondary school, the above scholar services will be managed by the same group of adults, but all external relationships related to community engagement, internships, externships, and career-partnership opportunities, will be managed by the Career Counselor & Partnership Director.

8.07 Describe how key processes that support daily operations will be managed.

The operations of the school (compliance, facilities, transportation, food service, etc.) will be managed directly by a Director of Operations, who will report to the Business Director, and be hired in year 0 (the year before the school opens).

8.08 Describe the special education program to be provided including governance, pupil identification, development of IEP's (Individualized Education Programs), delivery of special education and related services and program financing.

In serving scholars identified as having disabilities under the law or whom we suspect may have such disabilities, the School will provide a Free and Appropriate Public Education (FAPE) and comply with all applicable state and federal statutes. We will educate scholars with disabilities in the least restrictive environment (LRE) and with their non-disabled peers to the extent appropriate and allowed by each scholar's Individualized Education Plan (IEP). The School will implement an inclusive educational model that serves all scholars in a manner that maximizes their academic potential. The school will not discriminate in its admission and enrollment practices against scholars having or suspected to have disabilities.

The School will conduct ongoing Child Find activities. Once the scholar is enrolled, the School will conduct intake activities. During these intake activities, one of the issues that is discussed is whether or not the enrolling scholar has an existing Individualized Education Plan (IEP). The School will conduct continuous and proactive efforts to identify scholars with special needs. To identify scholars with exceptionalities who do not have an existing IEP, all teachers and administrators will be trained to carefully monitor individual scholar performance via daily and weekly classroom assessments, qualitative observation, and ongoing analysis of scholar-level performance data. Formal training for all staff will occur at the beginning of each school year during staff orientation to review specific tips and guidelines for the determination of scholar eligibility for special educational services. Cross communication among all staff members is critical to efficiently and accurately identify scholars with exceptionalities. If it becomes clear that a scholar is not meeting the appropriate expectations of academic or social progress, this will be viewed as an important indicator of a potential larger issue and move to address the potential issue as quickly as possible.

Throughout the school year, frequent internal assessments will provide an efficient means to identify scholars who are struggling academically. If a scholar is not making sufficient academic progress, pre-referral strategies will be developed that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the scholar's progress will be carefully monitored for up to six (6) weeks. In addition, other information is gathered to determine if a scholar may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data.

If pre-referral strategies are unsuccessful, the scholar is not progressing academically, and classroom teachers or special education faculty believe a disability may exist, the scholar is referred, in writing, for individual evaluation and determination of eligibility for special education programs and services. Any

professional faculty member or parent may make referrals. When referrals for evaluations are made, an IEP team will conduct comprehensive special education evaluations ensuring all The Lincoln Academy and Wisconsin DPI requirements are met. For scholars who are determined by an IEP team to have a disability and a need for special education services, an Individualized Education Plan designed to meet the child's unique needs will be developed and implemented.

The School will organize special education programming and services to provide integrated service delivery. The integrated service delivery approach requires schools to align educational services for scholars with special education needs within existing structures, to the extent possible, rather than exclusively through special and segregated programs. Special and general education teachers work collaboratively to bring appropriate instructional supports to each child in the general school setting. A Special Education Teacher (or related service provider such as a Speech- Language Pathologist, School Psychologist, Occupational Therapist or Physical Therapist) may work individually or with small groups of scholars with disabilities in the general education setting or may, when necessary, provide "pull out" instruction for these scholars. General education teachers are expected to take ownership of the academic success of both general and special education scholars without discrimination. Universal access supports will be put in place and, if necessary, supplementary aids and services will be provided.

Professional training and development for faculty involved with the education of scholars with disabilities will include: the referral process, development of a scholar's IEP, implementation of a scholar's IEP, evaluation of a scholar's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of scholars with disabilities. As part of orientation for teachers, training includes a specific focus on supporting our special education scholars. Ongoing professional development supports teachers in providing accommodations and modifications in support of scholars' IEP goals.

The majority of program financing will be provided through the annual school budget planning process based on enrollment of children with disabilities and the educational needs identified within their Individual Education Plans. Funds received through The Lincoln Academy entitlement and state level special education funding will be allocated only to allowable costs that meet The Lincoln Academy and state special education spending requirements. The school principal along with the Student Services Director will be responsible for overseeing Wisconsin DPI and The Lincoln Academy monitoring and reporting requirements.

9.00 BUSINESS AND FINANCIAL OPERATIONS**9.01 Identify the individuals and their level of expertise who were involved in developing the school's financial plan.**

The primary person responsible for the development of the school's financial plan is Kristoffer Haines, a Founding Partner at Ampersand Education. Kristoffer began his career in education nearly 20 years ago as a high school English teacher. He went on to become a national leader in developing and executing national expansion strategies for Rocketship Education, KIPP Austin Public Schools, and the KIPP Foundation. He led initiatives that fostered those organizations' strategic growth plans, including market analysis, external relations, marketing and communications, fundraising, and the charter authorization process. As part of that work, Kristoffer and his teams have opened over 100 schools, raised over \$50M, and successfully passed charter legislation in multiple jurisdictions that created better opportunities for schools and students. Across these roles, Kristoffer has written over 40 successful charter applications, and as both a Chief Operation Officer (KIPP Austin Public Schools) and Chief Financial Officer (KIPP San Antonio Public Schools), has extensive experience in charter school operations and finance. Today, Kristoffer is the Managing Partner of Ampersand Education, where he uses his unique expertise and experience to support and advise Ampersand's clients as they consider growth strategy opportunities.

