Attachment B
Preparations of the Educational Plan for the Initial Review

Preparing the Educational Plan for 2011-2012 involves building and organizing required documents and answering required questions as listed on the following pages for each of eight components:

1. Governance
2. Facilities
3. Administration
4. Teachers/Teacher Aides/Paraprofessionals
5. Curriculum and Instruction
6. Assessment
7. Fiscal Solvency
8. Responsive Educational Environment

When building the documents for the Educational Plan, follow these guidelines:

a. Documents should provide evidence of planning, policies and practices that will lead to high-quality results.
b. Preferably, each document will be an original document that addresses the Mission of the Applicant School. **However, documents modified from other schools or agencies may be submitted if the documents contain** (1) complete bibliographic data for the original sources, (2) clarification on how the documents have been modified to meet the needs of the school's specific student population, and (3) revision dates.
c. Each required document must contain the school board’s approval date; do not attach a general signature page for all of the board-approval dates. Minutes of school board meetings should confirm the board-approval dates for all documents.
d. All documents must be sequenced and all questions answered in the exact sequence as stated.
e. Dividers containing the names of the eight components must be inserted appropriately among the required documents and responses.
f. Extra documents should not appear within the sequence of required documents. Extra documents may be included only as appendixes; provide a separate title page for each document.
When answering the questions for the Educational Plan, follow these guidelines:

a. All questions must be answered as completely/directly as possible.
b. Answers should provide evidence of planning, policies and practices that will lead to high-quality results.
c. Answers should be numbered and presented in the exact sequence as stated.

When submitting the Educational Plan for the Initial Review, follow these guidelines:

a. Consider the optional pre-check: Each Applicant School may make an appointment with ITL staff up to one week prior to the deadline for the Educational Plan. The purpose of the appointment will be to determine which required documents and responses to questions are/are not present, are/are not in correct sequence, and do/do not contain board-approval dates. Should any required documents and responses not be found, not be in correct sequence, and/or not include board-approval dates, the Applicant School will have until the submission deadline for the Educational Plans to present the final edition of its Educational Plan.
b. Submit one complete copy of the Educational Plan on or before the deadline of April 1 (Summer opening date) or May 20 (Fall opening date).
c. Attach a cashier’s check for the $30.00 nonrefundable fee.
d. Secure and retain a receipt for both the Educational Plan and the $30.00 fee.

If you have any questions before submitting the Education Plan, contact Dr. Robert Pavlik, Executive Director, to clarify expectations until the due date for the Educational Plan: robert.pavlik@marquette.edu or 414-288-3886.
**Educational Plan 2011-2012**

### To be completed by ITL Staff:

- **Submitted by:**
- **Date:**
- **Stamped, Initialed and Received by:**
- **Time:**

### GENERAL SCHOOL INFORMATION

Provide information for these headings:

- **School Name:**
- **Phone(s):**
- **Street Address:**
- **Fax:**
- **Milwaukee, WI ZIP:**
- **School/Contact Person's Email:**
- **Contact person:**
- **Phone(s):**
- **Email:**
Directions:
a. Attach the 12 documents listed below, as sequenced, and after this page.
b. Enter the board-approval dates within the parentheses below.

____ 1. Mission Statement (Board-approval date: ________)

____ 2. Chart of planning team members, their phone numbers and email addresses, and a description of their roles in preparing the Educational Plan. (Board-approval date: ________)

____ 3. Chart of school board members, their phone numbers and email addresses, their roles on the school board, and current work places (Board-approval date: ________)

____ 4. Signed statement for each member of the school board, verifying that the individual is a member of the governing board. (Board-approval date: ________)

____ 5. Minutes of school board meetings pertaining to preparations of the Educational Plan (Board-approval date: ________)

____ 6. Policy for conducting background checks on all school board members and making decisions on their potential service on the school board (Board-approval date: ________)

____ 7. School’s organizational chart and a narrative (Board-approval date: ________)

____ 8. Operational policies/Bylaws for governance (Board-approval date: ________)

____ 9. Goals, objectives and calendar for school board development in 2011-2012 (Board-approval date: ________)

____ 10. Goals, objectives and calendar for parent development in 2011-2012 (Board-approval date: ________)

____ 11. Statement of status as either a for-profit or nonprofit organization (Board-approval date: ________)

____ 12. If the private school is a nonprofit organization, a copy of the 501(c)3 statement from the IRS (Board-approval date: ________)
Directions:
With respect to Governance, attach responses to the seven questions listed below, numbered and sequenced as below, and after this page.

