

PROSPECTUS PART B REQUIREMENTS

Please complete this prospectus in 20 pages or less, convert it to a PDF when complete, and submit the completed PDF and any related attachments. Any submission submitted after 5:00 p.m. on the last day of the application cycle will be rejected. A prospectus has not been officially submitted until you receive confirmation of a successful submission. These questions supplement the Prospectus questions found on the Office of Educational Opportunity's website.

1. Mission/Vision Statement for the Charter School

a. What is the mission of the school?

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. Our students 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, and 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 students to believe that failure is not an option, and that the combination of knowledge, skilled expertise, and a persevering nature will open doors to a successful 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 grit and perseverance to achieve goals.

b. In one sentence, what makes the school different from existing tuition free, public options?

The Lincoln Academy will create a rigorous education environment that seamlessly blends education and career from the earliest grades through graduation, instills a spirit of individual responsibility and persistence in pursuit of goals, builds a commitment to community and country, and creates graduates who step out of our school with meaningful professional experience that prepares them for choice-filled lives.

Five years after opening, what does success look like?

We will be a mature K4-12 campus serving a total of 700 students. 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 students 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 student 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 students whether or not they pursue a four-year degree.
2. We will have a full primary, middle, and 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 students 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 students 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 student retention. Finally, students 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.

C. How would the school increase educational equity, incubate innovations, and/or increase the use of underutilized best educational practices?

The Lincoln Academy was developed to offer Beloit students and families a public-school option that prepares them for successful choice-filled lives. The data tells us that this is not the case for the majority of current Beloit students. In a city where the unemployment rate for 20-24 year-olds is twice that of the state (17.3% v. 8.1%), and post-secondary enrollment is only 34.1% compared to the state's 59.4%, our students in all sub-groups underperform state averages, and almost all other public-school districts, in English/Language Arts, mathematics, and all measures of post-secondary readiness and success. Our school will be relentlessly focused on creating a school that offers EVERY child who attends and graduates an education that prepares them for economic opportunity when they graduate.

Our academic and curricular program will learn from education pioneers before us, both nationally, and in Wisconsin. These models, used by schools that have a track record of success with similarly situated student populations - Carmen High School and Milwaukee College Prep locally, and KIPP Schools, YES Prep, and IDEA Public Schools nationally – hinge upon a focus on fundamental skills, expectations that all students can and will master grade level and above coursework, and create opportunities to plan for life after high school from Kindergarten on.

The Lincoln Academy will focus on the most underserved communities in Beloit. Everything we offer our students will focus on creating opportunity – academic, enrichment, and experiential – for children and families that are most adversely impacted by existing achievement and opportunity gaps. Our early outreach efforts focused on families and students in areas of Beloit that currently have access only to our lowest performing schools. Our school is already planning a comprehensive set of support and remediation services so that we can serve all students well from day one and get them to grade level or beyond within three years. This includes individual instruction and support in literacy and numeracy, services for English learners, and differentiated instruction for all students, in addition to necessary grade level instruction. We anticipate more time-on-task and a longer instructional day will help ensure all children master the skills and concepts necessary to succeed and advance.

What separates The Lincoln Academy from other traditional “no excuses” charter school models is a deep and meaningful focus on skills and career, professional experience and certification, and mindful planning for every scholar that helps them think about education, even in our early grades, as the pathway to a career that will support them and fuel our community. We are working with industry partners, identifying dual enrollment partnerships, and developing a career preparatory curriculum that elevates work, creates clear connections between education success and economic and life outcomes, and tailors post-secondary choices to the strengths and interests of each individual student.

