

MMSD: Final Application

I. School Information

Name Change. Forward Career and College Academy (FCCA) is the new name for our charter school (hereinafter “FCCA”). At its November 20, 2024, Board Meeting, the Board of the Pathways Career and College Academy voted to rename the school “Forward Career and College Academy.” This change aims to avoid confusion with previous efforts associated with the name “Pathways,” as well as other charter schools in Wisconsin using that name.

A. School’s Vision and Mission

- State the school’s vision and mission.

The mission of Forward Career and College Academy (FCCA) is to build a school that prepares high school graduates to confidently enter the workforce or begin college with a clear sense of purpose and a defined pathway to economic mobility.

Our mission includes:

1. Addressing Educational Gaps: FCCA will provide targeted programs to fill academic and social gaps within the local educational landscape through discussions with the district and community.
2. Community-Driven Development: FCCA will seek feedback directly from families, educators, and community organizations to shape our curriculum, partnerships, and operational plans. Our goal is to create a school that responds directly to community needs.
3. Partnership Development: Partnerships with local colleges, the Boys and Girls Clubs of Dane County, city agencies, and organizations will ensure that our students have access to professional growth, internships, and other real-world learning opportunities.
4. Economic and Professional Empowerment: FCCA will offer incentives, including paid career internships, to motivate students and provide financial support to families.

5. Collaboration with MMSD: Our school district partners will play an important role, providing insights into areas of need and participating in the shaping of FCCA's mission and curriculum

Policy 10000 states: "The BOARD believes that the creation of charter schools can enhance educational opportunities for Madison Metropolitan School District students by providing innovative and distinctive educational programs and by giving parents/students more educational options within the DISTRICT."

FCCA offers MMSD the opportunity to put its guiding principles into action by adding an innovative educational program with strong community roots, enhanced internship opportunities, and a focus on the whole child. FCCA's emphasis on requiring all students to participate in workforce programs will significantly improve MMSD's performance statistics, particularly in areas reported by the Wisconsin Department of Education, such as industry-recognized credentials and work-based learning programs.

FCCA believes that the greatest opportunity to correct the disorder in our nation is through the public education system by better preparing young people for their future. We must instill in them hope and a vision of success. This will provide positive reinforcement and incentive them to put in the effort in school to learn what is necessary to accomplish what they envision. Extensive one on one mentoring and peer group support is critical in this process. Teachers, our business partners, senior students, and members of the community will take part in our mentorship team. Mental and physical health are also vital components of a successful life. Students will dive deeply into the science of health and the fundamentals of a healthy life. Finally, positive community engagement and giving back to your community is important to leverage their success for the benefit of others. FCCA will provide students with a strong focus on civic responsibility and the need to be an active citizen. Wealth, health, and community are emphasized and continually reinforced in our curriculum. FCCA will produce inspired and directed individuals with the tools to build generational wealth and contribute to a healthy and vital community.

- Include discussion as to why it is necessary for the school to be a charter school in order to achieve this vision and mission

FCCA is committed to the charter school model to gain autonomy in curriculum choices and scheduling flexibility, ensuring that career and college preparation programming is fully implemented.

In the 2023 school year, 55.1% of MMSD's Black or African American students and 48.6% of MMSD's who come from socioeconomically disadvantaged students were chronically absent. FCCA believes this disengagement stems from a failure to perceive viable career opportunities and a path toward financial stability as achievable goals. The cycle of poverty often perpetuates the belief that advancement is unattainable.

A potential solution lies in integrating career-based exploration, extensive guidance, and mentoring. Each student must be valued as an individual with unique abilities and challenges.

During their freshman and sophomore years, FCCA students will be exposed to the myriad career options available to skilled workers. According to the 2024 State of the Workforce Study by the University of Wisconsin, job availability has reached unprecedented levels. This, coupled with elective courses focused on career exploration, will provide students with a clearer understanding of realistic opportunities, fostering motivation and hope.

By the end of their sophomore year, students will complete individualized career plans (ICPs), which will outline their personal visions for a future they can control. Mentorship and counseling will continue throughout all four high school years. Teachers, community volunteers, and business partners will provide this guidance.

As part of the civics curriculum, each senior will mentor a freshman, offering younger students a glimpse into their potential future and providing inspiration for pursuing higher education or a career. For the seniors, this mentorship will foster leadership skills and instill the value of giving back to others.

In their junior and senior years, students will build upon their ICPs by engaging in internships outside the classroom. Those who pursue higher education will have college experiences that are more focused and productive. This allows students to enter college with a higher level of confidence in their ability to take on college level work; this directly correlates to students successfully completing their post secondary endeavors. FCCA graduates entering the workforce directly will be

well-prepared with relevant experience and training. Employers will come to recognize “I went to Forward” as a meaningful credential.

To ensure a smooth transition post-graduation, FCCA will establish partnerships with organizations and businesses that align with students’ skill sets. The aim is to transform not just the trajectory of individual students but also their families, filling gaps in community needs while equipping students with transferable skills applicable across various domains. FCCA will build confidence, self-esteem, critical thinking, and socio-emotional tools, which can be utilized in school, employment, and personal life.

FCCA will achieve this collectively, combining the efforts of educators, families, and community stakeholders.

- Provide any evidence that the school’s mission meets the needs of the identified focus Community

FCCA will be marketed to serve low-income students of color, primarily Black and Latino. [Data](#) from the 2024 ACT results demonstrate that 47% of MMSD White students scored proficient on the Math portion of the ACT. For Black, Latino and Low-Income students, the proficiency rates were 4%, 5% and 8%.

In Reading, the discrepancies were even more inequitable, with 61% of White students scoring proficient on the ACT versus 7%, 12% and 15% for Black, Latino and Low-Income students respectively.

The 2023-24 State Report Cards are not public as of yet, but according to the 2022-23 State Report Card, only 1.1% of MMSD students participated in work study opportunities compared to 8.5% of students statewide. All FCCA upper class students will participate in work study opportunities and FCCA will then partner with MMSD to provide work study opportunities in their existing high schools.

According to the Wisconsin Department of Education Report Card, MMSD had no students with industry recognized credentials in the 2022-2023 School Year, while the Statewide average was 4.7%. Since FCCA anticipates requiring all of its students to have obtained industry recognized credentials by Senior year, FCCA will dramatically improve this statistic for MMSD.

The best way to interrupt the disengagement is to make career exploration the primary focus with extensive engagement with the student. This requires intensive personal counseling and interaction. Each student must be addressed as an individual with unique issues and abilities. The freshman year will involve an individualized career plan (ICP) to determine the students' interests, aptitudes, abilities, challenges and motivations. This is very interactive. The goal will be to establish a vision in them that they have a future that is in their control. They will be exposed to the many career options that are awaiting skilled workers. They will be encouraged to explore these options through elective courses.

Additionally, one on one coaching and mentoring is critical to open their eyes to opportunity and hope. Most students have no idea what careers are in high demand, what they pay, what the work looks like, and how they access these jobs. The student will make the decision on where they want to go but the point is they need more guidance, accountability, and mentorship. These supports will help differentiate FCCA's results from those of the MMSD.

Finally, the students will see an avenue for a better future. FCCA builds upon this in later years with actual internships in their area of interest consistent with their ICP. We will do this outside the classroom for a percentage of their school time with our business partners. We anticipate funding from employers to pay students for their internship time while in school or a fund awaiting them when they graduate. We will accomplish this because many businesses have an economic incentive for skilled workers.

B. School's Core Beliefs, Values and Instructional Theory

- Include an explanation of how the instructional theory enhances academic and enrichment opportunities for District students; specifically, how does the school provide innovative and distinctive educational programming aimed at accelerating outcomes for struggling student populations.

There are four key aspects of the FCCA curriculum that will be impactful and different from what MMSD currently and a majority of high schools in WI offers its students.

1) Workforce readiness:

According to the State Department of Education Report Card, MMSD had 23 students in work-based earning programs in the 2022-2023 School Year. This, too, is substantially below the Statewide average. Since FCCA anticipates requiring all students to participate in work-based learning through internships by Senior year, FCCA will dramatically improve this statistic for MMSD.

The difference is that the students will have paid internships through its business partners. The leadership of the McKenzie Foundation over the past year has sown the seeds for these funded internships, which allow businesses with employee needs to train FCCA students. This unique community engagement – fostered with the support of the Boys and Girls Clubs of Dane County – is in stark contrast to existing MMSD programs.

FCCA has a very different model that we believe can motivate students, particularly those that come from low-income households. Programs like MMSD's Pathways, although well intentioned, leave most of the exploration up to individual initiative. That is not going to work for disengaged students. The only way to interrupt the disengagement is to make career exploration the primary focus with extensive engagement with the student. This requires intensive personal counseling and interaction. Each student must be addressed as an individual with unique issues and abilities. The freshman year will involve an individualized case study to determine the students' interests, aptitudes, abilities, challenges and motivations. This is very interactive. The goal will be to establish a vision in them that they have a future that is in their control. They will be exposed to the many career options that are awaiting skilled workers. They will be encouraged to explore these options through elective courses.

One on one coaching and mentoring is critical to open their eyes to opportunity and hope. Most students have no idea what careers are in high demand, what they pay, what the work looks like, and how they access these jobs. The student will make the decision on where they want to go but the point is they need more guidance, accountability, and mentorship.

The initial phase will also include catching them up on performance deficiencies and giving them a reason to apply themselves. They will see an avenue for a better future. FCCA builds upon this in later years with actual internships in their area of interest. We will do this outside the classroom for a percentage of their school time with our business partners. We anticipate funding

from employers to pay students for their internship time while in school or a fund awaiting them when they graduate. We will accomplish this because many businesses have an economic incentive for skilled workers.

There are three categories of work-study partnerships that will be pursued:

- 1.) Partnership with specific industries, unions and colleges that have their training programs that the students can participate in like the do Dual Enrollment college programs;
- 2.) Partnerships with government agencies like police, fire, EMT, etc that would offer school to work experiences of their own design; and
- 3.) Partnering with individual employers, both large and small, that are interested in offering work study internships.

Participating employers, regardless of size, would be expected to provide, at minimum: (1) exposure to potential occupations; (2) occupational training and counseling; (3) a paid work-study internship; and (4) an introduction to the expectations of an employee in that business and coaching on how to be successful and advance in the career.. The most important goal of any program is to offer more students a direct pathway to real employment, but such programs should also aim to introduce an increasing number of students to the real work world while keeping them safe and surrounding them with role models.

Administrators should match work-study partnerships with students' interests and career aspirations, in order to keep them engaged. Work-study would become a permanent part of the school schedule and staffing model, allowing the program to scale in the future. Success and long-term sustainability depend on the ability of participating businesses to effectively design and manage their internships and to enroll students in existing programs, if available.

FCCA's partnership with the Boys and Girls Clubs of Dane County and the Workforce Development Center help provide the needed student supports to ensure broad participation and long-term sustainability. While FCCA shall screen students and coordinate transportation, it can remain budget-neutral by reallocating existing resources.

Charitable grants, grants provided by the federal government, and available tax incentives may also overcome any short-term funding needs to ensure budget neutrality. FCCA will apply for private grants from participating industries or

those offered by groups like Bloomberg Philanthropies which funded a \$20 million program for high schools in Philadelphia in partnership with a local hospital.