9.02 Identify the position and the level of expertise of the individual(s) who will be responsible for managing the business aspects of the school.

As described in Section 2.12, Dr. Cole has more than 20 years of charter and urban education experience including more than 15 years in a variety of school leadership positions. The CEO will work directly with the Business Director, who will maintain the oversight of the business management of The Lincoln Academy. The Business Director, who will be hired in year 0, will be able to help establish key systematic structures that will support the day-to-day business management of the school. The CEO and Business Director will work together to establish contracts, oversee payroll, purchasing, and budget controls.

9.03 Identify how capital required to plan and open the school will be obtained. If funds are going to be borrowed, identify potential lenders and the amount of the loan required.

The school will receive funding through the Hendricks Family Foundation to cover all Year 0 expenses as projected in the attached budget. (Please see Attachment 14 for the letter of commitment from the Hendricks Family Foundation.)

9.04 Identify the potential site of the school, how the site will be procured, the estimated cost of procurement, and the estimated cost of construction and/or renovation.

The Lincoln Academy Launch team is currently considering several potential school locations. Development support is being provided by Hendricks Commercial Properties, a national real estate development firm with significant holdings in Beloit.

Priority consideration is focused on the Eclipse Center based on location (centrally located with proximity to Merrill and Hackett neighborhoods), parent and community support for a central location, site control, sufficient size with layout to support the needs of a K12 school, bus route and, potential co-location partnerships (e.g., Beloit Public Library, Kids Fun and Drama, Beloit Area Community Health, Community Action).

While cost estimates are still under consideration, Kids First Beloit has secured a commitment for the donation of a facility as well as a commitment to cover the cost of construction and/or renovation. Preliminary estimates based on an Eclipse Center site are \$20-\$25 million. Please see Attachment 14 for a letter of commitment from the donor.

9.05 Provide a description of the school facility, or proposed facility and its layout. Include the number and size of classrooms, common areas, and recreational space. Identify the level of handicapped accessibility (118.40(1M)(B)14).

While final site selection has not been made, the team has prioritized the Eclipse Center as the preferred site for The Lincoln Academy. Preliminary facility plans are for a blend of new construction and existing repurposed space at the Eclipse Center, which is centrally located with close proximity to the Merrill and Hackett Neighborhoods. The building will allow for phased enrollment over 5 years, ramping up to full enrollment with roughly 2 classrooms per grade level along with a mix of supporting spaces, including Recreation, Gathering, Music, Learning Resource Areas, Special Education, Administration and Social Services. A preliminary classroom module of 30'x30' is considered, where final room size will vary according to space allocation or grade level. We anticipate the final facility being over 75,000 square feet of total space, and will be suited to accommodate all 700 scholars, as needed.

The facility will be built to minimize barriers to accessibility and allow elevator access to upper levels, pursuant to all facets of the Americans with Disabilities Act.

It should be noted that our budget does not include a line-item cost for a lease, or purchase price, as section 9.03 and 9.04 describes the generosity of The Lincoln Academy's philanthropic partners.

9.06 Describe the transportation arrangements made for the charter school students.

The school will provide transportation for all scholars located more than 1 mile from the school site. We will subcontract with a 3rd party provider or partner with the local school district.

9.07 Describe how food services will be provided for students.

The Lincoln Academy will provide breakfast, lunch, and a snack to all scholars who attend the school. We will contract with a 3rd party food service provider such as Revolutionary Foods or ARAMARK. The Lincoln Academy will follow the RFP process to accept proposals for food service vendors and select a quality food service provider that meets the needs of the school community. The Lincoln Academy will look for meal vendors that provide nutritious, healthy and desired foods that scholars will want to eat for breakfast, lunch and snack. For middle and high school scholars, we hope to provide more ala carte choices, such as fresh fruits, healthy snacks and a salad bar.

The food service program will participate in the National School Lunch Program (a federal program that subsidizes student meals). All families will complete lunch application forms for all scholars. The lunch application form will be used to determine the level of assistance that the child will receive. Families who qualify for partial assistance and families who are not eligible for assistance can deposit funds to their child's account to pay for meals.

Students may bring cold lunch to school from home as long as the food is nutritious. Unhealthy foods and drinks (ie – junk food, sugary snacks, potato chips, candy, sodas, juices that are heavy in sugar, etc.) are discouraged. The school will reserve the right to prohibit students from consuming unhealthy food and drinks at school. Students may not have food delivered to the school. If a student or family member wishes to bring treats in for a special occasion, they should obtain prior approval from a school administrator at least 24 hours in advance.

Middle and High School scholars will have ala carte options to select from to provide healthy choices. The Lincoln Academy will work with the food service vendor to select options scholars may consume. For example, a salad bar with a variety of healthy toppings or build your own sandwich, may be looked at as potential options. Scholars will be surveyed yearly to provide feedback regarding meal options. The goal will be to provide healthy creative selections for scholars to

choose from so waste will be eliminated, nutritious meals/snacks will be provided, and scholars will enjoy their meal services at The Lincoln Academy.

9.08 Provide revenue and expenditure budgets for the first three years of operation.

Please see Attachment 15.

9.09 Provide a projected cash flow statement for the planning stage and the first year of operation.

Please see Attachment 15.

9.10 Identify the critical levels of enrollment and revenue required to ensure sufficient cash flow for program operation.

The Lincoln Academy will need to be fully enrolled in order to meet its operational requirements. We will recruit 150% of our enrollment goal, and enroll 125% of our enrollment goal, in order to meet this requirement. In the event we're unable to do so, our 25:1 ratio, with assistant teachers, provides us flexibility to accommodate and be fluid with our staff and scholars in our early years.

