



NUESTRO MUNDO COMMUNITY SCHOOL

902 Nichols Rd. • Monona, Wisconsin 53716-2565 ■ 608.204.1079 ▼

Joshua Forehand, Principal

MADISON METROPOLITAN SCHOOL DISTRICT

Jennifer Cheatham, Ed.D., Superintendent of Schools

**MADISON METROPOLITAN SCHOOL DISTRICT
CHARTER SCHOOL RENEWAL APPLICATION**

**NUESTRO MUNDO INCORPORATED
AND
NUESTRO MUNDO COMMUNITY SCHOOL
FOR THE FIVE YEAR TERM
OF
JULY 1, 2019 TO JUNE 30, 2024**

October 2018

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**Nuestro Mundo
Incorporated**

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Executive Summary

Nuestro Mundo Incorporated (NMI) and Nuestro Mundo Community School (NMCS) are pleased to present this application for a *fourth* five-year contract to continue as an instrumentality charter school with Madison Metropolitan School District (MMSD) from 2019 to 2024.

Since the school's inception in 2004, NMI and NMCS have worked under an MMSD charter to support academic success of students—particularly, students who have been historically underserved in MMSD—through NMCS's innovative 90:10 dual language immersion (DLI) curriculum and learning models that incorporate a deep commitment to parent and community engagement. NMCS has a high percentage of English language learner (ELL) students (52%) and over a majority of its students are Hispanic/Latinx (61%). Central to the purpose of our charter is an instructional design that provides native language instruction for students who speak Spanish as their first language. NMCS was founded to support Latinx students' academic success through a Spanish DLI model, but the DLI model enhances the educational experience of all of its students.

In its last charter renewal, NMI assured the Board of Education that NMCS would make significant progress in its academic outcomes and other metrics. It did! Some highlights of NMCS this charter term, as further detailed in the application:

- NMCS's overall reading proficiency on the Measures of Academic Performance (MAP) test for all 3rd to 5th graders improved 21% since 2012-13; ELL students' English reading proficiency improved 17% in the same time frame.
- MAP math proficiency scores have also climbed: NMCS overall proficiency rates have improved by 24% for all NMCS 3rd to 5th graders and 23% for ELL 3rd to 5th graders since 2012-13.
- High rates of growth have been achieved in all subgroups (including low income, ELL, and Special Education) in MAP Reading scores over the course of the current charter contract. The highest growth rate was Special Education students (87.5%).

- NMCS achieved the highest average daily attendance rates in the school district for the last six consecutive years. The average daily attendance rate for 2017-18 is 95.8%.
- NMCS continues to have high scores in school climate for staff (100% positivity for family engagement) and for families (94% positivity for institutional environment; 92% positivity for relationships). And, importantly, 77% of students say they feel they belong in NMCS.
- NMCS had the honor of receiving the Welcoming Schools Seal of Excellence from the Human Rights Campaign. A Welcoming School embraces family diversity, avoids gender stereotyping and works to end bullying and name-calling. NMCS is only one of 2 schools in Madison (and Wisconsin) to achieve the Welcoming Schools Seal of Excellence.

Over the next five years, NMCS will build on its strengths and use its past experience to further its mission to improve outcomes for ELL students, while supporting all of its students' growth. NMCS will continue to make gains in reading proficiency (English and Spanish) and expects marked math growth across the board. It will continue to make all students feel welcome and safe at NMCS. It will increase enrollment of African American and other non-white students to reflect or surpass their respective percentages of student population in the NMCS attendance area.

Through a renewed charter, NMI and NMCS will improve academic achievement, develop bilingualism and biliteracy, and promote intercultural awareness for students in Madison.