For the most part, however, the long-term sustainability of these programs will require careful reprogramming of existing school resources as well as financial support from work-study partners.

The McKenzie Regional Workforce Center (MRWC) is a proven successful model. It opened in July 2023 as a partnership between the Boys and Girls Clubs of Dane County and the Madison Area Builders Association to expose and train young people in the skilled construction trades. MRWC has established numerous business and community partnerships that will have direct application to FCCA..

MRWC is open to everyone and has a particular focus on expanding the workforce to women and people of color – groups that have not traditionally been a major part of the trades. Many of these young people come from low-income families, yet they are putting in time and effort in the evenings, on weekends and during summers at the MRWC because they see a direct opportunity to improve their future and income potential.

2) Financial literacy:

Traditional public schools offer little education in what it takes to manage finances, avoid debt traps, build wealth, and opportunities in entrepreneurship. Sadly, too many people are unprepared to manage their finances, save and invest, and build wealth for their future. There is a substantial [racial wealth gap](#) in this country. The typical white American family has roughly 10 times as much wealth as the typical African American or Latino family.

The Wisconsin Standards for Personal Financial Literacy are divided into six strands: Financial Mindset; Education and Employment; Money Management; Saving and Investing; Credit and Debt; and Risk Management and Insurance. Page 3 of our original application highlights the fact that this curriculum will be enhanced at FCCA by the involvement of local business leaders with real experience in entrepreneurship. FCCA will teach students how to manage their finances by budgeting with a goal to save and invest 10%. We will show them the options and vehicles for investing, how compound interest works, how you build wealth and why, and how you can build your own business. They will learn the

basic skills needed to leverage the income they can expect from the career they select. FCCA will bring in business leaders and entrepreneurs to help the students to picture for themselves what success will look like. An absence of business role models in certain neighborhoods makes it harder for students to be able to picture this on their own without the extraordinary financial literacy education FCCA offers.

3) Physical and emotional health:

Physical and emotional health are critical to living a long, successful life and critical to our society and economy. This country is facing a crisis in both. These numbers are even more drastic for people in poverty. For example, one analysis found that diabetes in the U.S. is most prevalent in American Indian and Alaska Native adults at 13.6%, followed by Black populations at 12.1%, Hispanic populations at 11.7%, Asian populations at 9.1% and White populations at 6.9%. However, non-White patients are less likely to receive newer, higher cost drugs and diabetic technology. Black patients with diabetes experience hospitalization rates more than 2.5 times higher than those for White patients.

FCCA will comply with Child Find, the legal requirement that ensures children with disabilities are identified and evaluated, and that they receive a free and appropriate public education (FAPE). An individual education plan (IEP) will be created as part of the Child Find process at FCCA to address a student's disability and needs.

FCCA will do a deep dive into nutrition and physical exercise and why they are important. Young people need to understand the difference between highly processed and natural foods and what they do to their body. We need to counter the marketing of unhealthy foods with information so young people can make informed choices. We will expose students to the various forms of physical exercise and what it does for you. We anticipate incorporating more exercise during the school day.

Students will learn about mental health in a much deeper way than traditional schools. They will develop skills in stress management, mindfulness, conflict resolution, and meditation.

FCCA will deal substantively with drug and alcohol use and specifically what happens in their interaction with the brain, body and general health. Students will learn from a neuroscience perspective how these toxins work. Just like with food choices, students need to be armed with the latest science so they can make truly informed choices.

The FCCA curriculum will go more deeply into the study of emotional health. Nearly half of all adolescents report experiencing a mental health issue. Statistics are worse for low-income young people. FCCA students will benefit from pre-stress management, conflict resolution, communication skills and mindfulness with a goal of achieving a balanced consciousness. They will learn from a neuroscience perspective the cumulative corrosive impact of drugs and alcohol on the brain and the long-term consequences of lifestyle choices. FCCA will provide the necessary information for the student to make informed choices.

FCCA will do a deep dive into nutrition and physical exercise and why they are important. Young people need to understand the difference between highly processed and natural foods and what they do to their body. We need to counter the marketing of unhealthy foods with information so young people can make informed choices. We will expose students to the various forms of physical exercise and what it does for you. We anticipate incorporating more exercise during the school day because FCCA believes it enhances focus, diffuses negative energy and promotes good habits. FCCA will help its students find forms of exercise that are comfortable and work for them.

4) Civics:

Once a student is prepared with good career direction, financial skill, and physical and emotional awareness, the final important component in their success and that of society is engagement with community. We see this as another area that is suffering in America. Young people need to be aware of real authentic news. Too much critical information about current events and issues is condensed into brief sound bites or distorted by biased media. Too often people have become disengaged from critical events around them or are making decisions without accurate information. We intend to wake students up to the important events around them, pay attention, encourage them to get involved, and vote.

FCCA will discuss current events that impact and interest our students. We will help them understand the founding principles of our country's system, how it works, important values, and how to make change when inequalities or injustices exist. Finally, we want to establish the value in giving back to the community through volunteer work and philanthropy. Our democracy will only work properly when citizens are informed, participate and give back.

As a part of the Civics curriculum, each Senior student will adopt a Freshman student to mentor. This will provide the Freshman with an inside look at their future and help them visualize a career or higher education and the steps that lie ahead. For the Senior, it will be a leadership experience and an opportunity to show how to give back to others.

- Reference any research that underpins the beliefs, values and, instructional theory

McKenzie Regional Workforce Center (MRWC):

Last year in July after raising \$31,000,000; this 20,000 sf facility was opened in partnership with the Boys and Girls Clubs of Dane County and the Madison Area Builders Association. The primary mission is to expose young people to the opportunities in skilled construction trades and to teach financial literacy, wealth building, and entrepreneurship. The concept was so successfully received that the national organizations of our partners, Boys and Girls Clubs of America and the National Association of Homebuilders, adopted it as a national partnership after the Ford Foundation did a positive case study. The idea is now in 30 cities across the United States and is expanding.

The majority of MRWC participants come from disadvantaged circumstances. MRWC has been amazed to see these young people show up after school, on weekends, and during summer vacation. These are many of the same students who are underperforming in their schools. One individual had failed in math until he learned that he needed math for the concrete job he liked. Suddenly, he took an interest in and became proficient in math. We are experiencing at the MRWC the power in establishing hope in these young people and how that simple idea creates motivation.

FCCA's "College & Career" model will be unique to Madison. Nationally, as of the 2020–21 school year, some 8.3 million high school students in the U.S. were participating in college and career school programs, up from 7.5 million the previous year, according to the U.S. Department of Education. This growing national approach is helping to boost high school graduation rates and prepare students for well-paying jobs.

FCCA will tighten the link between education and the workforce. The goal is not simply to place students in jobs with industry partners but to make the most of students' abilities and provide them with important skills. Many students may go on to a 4-year college and others may earn an associate's degree—but even those who don't are still better prepared for adulthood than the traditional student.

FCCA students will have the opportunity to participate in work study electives in a position suited to their interests. Work-Study opportunities will be offered in a wide number of fields including the trades, first responders, medical accounting, communications, engineering, human resources, legal, medical, and tax services and perform a wide range of responsibilities on the job, such as data entry, Spanish–English translation services, IT support, and computer-based tasks.

The school will be modeled after Cristo Rey which offers work study to all their students. There are 40 Cristo Rey schools nationally. The students are overwhelmingly minority and low income and student outcomes far exceed those of their demographic peers. Students who opt not to pursue a bachelor's degree are nonetheless able to gain skills, earn compensation, and obtain long-term opportunities in the private sector. While the school is college-focused and has a parochial focus, it is the work internship element of Cristo Rey FCCA is replicating.

<https://www.cristoreynetwork.org/impact/results>

Benefits of paid internships for college students

<https://stradaeducation.org/wp-content/uploads/2022/03/031522-PV-report.pdf>

- Include high-level summary of the school's beliefs and values around family and community engagement

Engaging families and community effectively is crucial for the success of any school. Our plan aims to utilize best practices to support parent engagement and ensure that they are involved with the school every step of the way.

The School Governance Council, defined in more detail in the following section, is the best exemplar of this philosophy and commitment.

By implementing best practices, our school can build strong, positive relationships with community and families, creating a supportive and collaborative educational environment.

II. Governance Council and Leadership Structure

A. Governance Council

Consider and explain:

- Membership including number of members, roles (staff, parent, community members), etc.
- Leadership positions on council and function of each
- Term for members and selection process for filling vacancies
- Role/Authority of the Council
- Functioning of Council including meeting schedule and committee structure
- Interaction between Council and School Leadership, including systems for communication

and information exchange, including staff input into Council decisions

- Council's process for collaborating and engaging with the school, families, students and

MMSD central office, including family participation including Council decisions

The proposed school leadership council aims to create a collaborative decision-making body that enhances the effectiveness and responsiveness of school management. The membership structure and the roles of different stakeholders:

Membership Structure

1. Parents – 4. Elected through a general election among the parent body. Efforts will be made to ensure representation from different grades, socio-economic backgrounds, and ethnic groups.

2. Staff Members:

- Teachers – 2. Elected by their peers.
- Non-teaching Staff - 1: Representative from support staff to ensure all perspectives within the school are considered. Elected by their peers.

3. FCCA Board Members – 5. To be appointed by the FCCA Board Chair.

Community Members - 3: To include Local Business Leaders, Non-Profit Representatives, MMSD representation and Community Leaders.

4. School Administration - Principal will serve as ex-officio member, providing critical communication conduit and insights and ensuring alignment with the school's operational and educational goals.

5. Students – 2. Student Representatives will be included to provide a youth perspective. Elected by peers.

Roles and Responsibilities

- Parents & Students:
 - Advisory Role: Offer insights into the needs and concerns of families, ensuring that the school's policies and practices are family-friendly and conducive to student success.
 - Decision-Making: Participate in decisions on budget allocation, curriculum development, and extracurricular activities.
 - Communication: Act as liaisons between the school and the broader parent & student community, facilitating transparent and effective communication.
- Staff & Community Members
 - Policy Development: Contribute to the development of educational policies, disciplinary guidelines, and instructional strategies.
 - Professional Development: Advocate for professional development opportunities and support for teachers and staff.

- Operational Insights: Provide a ground-level perspective on the day-to-day operations and suggest practical improvements.

- Copy of the year Scope and Sequence of School Leadership meetings, including topics to be discussed.

A typical Scope & Sequence would be:

August	• Elect officers and members & hold annual retreat
September	• Review EOY student success data from previous year
October	• Review key metrics of student success from State Report Card, enrollment, retention.
November	• Review key metrics of student success, focusing on staff retention & post-graduation planning.
December	• Review key metrics of school & student success, focusing on results from climate survey.
January	• Conduct mid-year review of budget to date and key student success goals
February	• Review key metrics of student success, focusing on student & staff attendance.
March	• Review key metrics of student success, focusing on behavior data, suspensions & expulsions.
April	• Review key metrics of student success, focusing on budget, recruitment of new students & staff for next academic year.
May	• Review key metrics of student success, focusing on returning student & staff retention rates for next academic year.
June	• Support school leader and academic leadership in planning for next year as appropriate

B. Leadership Structure

Consider and explain:

- School Leadership Team structure, membership and responsibilities
- Process for staff input into school leadership team decisions

- Process for family participation in the school leadership team decisions

1. Principal:

- Role: Chief administrator and leader of the school.
- Responsibilities: Overall school management, strategic planning, instructional leadership, staff evaluation, and student discipline.