Please note that our budget has contingencies for enrollment being only 85% of its plan in years one and two, 90% of its plan in years three and four, and 95% of its plan in year five. Under all scenarios, our philanthropic support stands as stated in section 9.03 and 9.04.

9.11 Show how the budget addresses the unique aspects of the school.

The Lincoln Academy as it's envisioned will be a full K4-12 school that is focused on equity of opportunity for the children of Beloit, built from the ground up with input from the community it serves; including parent, community leaders, and civic leaders, in response to its current public options.

As a result, our budget has been built to ensure a first-of-its-kind public school in Beloit. There are three key pieces to our budget that are worth calling out, and differentiate it from a traditional public school: 1) the facility; 2) its academic team and the staffing structure to support students who will need focused support and attention; and, 3) an intentional focus on post-graduate life that ensures scholars have the career opportunities available to them that provide a choice-filled life and set of options.

The details of the facility are above, and the budget reflects this accurately. The second and third key pieces can best be addressed by articulating our staffing

structure and their roles – for which the budget and organizational chart reflect respectively, as Attachments 15 and 6.

Chief Education Officer: leader of The Lincoln Academy, reporting directly to the Board (additional information found in sections 2.02, 2.11, 2.12, and 5.00.) Key functions include vision setting, fundraising, board management and executive leadership.

Academic Team

Principals: leading their entire school, and reporting to the CEO, they will coach all teachers and staff, provide observations and feedback, support and execute professional development, manage evaluations for direct reports, lead assemblies, provide leadership and oversight for student discipline, data review, parent advisory committee, school culture, and community partnerships; most importantly, lead the development and implementation of student enrollment, and teacher and leader recruitment and retention.

Academic Director: leader of all academic decisions, reporting to the CEO, managing the Academic Deans; will drive vision, support, and implementation of interim assessments, curriculum planning and purchasing, RTI, SPED, ELL, school-wide professional development, curriculum development, teacher coaching, teacher and EA observations, student assessment coordinators, and data analysis.

Academic Deans: reporting to the Academic Director, they will coach teachers, manage classroom observations, provide feedback, support and execute professional development, manage grade level meetings, review data, support assessments, provide support and resources to staff, and manage IEPs for the LEA.

Dean of Students: reporting to Principals, they will drive culture, execute our character program (Jubilee), lead assemblies, manage student discipline, support and execute professional development, lead the proactivity curriculum development, manage the student handbook, lead summer boot camp, support restorative practices, manage classroom observations, and grade level meetings when necessary.

Teachers: reporting to Principals, they will lead all instruction and classroom management, establish relationships with students and parents, communicate effectively with their team members, engage in data analysis, develop individualized learning plans, and work with their educational assistants.

EAs (Educational Assistant): reporting to the Principal, they will work in conjunction with teachers, leading small group instruction, participate in all

professional development, lead their classroom when teacher is absent, and provide before- and after-school support.

Operations Team

Business Director: reporting to the CEO, this role leads all functional operations functions including: human resources, accounting, operations/facilities, contract compliance, food service, HVAC, external contracts, budget development and management, audits, and support of the CEO with board reports and management.

Director of Operations: reporting to the Business Director, they will support all facilities, plant maintenance, opening/closing of the building, compliance and record oversight, and day-to-day business functions including: ordering, safety, cleaning, food service, uniforms, event planning, copy/office equipment, among others.

IT Director: reporting to the CEO, this role will lead all technology purchases, networking, student rostering, hardware/software support, support data capture, website development and alumni tracking.

Student Services Director: reporting to the CEO, this role will support office staff, data reporting to state, manage transportation, parent engagement, and the student discipline handbook.

Office Staff: reporting to Principals, these front-line roles will manage oversight of enrollment, student records, daily attendance, scheduling conferences, student medication, answering phones, communicating with parents, and support the parent newsletter.

Career and College Team

Career Counselor and Partnership Director (CC&PD): reporting to the Chief Education Officer, this critical role will coordinate The Lincoln Academy's work study program, develop external partnerships with civic leaders and employers, provide training for scholars (interviewing, job expectations, attire, communication, etc.), oversee career curriculum for the entire school, coordinate with Academic Director, develop a career plan model, conduct career inventory with scholars, and lead all external relations as it relates to student success beyond The Lincoln Academy.

College Counselor & Alumni: reporting to the Secondary School Principal, they will develop meaningful relationships with students and support them on their path to college; as the school grows (once full HS), they will manage all college entrance support, scholarships, college visits, FASFA, alumni tracking, develop alumni events, manage social media, visit alumni, and provide resources and support.

It should also be noted that our budget calls for a Year 0 planning year, and in addition to the specifics being found in our budget, a comprehensive operations planning document can be found [here](#)¹⁴.

9.12 Describe the plan for annually auditing the schools finances and identify the firm which will conduct the audit (if selected) (118.40(1M)(B)11).

The Finance Committee of The Lincoln Academy Board will oversee the solicitation of bids for the completion of an annual audit. The audit will take place in the fall for the fiscal year ending June 30 and will be completed by the end of each calendar year. The Finance Committee will also serve as the Audit Committee for the Board and will meet with auditors and review the audit prior to submission to the full Board for approval.

9.13 Present a plan for raising funds needed beyond the per-pupil allocation provided under state law.

The Hendricks Family Foundation has committed to being the lead benefactor for The Lincoln Academy including funding Year 0 expenses, operating needs beyond the per-pupil allocation and working with the Kids First Beloit Board to define a long-term sustainability plan for The Lincoln Academy. (See Attachment 14 for the Hendricks Family Foundation commitment letter.)