_____ 1. What are the criteria for selecting members of the School Board?
   (List of criteria)

_____ 2. How will the administration help the school board members, teachers, students and families understand and support the Mission?
   (List of strategies)

_____ 3. How will school board members prevent conflicts of interest when serving on the board?
   (Description of policies and practices)

_____ 4. How will the school board ensure and evaluate that it fulfills such fiduciary responsibilities as establishing and monitoring policies, supervising the administrator, or raising funds?
   (Description of practices)

_____ 5. How will the administration and teachers ensure and evaluate that parents/guardians (and students) are involved in appropriate decision-making?
   (Description of practices)

_____ 6. What is the IRS status of the school?
   (Statement)

_____ 7. What relationship, if any, does the school have to other for-profit and nonprofit organizations?
   (Explanation of relationship/s, if applicable)
Directions:
   a. Attach the three documents listed below, as sequenced, and after this page.
   b. Enter the board-approval dates within the parentheses below.

_____ 1. Goals for the facilities (Board-approval date: ______)
_____ 2. Floor plan of the facilities and grounds (Board-approval date: ______)
_____ 3. Policies for health and safety (Board-approval date: ______)
Directions:
With respect to Facilities, attach responses to the four questions listed below, as sequenced, and after this page.

______ 1. In what ways do the facilities support the Mission of the school?  
   (Description of policies/practices)

______ 2. What policies/practices are in place to avoid safety/health risks within the facility?  
   (Description of policies/practices)

______ 3. What policies/practices are in place to avoid safety/health risks on the grounds?  
   (Description of policies/practices)

______ 4. What systems are in place for building maintenance?  
   (Description of policies/practices)
Directions:
   a. Attach the six documents listed below, as sequenced, and after this page.
   b. Enter the board-approval dates within the parentheses below.

_____  1. Chart for all administrators, containing their names, titles and academic credentials
       (Board-approval date: _______)

_____  2. Official copies of all degrees (and licenses) for all administrators
       (Board-approval date: _______)

_____  3. Job descriptions for all administrators
       (Board-approval date: _______)

_____  4. Policy for conducting background checks on all administrators and making decisions on their
       potential employment
       (Board-approval date: _______)

_____  5. Goals, objectives and calendar for the professional development of all administrators in
       2011-2012
       (Board-approval date: _______)

_____  6. Succession Plan for the founder/administrators
       (Board-approval date: _______)

Notes: Administrator is defined as the superintendent, supervising principal, executive director or other
person who acts as the administrative head of a school. All administrators must have a bachelor’s degree
from a four-year accredited college/university.
Directions:
With respect to Administration, attach responses to the two questions listed below, as sequenced, and after this page.

1. How will the school board supervise – not just evaluate – and support all administrators for implementing the Mission and fulfilling their job descriptions?
   (Description of policies and practices)

2. How will the school board ensure the effective implementation of a succession plan for the founder/administrators?
   (Description of policies and practices)
TEACHERS/TEACHER AIDES/PARAPROFESSIONALS

Directions:
  a. Attach the five documents listed below, as sequenced, and after this page.
  b. Enter the board-approval dates within the parentheses below.

1. Chart of teachers/teacher aides/paraprofessionals, containing their names, teaching assignments and academic credentials (Board-approval date: _______)

2. Photo copies of degrees and licenses for teachers and diplomas/degrees for teacher aides/paraprofessionals (Board-approval date: _______)

3. Job descriptions for teachers/teacher aides/paraprofessionals (Board-approval date: _______)

4. Policy for conducting background checks on all teachers/teacher aides/paraprofessionals and making decisions on their potential employment (Board-approval date: _______)

5. Goals, objectives and calendar for the professional development of teachers/teacher aides/paraprofessionals related to the Mission and the curriculum (Board-approval date: _______)

Notes: Teachers must have a bachelor’s degree from a four-year accredited college/university. Teacher aides/Paraprofessionals must have at least a high school diploma.
Directions:
With respect to Teachers/Teacher Aides/Paraprofessionals, attach responses to the two questions listed below, as sequenced, and after this page.