NMI and NMCS are proud to be part of MMSD. We look forward to working with the administration to achieve our goals. We will have succeeded when all of our students and families are leaders who promote equity, justice, and social change in school, the community and our world—*Nuestro Mundo!*

I. School Information

A. School's Vision, Mission, and Goals

- Equity Vision: All students at Nuestro Mundo Community School (NMCS) will leave our building each day feeling that all identities are valued, and that they are heard, allied, challenged, and accomplished.
- Mission: NMCS will lay a strong foundation of knowledge and skills that develop young people with active, creative minds, a sense of understanding and compassion for others, courage to act on their beliefs, and who are ready to meet opportunities and challenges in a multilingual and multicultural world.
- Goals: Our current goals as stated in the School Improvement Plan (SIP) include:
 - a) K-2: PALS en Español: 84% Meeting Benchmark
 - b) 3rd-5th English Reading Growth: 70%; Focus Group- ELL: 75%
 - c) 3rd-5th English Reading Proficiency: 43%; Focus Group- ELL: 30%
 - d) 3rd-5th Math Growth: 80%; ELL: 80%
 - e) 3rd-5th Math Proficiency: 56%; Focus Group-ELL: 48%
 - f) Student Climate Survey - I belong in school: 82%*Evidence related to the above academic and school climate goals is detailed in Section IV of the application.*
- NMCS' 90:10 school-wide approach to Dual Language Immersion (DLI) education is unique to the school within the city of Madison and is characterized by an emphasis on the target language of Spanish in Kindergarten, 1st and 2nd grades (more details on the specifics of the program can be found in Section V of this application). The 90:10 program at NMCS is closing opportunity and achievement gaps.

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

- Core Beliefs
NMCS is built upon the following tenets:
 - (1) Academic Excellence
 - (2) Bilingualism and Biliteracy
 - (3) Culturally and Linguistically Responsive Teaching
 - (4) Family and Community EngagementAt NMCS we value all people regardless of skin color, language, country of origin, gender, or ability. We are all human beings deserving of tolerance, security, and opportunity.
- Values
 - a) All students are capable of learning and acquiring multiple languages.
 - b) Strong relationships founded in trust among teachers, students, and families precedes learning.
 - c) Bilingualism and biliteracy hold social, economic, and cognitive benefits for students.
 - d) We celebrate humanity in all its diverse forms. All are welcome, all bring value to our community.

- Instructional Theory

A dual-language immersion framework (English and Spanish) is the core of the NMCS educational model. NMCS provides initial literacy in the target language, Spanish, for all students. Starting in 3rd grade, all students begin receiving formal literacy instruction in English. At NMCS, the dual-immersion framework is an “additive model” realized through increasing percentage of English-based instruction as students move from K-5, beginning with approximately 90% of all instruction being provided in Spanish. Within this framework, each student is understood to be both a language model and a learner. Peer interaction is supported and encouraged within the NMCS dual-language immersion educational model fostering language development, peer and community relationships, self-esteem, cross-cultural understanding, and communication skills.

C. Vision for the Future

- The vision for NMCS’ future includes a continued commitment to providing dual language immersion of the highest quality within the 90:10 program. Data over the past five years show the instructional design, programming, and teaching at NMCS results in levels of student learning that are among the top in the school district. The innovations set forth during the current charter contract and described in detail in this application are just now hitting their stride. The flexibility to innovate afforded through the charter has allowed NMCS to try on new ways of teaching, assessing, and collaborating with families. We will carry this innovative spirit forward as we further refine our practices and respond to the changing needs our students and our community.
- NMCS’ vision for the future also includes expanding bilingual education to 4K and perhaps 3K. NMCS Kindergarten Fall *PALS En Espanol* data point to a widening gap in reading readiness between native English students and their Spanish dominant counterparts. The primary barrier preventing NMCS from moving forward at this point is a lack of space in the current building. For this reason alone, a plan for an expanded bilingual pre-school will not be included in the current charter renewal application. Any significant shifts in the school’s future will happen only after thorough data analysis and information gathering from students, staff, families, and the community, emphasizing the voices of people of color.

II. Governance Council and Leadership Structure

A. Governance Council

- Since the school’s inception in 2004, NMCS has operated under a charter between Nuestro Mundo Inc. (NMI), a 501(c)(3) nonprofit that acts as the governance council for NMCS, and MMSD. (See Appendix II.A.1, 501(C)(3) Approval Letter). NMI formed in 2002 for the purpose of improving academic achievement for Latinx students in MMSD through a dual language elementary charter school. NMI continues to work with NMCS to support academic success of students—particularly, students who have been historically underserved in MMSD—through NMCS’s innovative DLI curriculum and learning models that incorporate

a deep commitment to parent and community engagement. NMCS was founded to provide a DLI school model to more effectively support Latinx students' academic success; it was also understood the NMCS DLI model would enhance the educational experience of all of its students.