2. Description of the school/program.

a. Age range(s) and grades to be taught:

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 1 grade level for matriculating students each year until its full capacity as a K4-12 charter school.

b. Projected number of students, pupil teacher ratios and general staffing patterns:

There will be 2 grade level cohorts with a ratio of 25 scholars:1 teacher, plus an educational assistant in each classroom up through 3rd grade, with 1 educational assistant shared in the grade levels starting in 4th 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	Students	Staff	Students	Staff	Students	Staff	Students	Staff	Students	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	3	50	3	50	3
5th							50	3	50	3
6th									50	3
7th	50	4	50	4	50	4	50	4	50	4
8th	50	4	50	4	50	4	50	4	50	4
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	3	50	3
Other		19		20		23		29		30
Total	350	48	450	56	550	67	650	79	700	83

The first year would include: K4 = 50 students, 2 teachers, 2 EAs; K5 = 50 students, 2 teachers, 2 EAs; 1st = 50 students, 2 teachers, 2 EAs; 2nd = 50 students, 2 teachers, 2 EAs; 1 EA; 7th = 50 students, 3 teachers, 1 EA, 8th = 50 students, 3 teachers, 1 EA, 9th = 50 students, 4 teachers (science/social studies, reading, math, foreign language), 1 EA. In addition, our support staff will include a special education teacher and ELL teacher, based on the need of the student population. Specialist teachers will include PE, Art, Music, Spanish and Instructional Technology.

The Lincoln Academy’s administrative team will include a superintendent, principal, academic dean, dean of students and operations staff, for the primary and secondary school; as enrollment increases, there will be additional administrative support, divided between each. It is anticipated that there would also be a business office, which would include a business manager, accountant, technology support, and human resources. Initially, these services will be contracted out, but will become additional staff as enrollment or need increases.

C. How students will be recruited and general admission policy:

As a public school open to all students, The Lincoln Academy’s enrollment plan does not discriminate on the basis of race, disability, religion, national origin, ancestry, or need for special education. The Lincoln Academy will comply with all state and local regulations regarding enrollment and recruitment of students. Admission to The Lincoln Academy will consist of a lottery if we are unable to accommodate seats for all families that apply.

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

Academy is to create a high-performing school for all children of Beloit. Our school will serve student populations that are traditionally underserved or labeled “at-risk” such as students with special needs and low socio-economic status students. We intend to enroll a student population that mirrors the demographics of the community we serve.

To recruit students who are Economically Disadvantaged, we will: (a) Distribute printed and online materials that identify The Lincoln Academy as a “tuition-free, public school” to encourage all parents in the neighborhood to apply, and (b) Partner with community and neighborhood organizations to host information meetings and distribute materials to service participants.

To recruit students who receive Special Education services, we will: (a) Host informational sessions to explain our commitment to diversity including students with special needs, (b) During recruitment fairs, we will explain our commitment to serving all students regardless of their disabilities, (c) Ensure parents that students with disabilities will not be discriminated against during enrollment at The Lincoln Academy.

To recruit students of Racial and Ethnic Diversity, we will: (a) Work with all religious and community groups to explain the vision of The Lincoln Academy, (b) Distribute materials in the native language of the community if over 5% of the community does not speak English, (c) Work with individual families to meet their language needs by hiring interpreters when needed, (d) Recruit teachers both locally and nationally to get a more diverse teaching staff.

The process for admission to the School:

- Applications will be distributed and accepted in February each year.
- After the registration deadline, if the number of complete applications exceeds the number of seats available, a drawing will be held to fill the slots. The drawing will be held within 15 days of the registration deadline.
- All applications will be randomly assigned a number, and then numbers will be drawn from a container to determine placement order, beginning with K4.
- Siblings of currently enrolled students and children of employees get priority placement, according to charter policy.
- If a number is drawn of an applicant who has older siblings also applying, the older siblings will get immediately placed in their respective grade(s) if space permits.
- Drawing will continue until all slots are filled and a waiting list order is determined.
- The selection meeting is open to the public.
- Letters will be sent to all applicants within 10 days of the drawing to inform them of their acceptance or their number on the waiting list.
- After the February open enrollment period, applications will be accepted on a first come first serve basis, with completed applications being assigned to open seats or placed on the waiting list (if no open seats are available) as they are turned in.