2. Assistant Principal:

- Role: Support the principal in administrative tasks.
- Responsibilities: Overseeing specific departments (e.g., curriculum, student services), handling disciplinary issues and supporting teacher development.
- Role: Provide professional development and support to teachers, alongside Principal and Department Chairs.
- Responsibilities: Observing classrooms, offering feedback, and helping implement new teaching strategies.

3. Department Chairs:

- Role: Teacher leaders of specific academic or administrative departments.
- Responsibilities: Curriculum development, teacher support, and resource management within their department.

4. Counselors:

- Role: Provide academic, career, and emotional guidance to students.
- Responsibilities: Student scheduling, college and career planning, and personal counseling.

5. Special Education Chair:

- Role: Oversee special education programs and services.
- Responsibilities: Ensuring compliance with IEPs, supporting special education teachers, and coordinating with parents.

6. Administrative Support Staff:

- Role: Assist in daily operations and administrative tasks.
- Responsibilities: Managing records, communications, and office logistics.

Collaboration with the School Governance Council (SGC):

1. Shared Goals:

- Develop and align shared goals for school improvement and student success.
- Use data-driven decision-making to set priorities and measure progress.

2. Transparency:

- Maintain open communication channels between school leadership and the SGC.
- Share relevant data, plans, and outcomes to build trust and ensure transparency.

3. Inclusive Decision-Making:

- Involve the SGC in key decision-making processes, especially those affecting school policy, budget allocations, and major programs.
- Encourage input from all members to reflect diverse perspectives.

4. Joint Committees:

- Create joint committees or task forces with representatives from both school leadership and the SGC to tackle specific issues or projects.
- These committees can focus on areas like curriculum development, school safety, or community engagement.

5. Professional Development:

- Offer training and development opportunities for SGC members to better understand school operations, educational policies, and effective governance practices.
- Encourage mutual learning experiences between school leaders and SGC members.

6. Community Engagement:

- Collaborate on initiatives to increase community involvement and support.
- Host events, workshops, and forums to engage parents and community members in the educational process.

7. Feedback Mechanisms:

- Establish regular feedback mechanisms to gather input from teachers, students, and parents.
- Use this feedback to inform decisions and improve school practices.

This collaborative approach ensures that both school leadership and the governance council work together effectively to create a supportive and high-performing educational environment.

III. Student Body/Demographics

A. Student Body/Demographics

Consider and explain:

- Average Annual Enrollment expected by grade level and proposed attendance area for term of the charter contract

FCCA plans to open in the Fall of 2026 with 150 9th graders enrolled. FCCA will then add an additional class of 150 9th graders each year for the next 3 years as it grows into a 9-12th grade school.

FCCA plans to begin serving high school students from the MMSD service area. FCCA does not plan to enroll any students via Open Enrollment unless a current student moves outside of MMSD during HS and wants to continue at FCCA.

- Student demographics anticipated for the term of the charter contract, including racial/ethnic diversity, socioeconomic status, special education status (by disability area), advanced learner status and ELL status (by home language and ACCESS score)

FCCA will use a blind admission policy as defined below, so is unable to clearly define what the demographics of the student body will be but assume that it will be reflective of the other smaller, non-traditional HS's in MMSD.

- Student recruitment strategy

FCCA will recruit applicants from the McKenzie Regional Workforce Program, from the B&G Clubs, from participants in the Middle School AVID program and through traditional advertising including radio ads, mailers and recruiting at local churches and community centers.

Recruitment for FCCA starts with its community engagement strategy. We are dedicated to collaborating closely with community members, local organizations, school district leaders, and educational institutions to ensure FCCA meets the unique needs of students and families. FCCA has a comprehensive community engagement plan designed to cultivate partnerships, gather valuable feedback, and foster a shared sense of purpose within the community. FCCA is committed to serving as a bridge for community and educational advancement in Dane County. We will prioritize accessibility, educational excellence, and a commitment to economic empowerment by incentivizing learning with stipends and career development opportunities.

FCCA will have a recruitment area co-terminus with that of MMSD.

Since FCCA will use a blind admissions policy, it is unable to clearly define the demographics of the student body at this time. It will not utilize the MMSD Lottery system, though MMSD will be notified of students enrolling in FCCA through Infinite Campus.

The community outreach strategy of FCCA and its partnership with BGCDC will help ensure that the targeted demographics of students are met. This will include having open houses with existing community organization where students and their families have connections, including Community Centers and Recreational Facilities, Local Libraries, School Auditoriums and Cafeterias, Higher Education Institutions, Places of Worship and Local Non-Profit and Organizational Spaces.

- Lottery/Student Selection Process, including process for back-filling seats when students leave

A lottery system will be used by FCCA when the number of applicants during a defined open enrollment period exceeds the number of seats available.

- (a) After the defined 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.
- (b) All applications will be randomly assigned a number, and then numbers will be drawn from a container to determine placement order, beginning with 9th grade.
- (c) Siblings of currently enrolled students and children of employees get priority placement.
- (d) 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.
- (e) Drawing will continue until all slots are filled and a waiting list order is determined.
- (f) The selection meeting is open to the public.
- (g) 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.
- (h) After the defined 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.

FCCA will back fill in grades 10 & 11 for any attrition that occurs using the same lottery process as defined above. FCCA will not backfill in 12th grade but will add additional 9-11th grade students above 150 to meet enrollment benchmark of 600 students.

IV. School Data

A. Student Academic Achievement Goals

Consider and explain:

- State the student academic achievement goals using the state and district required summative assessments included in the school's assessment plan broken down by race/ethnicity, gender, special education status, ELL status, and advanced learner status, including measures of proficiency and growth

The goals for FCCA are:

- A. FCCA will be at least 98% enrolled through its first 5 years of growth and expansion. The targeted enrollment goals are:
 - a. 2026-27: 150 students (9th grade); 98% = 147
 - b. 2027-28: 300 students (9th & 10th grade); 98% = 294
 - c. 2028-29: 450 students (9th – 11th grade); 98% = 441
 - d. 2029-30: 600 students (9th – 12th grade); 98% = 588
 - e. 2030-31: 600 students (9th – 12th grade); 98% = 588
- B. FCCA will be at or lower than the K-12 MMSD average for Chronic Absenteeism (CA).
 - a. In 2022-23, the K-12 MMSD average for CA was 35.4 (DPI WISEDash).
 - b. In 2022-23, the 9-12 MMSD average for CA was 44.8 (DPI WISEDash).
 - c. In 2022-23, the 9-12 MMSD average CA for Black students was 62.0 (DPI WISEDash).
 - d. In 2022-23, the 9-12 MMSD average CA for Latino students was 52.6 (DPI WISEDash).
- C. FCCA will exceed the MMSD four-year cohort graduation rate.
 - a. In 2022-23, the MMSD 4-year graduation rate was 88% (up 2% from 2021-22) according to the MMSD Annual Report.
 - b. In 2021-22 (State data lags 1 year behind), the MMSD 4-year graduation rate for Black students was 75% according to the MMSD State Report Card.
 - c. In 2021-22, the MMSD 4-year graduation rate for Latino students was 82% according to the MMSD State Report Card.
- D. FCCA will exceed the MMSD meeting proficiency rate on the ACT test by 15% for Black, Latino and low-income students.
 - a. In 2023-24, the MMSD Math ACT proficiency rates were 4%, 5% and 8% for Black, Latino and low-Income students.
 - b. In 2023-24, the MMSD Reading ACT proficiency rates were 7%, 12% and 15% for Black, Latino and low-Income students.

- Describe the continuous improvement process to be used at the school, classroom, and student level based on the end-of-year data

B. Student Access to Opportunities Goals

Consider and explain:

- Goals for student access to world language instruction including consideration of opportunities and student participation by race/ethnicity, gender, special education status, ELL status, and advanced learner status for the term of the contract

FCCA will work to ensure that enrollment in world language courses reflects the demographic diversity of the student body, aiming for at least 80% representation across race/ethnicity, gender, special education status, ELL status, and advanced learner status.

- Goals for student access to fine arts courses and/or programming including art, music and/or theater including consideration of the opportunities and student participation data by race/ethnicity, gender, special education status, ELL status, and advanced learner status for the term of the contract

FCCA will increase participation in extracurricular activities, with a focus on ensuring that participation data reflects diversity across race/ethnicity, gender, special education status, ELL status, and advanced learner status.

- Goals for student access to extra-curricular and after school opportunities including consideration of the opportunities and student participation data by race/ethnicity, gender, special education status, ELL status, and advanced learner status for the term of the contract

In addition to more traditional offerings like athletics and fine arts, FCCA will offer after-school/extended day programs that cater to student career interests and ensure these programs are accessible to students from all backgrounds, including

those with special needs and ELL students. All students will take advantage of the work-study opportunities that are so essential to the curriculum model.

The work-study program will be an integral part of the life and rhythm of the school. Every student will have an opportunity to participate in work-study electives. The school arranges each student's work-study assignments with a wide variety of private-sector corporate and professional partners to ensure a good fit for both the student and the employer. All students will participate in work study opportunities

- Process for making continuous improvement efforts at the school, classroom, and student level based on the end-of-year data

By employing a data-driven approach, this School Improvement Plan aims to create a dynamic roadmap for addressing the needs of our students and fostering a strong, inclusive school community. Engaging all stakeholders in the improvement process ensures that we remain responsive to the diverse needs of our student body. The structured planning process will enable the school to adapt its strategies as necessary, ultimately leading to improved educational outcomes and equitable access to opportunities for all students. Through this commitment to continuous improvement, we aspire to enhance both academic performance and the overall school experience for our students and families, thereby reinforcing our mission to provide a high-quality education in a supportive and engaging environment.

C. Other Goals

- If the proposed school has other goals (i.e. attendance, behavior, climate, etc.) above the district average or aligned to the instructional design, please include them here

As stated earlier in proposal, other goals for FCCA are:

- A. FCCA will be at least 98% enrolled through its first 5 years of growth and expansion. The targeted enrollment goals are:
 - a. 2026-27: 150 students (9th grade); 98% = 147
 - b. 2027-28: 300 students (9th & 10th grade); 98% = 294
 - c. 2028-29: 450 students (9th – 11th grade); 98% = 441

- d. 2029-30: 600 students (9th – 12th grade); 98% = 588
- e. 2030-31: 600 students (9th – 12th grade); 98% = 588
- B. FCCA will be at or lower than the K-12 MMSD average for Chronic Absenteeism (CA).
 - a. In 2022-23, the K-12 MMSD average for CA was 35.4 (DPI WISEDash).
 - b. In 2022-23, the 9-12 MMSD average for CA was 44.8 (DPI WISEDash).
 - c. In 2022-23, the 9-12 MMSD average CA for Black students was 62.0 (DPI WISEDash).
 - d. In 2022-23, the 9-12 MMSD average CA for Latino students was 52.6 (DPI WISEDash).