- NMI's mission is to develop, manage, and promote kindergarten-to-adult language, cross-cultural education, and leadership opportunities which it does by guiding the growth and development of NMCS through site leadership governance, application of measurable standards and high academic achievement, and meaningful parental engagement. The heart of the NMI mission is to promote a diverse and inclusive community. NMI has established an advocacy goal for NMCS that it "will continue to unite and lead our community as a force for social change, equity and educational excellence." (See Appendix II.A.2, NMI Advocacy Goals).
- NMI is governed by a volunteer, working board of directors, responsible for promoting NMI's mission. The board of directors include subject area experts: an NMCS instructional coach, NMCS parents, a former NMCS student, a LaFollette High School DLI teacher, and interested community members. (See Appendix II.A.3, NMI Board Member Biographies). Interested individuals submit an application to serve on the board. Members are elected to the board for a three-year, renewable term. Currently eight members sit on the board; bylaws allow up to 11 members. Board members participate in a variety of activities throughout the year, including fundraising, outreach, and community and leadership development. (See Appendix II.A.4, NMI Bylaws. Each member commits at least 10 hours per month for NMI-related work. NMI meets monthly and reflects a DLI model by conducting meetings in both Spanish and English, providing interpreters as needed. NMI board meetings are held at NMCS, which is a welcoming place for all of its families.
- NMI works through structured, standing committees (see Appendix II.A.5, NMI Board Committee Description, and Appendix II.A.6, NMI Committee Org Chart):
 - a) Executive: manages strategic plan creation and implementation and ensures governance duties are met;
 - b) Bridging: meets with MMSD to review charter implementation, manages charter renewal process, and spearheads work to achieve NMI advocacy goals;
 - c) Marketing/Fundraising: manages NMI branding, plans fundraising, creates a marketing plan, and cultivates donors to support NMI's development goals;
 - d) School Liaison: represents NMI on the Site Leadership Council and ensures processes outlined in NMCS Charter are in place in NMCS;
 - e) DLI Advocacy: advocates for K-12 DLI programs and collaborates with student/family/ staff/community related to improving DLI in MMSD;
 - f) Finance: writes NMI budget, prepares GAAP compliant financial statements (see appendix II.A.7, Financial Statements), and coordinates NMI's annual professionally prepared audit (see most recent audit letter attached); and
 - g) Family & School Alliance: collaborates with NMCS staff, NMCS families, and community partners and NMI Board members to improve the NMCS and DLI experience.

- NMI has steadfastly executed its mission to develop bilingualism and biliteracy in our school community while promoting critical cultural consciousness, access and equity for students and their families. NMI is at its strongest financial position in its history (see Appendix II.A.7, NMI Financial Statements). It is well-regarded in the community, and there has been an upswell in interest in improving Latinx students' achievement through DLI and promoting Spanish-English biliteracy. NMI is using that momentum to further improve Latinx scholastic achievement and promoting a multicultural, bilingual community that is inclusive and welcoming of all.
- NMI and NMCS seek their *third* 5-year renewal of the charter (for its fourth charter term) with MMSD to continue to serve MMSD as an incubator for innovative practices embracing equity, cultural responsiveness, and biliteracy as it has done for the last 15 years. (See Appendix II.A.8, NMI Annual Report 2016-17).