The Lincoln Academy acknowledges that only students who reside in Wisconsin may attend the school.

d. Special issues or characteristics of the school:

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 also set goals that help them understand how education prepares them for the career of their choice. They will learn that specific interests and skills prepare them for a variety of jobs and industries. This will also help them think about different employers, entrepreneurship, and leadership as components of their post-high school considerations. Finally, we want them 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 a student a clear path to professional choices, economic opportunity, and personal independence. This is an exciting and evolving component of our curriculum and we hope to give 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 occupation. It opened in 2017 in order to provide local youth with access to exposure and experiential programming related to careers.
 - 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: This six-week teen medical program could be converted to a credit offering course.
 - Craftsman with Character: This six-week summer school offering allows students to participate in an exploratory course focused on skilled trades. Students 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.
 - The program 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: Offers curriculum and trains IT industry professionals to partner with educators in school classrooms, exposing kids to computer science, giving them direct access to professionals in careers they aspire to, and building the capacity of educators. We have already identified several companies located and/or expanding that would be interested in this kind of partnership to train students in computer science careers.
 - 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 students 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 students to uncover new ideas that create change in the world around them. Through this, students learn and practice critical 21st Century skills: empathy, collaboration, communication, leadership, innovation, critical thinking, adaptability and creativity.

These are just a sample of the initiatives already planned or being explored for The Lincoln Academy's career curriculum. As we better learn the priorities of students and families, we are committed to adapting or augmenting these offerings to ensure we create the right opportunities for our students.

Preparing Scholars for the Future: In addition to hands-on career exploration opportunities, we will offer our students who choose a four-year college pathway the opportunity to complete college preparatory coursework at The Lincoln Academy. There will be several Advanced Placement (AP) classes available, and to ensure our scholar 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 Beloit College and others. This will allow our scholars to earn college credits while attending high school, and more importantly will expose them to the critical thinking and analysis and debate and discourse of the college environment. In addition to college access supports and counseling,



these students will also engage in a career program that helps them integrate their college planning with specific career aspirations.

Students 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 scholar, 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 students 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 students and families 14 years at The Lincoln Academy to build strong relationships and build academic and professional skill as well as a reliable and persistent commitment to themselves and their community that will make them successful adults. Students 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 student success.

Meeting Students Where They Are: We have designed a unique instructional model to serve at-risk students: The Lincoln Academy will ensure that students receive extended literacy and math instruction each day. This will allow time for students 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 90 minutes each day at the K-6 grade levels to 120 minutes of literacy and math instruction at the 7-9 grade levels. This will vary by individual student, especially in our first three years, as it is anticipated that based on current proficiency rates, intense support will be needed. Ideally, The Lincoln Academy will enroll and retain its students 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 students who are struggling. Finally, an integrated curriculum that embeds reading and writing in social studies, science, and individual instruction time ensures that students at The Lincoln Academy Charter School will read and write for up to 230 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.

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.

4. Philosophy of this school in relation to organization, curriculum and instructional strategies:

The Lincoln Academy will serve grades K4-12th grade. There will be three distinct areas of focus, our primary school (K4-6th), middle school (7th-8th) and secondary school (9th-12th). Each school will have its own academic focus in order to support the varying developmental levels. The Lincoln Academy educational program incorporates a no excuses 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 students will matriculate to fill out a full K4 through 6th grade. We will anchor on three specific and ambitious, objectives for our students:

1. All students 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 students 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 students 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.

Students 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 students 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 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. 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 acquisition. 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 students are at, or above, grade level in all core subjects by the end of their second 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.