V. School Improvement Planning

A. School Improvement Planning Processes

Consider and explain:

- The school's process and template document to ensure school improvement planning year to year

The School Improvement Plan for our charter school outlines a structured annual planning process aimed at enhancing student achievement and fostering a positive learning environment. This process begins with a thorough data review at the end of each academic year, where faculty and administration analyze key performance indicators such as standardized test scores, attendance rates, and extracurricular participation to identify strengths and areas for improvement. Engaging stakeholders—teachers, parents, and community members—in discussions about the data ensures a comprehensive understanding of challenges and opportunities for growth. Based on this analysis and input, the school will set specific, measurable, achievable, relevant, and time-bound (SMART) goals for the upcoming year, aligning them with the school's mission. An actionable plan will detail strategies, designate responsible parties, outline needed resources, and establish timelines for achieving these goals. To facilitate ongoing progress monitoring, a system will be implemented that allows for necessary adjustments throughout the year.

FCCA will utilize a standardized template for documenting its improvement plan, which includes sections for the school overview, clearly stated goals, data analysis, specific action steps, responsibilities, timelines, and evaluation metrics. Evaluation tools will include state standardized assessments to gauge performance in core subjects, benchmark assessments for ongoing monitoring, annual surveys for stakeholders to gather feedback, and attendance records to identify trends.

Each year a template like this will be developed with the Priorities that have been identified for the upcoming school year based on outcomes and data from the previous year.

School Priorities	Priority Stated	Priority Lead Person/Committee	SGC Role	School Leader Role	Metric <i>What does success look like?</i>	Q1 Metric	Q1 Update	Q2 Metric	Q2 Update	Q3 Metric	Q3 Update	Q4 Metric	Q4 Update
Priority 1													
Priority 2													
Priority 3													
Priority 4													

- Attach copies of the School’s academic accountability plans for the term of the current charter contract, which, minimally, include measurable student performance goals stated in section IV

See bullet above.

- Identify the evaluation tools used to measure these outcomes

Evaluation tools will include state standardized assessments to gauge performance in core subjects, WISEDash for tracking Chronic Absenteeism and graduation rates, benchmark assessments for ongoing monitoring, annual surveys for stakeholders to gather feedback, and attendance records to identify trends.

- Explain the School’s professional development plans for the term of the current contract

Professional development is crucial to achieving the goals outlined in the improvement plan. The school will implement a comprehensive professional development strategy, beginning with an annual needs assessment to identify professional development priorities based on teacher performance, student data, and stakeholder feedback. Training opportunities will encompass a variety of topics, including differentiated instruction, data-driven assessment strategies, classroom management, social-emotional learning, and technology integration in teaching. A mentorship program will pair experienced educators with new teachers, providing ongoing support for professional growth. Furthermore, the effectiveness of professional development initiatives will be evaluated through participant feedback and observed changes in teaching practices and student outcomes.

VI. Family Engagement

A. Family Engagement

Consider and explain:

- Strategies for family engagement, include any scope and sequence documents supporting professional development that supports these strategies

Engaging families and effectively is crucial for the success of any school. Our plan aims to utilize best practices to support parent engagement and ensure that they are involved with the school every step of the way. Our plan includes the following steps.

1. Establish Clear Communication Channels

- Regular Updates: Send out newsletters, emails, and updates on school events, policies, and student progress.
- Accessible Platforms: Use user-friendly communication platforms like school websites, apps, and social media to keep families informed and engaged.

2. Create a Welcoming Environment

- Open Door Policy: Encourage families to visit the school, meet the staff, and participate in classroom activities.
- Friendly Staff: Train staff to be approachable and welcoming to families, ensuring they feel comfortable and valued.

3. Organize Regular Events

- Parent-Teacher Conferences: Schedule quarterly conferences to discuss student progress and address any concerns.
- Workshops and Seminars: Offer quarterly workshops on topics such as parenting skills, helping with homework, and understanding the curriculum.

4. Encourage Volunteering

- Classroom Helpers: Invite families to assist with classroom activities, field trips, and school events.
- School Governance Council: The school governance council will be a balanced and inclusive body, leveraging the unique perspectives and expertise of parents, staff, and community members. This structure aims to foster a collaborative environment that enhances educational outcomes, promotes transparency, and ensures that the school meets the needs of all its stakeholders. 4 parents will be elected each year to serve on this team.

5. Personalize Interactions

- Know the Families: Take the time to learn the names and preferences of families. Personal touches can make families feel more connected to the school.

- Individual Meetings: Offer one-on-one meetings with teachers and school leaders to discuss specific concerns or ideas.
6. Use Technology to Connect
 - Online Portals: Implement an online portal where families can access grades, attendance records, and school announcements.
 - Virtual Meetings: Use video conferencing tools for parent meetings, making it easier for working families to participate.
 7. Provide Multilingual Support
 - Translation Services: Ensure that non-English speaking families have access to translated materials and interpretation services during meetings.
 - Cultural Sensitivity: Be aware of cultural differences and ensure that all families feel respected and included.
 8. Foster a Community Spirit
 - Social Events: Host events such as family picnics, sports days, and cultural festivals to build a sense of community.
 - Networking Opportunities: Create opportunities for families to meet and network with each other, fostering support networks.
 9. Solicit Feedback
 - Surveys: Bi-yearly ask families for feedback on school policies, communication methods, and overall satisfaction.
 - Suggestion Box: Provide a suggestion box for families to share their ideas and concerns anonymously.
 10. Celebrate Successes Together
 - Student Achievements: Recognize and celebrate student achievements with families, whether through awards ceremonies, newsletters, or social media.
 - School Milestones: Share the school's accomplishments and milestones with the parent community, fostering a sense of pride and partnership.

By implementing these best practices, our school can build strong, positive relationships with families, creating a supportive and collaborative educational environment.

- Any school requirements for families to participate in the school

The only mandatory requirement for FCCA families will be participation in quarterly conferences to celebrate student successes and coordinate for the next best steps on pathways to success.

- Practices for student progress reporting to families

Progress reporting will take place 24/7 through on-line access for families to student progress updates and messaging from school staff on everything from attendance to school work.

Phone calls and in-person or video meetings will take place as needed and quarterly conferences will be required for all families to connect with staff.

VII. Curriculum, Instruction & Assessment

A. Curriculum

Consider and explain:

- Describe the courses offered and curriculum and instructional materials within each course,
and state if it is in alignment to curriculum state standards

Math

- **Algebra 1:** This course is aligned to the Wisconsin State Standards for Math and focuses on essential algebraic concepts such as linear equations, inequalities, and systems; linear, quadratic, and exponential functions; and statistics. The primary curriculum resource for this course is *Illustrative Math: Algebra 1*.
- **Geometry:** This course is aligned to the Wisconsin State Standards for Math, and focuses on essential geometry concepts such as congruence, trigonometry, circles, geometric equations, and modeling. The primary curriculum resource for this course is *Illustrative Math: Geometry*.
- **Algebra 2:** This course is aligned to the Wisconsin State Standards for Math and focuses on advanced algebraic concepts such as sequences; exponential, rational, polynomial, and trigonometric functions; complex numbers; and statistics. The primary curriculum resource for this course is *Illustrative Math: Algebra 2*.
- **Advanced Math Course (Precalculus/Calculus/AP Calculus/PLTW):** An advanced math course will be offered for Seniors who did not need to take 9th Grade Academy math in 9th grade. This course will be determined based on student interest and postsecondary plans and may include a CTE course such as Digital Electronics approved for math credit.

- **9th Grade Academy Math:** This course will be aligned to Wisconsin Standards for Math, although it will include a mix of standards from Algebra I and math standards from prior grade levels. The curriculum resources for this course will include *Illustrative Math* as well as additional supplements and teacher-designed materials.

Science

- **Biology:** This course is aligned to the Wisconsin State Standards for Science and focuses on key life science concepts and scientific practices, including cell structures and functions, matter and energy in ecosystems, heredity, and evolution. The primary curriculum resource for this course is *OpenSciEd Biology*.
- **Chemistry:** This course is aligned to the Wisconsin State Standards for Science and focuses on small-scale molecular and energy-based physical science concepts and scientific practices, including thermodynamics, structure and properties of matter, chemical reactions, and energy. The primary curriculum resource for this course is *OpenSciEd Chemistry*.
- **Physics:** This course is aligned to the Wisconsin State Standards for Science and focuses on large-scale forces and energy-based physical science concepts and scientific practices, including energy flow, forces, collisions, radiation, and astronomy. The primary curriculum resource for this course is *OpenSciEd Physics*.

Literacy

- **Overall Coherence & Direction:** For English courses, FCCA will use the Odell High School Literacy Program (“Odell”), a vertically aligned curriculum that centers complex texts and builds students’ knowledge and skill through practicing deep reading, discussion, and writing about texts. The curriculum is organized into thematic units, layering fiction and nonfiction texts to build students’ ability to navigate different text modes and genres while building rich content knowledge and vocabulary. At the beginning of each course level, students engage in a “foundational unit” to orient (or re-orient) to the routines and rigor of the curriculum and to introduce the arc of topics they will explore throughout the year. As a capstone for each grade level of Odell, students collaborate in “teams” to produce original research in an “Application Unit.” The curriculum aligns with Wisconsin State Standards for English Language Arts.

- **English I:** The arc of English I exposes students to a variety of topics, including classics like *Romeo & Juliet* (Shakespeare), *The Odyssey* (Homer), and *Animal Farm* (Orwell), as well as more modern topics and texts like a unit on “Global Food Production,” that leverages *The Omnivore's Dilemma* (Pollan). The culminating research task for English I asks students to research: *How do we feed a growing population in a viable way?*
- **English II:** Building upon the foundation of English I, English II blends timeless and often-taught texts from the second level of high school English, *Antigone* (Sophocles) and *Things Fall Apart* (Achebe), with contemporary topics and staples such as *The Immortal Life of Henrietta Lacks* (Skloot) and *Hamilton* (Miranda). The culminating task for English II requires students to generate their own research questions.
- **English III:** English III gives students a journey through the American tradition with anchor texts that include *The Great Gatsby* (Fitzgerald), *Beloved* (Morrison), and *The Warmth of Other Suns* (Wilkerson). Students also explore the topics of “Telling Stories with Film” and “The American Dream of Home Ownership.” Following the demands of English II, students continue to generate their own question for research as a capstone.
- **English IV:** English IV launches with foundational units that set the tone for the final year of high school: “How Can I Prepare for Life After High School?” or “What Does It Mean to Live a Life Well-Lived?” A perfect closing companion to the English I curriculum, English IV calls students back to Shakespeare and Orwell through their largest and most complex works: *Hamlet* and *1984*. Other texts and topics for English IV include *In the Time of the Butterflies* (Alvarez) and *Frankenstein* (Shelley). Students also explore “Community” and “Artificial Intelligence,” two topics salient for young people about to enter the world beyond high school.

Social Studies: Social Studies courses will be fully aligned to the six strands outlined in the Wisconsin Academic Standards (Inquiry, Behavioral Sciences, Economics, Geography, History and Political Sciences).

- **American History I:** American History I will cover the beginnings of America through the American Civil War and be offered to 9th graders.
- **American History II:** American History II will cover Reconstruction through contemporary American History and be offered to 10th graders.
- **Civics:** Civics will cover American Government and survey government at three key levels: federal, state, and local. It will be offered to 11th graders.