B. Leadership Structure

- NMCS maintains a representative School Based Leadership Team (SBLT) made up of school administration, grade-level representatives, staff representing nearly all aspects of the school (e.g. BRT, Special Education, etc.). Members of NMI are also invited to participate in this team. The current structure of the team serves two purposes within the school. First, the team's primary role is to advance the school improvement plan, monitor its implementation, and make necessary adjustment to the professional learning plan to ensure that the school meets its annual goals. The team meets monthly to review data and plan professional learning for staff. The other function provided by this team is to serve as a representative group to prevent and/or remove logistical and functional barriers to the school advancing its improvement efforts and meeting its goals. The team meets monthly to serve in this capacity as well. All staff are invited to attend these meetings and make their voice heard. The SBLT grade-level representatives and job-alike representatives gather input from their colleagues prior to SBLT meetings to ensure that all voices have access to the decision making process within the school.
- The SBLT has had family representation some years over the course of the current charter contract and decided against this in other years. However, family voice is considered of utmost importance to NMI and NMCS. Through the Family and School Alliance, NMI Board of Directors (some of whom are also NMCS parents), and ad-hoc opportunities to provide input (such as was done in preparation for this charter renewal) family input is sought in ways beyond the SBLT. Of particular interest to NMI and NMCS is elevating the voice of families of color.
- Appendix II.B.1 provides an example of a year's worth of SBLT work for your reference.

C. Planned Changes to Governance Council and/or Leadership Structure for Renewal Term

- NMI is currently engaging in a collaborative, strategic planning process that encourages input from those whose interests we serve. (See Appendix II.C.1, NMI Strategic Goals). NMI is

committed to leadership roles for people of color and to ensure our board is truly representative of our NMCS community. While reviewing organization structure, including typical board functioning, participants felt moving from a hierarchical process to a consensus-based process better reflects NMI's values. (See Appendix II.C.2, NMI Strategic Direction). These changes to the NMI board model will not alter the current charter requirements (e.g., adherence to Open Meeting requirements, posting notices, meeting in open session, and governance over NMCS), but will be made to be optimally inclusive and accessible.

III. Student Body/Demographics

A. Student Body/Demographics

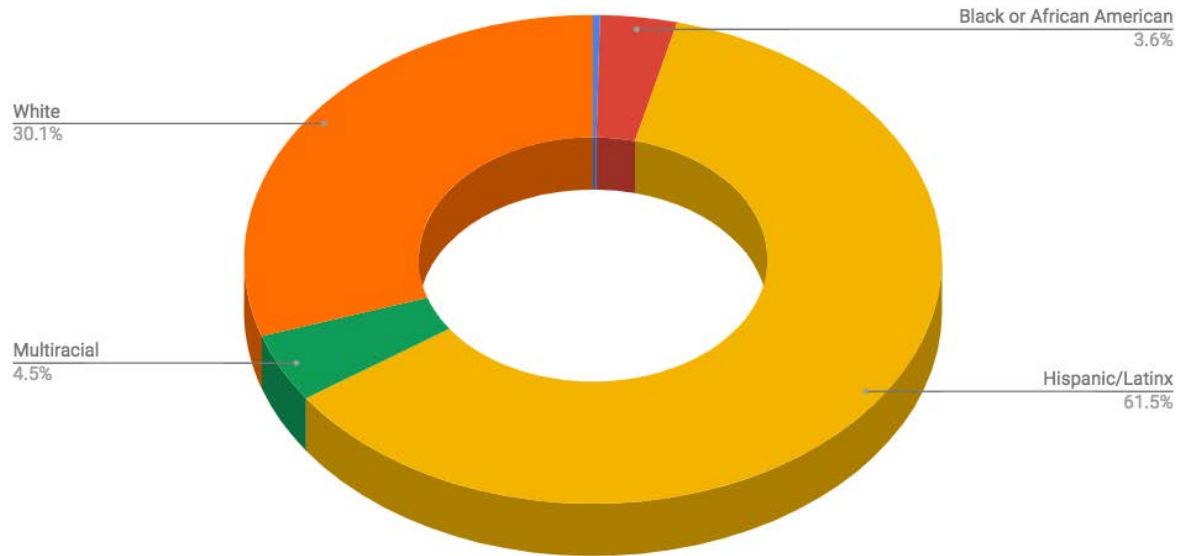
- Please refer to Appendix III.A.1., developed by the MMSD Research and Program Evaluation Office for annual Enrollment (aggregate and disaggregated) for the last five years.