_____ 1. What are the criteria that the school board and administration have for hiring teachers/teacher aides/paraprofessionals?
(List of criteria)

_____ 2. How will the administration supervise – not just evaluate – and support all teachers/teacher aides/paraprofessionals for implementing the Mission and the curriculum and for fulfilling their job descriptions?
(Description of policies and practices)
CURRICULUM AND INSTRUCTION

Directions:

a. Attach the eight documents listed below, as sequenced, and after this page.
b. Enter the board-approval dates within the parentheses below.

____ 1. Reading/Language Arts/English curriculum* (Board-approval date: _______)
____ 2. Mathematics curriculum* (Board-approval date: _______)
____ 3. Science curriculum* (Board-approval date: _______)
____ 4. Health curriculum* (Board-approval date: _______)
____ 5. Social studies curriculum* (Board-approval date: _______)
____ 6. Plan for special needs identification, intervention, and instruction (Board-approval date: _______)
____ 7. Lesson plan template/s (Board-approval date: _______)
____ 8. List of partnerships, their potential benefits for the Mission, and goals for 2011-2012 (Board-approval date: _______)

Notes: Curriculum refers to the following components which would be developed and presented for each subject and grade level:

- List of standards
- List of planned goals by month or grading period
- Scope and sequence for the academic year
- Methods of instruction
- Resource materials, e.g., textbook series, online sites, trade books, periodicals
- Methods of formative and summative assessment

Textbook series and/or online programs are only considered resource materials for the curriculum. Such resources are not the curriculum.

Instruction refers to the methods the teachers will use to direct and guide student learning for stimulating thinking and meeting high academic standards.
Directions:
With respect to Curriculum and Instruction, attach responses to the five questions listed below, as sequenced, and after this page.

_____ 1. In what ways does the curriculum support the Mission?  
(Description of practices with examples)

_____ 2. In what ways does the curriculum address the needs of diverse learners?  
(Description of practices with examples)

_____ 3. In what ways do the instructional approaches support the Mission and address the needs of diverse learners?  
(Description of practices)

_____ 4. What professional development will the administration provide for implementing, evaluating and refining the curriculum?  
(Description of practices)

_____ 5. How will the administration support teachers and families to implement the plan for special needs identification, intervention, and instruction?  
(Description of practices)
ASSESSMENT

Directions:
   a. Attach the six documents listed below, as sequenced, and after this page.
   b. Enter the board-approval dates within the parentheses below.

   _____  1. List of standardized tests for the 2011-2012 school year
            (Board-approval date: _______)

   _____  2. Calendar of administration dates for standardized tests and steps for reporting and
discussing gathered data in order to refine curriculum and instruction
            (Board-approval date: _______)

   _____  3. Template for the report card/progress report
            (Board-approval date: _______)

   _____  4. Promotion policy
            (Board-approval date: _______)

   _____  5. Graduation policy
            (Board-approval date: _______)

   _____  6. Retention policy
            (Board-approval date: _______)
Directions:
With respect to Assessment, attach responses to the two questions listed below, as sequenced, and after this page.

______ 1. How will the administration and teachers inform students and families about the policies for assessment, promotion, graduation and retention?
(Descriptions of practices)

______ 2. How do the assessment plan and policies relate to the Mission?
(Explanation of relationships)
FISCAL SOLVENCY

Directions:
   a. Attach the four documents listed below, as sequenced, and after this page.
   b. Enter the board-approval dates within the parentheses below.

_____  1. Two balanced budgets for 2011-2012
       a. Budget for the desired number of students  (Board-approval date: _______)
       b. Budget for the minimum number of students for opening the school
          (Board-approval date: _______)

_____  2. Financial policies and procedures, including debt reduction policies
       (Board-approval date: _______)

_____  3. Fund raising strategies and calendar
       (Board-approval date: _______)

[If applicable, the approved financial audit for 2010-2011  (Board-approval date: _______)]
**FISCAL SOLVENCY – Part 2**

**Directions:**
With respect to Fiscal Solvency, attach responses to the four questions listed below, as sequenced, and after this page.