- **Social Studies Elective Options:**

- **iCivics:** iCivics is a blended learning curriculum that supports students with understanding the workings and intersections of government, law, and individuals' civic responsibilities. The goal of the program is to educate and to inspire students to become active in their own role in "our self-governing society."
- **Facing History & Ourselves:** The high school course for Facing History and Ourselves walks a unique line between socio-emotional learning (SEL) and historical learning, as it blends studying crucial, complex moments of human history with examining self, one's own identity, values, and decision-making. Facing History & Ourselves is considered the gold standard for SEL and is endorsed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and was endorsed by the Every Student Success Act (ESSA).
- **Genealogy/Families:** This elective provides students to do research on their family. They will consider their place within their family as well as the historical and geographic origins of their family members.
- **World Cultures:** This course exposes students to a variety of cultures from around the world, including various dimensions of those cultures including traditions, clothing, food, and beliefs. Emphasis on comparing cultures will help students build an understanding of how cultures complement each other.

Life Skills

- **Personal Finance** - This course is aligned to Wisconsin's State Standards for Personal Financial Literacy and focuses on the standards' 6 strands: financial mindset, education and employment, money management, saving and investing, credit and debt, and risk management and insurance. The course will be based in Philadelphia Financial Scholars curriculum and instructional materials and supplemented with additional content as necessary.
- **Character Education:** ICivics (see description above)

Wellness

- **Physical Education** - This course is aligned to Wisconsin's State Standards for Physical Education. No set curriculum will be used. PE activities will be determined by the facilities available and interests of the student body.
- **Health** - This course is aligned to Wisconsin's State Standards for Health Education. Coursework will focus on making healthy lifestyle choices, reducing health risks, disease prevention, and accessing health information and services.
- **Elective courses:** Elective courses will be offered, although exact course offerings are yet to be determined. Potential electives include art, music, drama, and Spanish. All coursework will be aligned to Wisconsin State Standards where appropriate.

- If different curriculum resources and instructional materials than made available to other

District schools, explain why the alternative curriculum was selected, and how it is intended

to impact, improve and accelerate student achievement

All curriculum resources chosen for math and ELA have been deemed high quality instructional materials (HQIM) by EdReports, a trusted and independent non-profit reviewer of instructional materials.

The Illustrative Math (IM) curriculum and materials were selected for the high school math sequence for multiple reasons. Primarily, [IM's 9-12 program received a perfect rating score from EdReports](#) in all categories: focus & coherence, rigor & mathematical practices, and usability. IM lessons reinforce key skills such as perseverance, communication, collaboration, and reasoning that aligns well with the school's overall instructional model of practical, work-based STEM learning. IM balances conceptual understanding of math with procedural fluency and application, ensuring that students understand mathematical ideas and can use them to calculate accurately and solve problems. IM comes with a comprehensive suite of physical and digital resources through Imagine Learning - resources that are especially valuable to students with gaps in knowledge or skills. These resources will play a pivotal role during the 9th Grade Academy year to improve and accelerate student achievement in math.

The OpenSciEd Science high school curriculum was chosen because it aligns with OpenSciEd’s middle school program, which is one of only two middle school science curricula to be fully green rated by EdReports. The high school curriculum is currently the only comprehensive high school science curriculum under review for alignment to standards and useability. OpenSciEd uses a phenomenon-based, student-centered approach that puts students in the roles of scientists and engineers. This instructional pedagogy equips students with the scientific knowledge necessary for success in college and career and builds the investigative and problem-solving skills they need for the work-based learning component of the school’s mission. OpenSciEd units frequently involve designing and analyzing ways to overcome real-world challenges, helping students to develop a solutions-oriented mindset crucial for academic and professional success.

The Philadelphia Financial Scholars curriculum was chosen for the Personal Finance course because it aligns with the Wisconsin State Standards for Personal Financial Literacy, and includes key topics such as budgeting, credit, insurance, and entrepreneurship. It is an activities-rich curriculum that engages students with real-world learning experiences to equip them to make sound financial decisions.

iCivics was selected as a social studies elective course because it offers an engaging blended learning approach to deepen students’ knowledge and understanding of key concepts in government and civics.

Odell was selected because of the wide range of grade-level complex texts used throughout that are paired with rich activities to foster student discourse and research. The curriculum also includes specific embedded instructional resources and strategies that support teachers to accelerate student learning (e.g., graphic organizers, text sets to build knowledge). These curriculum components will be especially helpful to teachers so that they can provide scaffolding to students and build their understanding of the content taught in each unit.

- Process for teacher development around content of curriculum and alignment of courses to mission, values, beliefs and vision

In terms of innovative teaching models, in advance of the school’s opening, teachers will engage in professional learning designed specifically around the

school's mission, values, beliefs, and vision and how they connect to chosen curricula. Academic departments will begin by working with school leaders to craft content-based visions for instruction that align with FCCA's overall mission and vision. Teachers will then participate in training to build understanding of their specific curricula, including exploring physical and digital materials and resources available to support all students. Teachers will use protocols to unpack their first units and lessons to gain a big-picture perspective on the unit as well as the curriculum's daily instructional strategies. Throughout this process of internalization, teachers will make direct connections back to their instructional visions to understand why the curriculum was chosen and how it supports the school's mission.

Once the school year has begun, teachers will meet regularly during the day in Professional Learning Communities (PLCs) to continue this process of unit and lesson preparation, as well as to analyze student work and make necessary adjustments to instruction. Teachers will be supported throughout the school year with ongoing instructional coaching from school leaders, including the school principal in Year 1 and assistant principals in the following years. In terms of the autonomy in curriculum choices and scheduling, FCCA will offer flexible scheduling that allows for block periods, extended internships, and independent study projects consistent with each student's Individualized Career Plan. The ability to adjust class schedules and curriculum delivery will be at the core of how we cater to the needs of each student, enhancing their learning experience compared to the more rigid structures in comprehensive high schools.

With regard to industry standard labs, the model for the construction industry pioneered by the McKenzie Regional Workforce Center (MRWC) will be a model. As set forth in pages 4-5 of our original application, this 20,000 square foot facility was opened in partnership with the Boys and Girls Clubs of Dane County and the Madison Area Builders Association. The primary mission is to expose young people to the opportunities in skilled construction trades and to teach financial literacy, wealth building, and entrepreneurship. The concept was so successfully received that the national organizations of our partners, Boys and Girls Clubs of America and the National Association of Homebuilders, adopted it as a national partnership after the Ford Foundation did a positive case study. The idea is now in 30 cities across the United States and is expanding.

FCCA will tighten the link between education and the workforce. The goal is not simply to place students in jobs with industry partners but to make the most of students' abilities and provide them with important skills. Many students may go on to a 4-year college and others may earn an associate's degree—but even those who do not are still better prepared for adulthood than the traditional student. FCCA students will have the opportunity to participate in work study electives in a position suited to their interests. Work-Study opportunities will be offered in a wide number of fields including the trades, first responders, medical accounting, communications, engineering, human resources, legal, medical, and tax services and perform a wide range of responsibilities on the job, such as data entry, Spanish–English translation services, IT support, and computer-based tasks.

FCCA will learn from the Cristo Rey which offers work study to all their students. There are 40 Cristo Rey schools nationally. The students are overwhelmingly students from minority and low-income backgrounds and their outcomes far exceed those of their demographic peers. For students who opt not to pursue a college degree are nonetheless able to gain skills, earn compensation, and obtain long-term opportunities in the private sector.

Ideally, in advance of the school's opening, teachers will engage in professional learning designed specifically around the school's mission, values, beliefs, and vision and how they connect to chosen curricula. Academic departments will begin by working with school leaders to craft content-based visions for instruction that align with FCCA's overall mission and vision. Teachers will then participate in training to build understanding of their specific curricula, including exploring physical and digital materials and resources available to support all students. Teachers will use protocols to unpack their first units and lessons to gain a big-picture perspective on the unit as well as the curriculum's daily instructional strategies. Throughout this process of internalization, teachers will make direct connections back to their instructional visions to understand why the curriculum was chosen and how it supports the school's mission. Once the school year has begun, teachers will meet regularly during the day in Professional Learning Communities (PLCs) to continue this process of unit and lesson preparation, as well as to analyze student work and make necessary adjustments to instruction. Teachers will be supported throughout the school year with ongoing instructional coaching from school leaders, including the school principal in Year 1 and assistant principals in the following years.

- Curriculum development and planning structures, including teacher teaming and horizontal and vertical alignment

Most courses will use externally developed high quality instructional materials (HQIM), limiting the need for time dedicated to curriculum development, and allowing teachers to focus on instructional preparation. Because the school will grow one grade level at a time, planning structures and teacher teams will need to be flexible to accommodate a growing staff and student body. In Year 1, the core academic team will consist of 8 teachers (two each in math, English science, and social studies). As a new school, it will be essential for these teachers to meet both for content-based planning and in grade-level teams to make horizontal cross-curricular connections, address student concerns, and respond to the emergent challenges inherent to a new school. Because the 9th Grade Academy courses in math and ELA are designed to directly support core content classes, it will be vital for the math and science teachers (who are teaching the math 9th Grade Academy) and for ELA and social studies teachers (who are teaching the ELA 9th Grade Academy) to meet and discuss student needs and alignment between the courses. To accommodate these content-based and grade-level meetings, the master schedule will include common planning for each content area, and time during student lunch when grade-level teachers can meet. In subsequent years, the master schedule will be constructed to provide time for content-based PLCs that will support HQIM-based planning and vertical alignment. Grade-level teams will continue to meet, with scheduling priority given to new grade levels and teachers who are using curricula for the first time. School leaders will be responsible for initially developing the culture, protocols, and processes for these PLCs. As the school grows, teacher leaders will be identified to lead these meetings to support effective instructional planning.

- Process for assessing effectiveness of curriculum, modifying and improving curriculum

Curriculum effectiveness will be gauged using several metrics, including both implementation data (how well the curriculum is being taught) and student outcome data (how well students are learning). Implementation data will largely be measured through regular classroom walkthroughs and observations using a

content-specific instructional practice guide. Data from this observation tool will be used to track how well curricula and standards are being taught, as well as the instructional strategies that teachers are using to support student learning. This data will also be used to provide feedback to teachers for improving curriculum implementation and individual instruction, as well as to identify areas within each curriculum that require modification and improvement. Student outcome data will be collected through common assessments for each course. These benchmark assessments may include unit tests from the curricula themselves, and/or items drawn from the PreACT Secure or ACT practice tests. Data from these assessments will be used to track and support student learning, as well as to identify areas where curricula can be improved. Teachers will use PLC time throughout the school year to analyze these data in order to make continuous real-time adjustments to curriculum and instruction.

In addition to data collected directly from instruction and assessment, feedback on the curriculum will be solicited from various school stakeholders including students, parents, and teachers through surveys and focus groups. This will provide information necessary to adjust the curriculum to better meet the needs of students and improve alignment to the school's mission and vision.

B. Instructional Design

Consider and explain:

- The “Model of Instruction” proposal and an explanation of why such model was selected and

How it is intended to impact, improve and accelerate student achievement

FCCA's instructional model is built on three key pillars: rigorous, STEM-focused coursework; Freshman 9th Grade Academy to address learning gaps in math and ELA; and work-based internships. These components support and reinforce one another to strengthen the overall school model.