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, if desired. We anticipate that potentially at least half of the scholars at The Lincoln Academy will leave high school with a certification that allows them to enter the workforce immediately after graduation, if they choose. 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:

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

5. The curricular focus and instructional strategies that will define the nature of the school:

The Lincoln Academy will focus on strong fundamental skills that will guide them through school and set them on the right track for a full life beyond high school. 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. For example, DIBELS may be used for K-8th grades to support progress monitoring of ELA and specified RBI strategies that are connected to the assessment.

The Lincoln Academy plans to adopt curriculum which is fully aligned to the Wisconsin State Standards; for example, Eureka or Bridges Math in K4-8th grade. In addition, programs such as Zearn Math, which is a blended learning model for grades K5 through 5th grade and ALEKS math which is a blended learning model for grades 6th-8th grades, will be added to complement the core instruction. Eureka Math is the most widely used math curriculum in the United States, according to a study released by the RAND Corporation. It is also the only curriculum found by EdReports to align fully with the Common Core State Standards for all grades, K-8 (EdReports.org 2015). A program, such as Edulastic may also be incorporated to help provide differentiation and added support for scholars in math. The plan is to make sure The Lincoln Academy scholars will be successful moving on to high school and beyond.

Similarly, the English language arts program will be fully aligned to the Wisconsin State Standards; for example, from Great Minds' Wit & Wisdom, the non-profit that created Eureka Math. In addition, phonics and phonemic awareness will be taught in grades K-2. Core Knowledge Language Arts (CKLA) curriculum which is also aligned to the Common Core State Standards is one example of the kind of curricular supports we might select. EdReports reviewers indicate that both CKLA and Wit & Wisdom meet expectations in all grade levels and have high text quality and building knowledge ratings (EdReports.org 2016). These kinds of curriculum ensure that scholars will be able to decode and read any word in the English language. We expect they will read simple books starting in K5 and advance to novels by the time they are in 3rd grade.

Because we believe our curriculum must also help students 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.

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 in at The Lincoln Academy will have an *extended school day and year* in order to give students 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 student will be exposed to rigorous curricula and opportunities that stretch and challenge their thinking, for example: diverse groupings of students that challenge all learners in our primary school; opportunities for our middle school students to make their learning applicable to the real world through out-of-school experiences; and our high school students will have access to AP classes.

Multiple Intervention Opportunities

While the core academic components of The Lincoln Academy are critical to student success, reaching all students requires supplementary programs and individualized approaches that complement and support core academics. Failure is not an option. It is expected that 100% of students 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 students' foundational skills.

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.

We will also implement an *extended school year* for the students 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 student 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.

Scholars will participate in an *Advisory Program* starting in 9th grade. The advisor, who is usually a teacher, stays with the student through graduation. The role of the advisor is to assist the student in the development of his or her individual learning plans through the creation of academic, personal/life skills, and financial goals, and to ensure that the student 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 students will attend a *one to two-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.

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. Examples include:

- TRECK core values (Trust, Respect, Empathy, Courage and Kindness) in K4-8th and
- FIRST core values in 9th-12th grades (Focus, Integrity, Respect, Self-determination, and Team) as a link between the academic abilities to succeed in college, armed forces or careers, and the character development students need to navigate the challenges in the world.

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 student report cards.

We've already discussed the career and skill specific work our scholars will have access to. 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.

6. Methodology by which this program improves the educational opportunities and outcomes for students. What evidence exists that suggests this model has demonstrated positive achievement outcomes?

Every aspect of the charter, 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.

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 grit 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 students (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 students 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.

7. The proposed governance structure for this school and how educators, students, families, and community leaders will participate in a meaningful way:

Kids First Beloit is in the formation, pre-charter application and design stage of its board, and has selected initial Directors in order to lead and support legal and organizational decision-making. The Board will continue to work with the Beloit 200 Education Committee to support school planning work and the Beloit 200 Board of Directors to drive the fundraising that will support start up and year one-five funding.