Nuestro Mundo Enrollment by Race/Ethnicity					
	2013-14	2014-15	2015-16	2016-17	2017-18
Total	306	309	314	310	309
American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander	*	*	*	*	*
Black or African American	*	8	*	12	11
Hispanic/Latinx	212	207	206	194	190
Multiracial	11	11	13	13	14
White	74	79	85	88	93

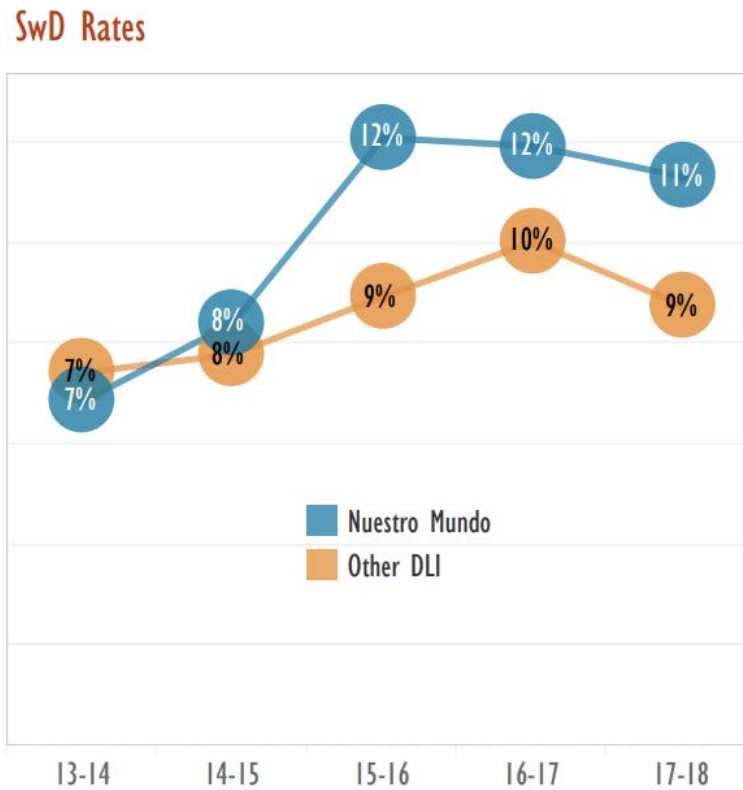
*Any student group with fewer than 7 students will be represented with an *.*

Nuestro Mundo Enrollment by Race/Ethnicity

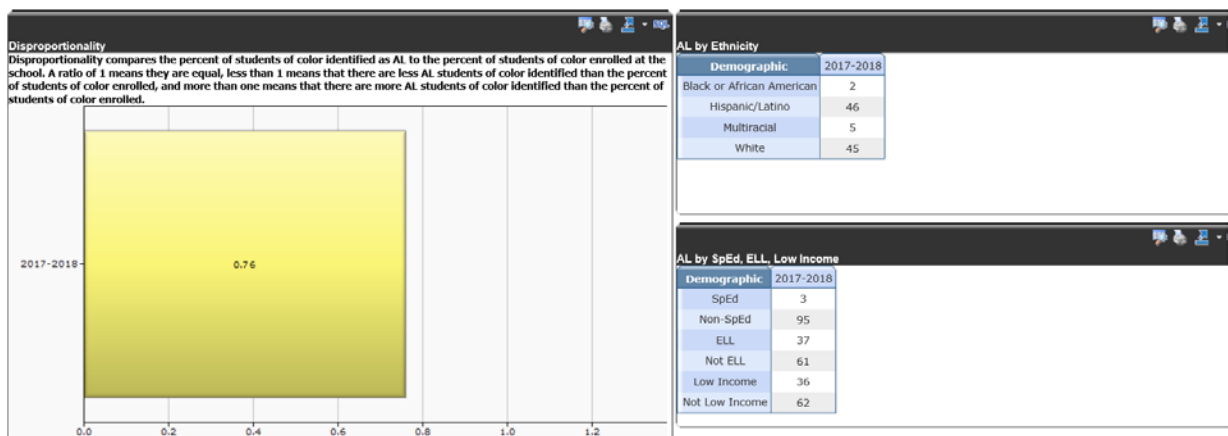
2017-18



- The following graph demonstrates the percentage of students at NMCS who receive special education services compared to other DLI programs in the district.