¹⁴ <https://drive.google.com/file/d/1gAlqUWBwxos8qkdsYWLzz2qpV6o6euqE/view?usp=sharing>

10.00 LEGAL REQUIREMENTS AND PROCEDURES**10.01 List the legal requirements for operating a public charter school.**

The legal requirements for operating a public charter school include, but may not be limited to the following laws, and any future state or federal laws or policies that may be developed:

- Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7;
- Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.;
- Age Discrimination Act of 1985, 42 U.S.C. § 6101 et seq.;
- 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;
- Individuals with Disabilities Education Act, 20 U.S.C. § 1400-1485 et seq.;
- Family Education and Privacy Rights Act, 20 U.S.C. § 1232(g) and Wis. Stat. §118.125 Pupil Records; Drug-Free Workplace Act, 41 U.S.C. § 701 et seq.;
- Asbestos Hazard Emergency Response Act, 15 U.S.C. §§ 2641-2655;
- Every Student Succeeds Act, Pub.L. 114-95;
- Wis. Stat. §48.981 Abused or Neglected Children;
- Wis. Stat. § 118.40;
- Wis. Stat. § 118.31, which prohibits corporal punishment of pupils;
- Wis. Stat. §118.32, which prohibits a strip search of a pupil;

10.02 Describe the policies and procedures developed to address these requirements.

The School's by-laws will include a Board commitment to monitoring and compliance tracking in alignment with the law. Employee orientation, the staff handbook, and ongoing professional development will outline legal requirements, especially as they are relevant to specific positions within the organization, in

language accessible to that audience. Staff will also receive annual refresher training at orientation, and clarifications as necessary. Staff filling an administrative role will receive initial and ongoing professional development for school operations and to ensure compliance and sustainability of the school.

An initial set of legal and compliance policies will be developed and approved by the governing Board, and policies will continue to be developed, reviewed and approved on an ongoing basis.

The school will engage a Wisconsin based law firm with charter school expertise to be available at all times to answer any legal or compliance questions.

At least once every year, the organization will conduct an internal legal and compliance audit.

10.03 Describe the level and types of insurance coverage the board will provide.

The Lincoln Academy Board will secure comprehensive insurance coverage that meets or exceeds the limits required by OEO as documented in the OEO Contract.

10.04 Explain the school's student records plan for developing and maintaining student achievement, health, emergency contact, high school credit, activities, and the like.

The Lincoln Academy will implement three practices to ensure that our student records are not only in compliance, but up to date, and relevant for students and parents, as needed:

1. Appoint a data leader: this will be our Student Services Director, who will be responsible for understanding regulations, educating staff, and ensuring that the right processes are in place. Our data leader will stay informed of changes in the compliance landscape and determine the best and safest methods for responding to both internal and external requests for access and use of student data. They will assess our data collection practices (and improve them accordingly); identify and implement our security objectives; and provide ongoing training to educators and administrators.
2. Provide ongoing student privacy training: Everyone in our organization will have an understanding of the types of issues that can create student privacy and security risks. Training will be performed annually, is updated alongside any changes in the laws; all new staff members will receive training within a reasonable amount of time.
3. Develop monitoring, auditing, and reporting processes: our processes will be routine, scheduled, transparent, and involve protocols for all scenarios.

The school will follow all federal and state laws regarding the creation, access, maintenance, and disclosure of scholar records. Following guidelines provided by the Wisconsin Department of Public Instruction, the school will create and adopt policies to ensure compliance related to the handling of scholar records. In collaboration with the CEO and Student Services Director, the principal will establish and implement practices and processes to ensure the accuracy, appropriate maintenance, and confidentiality of scholar records.

10.05 Identify how students, staff, faculty, and parents will gain an understanding of the rights and responsibilities these requirements create.

Prior to the opening of the school a scholar and family handbook will be created which will provide detailed explanations of the policies and procedures as they apply to scholars and families of the school. All scholar rights and responsibilities will be thoroughly explained in the scholar and family handbook.

Similarly, prior to the hiring of the school's staff, an employee handbook will be created which will provide detailed explanations of the policies and procedures as they apply to employees of the school as well as their relationships with scholars and families. All employee rights and responsibilities will be thoroughly explained in the employee handbook.

PHASE II APPLICATION - REVIEWERS GUIDE

Please consider the major elements of the proposal as outlined below.

Please evaluate the Phase II application as to how well the applicant has responded in a meaningful and informative manner about how they would operate their proposed charter school.

The Office of Educational Opportunity's rubric model does not use a numeric rating system; instead, reliance is placed on each reviewer's summary judgment of the elements and overall final recommendation.

Please use the following statements to frame your final recommendation:

1. Acceptable and should be considered for potential charter status.
2. Not Acceptable and should not be considered for charter status.
3. Application has potential but additional information is needed. (Note: Reviewer must specify the areas of concern. This can include information needed for clarification, suggested revisions, and information that might make the application more complete.)

Please consider the entire proposal and avoid focusing on one aspect of the proposal in making a final recommendation.