The Kids First Beloit organizational board that will govern The Lincoln Academy will include 3 to 15 members, including educators, parents, and community members. Business leaders with skills in areas such as financial management, law, fundraising, human resources and real estate development will be recruited from among Beloit 200 membership.

The formation board will transition to the school governing board during the planning year with Directors recruited among engaged parents, community leaders, and educators. It will be essential to identify strong school advocates, a mix of critical skill sets and a diversity of voices and experience in



building out the governing body. Early engagers from the community will partner with the formation board to assist in identifying community members to build out the governing Board.

In addition to the governing board, 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.

8. The financial capability of the organization seeking the charter and the relationship between the charter school and the host organization:

Kids First Beloit is a non-profit organization that has been developed 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. The organization recognizes the essential role of education in building a strong community and will support Kids First Beloit in ensuring the success of The Lincoln Academy. The commitment of B200 has or will be demonstrated through the following:

- Beloit 200 has approved initial funding of \$100,000 for public charter school planning and development work.
- The Beloit 200 Board of Directors is committed to leading efforts to raise the funds necessary to support start up and school operation – please see attached letter of support.
- B200 understands that a strong governing board will be essential to the successful operation of the proposed charter school. The formation board is composed of members of the Beloit 200 education committee. As the Board transitions to an operating school board, B200 members will join parents, educators and community members, bringing business, legal, financial and governance skills to help build the strength and financial sustainability of Kids First Beloit.
- Representatives of the Hendricks Family Foundation (HFF) have partnered with B200 in the educational work done to date and the funding commitment made by B200 has been supplemented by HFF.
- The Hendricks Family Foundation has committed to be the lead funder for the B200 campaign to support Kids First Beloit and The Lincoln Academy.



9. The potential location of the school:

The Beloit 200 group is currently exploring potential charter school locations. The focus areas include The Merrill and Hackett neighborhoods, which have been designated as “strategy areas” by the Beloit Neighborhood Revitalization Strategy Areas plan (NRSA). In these neighborhoods, less than 75% of its residents have a high school diploma, and only 4.1% have any level of college. The Beloit 200 group is currently exploring a variety of options to determine the most viable facility for opening the school in fall of 2021, specifically in these neighborhoods. Addresses of potential facilities currently under consideration include:

- Former Kohls space at the Eclipse Center 800 – Henry Street, Suite 125
- Former YMCA – 1865 Riverside Drive
- Beloit Municipal Courthouse – 100 State Street

The Beloit 200 team is fortunate to have access to resources with deep facility experience, including architects, real estate developers, general contractors, and career charter professionals who have developed multiple charter school sites. Further assessment and research of the properties will be conducted during Phase II if the charter application is approved, with this team.

10. Evidence of support from the community:

The priorities of the community and families we will be serving will inform every part of the process as we develop The Lincoln Academy. Our initial school planning reflects takeaways from community and family meetings, meetings with key community leaders, and focus groups and surveys of prospective parents. While we have just started the process of learning from our community, there are clear preferences and priorities that are emerging. We have included our preliminary data as part of the attached documents.

The development of this school is truly community led. Beloit 200, comprised of dozens of business and community leaders, has been leading the charge to improve education outcomes for all 7000 public school students in Beloit. In the last year, Beloit 200 took this commitment to the next level and incubated Kids First Beloit, a new non-profit dedicated to improving education and economic opportunity for public school students. Kids First Beloit is the organization applying for the charter for The Lincoln Academy. Kids First is now in the process of expanding the coalition of community organizations and leaders that will partner with and support The Lincoln Academy.

A sample of the partnerships that already exist:

- Pastor Dannie Evans; Parent, CEO Kingdom Academy, Pastor House of God Church: We partnered with Pastor Evans to coordinate several community meetings in the Merrill Neighborhood and Pastor Evans is coordinating a parent bus tour of high performing charter schools in Milwaukee, so that Beloit parents can see first-hand what a charter school experience looks like.