Advanced Learner Enrollment Data



Advanced Learner Identification 2017-2018

Grade Identification					
School Year	01	02	03	04	05
2017-2018	14	16	19	23	26

Domain Identification									
School Year	Creativity	General Intellectual	Leadership	Literacy/Language Arts	Math	Music	Science	Theater/Performance Art	Visual Arts
2017-2018	21	4	16	28	40	12	3	1	15

NMCS believes that traditional methods for identifying giftedness frequently result a disproportionate amount of gifted students of color being passed over for Advanced Learner (AL) services. NMCS staff are committed to identifying gifted and advanced students in all five categories (General Intellectual, Specific Academic, Creativity, Leadership, and Visual and Performing Arts), with an emphasis on identifying and developing the natural abilities of students of color in these areas.

B. Planned Changes to Student Recruitment Strategy and/or Student Selection Process for Renewal Term:

- Current State
 - a) NMCS shares an attendance area with Frank Allis Elementary School.
 - b) NMCS staff collaborate with the OMGE and the MMSD Enrollment Department in our student recruitment efforts. Contact via mail, phone, and through electronic media is made with all families incoming Kindergarten families in the Frank Allis attendance zone.
 - c) All parents are invited via U.S. mail, phone, and electronic media to attend informative sessions at the school.
 - d) NMCS staff make additional efforts to engage our African-American families directly in the recruitment process. NMI and NMCS staff are aware of disproportionately low percentages of minorities, with the exception of Latinx students. Some of the related barriers that have been identified include:
 - (1) Frank Allis Elementary School is a long-standing and trusted institution within the Black community of the Moorland Rd. Neighborhood. Many families have expressed reluctance to abandon Frank Allis.
 - (2) Many students have siblings attending Frank Allis. Families are reluctant to send siblings to different schools.
 - (3) Frank Allis currently offers dual-language curricula as well.

- (4) The admissions policy related to home language in the lottery system for DLI, the sibling preference, and the agreement to admit five students from the Monona Grove School District, all work together to diminish the number of seats available for new families, including black and other non-Spanish speaking minority families.
- e) NMCS strives to meet its recruitment goal of 12.5% of incoming Kindergarten students identifying as Black or African American. This goal is derived from dividing Frank Allis' current percentage of Black or African-American students in half to account for the fact that only half of the seats available are for native English speakers. The plan for the next contract term is to more effectively engage African-American families currently attending NMCS to join in the recruiting and communication efforts. NMI will actively recruit African-American parent or guardians as well as in the community to join the Board of Directors. NMCS staff will join with Frank Allis staff to create a co-hosted informational sessions for 4K families, set up information tables at 4K registration at Frank Allis, and hold meetings in the Moorland-Rimrock neighborhood.
- f) NMCS' maximum total enrollment is 324 students, minimum is 309.
- Planned Changes
 - a) NMCS' vision for the future is to increase the racial diversity of students who speak English in the home. NMI and NMCS plan to work more intentionally with African-American families within the school in outreach efforts.
 - b) NMCS plans to maintain aligned practices with MMSD in terms of lottery and admissions.

IV. School Data

NMCS has developed robust and efficient processes and structures to monitor gather and analyze data, and to maintain a continuous cycle of improvement within the school. (See Appendix IV.A.1, NMCS Teams and Structures). The School-Based Leadership Team (SBLT) regularly reviews school-wide disaggregated data from the programmatic and instructional practices perspective. This team collects and analyzes MAP, PALS en Español, quarterly Text Reading Levels (TRLs) in Spanish and English, as well as culture and climate data, the Thriving Schools Rubric, and walkthrough data generated from the principal and through Deep Dives with the Chief of Schools. These data are monitored carefully, with an eye on equity and closing gaps, and used to inform and adjust the professional learning plan, the current school improvement plan, and to inform the creation of the following year's school improvement efforts.

The below chart shows NMCS's progress on the goals set forth in the current charter contract. Some data is missing due to changes in state and federal reporting for English Language Learners. Spanish oral language development data is incomplete as a reliable assessment was not readily available at the outset of the current charter contract.