Process to be followed to incorporate reviewer comments and recommendation:

1. All reviewers will be expected to make a summary judgment using this rubric.
2. Each reviewer will complete their individual review, accompanying comments and final recommendation and submit this completed rubric to the Office of Educational Opportunity. If a simple majority of the committee rejects the proposal then no further action will be taken with the applicants. However, if a simple majority recommends pursuing contract negotiations, then the OEO director will review the review materials (including comments from the committee about its strengths/weaknesses) and determine if the recommendation will be accepted. In cases where additional information is requested by the committee, the Director shall secure the requested information for the Evaluation Committee prior to a final recommendation to the OEO.
3. If a majority of the Evaluation Committee makes a favorable recommendation and the Director accepts the recommendation, the Director shall make a summary recommendation to the System President. The President shall be informed, in a summary fashion, about the program, substantive basis for the recommendation and a timeline for potential implementation of the charter. The Director shall prepare these documents.
5. The recommendation of the Director shall be final in these matters. If the Director decides not to accept the recommendation of the committee, the Evaluation Committee shall be informed of this decision.
6. If a recommendation for authorization is accepted then contract negotiations will commence.

Phase II Rubric

Name of Proposed School:	Lincoln Academy
Proposed Location of School: (What municipality?)	Beloit
Date:	5/15/2020
Name and Title of Reviewer:	OEO Advisory Council

Overall Assessment (complete this section last by electronically highlighting your recommendation)

- ☐ **Accept for further consideration**
- ☐ **Deny**
- ☐ **Resubmit with modifications for further consideration**

Please use this rubric to guide your assessment of the Phase II application.

The last page provides space to make your final recommendation and provide evidence to support your recommendation.

Each section presents criteria for a response that meets the application requirement; these criteria should guide the overall rating for the section.

The Strengths and Concerns boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

1. School Design Key Questions

The school must have a clear mission and an overall purpose for the educational program that meets the needs of students.

Does the application satisfy this standard? Is the design of the school grounded in research? Does it have unique aspects that will bring a new educational offering to the students?

Evaluation Criteria: A response that meets the standard will:

1. Provide the name of the proposed charter school.
2. Provide the name(s), address(es), telephone number(s), and email address(es) of the organization or individuals submitting the application to create a charter school.
3. Identify how the school will operate as a legal entity under Wisconsin law.
4. Describe the student body to be served by the school and, for each of the first five years, indicate the grades the school will house, the number of expected students per grade, and the expected number of students per class.
5. State the mission and vision of the school.
6. State the core beliefs of the school.
7. Explain how the mission, vision, and core beliefs are grounded in specific research or demonstrated best practices
8. Note the unique aspects of the school and explain why the community needs this school.
9. Describe how the mission and core beliefs will drive decision-making during the development and operation of the school.
10. Characterize the school culture desired for the school and how this culture will be established.
11. Describe the process that will be used to develop an initial strategic plan.

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns. (Use as much space as needed.)

Strengths	<ul style="list-style-type: none"> • Demonstrated a clear and established need for a different school approach in Beloit • Strong sense of school culture • Concrete community established partnerships • Bold mission of academic, career, character preparation • Jubilee curriculum—self-researched, but some strengths appear, more definitive than the other models
Concerns/Questions	<ul style="list-style-type: none"> • Mission and vision are clear, but application does not relate mission to research or demonstrated best practices

	<ul style="list-style-type: none"> • How will families react to teaching virtues and morals? In what ways does it differ from citizenship? • Is this an innovative concept/model?—Career and technical education could be what is innovative, but overall application needs more detail describing the planned relationship with Black Hawk Technical College and aspects that are unique from other charters • What does CTE look like in elementary school—could this be a place to be innovative? • Missing coherence amongst the different components (curriculum, character development, CTE)—would have liked to see examples/conceptual visualization of planning to integrate
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2. Governance and Leadership

For long-term development, the school will need an effective governance structure. Is there evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school? Are there clear lines of authority established in the governance structure and are parents allowed the opportunity to participate in governance at the school? Does this application suggest that potential issues of discrimination (disability, gender, and race) would be of concern?

Evaluation Criteria: A response that meets the standard will:

1. Identify the organization and individuals involved in the development of the school.
2. Describe how this organization and/or these individuals individually and collectively, embody the characteristics, skills, and experience necessary to establish the school as an effective, stable organization.
3. Describe the board that will be created to lead the school.
4. Describe the process to be used for the selection of board members.
5. State the general duties of board members.
6. Explain how the governance of the school will embody principles of democratic management, including but not limited to family participation.
7. Explain how the board will establish policy and work with educators to promote the goals of the program.
8. Attach a copy of the by-laws of the board (if available).
9. Attach a copy of articles of incorporation as defined by Wisconsin law.
10. List the names and occupations of individuals who will serve on the initial school board (if available).
11. Explain how the school will operate in terms of lines of authority and responsibility.
12. Identify the position(s) and the level of expertise of the individual(s) responsible for managing the school and the manner in which administrative services will be provided.
13. Identify the criteria to be employed in hiring the school director/principal.
14. If the charter school will be managed/operated by a third party, identify the organization and its role in the charter school operation.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns. (Use as much space as needed.)

Strengths	<ul style="list-style-type: none"> Candidates and identified leadership members have a demonstrated strong history in management and school governance
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Concerns/Questions	<ul style="list-style-type: none"> • Leadership appears “heavy” and “top-down”, is there a way to better incorporate diverse voices, especially from the populations and communities you intend to serve? • Board bylaws need to be changed in order to comply with open meeting requirements
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3. Community and Family Engagement

For any school to maintain long-term viability, it must have community involvement, be responsive to the community, and be in partnership with other community entities. Does the application satisfy this standard?

Evaluation Criteria: A response that meets the standard will:

1. Describe the community the school will serve.
2. Explain how the community has been involved in developing the school.
3. Explain how the community will be involved in the operation of the school.
4. Describe community partnerships the school will have or hopes to have.
5. Describe how relationships to attract and retain students, enhance student learning, and satisfy students and stakeholders will be built.
6. Describe how requirements, expectations, and preferences of students, families, and other stakeholders will be determined.