- LaVoz de Beloit and La Preferida Beloit; local Latino media outlets: We've collaborated on a live-feed session to explore interest in The Lincoln Academy.
- Even Start Staff and Parents: We worked in partnership with local community leaders to host an information and exploration session with parents and community members who wanted to learn more about the school.

As we move forward, we will be looking to expand support for the school through expanded community outreach. Some of our early priorities include:

1. Building School Partnerships: The Lincoln Academy is built and will depend on partnerships with employers, service providers, community and neighborhood leaders, and other education service providers in order to serve our students well.
2. Creating Awareness and Family Recruitment: We know that building trust with families is critical if we want them to choose our school for their child's education. The best way to build trust with a diverse set of families is to build relationships with the organizations that families already know and trust. We have identified a set of faith, community, service, and other community organizations that serve families in our targeted communities. We will be asking them for opportunities to engage their congregants and constituents, attend events and provide opportunities for parents to learn more about The Lincoln Academy, tour similar charter school models in other communities, and engage with other charter school parents to hear first-hand experiences.
3. Create a Community-Led School: As we share our story with local leaders in the neighborhood(s) we plan to serve, we will seek to recruit 2-3 individuals who live and/or work in the neighborhoods served by the school to serve on The Lincoln Academy Board of Directors.

Finally, throughout the planning phase we will be researching best practices for school/parent partnerships and engagement. We will learn from the successes and challenges of other schools to identify the structures and programs that make sense in our school. Examples of strategies we may investigate and implement:

1. Parent Advisory Board or Leadership Council
2. Families and Schools Together
3. Create a parent leadership organization that supports parents as advocates for their children; examples include Innovate Public Schools and PAVE DC.
4. Dedicated Space and Weekly Opportunities to Engage with School Leaders

11. Business plan for school development and first-year operation

The Lincoln Academy growth and financial plan begins in "year zero," its planning year. Ensuring a strong school start, begins with a sound plan. Beloit 200, Kids First Beloit, and the Hendricks Family Foundation have all committed to the financial support for a planning year, up to \$600,000. If a public charter school is approved, in our planning year, we will hire the following positions: our Superintendent, a primary school and secondary school principal, a primary and secondary school front office staff, and the primary school Dean of Students. Each of these roles will ensure that The Lincoln Academy is well



situated to open fully enrolled, on time, and prepared for its first school year, including, but not limited to: community and parent engagement, student recruitment, ensuring our facility is ready and open on time, applying for state and federal planning dollars, and executing against all operational and compliance requirements, all of which will lead to successfully launching our school in the fall of 2021. The first task of the team during its planning year will be to create its “critical path” start-up document: an enumerated list of over 600 tasks needed to ensure a successful opening. A draft of this document will be included as an attachment in Phase II of the application.

In addition, Kids First Beloit recognizes the need for experts and practitioners who have opened high-quality schools, in Wisconsin, and beyond. As we have done in support of this application, and will continue to do through our first two years, we will retain and continue to partner with a team that understands the intricacies and nuance of opening great schools, in partnership with community, in order to best serve the students of Beloit. Phase II of our application will go into greater detail around our strategy, implementation, and leadership team as we head into year zero.

The first year of The Lincoln Academy will begin with K4 through 2nd grade, and 7th through 9th grades. The scholars will matriculate until they have filled out a full K4 through 12th grade school, serving 700 students, by year five of operation. While there is much work to be done to ensure we hit our student recruitment and growth metrics, The Lincoln Academy will require a total of \$6.117M in five years, beyond state and federal funding.