Article	Measure and Goal	Target Group	Record of Progress								
			2014-2015	2015-2016	2016-2017	2017-2018	2018-2019				
4.03.2.1	Attendance Comparison / "the same or higher daily average in other MMSD elementary schools"	All	NMCS: 96.1 MMSD: 93.3	NMCS: 96.24% MMSD: 93.1%	NMCS: 95.44% MMSD: 92.73%	NMCS: 95.57% MMSD: 92.14%					*=YTD
4.03.02.2	Attrition/Mobility Rate / 'same or lower than other MMSD elementary schools"	All	Forthcoming from RPEO								ELL=English Language Learner
											SLL=Spanish Language Learner
											MMSD=Madison Metro School District
4.03.02.3	Percentage of basic, proficient or above on local assessments (MAP) / "same or higher than other MMSD Schools" (emphasizing 5th grade and 6th-8th grades of students completing 5th grade at NMCS"	All/ELL									
	MAP Reading Assessment Overall		20%	36.40%	41.40%	41%					
	MAP Reading Assessment ELL		9%	16%	23.70%	25%					
	MAP Math Assessment Overall		38%	41.90%	43%	54%					
	MAP Math Assessment ELL		11%	28.90%	28%	43.50%					
4.03.2.4	Percentage achieving AMAOs / "same or higher than other MMSD elementary schools"	ELL									
	1. Percentage Increase in ELP Levels (ACCESS)		This measure is no longer used by the school district.								
	2. Percentage Attaining English proficiency (ACCESS)		This measure is no longer used by the school district.								
			NMCS: 17.1% (Badger Exam- Reading Proficiency)	NMCS: 14.6% (Forward Exam- Reading Proficiency)	NMCS: 15.6% (Forward Exam- Reading Proficiency)	NMCS: 15.2 (Forward Exam- Reading Proficiency)					
	3. Percentage Achieving proficient/advanced on state achievement test										
4.03.2.5	80% will demonstrate adequate yearly progress in Spanish proficiency base on ACTFL proficiency levels	All/SLL									
	ACTFL Overall		no data available	no data available	no data available	49%					
	ACTFL SLL		no data available	no data available	no data available	Forthcoming from Office of Assessments					
4.03.2.6	Maintenance of improvement of achievement on local assessments (performance and growth)	All/ELL									
	MAP Reading Overall - % Meeting Growth Goals		74%	73.47%	55.60%	69.40%					
	MAP Reading ELL - % Meeting Growth Goals		76%	71.43%	58.50%	72.00%					
	MAP Math Overall - % Meeting Growth Goals		70.30%	45.50%	57.90%	69.50%					
	MAP Math ELL - % Meeting Growth Goals		71.60%	50.60%	58.90%	69.50%					
	Reads at Grade Level in Spanish 1st-5th										
	Reads at Grade Level in Spanish 1st-5th (ELL)										

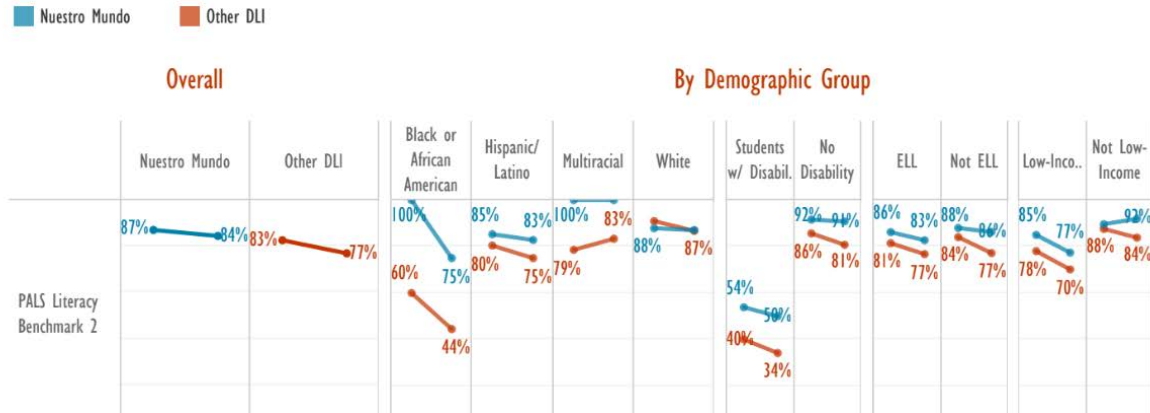
With regard to our goals set forth five years ago, as demonstrated above, NMCS has achieved its goal of meeting or exceeding academic growth and achievement in Math and Reading. In five years, the NMCS students have shown an increase of 21% in reading proficiency and 16% in Math. English Language Learners have shown a 16% increase in English reading proficiency and a 32.5% increase in math. Students meeting their growth targets also remains among the highest in the district in both reading and math.