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X (matter of documenting in order to meet)	X

Identify strengths or concerns. (Use as much space as needed.)

Strengths	<ul style="list-style-type: none"> • Demonstrated an outreach plan and identified targeted groups • Concrete support from local business and nonprofit groups • Ongoing community conversations • Application clearly stated, as example of using community input, that uniforms were added after reviewing community input data
Concerns/Questions	<ul style="list-style-type: none"> • What methodologies and strategies have been used to receive data and make informed community based decisions? Can both qualitative and quantitative data from community conversations and focused groups be better used in model development? • How is the school model being presented to families, not just the need for another option? Transparency here is important in understanding if this school is the right fit • Feedback with families/parents appears stringent and unidirectional • School expectations require extensive parental commitment, how will you respond if parents are unable to meet expectations? • Applicants have shown some community members that are invested in vision, how will that transfer for the lofty goal of ultimately filling 700 seats?

4. Marketing, Recruiting, and Admissions

For any school to recruit students, it must have a viable marketing and recruitment plan. Does the application satisfy this standard? By state law, charter schools are public schools that must be open to all students. Does the school have an appropriate plan to admit students without discrimination? Do the plans meet state and federal requirements?

Evaluation Criteria: A response that meets the standard will:

1. Describe the marketing program that will be used to inform the community about the school.
2. Explain how students will be recruited for the program.
3. Describe the means by which the school will achieve a racial and ethnic balance amongst its pupils.
4. Describe admission policies and practices to be used to enroll students the first year and succeeding years.
5. Describe strategies to be employed when, and if, more students apply for admission than there are seats available.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Identify strengths or concerns. (Use as much space as needed.)

Strengths	<ul style="list-style-type: none"> • Provided a detailed plan for website and public digital communications, alongside budget and branding • Analysis of target recruitment neighborhoods, current enrollment trends and groups who may be interested in attending Lincoln Academy
Concerns/Questions	<ul style="list-style-type: none"> • Limited insight provided regarding recruitment and retention of students with diverse needs (IEPs, ELL, free and reduced lunch, etc) • Concerns about current phrasing for re-enrollment that could lead to barriers, and overall equity in process • How will attrition be prevented when considering the use of specified punitive measures? • What type of supports exist for students? How will practices such as restorative justice be implemented? • Ambitious outreach and recruitment goals, especially to attract 50% of open-enroll students

5. Faculty and Staff

High-quality school programs are based on effective staff recruitment and ongoing staff development. Have the developers effectively addressed these concerns? Does the plan provide a mechanism to recruit licensed faculty members and obtain licensure for those members not immediately meeting the requirement?

Evaluation Criteria: A response that meets the standard will:

1. Identify how administration, faculty, and staff will be recruited and how the school will ensure the quality of the workforce.
2. Describe how job requirements, compensation, career progression, workforce practices, and work environment will motivate faculty and staff to achieve high performance.
3. Describe how the faculty and staff education and training programs will support the achievement of overall objectives.
4. Describe how the work environment will foster learning and continuous improvement for both staff and students.
5. Describe how the school will meet the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction.

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns. (Use as much space as needed.)

Strengths	<ul style="list-style-type: none"> • Founding CEO has strong record in creating successful schools in Milwaukee • Plan to include and emphasize professional development • Hiring process and plan is well articulated, along with expectations for teachers • Offering opportunities for non-licensed staff to become licensed
Concerns/Questions	<ul style="list-style-type: none"> • What sort of practices will be in place to manage teacher retention and create a sustainable faculty? Current expectations in a breath of responsibilities appear overly demanding. • Teacher bonus/performance based pay structure needs to be more explicit and rooted in research/best practices • Current model appears to be heavy on administrators and lighter on instructional faculty, specifically special education teachers and critical support staff such as guidance counselors and/or social workers • Hiring timeline for teachers may be too late given district hiring calendars • How will administrators receive professional development?

6. Curriculum and Instruction

High-quality schools have an integrated model of curriculum and instruction. From what is described in the application, have the applicants developed a curriculum that meets the needs of students? Does the applicant cite research support for its curriculum? Is the mission reflected in the educational program?

Evaluation Criteria: A response that meets the standard will present a curriculum plan that:

1. Describes the educational program of the school.
2. Identifies the content of the instructional program.
3. Characterizes the instructional methodology to be utilized by the faculty.
4. Explains how chosen instructional content and methodology will achieve the school's objectives.
5. Describes the research that supports this approach to educating children.
6. Describes the program design, methods, and strategies for serving students with disabilities and for complying with all related federal laws and regulations.
7. Describes the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Identify strengths or concerns. (Use as much space as needed.)

Strengths	<ul style="list-style-type: none"> Identified science curriculum, sequencing, and reasons for selection Significant plan for data use and intervention Explanation of advisory structure that will be helpful to students
Concerns/Questions	<ul style="list-style-type: none"> How will CTE, character development and traditional curriculum be integrated across age groups? A plan for the use of EdReports (an external evaluation) for choosing curriculum needs to be incorporated, including for character education Needs additional detail for curricular plan and instructional practices What does a typical students day look like? What does a teachers day look like? How does a typical day look for a student who is at grade level, compared to a student needing academic support? How will students with diverse learning needs be guaranteed a 'free and appropriate education' based on the current model? How do students "choose" career vs academic models? What measures are in place to prevent tracking? Culturally responsive teaching methods need to be incorporated in curriculum beyond the inclusion of such in only the humanities curriculum

7. Standards, Assessment, and Accountability

OEO authorized schools must meet standards of accountability. Have the applicants provided a model of accountability that will be generally accepted by the public and have they implemented the testing standards required by state law? Have the applicants described how these standards will be integrated into the instructional process to improve student performance?