The school's STEM focus aligns with FCCA's mission to better prepare students for college and career. The number of STEM-based jobs is increasing at a rapid pace. This emphasis on STEM instruction will better prepare students for higher education and the job market, providing them with both relevant content

knowledge, as well as critical skills such as creativity, computational thinking, problem-solving, communication, and collaboration. Using HQIM for this coursework will ensure that students receive instruction that puts them on a pathway for postsecondary success.

The 9th Grade Academy is designed to accelerate student achievement by providing targeted instruction to address specific gaps in prior learning. This approach will not only help students to “catch up” who have fallen behind, it will also allow math and English teachers in students’ core classes to focus on grade-level content.

FCCA’s work-study program was chosen as a way to directly connect students with meaningful, well-paying careers. These paid internships will provide students with a bridge between their high school lives and potential futures, building motivation for their academic coursework and exposing them to

- Provide a direct link to underlying research and available examples of implementation elsewhere in another school district

Math 9th Grade Academy: [Intensive Math Instruction and Educational Attainment: Long-Run Impacts of Double-Dose Algebra](#). This research documents the “...substantial positive impacts of double-dose algebra on credits earned, test scores, high school graduation and college enrollment rates.” As described in the study from Chicago Public Schools, “The first math course, regular algebra, consisted mostly of class lectures. The second math course, algebra with support or algebra problem solving, focused on building math skills that students lacked.”

Access to grade-level content [The Opportunity Myth](#). This research describes the importance of grade-level appropriate instruction: “In classrooms where students had greater access to grade-appropriate assignments, they gained nearly two months of additional learning compared to their peers.”

Work-study internships. [High School Internships: Utilizing a Community Cultural Wealth Framework to Support Career Preparation and College-Going Among Low-Income Students of Color](#). This research describes the positive impacts of work-based internships for high school students, including positive correlations

between internship participation and college and career readiness. Outcomes included increased sense of responsibility, improved time management skills, and increased knowledge and understanding of future careers and pathways.

- Expectations regarding implementation of instructional strategies

In Year 1, the critical components of the instructional model will be the Freshman math and ELA 9th Grade Academy, and core academic instruction. Teachers will be expected to lead instruction using their HQIM with integrity to ensure that students engage with high quality, grade-level lessons. 9th Grade Academy courses will be used to accelerate learning for students who have knowledge and skill gaps, with progress closely monitored to track growth.

These expectations will continue for new courses in subsequent years. As teachers become more familiar with instructional materials in Years 2 and beyond, they will be expected to customize and adapt materials to meet the needs of students without compromising the rigor and integrity of the content.

In Years 3 and 4, when students begin engaging with their internships, teachers will be expected to make connections within their curricula to students' experiences outside the classroom, to build relevance and support the work-study relationship.

- Master schedule that supports model of instruction and prioritizes instructional time

Sample Year 1 Master Schedule based on 55-minute periods and 5-minute class changes, apart from student lunch, which is 45 minutes.

Teacher	Homeroom	Period 1	Period 2	Period 3	Lunch (student)	Period 4	Period 5	Period 6
	8:00 - 8:10	8:15 - 9:10	9:15 - 10:10	10:15 - 11:10	11:15 - 12:00	12:05 - 1:00	1:05 - 2:00	2:05 - 3:00
ELA 1	HR	English	Plannin	English	Grade-	ELA	Lunch	English

		I	g	I	level team meetin g	9th Grade Acade my		I
ELA 2	HR	English I	Plannin g	English I	Grade- level team meetin g	Lunch	English I	ELA 9th Grade Acade my
Math 1	HR	Math 9th Grade Acade my	Algebr a I	Lunch	Grade- level team meetin g	Algebr a I	Plannin g	Algebr a I
Math 2	HR	Algebr a I	Math 9th Grade Acade my	Lunch	Grade- level team meetin g	Algebr a I	Plannin g	Algebr a I
Scienc e 1	HR	Biolog y	Biolog y	Biolog y	Grade- level team meetin g	Math 9th Grade Acade my	Lunch	Plannin g
Scienc e 2	HR	Biolog y	Biolog y	Math 9th Grade Acade my	Grade- level team meetin g	Lunch	Biolog y	Plannin g
SS 1	HR	Plannin g	Americ an History I	ELA 9th Grade Acade my	Grade- level team meetin g	Americ an History I	Lunch	Americ an History I

SS 2	HR	Plannin g	ELA 9th Grade Acade my	Americ an History I	Grade- level team meetin g	Lunch	Americ an History I	Americ an History I
PE (2x/we ek) Wellness (2x/we ek) Personal Finance (1x/we ek)		PE/ Wellne ss/ Person al Financ e	PE/ Wellne ss/ Person al Financ e	Lunch	Grade- level team meetin g	PE/ Wellne ss/ Person al Financ e	PE/ Wellne ss/ Person al Financ e	PE/ Wellne ss/ Person al Financ e
Electiv e (3x/we ek) iCivics (2x/we ek)		Electiv e iCivics	Electiv e iCivics	Electiv e iCivics	Grade- level team meetin g	Electiv e iCivics	Electiv e iCivics	Electiv e iCivics

Notes:

- Homeroom will be extended 1x/month for advisory. The class that is missed due to advisory will rotate by month (periods 1-6). Teachers who miss their lunch period or planning period will take it during the normal grade-level team meeting time.
- Students will have PE 2x/week, Wellness 2x/week, and Personal Finance 1x/week. In Year 1, the PE teacher will teach wellness, and personal finance will be taught by an elective teacher
- Students will take electives 3x/week and iCivics 2x/week, with part-time staff teaching these courses.

- Students who do not need ELA or math 9th Grade Academy class(es) will have the option to take additional elective classes.
- The master schedule shown above is for the school's first year. The schedule will grow increasingly more complex to accommodate multiple grade levels in years 2 and beyond.
- Staffing model utilized to support the instructional design

For each 150 students enrolled, the FCCA model calls for:

- 8 FT Core academic teachers. 2 each for Math, Science, English and Social Studies. Each of these Core teachers will be responsible for a homeroom/advisory time and then a Club/Elective or 9th grade Academy class each day as well.
- 1 FT Special Ed teacher (may need to adjust based on case load)
- 4 PT (.25 FTE) teachers to cover Phys Ed, Art, Music & Wellness/Life Skills instruction (Note: In Yr 1 a FT PE teacher will be hired who will also teach Wellness/Life Skills. In Yr 3, a FT Wellness/Life Skills teacher will be hired. Art & Music will be contracted out in Yr 1 & Yr 2. FT Art & Music teachers will be hired in Yr 3.)
- 1 FT Administrator (Yr 1: Principal; Yr 2: 1 Asst Principal; Yr 3: Guidance Counselor; Yr. 4: Operations Director in charge of Operations, Athletics & Activities)
- 1 FT Office Manager (In Yr 3, a 2nd Office manager will be added)
- 1 FT Day Porter (In Yr 3, a 2nd Day Porter manager will be added)

C. Assessment Plan

Consider and Explain:

- Measures used to gauge screening, diagnostic, formative and summative student academic progress, including all state and district assessments

FCCA will implement the state assessment system including:

- [ACT + Writing](#) exam, for Grade 11 students only.
- [PreACT Secure](#) Exam for Grade 9 and 10 students. Aligned with and predicts potential ACT score.
- Wisconsin [Forward](#) Exam, for Grade 10 students. Social Studies only.

- Wisconsin [Civics](#) Exam. A graduation requirement.

ACCESS for ELLs. FCCA will also use the ACCESS for ELLs, DLM as prescribed in IEP's, AP and PSAT/NMSQT assessments and the CogAT will be utilized for identifying advanced learner students.

In addition, FCCA will implement all high-quality instructional materials with fidelity, which includes administering curriculum-embedded formative assessments (e.g. exit tickets) and summative assessments (end of unit assessments). These assessments will be used to revise and refine instruction to spiral unlearned content into new material. Students in 9th Grade Academy math and/or ELA will take regular assessments to determine areas of need and to tailor resources to address gaps in learning and support grade-level instruction in their core courses.

- Attach a proposed copy of the school assessment calendar

Assessment calendars for FCCA will mirror the MMSD assessment calendars that can be found [here](#).

- The process for communicating student assessment data to families

The Communication Plan for sharing student assessment data with families at our charter school is designed to ensure transparency, understanding, and engagement in student progress. Our primary objective is to inform parents about how and when assessment data will be communicated, including the types of assessments and their purposes. Key messages will emphasize that assessment data will be shared clearly and regularly, highlighting the importance of assessments in tracking student progress and informing instructional strategies. The target audience for this communication includes all parents and guardians of enrolled students.

To achieve our communication goals, we will employ several methods. Monthly newsletters will provide updates on assessment timelines and upcoming testing dates, keeping parents informed of critical information. Additionally, we will host informational meetings at the start of each term to explain the assessment process, the various types of assessments, and how results will be communicated to

families. A family portal will be utilized to give parents access to real-time assessment data, report cards, and detailed performance reports, making it easier for them to track their child's progress. Regular email updates will be sent to highlight key assessment dates and results, along with links to resources that help parents interpret the data.

To further engage families, we will offer workshops focused on understanding assessment data and providing strategies for parents to support their children's learning at home. Additionally, we will schedule one-on-one conferences to discuss specific student assessment results and progress in detail. The timeline for these communications will begin at the start of the school year, when we will distribute a detailed communication plan outlining the assessment process and schedule. Monthly newsletters will provide updates on upcoming assessments and timelines for data release. After assessments, results will be shared through the family portal within two weeks, followed by email notifications to parents. At the end of each term, we will conduct individual conferences to discuss comprehensive assessment data with parents, ensuring they have a clear understanding of their child's performance.

Resources for parents will include a dedicated section on the school website that explains different assessment types, provides guidance on interpreting data, and offers tips for supporting learning at home. Additionally, we will link to external resources, such as articles and videos, that help parents better understand assessment data.

To evaluate the effectiveness of our communication efforts, we will analyze survey feedback to assess whether parents understand the assessment process. We will monitor engagement with the family portal to determine how many parents are actively accessing assessment data. Attendance at meetings and workshops will also be reviewed to gauge parent interest and involvement. Overall, this comprehensive communication plan aims to keep parents well-informed about the student assessment process, fostering a collaborative environment that supports student learning and achievement. By utilizing multiple communication channels and providing accessible resources, we aim to empower parents to engage meaningfully in their child's education, ultimately contributing to better educational outcomes for all students. This approach underscores our commitment to transparency and active collaboration between the school and families, ensuring

that parents are equipped with the necessary tools and information to support their children's academic journeys.

- Explanation of process for data use; how and what data is used to inform instruction, and the timeline for that data use

In addition to the standardized assessments, FCCA will implement an assessment system that includes performance-based assessments as well as formative assessments that will be used to assess school design and curriculum choices and inform potential pivots to the school's instructional design and/or delivery.

VIII. Student Behavior Management

A. Student Behavior Management System

Consider and explain:

- Beliefs and values for student behavior management

FCCA is based on a commitment to success. FCCA believes in having high expectations, both academic and behavioral, and FCCA will ensure that scholars are successful in all aspects of learning. FCCA will have a supportive discipline approach which involves various interventions, supports, and strategies intended to help scholars make better choices.

FCCA believes that all scholars matter and deserve respect. Accordingly, our discipline plan focuses on changing behavior and making scholars feel valued and important and includes suspension and expulsion only as last resorts. This is closely aligned with FCCA's vision and values characterized by a structured and supportive culture focused on academic rigor, character development, and career exploration. Community development and conflict resolution using restorative practices also help to develop those character virtues in our scholars.