Here are the key drivers and outputs from the business plan:

- State revenue is based on the 2018-2019 amount of \$8,619 for K – 12, and 60% of that (\$5,171.40) for K4.
- Teacher salaries are assumed at an average of \$45,000, in line with the School District of Beloit salary schedule.
- Facility costs are assumed at 15%.
- Staffing:
 - There is a Superintendent for the entire School;
 - There is one Principal for Elementary and one for the High School;
 - In grades, K4 through 3rd, we have 1 Lead Teacher and 1 Assistant Teacher, per class;
 - In grades, 4th through 6th we have 2 Teachers, and 1 Assistant Teacher, per grade;
 - There are two Dean of Students (one for elementary, and one for high), at full scale;
 - There are two Academic Deans (one for elementary, and one for high), at full scale;
 - In 7th and 8th grade, there are three core teachers per grade;
 - The extra-curricular staff are PE, Art, Music, Spanish, and Instructional Technology (the first three for ES; all five for MS/HS);
 - There are two AP teachers beginning in 11th grade, and two more for 12th grade;
 - There are three office staff; one per school section (ES/MS/HS);

- o There is one support staff (SPED, ELL) at ES, MS and HS, and one college counselor in the high school.
- Athletics, community service, extra-curriculars, and career exploration expenses are all assumed for students in 7th through 12th grades.
- In the school's first year, it will run a deficit of (\$761,357), which will be supported by local and state philanthropic resources.

We believe in developing a school for the Beloit community that reflects our values and assures our students the opportunity to make choices that lead to fulfilled lives. As a result, The Lincoln Academy is built on the foundation of high-quality academics, supported by a rich well-rounded experience for our scholars. As a result, we are aware the development of such a program is not fully sustainable on the public funding a charter school in Wisconsin receives. We have commitments to fully support The Lincoln Academy through its first five years, and beyond. Please find a letter of support from our local civic and philanthropic community leaders.

12. Potential subcontracts that might be part of the school's operation:

The potential subcontracts of The Lincoln Academy will primarily include facility support, such as cleaning, snow removal, lawn care, mechanical support and maintenance in areas of HVAC, plumbing and electrical. Most likely there will be architectural and contractor subcontracts as the school building facility will be renovated or erected. There may also be subcontracts for legal support, educational consulting, educational training and technology.

Citations

Abdulkadiroglu (2011). Abdulkadiroglu A, Angrist JD, Dynarski SM, Kane TJ, Pathak PA. *Accountability and flexibility in public schools: Evidence from Boston's charters and pilots*. Quarterly Journal of Economics. 2011; 126(2):699-748.

Angrist (2013). Angrist JD, Pathak PA, Walters CR. *Explaining charter school effectiveness*. American Economic Journal. 2013;5(4):1-27.

Cheng (2017). Cheng A, Hitt C, Kisida B, Mills JN. *'No Excuses' charter schools: A meta-analysis of the experimental evidence on student achievement*. Journal of School Choice. 2017;11(2):209-238.

Dobbie (2013). Dobbie W, Fryer Jr. RG. *Getting beneath the veil of effective schools: Evidence from New York City*. American Economic Journal: Applied Economics. 2013;5(4):28-60.

EdReports.org (2015). <https://www.edreports.org/reports/overview/eureka-math-2015>

EdReports.org (2016). <https://www.edreports.org/reports/overview/wit-wisdom-2016>

Hawkins (2018). Hawkins B. *'No-Excuses' charter schools produce huge gains for kids – and could close the achievement gap.* The 74 million.org. 2018(February 20).

Krowka (2017). Krowka S, Hadd A, Marx R. *'No Excuses' charter schools for increasing math and literacy achievement in primary and secondary education.* Campbell Systematic Reviews. 2017;13(August).

NBER-Angrist (2013). Angrist JD, Cohodes SR, Dynarski SM, Pathak PA, Walters CR. *Stand and deliver: Effects of Boston's charter high schools on college preparation, entry, and choice.* National Bureau of Economic Research (NBER). 2013: Working Paper 19275.

NBER-Chabrier (2016). Chabrier J, Gill B, Gleason P, Furgeson J, Clark C. *What can we learn from charter school lotteries?* Journal of Economic Perspectives. 2016;30(3):57-84.