1. What criteria and policies will the school board and administration use to ensure fiscal solvency?  
   *(Description of criteria and policies)*

2. What are the goals for fund raising?  
   *(List of goals)*

3. How do the goals relate to the Mission?  
   *(Explanation of relationships)*

4. How will the school board develop the capacity of the school to meet the fund raising goals?  
   *(Description of strategies)*
RESPONSIVE EDUCATIONAL ENVIRONMENT

Directions:
  a. Attach the 12 documents listed below, as sequenced, and after this page.
  b. Enter the board-approval dates within the parentheses below.

____ 1. Daily Class Schedule for 2011-2012 (Board-approval date: _____)
____ 2. Annual School Calendar for 2011-2012, including a plan for make-up days
     (Board-approval date: _____)
____ 3. Policy for rejecting a MPCP applicant, including procedures for appealing the rejection/
     denial (Board-approval date: _____)
____ 4. Policy for accepting or deny transfer of credits for coursework completed at another school
     (Board-approval date: _____)
____ 5. Policies for managing student data and records and protecting student privacy
     (Board-approval date: _____)
____ 6. Policy for non-harassment, including procedures for reporting and obtaining relief from
     harassment. (Board-approval date: _____)
____ 7. Policy governing visitors and visits to the school (Board-approval date: _____)
____ 8. Policy for addressing concerns for child abuse proactively
     (Board-approval date: _____)
____ 9. Policy for suspending or expelling students, including procedures for appealing the
     suspension or expulsion. (Board-approval date: _____)
____ 10. Policies for hearing and acting on parent/guardian concerns
     (Board-approval date: _____)
____ 11. Plan for organizing and making student records available should the school close.
     (Board-approval date: _____)
____ 12. Plan for building a positive school culture (Board-approval date: _____)
RESPONSIVE EDUCATIONAL ENVIRONMENT – Part 2

Directions:
With respect to Responsive Educational Environment, attach responses to the 15 questions listed below, as sequenced, and after this page.

_____ 1. For the Daily Class Schedule,
   a. How and when will the school inform parents and students about the schedule? (Description of practices)
   b. Does the school provide at least the required number of minutes for each of the core subject areas? (Statement of number of minutes scheduled)
   c. How will the administration communicate with staff, students, families and vendors about needed changes in the schedule? (Description of practices)

_____ 2. For the Annual School Calendar,
   a. How and when will the school inform parents and students about the calendar? (Description of practices)
   b. Does the school provide at least the required numbers of hours and days for the school year? And a plan for make-up days? (Statement of numbers of hours and days scheduled)
   c. How will the administration communicate with staff, students, families and vendors about needed changes in the calendar? (Description of practices)

_____ 3. How will the school evaluate its appeals process for rejecting/denying a MPCP applicant? (List of criteria and description of practices)

_____ 4. How will the school evaluate its policy for accepting/denying the transfer of credits earned by a pupil attending the school for satisfactory completion of coursework at another school? (List of criteria and description of practices)

_____ 5. How will the administration, support staff and teachers evaluate its policies for managing student records? For protecting student privacy? (List of criteria and description of practices)

_____ 6. How will the school evaluate its non-harassment policy, including procedures for reporting and obtaining relief from harassment? (List of criteria and description of practices)
7. How will the administration, support staff and teachers evaluate the opportunities they provide for visiting the school?
   (List of criteria and description of practices)

8. How will the board and administration evaluate its policy for addressing the concerns for child abuse?
   (List of criteria and description of practices)

9. How will the school evaluate its policy for suspending or expelling students, including procedures for appealing a suspension or expulsion?
   (List of criteria and description of practices)

10. How will the school evaluate how well it hears and acts on parent/guardian concerns?
    (List of criteria and description of practices)

11. How will the school make student records for at least five years should the school close?
    (Description of practices)

12. How will the school assess and evaluate the quality of its culture?
    (List of criteria and policies)

13. What concerns do the board and administration anticipate that parents/guardians might have about enrolling their child/children in the school?
    (List of potential concerns)

   How will the school address the concerns?
   (List of steps)

14. How will the board and administration evaluate communications with students, staff, families, and vendors about needed changes in policies?
    (List of criteria and description of practices)

15. How will the board and administration know how well the business operations of the school reflect the Mission?
    (List of criteria and description of practices)