Extensive one on one mentoring and peer group support is critical in this process. Teachers, our business partners, senior students, and members of the community will take part in our mentorship team. Mental and physical health are also vital components of a successful life. Students will dive deeply into the science of health and the fundamentals of a healthy life. Finally positive community

engagement and giving back to your community is important to leverage their success for the benefit of others. FCCA will produce positive, inspired and directed individuals with the tools to build generational wealth and contribute to a healthy and vital community.

- Description of the school's positive behavior response system and implementation plan

FCCA is based on a commitment to success. FCCA believes in having high expectations, both academic and behavioral, and FCCA will ensure that scholars are successful in all aspects of learning. FCCA will have a behavior education plan which involves various interventions, supports, and strategies intended to help scholars make better choices.

FCCA believes that all scholars matter and deserve respect. Accordingly, our discipline plan focuses on changing behavior and making scholars feel valued and important and includes suspension and expulsion only as last resorts. This is closely aligned with FCCA's vision and values characterized by a structured and supportive culture focused on academic rigor, character development, and career exploration.

At the epicenter of FCCA's Behavior Education Plan is an innovative and robust Behavioral MTSS Model. This framework provides a structured approach to supporting all students, including those with behavioral challenges. The MTSS Model allows for a systematic, data-driven method to address scholars behavioral and social-emotional needs at varying levels of intensity. This helps foster a positive, supportive learning environment for all scholars.. Below are the key steps for implementing an MTSS model for behavior:

Core Components of MTSS

MTSS involves three primary tiers of support:

- Tier 1 (Universal Support): School-wide proactive strategies for all students.
- Tier 2 (Targeted Support): Group-based interventions for students at risk.
- Tier 3 (Intensive Support): Individualized interventions for students with significant needs.

Each tier builds upon the one before it, ensuring a continuum of support.

Developing a School-Wide Behavioral Framework (Tier 1)

The Tier 1 level focuses on creating a positive school climate, teaching school-wide expected behaviors, and establishing preventive systems to address issues before they escalate.

- Clearly outline school-wide behavioral expectations: Create a uniform operating procedure for students and staff. Regularly teach and reinforce these expectations to students.
- Positive Behavioral Interventions and Supports (PBIS): Implement a PBIS framework that focuses on recognizing and reinforcing positive behavior. Using a consistent system for rewards and incentives such as assemblies, shout-outs, and wins.
- Preventive Systems: Conduct regular school-wide or classroom-wide lessons on appropriate behavior utilizing a social-emotional learning curriculum. These are reinforced utilizing visual reminders (e.g., posters, handouts) to reinforce behavioral expectations.
- Social-Emotional Learning (SEL): Integrate SEL curriculum to teach students how to manage emotions, set goals, and build positive relationships.

Implement Tier 2 Supports (Targeted Interventions)

For students identified as needing additional support (based on screening data), develop Tier 2 interventions.

Targeted Small-Group Interventions: These interventions should be aimed at students showing early signs of behavioral difficulties.

- Programs might include: Social Skills Training: Small groups focusing on teaching students how to interact appropriately with peers and adults.
- Behavior Contracts: Develop individual behavior plans with students and families.
- Check-In/Check-Out (CICO): A system where students check in with an adult in the morning, set goals, and check out at the end of the day to review progress.
- Mentoring: Pair students with a mentor (teacher, counselor, or peer) to provide ongoing guidance and support.

- **Additional Behavioral Supports:** Implement interventions based on functional behavior assessments (e.g., positive reinforcement, adjustments to the environment, etc.).

Implement Tier 3 Supports (Intensive Interventions)

For students who continue to struggle despite Tier 1 and Tier 2 supports, provide more individualized interventions at Tier 3. These interventions are highly personalized, based on the student's needs, and involve more frequent monitoring.

- **Individualized Behavior Plans (BIPs):** These plans are created after conducting a Functional Behavioral Assessment (FBA) to identify the root causes of the student's behavior. Based on this, develop specific strategies for behavior modification.
- **Wraparound Services:** Engage family, counselors, social workers, and outside agencies to provide holistic support for the student.
- **Increased Support and Monitoring:** Increase the frequency of check-ins with teachers, parents, and support staff. Provide more one-on-one time with counselors or behavior specialists.
- **Collaboration with Specialists:** Involve behavior specialists, school psychologists, or external professionals to provide intensive support tailored to the individual's needs.

Train and Support Staff

The success of the MTSS behavior program at FCCA relies heavily on teacher buy-in and effective implementation. Ensure that all staff members:

- Receive training on MTSS processes, behavior management strategies, and the specific interventions at each tier.
- Understand how to use data to monitor student progress.
- Are familiar with the resources available for student support (e.g., school counselors, social workers, special education staff).
- Are trained in culturally responsive practices to ensure equitable support for all students.

Mental Health Curriculum and Services

In addition to in-school counselors, FCCA will integrate mental health support through a structured curriculum that focuses on CASEL's SEL Framework and focuses on five competencies which include self-awareness, self-management, social awareness, relationship skills, and decision-making lessons, taught as part of the core curriculum. We will also partner with community organizations to provide enhanced mental health services. The Mental Health and Wellbeing curriculum and in - class/on – site provides support to all students and staff. This includes, but is not limited to, assessments that identify the social, emotional, financial and other challenges that the students and staff identify they possess that are barriers to learning. Providing solutions through FCCA and/or partners that eliminate those barriers and capturing measurable data that validate the success of implementation is a key focus at FCCA.

- Roles and responsibilities assigned to staff responsible for implementing behavior response system

Roles and responsibilities span from students to community members and responsibility for implementation will mostly be embodied in the SGC.

- Student voice is critical in helping establish classroom and school-wide expectations and incentives.
 - Strong Tier 1 instruction that builds on rigor and relationships and is grounded in connection to restorative strategies, social emotional learning, and civic and community focused practices.
 - Community and parental involvement to provide mentoring, get ideas and build partnerships.
 - School leadership team meet weekly and SGC meet monthly to monitor data and make adjustments.
-
- Procedures for implementing a positive behavior support system including the process for educating students and families, and offering students and families with social-emotional supports and interventions

The Principal, or designee, shall develop administrative procedures to implement this policy which include:

1. Publication of a Code of Student Conduct, following MMSD policy on student discipline.
2. Proper professional development for students, staff and families regarding FCCA's behavior support system.
3. Procedures for utilization of mental health resources and mentoring opportunities available.
4. Procedures regarding student records, which require that records of disciplinary suspension be maintained following MMSD policy on student records.

- Student restraint and seclusion process and reporting system

FCCA will utilize all MMSD protocol in regards to student restraint and seclusion process and reporting.

IX. Key Partnerships

A. Key Partnerships

- List existing partners and anticipated partners, their role and their intended impact on school and student achievement including a summary of any resources provided to the school

FCCA has executed a Memorandum of Understanding which outlines the parameters of its partnership with the Boys and Girls Clubs of Damne County and The McKenzie Foundation. Partnerships with community organizations will be among the outcomes of the community engagement strategy. Partnerships with local businesses that may provide work-based learning experiences for FCCA students will commence once the charter is approved.

FCCA will leverage partnerships already in place with the McKenzie Regional Workforce Center. These partnerships include:

- | | |
|--------------------------|--------------------------|
| ● Cleary Building Corp | ● Duluth Trading Co |
| ● Dane Building Concepts | ● Findorff |
| ● Dave Jones Inc | ● Discard |
| ● Drexel Building Supply | ● Hooper Construction Co |

- Hottman Construction Co
- JSD Professional Services
- Madison Area Builders Association
- M3'Insurance
- Milwaukee Tool
- Olson Toon Landscaping
- OPN Architects
- Rouse Management Co
- SSM Health
- Staff Electric Company
- Summit Credit Union
- The Burish Group
- UW Health
- Verona Safety
- Westley Law Offices

In addition, we have had preliminary conversations with potential partners in engineering, aviation, insurance, banking, information technology, audio and acoustics, health care, construction management, and first responders. We are certain that there will be an abundance of business partners coming from the many fields that are short of skilled workers. We will reach out to them once a charter is in place.

X. Human Resources

A. Staff Recruitment and Retention Plan

Consider and explain:

- Process for recruiting and hiring highly qualified, diverse staff including a description of any core competencies included in postings for school staff that differ from District competencies

The Staffing Recruitment Strategy for our charter school focuses on attracting and retaining highly qualified, diverse staff committed to our educational mission. Our recruitment process will begin with targeted job postings across various platforms, including educational job boards, community organizations, and social media, all emphasizing our commitment to diversity and inclusion. Each posting will highlight core competencies that reflect district standards, such as cultural competence, innovative teaching practices, a collaborative mindset, and a commitment to continuous improvement. We will form diverse selection committees comprising educators, administrators, and community members to ensure a broad range of perspectives during the hiring process. Structured interviews will be utilized, featuring standardized questions that assess candidates' alignment with our core competencies and behavioral assessments to evaluate their

fit within our school culture. Thorough reference checks will be conducted to verify candidates' qualifications and suitability for our environment.

For the term of the current contract, our staffing plan will be designed to create a robust and effective team capable of meeting the diverse needs of our student population. This will include analyzing enrollment projections to determine the appropriate number of teachers, support staff, and administrative personnel needed, with adjustments made annually based on trends. We will set specific hiring targets to ensure our staff diversity reflects the demographics of our student body, aiming for at least 30% of our workforce to be racially and ethnically diverse. Additionally, we will identify roles for experienced staff to lead professional development initiatives, fostering an environment of mentorship and the sharing of best practices. Specialized support staff, such as counselors and special education professionals, will also be hired to address the unique needs of all learners, ensuring they have access to necessary resources.

- Staffing plans for the term of the contract

For each 150 students enrolled, the FCCA model calls for:

- 8 FT Core academic teachers. 2 each for Math, Science, English and Social Studies. Each of these Core teachers will be responsible for a homeroom/advisory time and then a Club/Elective or 9th grade Academy class each day as well.
- 1 FT Special Ed teacher (may need to adjust based on case load)
- 4 PT (.25 FTE) teachers to cover Phy Ed, Art, Music & Wellness/Life Skills instruction (Note: In Yr 1 a FT PE teacher will be hired who will also teach Wellness/Life Skills. In Yr 3, a FT Wellness/Life Skills teacher will be hired. Art & Music will be contracted out in Yr 1 & Yr 2. FT Art & Music teachers will be hired in Yr 3.)
- 1 FT Administrator (Yr 1: Principal; Yr 2: 1 Asst Principal; Yr 3: Guidance Counselor; Yr. 4: Operations Director in charge of Operations, Athletics & Activities)
- 1 FT Office Manager (In Yr 3, a 2nd Office manager will be added)
- 1 FT Day Porter (In Yr 3, a 2nd Day Porter manager will be added)

- Staff retention goals for the term of the contract

To promote staff retention, our school will establish specific goals aimed at creating a positive and supportive work environment. We will strive for an annual staff retention rate of at least 85%, closely monitoring this metric and implementing strategies to address any identified challenges. Ongoing professional development will be a priority, offering tailored opportunities that include workshops, conferences, and coaching sessions. Regular feedback from staff will help us refine these offerings to meet their needs effectively. Additionally, mentorship programs will pair new teachers with experienced educators to facilitate their professional growth, emotional support, and successful integration into the school community.