Evaluation Criteria: A response that meets the standard will:

1. Describe the standards on which the educational program will be based.
2. Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined.
3. Describe the requirements for high school graduation (if applicable).
4. Define how the results of the educational program will be assessed.
5. Describe the student achievement goals that will be met during the first five years of operation.
6. Describe how the school will ensure the quality and availability of needed data and information.
7. Describe how standards, assessment, and accountability will be integrated into a coordinated system.
8. Describe how effective performance management systems will be provided to improve student and organizational performance.
9. Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, the length of the school day, and the number of minutes of instruction per week for each subject.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns. (Use as much space as needed.)

Strengths	<ul style="list-style-type: none"> • Use of both absolute and growth measures • Use of interim assessments and progress reports • 360 reviews for leadership • Ability to use and analyze data
Concerns/Questions	<ul style="list-style-type: none"> • How are methods of assessment beyond state required standardized tests being incorporated into the assessment model? How specifically may MAPP and ASPIRE results be used to measure student achievement? • How are you setting goals for career readiness beyond the ACT and participation in career teach program? How are students in the CTE program being assessed? How is the overall model's performance being

	<p>measured?</p> <ul style="list-style-type: none">• How would you assess the character education component?• Will teachers have enough time for all the data analysis, planning, and intervention?
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8. Educational Support Processes

High-quality schools have an educational program that is a well-defined plan of operation, understood by educators, students and families alike. Does the plan of operation suggest a daily organizational structure that is meaningful, meets accepted standards for health and safety, and reflects the educational program? Can you identify standards for behavior and disciplinary practices to be used by the program? Does the plan describe a clear plan for meeting the broad spectrum of educational needs of special education students and dual language learners?

Evaluation Criteria: A response that meets the standard will:

1. Describe how key processes for design and delivery of the educational program will be managed.
2. Describe how instructional content and methodology will be continuously improved.
3. Explain the procedures for ensuring the health and safety of students.
4. Identify the procedures for school discipline, suspension, and potential removal of a child from the program.
5. Describe the methodology for maintaining pupil records and ensuring accurate record keeping in regard to student attendance, achievement, health, activities, and emergency contacts.
6. Identify key student services and how they will be managed.
7. Describe how key processes that support daily operations will be managed.
8. Describe the special education program to be provided including governance, pupil identification, development of IEPs, delivery of special education and related services, and program financing.
9. A clear description of how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment.

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Identify strengths or concerns. (Use as much space as needed.)

Strengths	<ul style="list-style-type: none"> Articulated that there is a plan to use restorative practices Professional development/collaboration time with school leadership
Concerns/Questions	<ul style="list-style-type: none"> The description of the special education program is soft and lacking structure. What are the schools plans for compliance as an individual LEA, in order to comply with federal and state law? Missing implementation plan for using restorative practices How will PD for teachers regarding restorative justice practices be incorporated? Discipline policy as written seems highly punitive, how would you avoid

	disparate application towards certain student populations, and that the plan would not lead to excessive or disproportionate suspensions or expulsions?
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9. Business and Financial Operations

High-quality schools have solid fiscal plans and management strategies. Do the personnel have the expertise to properly manage the financial affairs of the school? Is the business plan suggested in the application realistic given the state per pupil allocation? Does the financial analysis appear to be realistic and have the developers given due consideration to all major elements of a business plan including marketing, student recruitment strategies, and fundraising strategies? Has the applicant identified a school building? Does the applicant have sufficient assets to lease/purchase and operate a site?

Evaluation Criteria: A response that meets the standard will:

1. Identify the individuals and their level of expertise who were involved in developing the schools financial plan.
2. Identify the position and the level of expertise of the individual(s) who will be responsible for managing the business aspects of the school.
3. Identify how capital required to plan and open the school will be obtained. If funds are going to be borrowed, identify potential lenders and the amount of the loan required.
4. Identify the potential site of the school, how the site will be procured, the estimated cost of procurement, and the estimated cost of construction and/or renovation.
5. Provide a description of the school facility, or proposed facility, and its layout. Include the number and size of classrooms, common areas, and recreational space. Identify the level of handicapped accessibility.
6. Describe the transportation arrangements made for the charter school students.
7. Describe how food services will be provided for students.
8. Provide revenue and expenditure budgets for the first three years of operation.
9. Provide a projected cash flow statement for the planning stage and the first year of operation.
10. Identify the critical levels of enrollment and revenue required to insure sufficient cash flow for program operation.
11. Show how the budget addresses the unique aspects of the school.
12. Describe the plan for annually auditing the schools finances and identify the firm which will conduct the audit (if selected).
13. Present a plan for raising funds needed beyond the per-pupil allocation provided under statelaw.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X (Verify financial agreement)		

Identify strengths or concerns (use as much space as needed.)

Strengths	<ul style="list-style-type: none"> Strong foundation support and commitment to fill in financial gaps Detailed budget plans with contingencies
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Concerns/Questions	<ul style="list-style-type: none">• Transportation could add a significant cost to budget, but would also provide recruitment opportunity particularly for the students you want to serve• Validate that the commitment from the Hendricks Family Foundation is an open-ended agreement for funding additional needs• Validate relationship and cost with Blackhawk Community College, budgetary restraints and review of other successful CTE programs
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10. Legal Requirements and Procedures

Schools authorized by OEO must be operated in accordance with all applicable federal and state charter school laws and requirements. Does the applicant understand the legal requirements and have the ability to operate within these requirements?

Evaluation Criteria: A response that meets the standard will:

1. List the legal requirements for operating a public charter school.
2. Describe the policies and procedures developed to address these requirements.
3. Describe the level and types of insurance coverage the board will provide.
4. Explain the school's student records plan for developing and maintaining student achievement, health, emergency contact, high school credit, activities, and the like.
5. Identify how students, staff, faculty, and parents will gain an understanding of the rights and responsibilities these requirements create

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Identify strengths or concerns. (Use as much space as needed.)

Strengths	<ul style="list-style-type: none"> Founding leadership experience with charter management and requirements
Concerns/Questions	<ul style="list-style-type: none"> Application does not address its legal responsibilities for acting as in independent LEA Board compliance with open meetings Vast range in potential size of board would lead to very different capacity

REVIEW SUMMARY

Please use your assessment of the 10 criteria to make a decision regarding your recommendation for the application below.

Recommendation (Electronically highlight your recommendation)

Approve: Application is acceptable and should be considered for potential charter status.

- Υ Superior: This proposal is very well developed and can contribute to school reform efforts to improve the quality of education for children at risk and children living in the city. The program plan and evaluation components are outstanding and will add to our understanding of education.
- Υ Satisfactory - The proposal is sufficiently well developed that granting of charter status for planning purposes is realistic.

Deny: Application is not acceptable and should not be considered for charter status. Use the space below to indicate rationale.

- Υ Unsatisfactory: The proposal requires extensive work and the planning group needs to reevaluate its goals for the program. Working with a consultant may be advisable.
- Υ Does not fit within University's charter expectations.
- Υ The proposal is lacking in research to support the program design and may wish to seek a charter from an organization other than the University.

Rationale:

Revise: Application has potential but additional information is required. Use the space provided to specify area of needing revisions.

- Υ Needs Work: The proposal lacks in completeness and should be returned for further work to be submitted at a later date for further consideration.

May 15, 2020

Lisa Furseth
Kristi Cole
Kids First Beloit

Via Email: LFurseth@hendricksholding.com

Via Email: kristi.cole@milwcollegeprep.com

Dear Lisa and Kristi:

Thank you for your submission of the Phase II application for Lincoln Academy. After careful review and consideration by the UW System Office of Educational Opportunity (OEO) and its Advisory Council, your Phase II application has been approved for planning, with conditions. This letter serves to clarify these conditions, highlight key points in our overall evaluation of your proposal, and provide next steps. The attached rubric provides specific feedback, both positive and constructive, as you continue your planning process.

Your proposed model offers a potentially innovative approach for the Beloit area. If executed as proposed, it may offer new opportunities for students through personalized career exploration and support for academic growth--especially for the region's most underserved students.

OEO appreciates and recognizes the experience and expertise of your founding leaders. Through our ongoing conversations, we see your demonstrated commitment to improving education in the Beloit community.

OEO also appreciates your engagement with the Beloit community, and urges that community engagement will continue to be a key part of the process as you develop further details and implement your plan.

However, OEO has four areas of concern that Kids First, Inc. should address as a precondition to enter charter contract negotiations:

- Identify specific instructional curriculum;
- Develop clear student discipline policy that adheres to all state and federal laws including IDEA and other state and federal special education laws;
- Develop coherent and comprehensive plans for student support staff and services; and
- Diversify the adults involved in leadership roles to reflect the demographics of the Beloit community.

Office of Educational Opportunity
University of Wisconsin System Administration
1220 Linden Drive – 1564 Van Hise Hall
Madison, WI 53706
(608) 263-7481
oeo@uwsa.edu

OEO will assess your readiness to open and operate Lincoln Academy based on the following conditions:

- Selection and plan for implementation of research-backed curriculum that describes content, instruction, and integration of career and character education.
- Development of a student support services plan that will fulfill responsibilities of an independent Local Education Agency, including support for special education and English language learners.
- Development of a student discipline and intervention policy that addresses the concrete process for non-punitive, restorative measures and student retention.
- Continued community engagement, including the meaningful involvement of adults from diverse backgrounds during the planning process and in the board and leadership of Lincoln Academy.

From May-September 2020, OEO in consultation with the President, will gauge progress in these areas and monitor the development of other elements identified in your proposal. OEO expects you will keep us apprised of material changes to your plan. If you address the areas of concern to the satisfaction of OEO, we will enter into contract negotiations for the authorization of Lincoln Academy.

If OEO is not satisfied with progress in the areas of concern or is not reasonably confident in your ability to implement your proposed model, Kids First, Inc. will not be invited to enter contract negotiations for the establishment of Lincoln Academy. To be clear, we should remain in continuous contact to ensure you are able to best serve the Beloit community.

While the above are required conditions to fulfill before contract negotiations, OEO also offers suggestions for Lincoln Academy. These suggestions serve to emphasize reviewer feedback that we believe would improve your planning and preparation process.

- **Transparency in community presentations:** OEO encourages you to continue sharing information on the Lincoln Academy including the specific academic model, and to share feedback data and methodology used to analyze feedback.
- **Funding Model:** Further research and consultation in teacher compensation models, and professional development for administrators.
- **Dual Enrollment Plans:** Reviewing other successful Career/Technical Education and dual-credit programs as you develop your own, especially for the earlier grades.
- **Covid-19:** Plans for a hybrid model or virtual model of delivery if needed as DPI is directing all independent charters and LEAs to develop.

Thank you for your work on the proposal and for your participation in the review process.
Please contact me with any questions.

Sincerely,



Aaron Seligman, JD, MAT
Director, Office of Educational Opportunity