Recognizing the importance of work-life balance, we will promote healthy practices through flexible scheduling options and wellness programs, understanding that staff well-being is crucial for maintaining job satisfaction. Regular feedback loops will be implemented, including surveys and meetings to gauge staff concerns and suggestions, ensuring they feel heard and valued. We will also celebrate staff achievements through awards and appreciation events, fostering a positive school culture that recognizes the contributions of every team member.

B. Staff Evaluation Plan

Consider and explain:

- Teacher evaluation structures, if different from the District's Educator Effectiveness

FCCA will use the District's Educator Effectiveness model for teacher evaluations.

- Process for making continuous improvement efforts at the school, classroom, and student level based on the teacher evaluation data and staff climate data

Much of this work will be done via the monthly agendas of the SGC as described in Section II.

In terms of the teacher evaluation data and staff climate data, it will be the responsibility of the Principal and SGC to develop and implement continuous

improvement efforts at the school, classroom, and student level through the following steps:

- Identify trends, strengths, and areas for improvement. Use qualitative and quantitative methods to assess the data.
- Set specific, measurable, achievable, relevant, and time-bound (SMART) goals based on the data analysis with the focus being on key areas that impact student learning and staff morale.
- Design actionable strategies and initiatives aimed at achieving the set goals. This may include professional development, changes in instructional practices, or enhancements to the school climate.
- Follow the same protocol as described in Section V Priority Chart for implementing and monitoring each strategy.
- A. Be flexible in adjusting strategies based on feedback and observed outcomes. Continuous monitoring allows for timely modifications.
- Gather feedback again from teachers and staff about the changes and their effects.

XI. Transportation

A. Transportation Plan

Consider and explain:

- How the school meets student transportation needs, including for students who may not be eligible for District-provided transportation
- How the school meets transportation needs for students attending before or after school activities embedded into, or supporting, the instructional design

In alignment with MMSD high school transportation guidelines, FCCA students will either find their own way to school or take the city bus. Students who qualify for Free/Reduced lunches will be eligible to receive a bus pass from MMSD.

FCCA will need to determine the best arrangements for students to commute to and from internships by the time that those begin in FCCA's 3rd year when the initial Freshman class become Juniors.

XII. Waivers

A. Use of Statutory Waivers

Consider and explain:

- Which statutory waivers the School intends to request and the benefit of the flexibility offered by the use of such waiver

Charter schools are exempt from certain state requirements, unless specifically referred to in state statute. FCCA will take the following state exemption in order to maximize flexibility afforded to charter schools by state law.

- The waiver's impact on the School's overall Instructional Design and why the waiver is necessary to carry out the work

Curriculum Development Cycle - FCCA may develop, revise or institute curriculum in a cycle that varies from the cycle set forth in the MMSD Strategic Plan.

Professional Development Days – FCCA staff may participate in District-wide professional development. FCCA may also utilize scheduled professional development days at its discretion and provide additional or separate professional development activities related to FCCA's unique educational program and methodology.

Class Approval Process – FCCA may develop and name courses that are aligned to its mission and vision and that are distinct from the offerings at MMSD schools. Such courses may be named in a manner that is compatible with FCCA's unique goals.

B. Use of Waivers of Board Policy

Consider and explain:

- Which policy waivers the School intends to request and the benefit of the flexibility offered by the use of such waiver

FCCA is requesting a waiver to Subsection VI(C) of Policy 10,000 to permit FCCA to raise funds privately through the McKenzie Foundation without any reduction in per pupil revenue provided by MMSD beyond the 2-year initial window that the district already allows.

FCCA anticipates that it may need to do external fundraising beyond the 2 year window allowed to expand the school facility to meet its enrollment targets and help outfit the school with workforce development lab spaces and other potential capital improvements. Other fundraising may be needed to support transportation costs to and from student internships and scholarships for FCCA graduates going on to 2- or 4-year programs post high school.

- The waiver's impact on the School's overall Instructional Design and why the waiver is necessary to carry out the work

4610 – Wellness Curriculum – FCCA students and staff will comply with (and likely exceed) the intent of the policy but the provisions outlining how and when health classes will be taught needs flexibility.

3611 – Evaluation of Learning Materials – FCCA leadership will have the power to oversee the evaluation of learning materials. This is to ensure the use of materials that reflect the FCCA mission and vision.

5111 – Authorized Transportation – Based on prior discussions with MMSD leaders, the MMSD will fund city bus passes for all FCCA students who qualify for free or reduced lunch.

- If the application includes any waivers for the District's ELL Policy/ELL Plan, the Advanced Learner Policy/Advanced Learner Plan, or the Special Education Plan, there must be a very clear description of the systems and processes in place to ensure the students impacted by these plans are adequately served within the charter school setting

N/A

C. Use of Waivers of Collective Bargaining Agreements/Employee Handbook

Consider and explain:

- Which provisions of the Collective Bargaining Agreements/Employee Handbook waivers the School intends to request and the benefit of the flexibility offered by the use of such waiver

FCCA is requesting the opportunity to meet with representatives of the Teachers Union to discuss what flexibility might exist in setting the school calendar and scheduled workday to allow for additional time on task with students and professional development time with staff.

- The waiver's impact on the School's overall Instructional Design and why the waiver is necessary to carry out the work

An agreement potentially extending the school calendar and school day would provide the best possible opportunity to prepare FCCA scholars to be fully college and career ready when they matriculate to futures beyond high school.

D. Methods of Communicating Waivers to Stakeholders

Consider and explain:

- How the School communicates to all families, including the families of student applicants, incoming students and current students, which waivers the school uses and the practical impact of the waiver of the student's and family's experience at the School.

The SGC will be fully apprised of the Fundraising waiver and engaged in all capital campaign and fundraising discussions. They will be the conduit of this information to FCCA families.

If there are any changes in calendar or school day, that information would be clearly communicated to all parties before enrolling or agreeing to work at FCCA.

XIII. Financial Considerations

A. Financial Operations

Consider and explain:

- The School's financially sustainable funding model including expectations around District funds and external fundraising

The FCCA finance team has consulted with MMSD's Assistant Superintendent of Financial Services and is confident it provides a great educational opportunity for its students utilizing District funds.

FCCA anticipates that it may need to do external fundraising to help outfit the school facility with workforce development lab spaces and other potential capital improvements. Other fundraising may be needed to support transportation costs to and from student internships.

- The process for developing the annual budget including roles and responsibilities of individuals, the School administration and the Council

The FCCA Principal will gather input on the budget from the SGC and the Board Finance Committee while preparing the annual budget. The budget will then be approved by the SGC and the FCCA Board prior to submission to MMSD.

- Council's role in reviewing the budget throughout the year

The SGC will review the YTD Budget in January and then provide input for the next year's budget in April of each year.

- Council's role in fundraising efforts

The SGC will be a major partner in fundraising efforts undertaken by the FCCA Board. The Principal will also report on school based fundraisers (ie: raising money for Homecoming activities) to the SGC.

XIV. Facility/Safety Planning

A. Facility Plan

Consider and explain:

- The School's facility plan, including how the location supports and enhances the School's instructional vision

FCCA is working with MMSD to identify any potential facilities within the district. If that does not come to fruition, then FCCA will look for a facility that meets its vision of being accessible to its target student demographic group as well as potential internship locations.

B. Process for ensuring the health and safety of all students

- Process for creating the school safety plan with roles and responsibilities, including a fire drill, tornado, code red, etc.

FCCA shall take all reasonable and necessary steps to ensure the health and safety of its students, which shall include but are not limited to the following:

- FCCA shall comply with all Applicable Laws.
- FCCA shall ensure that all School staff receive training annually on mandatory reporter obligations under Wis. Stat. § 48.981. If the School requires employees to complete an incident report or in some other way notify supervisors/administrators when they suspect a student has been neglected or abused, the training, and any written policy on the subject, must be clear that such action does not fulfill their reporting responsibilities.
- FCCA will also provide alternative reporting channels in the event the misconduct involves someone in the normal reporting chain such as an administrator.
- FCCA will develop a safety plan and will drill all students on evacuation to a safe location in the event of fire, tornado, armed intruder or other safety hazards.
- FCCA will provide safety personnel during busy times of the school day, such as entry and dismissal, as needed.

XV. Legal Requirements

A. Process for ensuring compliance with legal requirements affecting charter schools

FCCA has a three-fold approach to legal compliance with state charter school requirements. First, with oversight from its Board, FCCA will review all requirements in the charter to ensure compliance, and report quarterly to the FCCA Board on such compliance. Second, compliance with state and federal law on issues such as curriculum and graduation requirements will be under the leadership of an experienced FCCA CEO from the Wisconsin public school sector expert in compliance. Finally, in addition to having a national charter school expert on its Board, FCCA will have local legal counsel in Madison to ensure all MMSD, zoning and contracting requirements are met.

B. Process for ensuring equitable access to all students regardless of race/ethnicity, gender and/or disability

As described in Section III, FCCA will use a blind lottery to accept students so race/ethnicity, gender and/or disability will not be a factor in admission to FCCA.

XVI. Additional Considerations

A. Any other data elements supporting the school's success not yet discussed

FCCA through the McKenzie Foundation and the Boys and Girls Club will provide support for Madison Public Schools. This will include the following:

- The work-study job placement platform, like the AVID program, will be available to offer Madison public high school students subsidized work opportunities using the dual enrollment model
- The school district will be able to access our teacher recruitment and retention platform to help fill vacancies and to diversify its teaching corps.
- The tutoring platform will be available to school district students and will be particularly helpful to the district's Spanish speaking students
- Helping high school students who have dropped out or are referred by other Madison High Schools.

B. Conclusion

FCCA is committed to providing a high-quality, innovative education that prepares students for both college and career success. Through a strong focus on workforce readiness, academic excellence, social-emotional learning, and career exploration, the school will empower students to become well-rounded, confident individuals ready to thrive in the world beyond high school.

A. Commitment to Students and Families

FCCA understands that students come from diverse backgrounds and have varied educational needs. By offering personalized learning experiences, dedicated support services, and career-focused opportunities, FCCA ensures that all students are equipped with the skills, knowledge, and resources to achieve their goals. The school will collaborate closely with families, the community, and industry partners to create a nurturing and supportive learning environment for all students.

B. Fostering a Positive School Culture

At FCCA, we believe that fostering a positive school culture is crucial to student success. Our school will emphasize respect, responsibility, collaboration, and perseverance, helping students build the character and resilience they need to succeed in both academic and professional settings. We will prioritize creating an environment where every student feels valued and supported, and where they are encouraged to be their authentic selves.

C. Long-Term Vision

Looking ahead, FCCA's vision extends beyond just preparing students for graduation. The school aims to build a foundation for lifelong learning, career success, and community engagement. By providing rigorous academic programs, work-based learning opportunities, and extensive career counseling, FCCA will equip students with the tools they need to continue thriving long after they leave high school.

As FCCA continues to grow and expand, it will remain focused on its core mission: to build a diverse and inclusive learning community that helps every student realize their full potential. Through constant evaluation and improvement, FCCA will adapt to the evolving needs of students and the workforce, ensuring that it continues to provide an educational experience that is relevant, challenging, and fulfilling.