NMI and NMCS feel that additional data is needed to tell the full story of our progress over the course of the current charter contract. What follows are additional data points followed by analysis that will help tell that story.

A. Student Academic Achievement Data and Analysis

DLI PALS and MAP SIP Measure Results

Note: Only results reflecting seven or more students appear below. "Other DLI" totals reflect DLI students only.



K-2: PALS Espanol: 84% Meeting Benchmark

The above graph shows a comparison between NMCS students and their peers in other DLI programs. The first point is 2015-2016 and the second is 2016-2017.

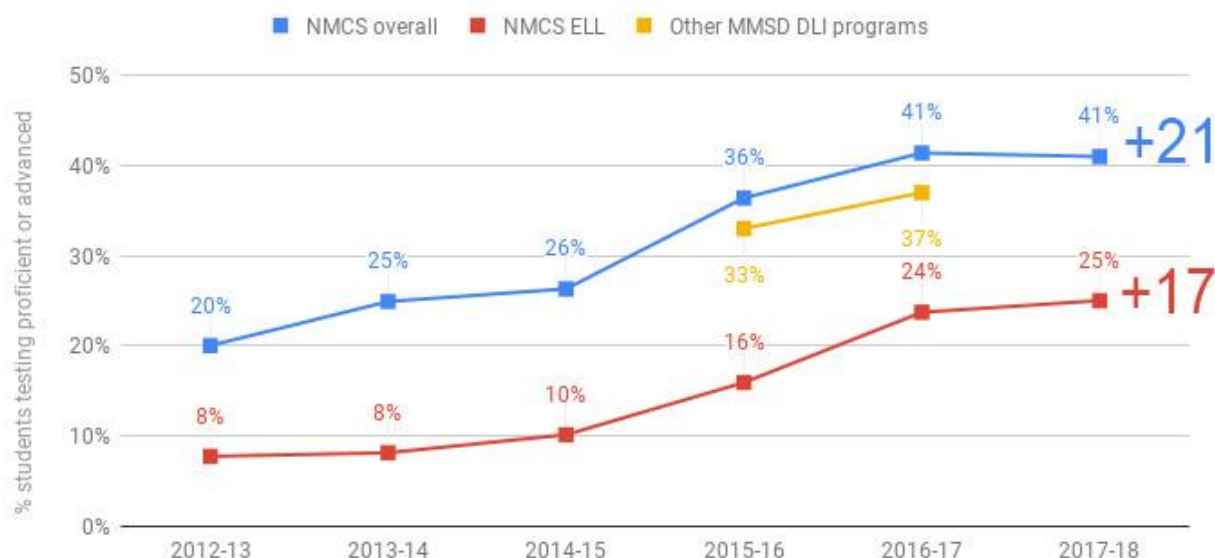
17-18 PALS:

2017-2018 Percent at Benchmark by Subgroup - Spring

Grade		All	White	African American	Hispanic	Asian	Two or more races	Native American	Pacific Islander	Low-income	Special Education	ELL	Advanced Learners
KG	School	45.8%	71.4%	50.0%	37.9%		.0%			33.3%	.0%	36.0%	
	MMSD	76.2%	91.3%	57.2%	60.8%	77.6%	73.7%	50.0%	100.0%	62.1%	51.2%	65.5%	100.0%
01	School	78.0%	100.0%	33.3%	81.5%		.0%			74.1%	50.0%	83.3%	78.6%
	MMSD	78.1%	89.6%	61.2%	66.8%	83.4%	77.0%	80.0%		64.5%	53.2%	68.7%	92.7%
02	School	86.0%	100.0%	50.0%	81.8%		100.0%			78.6%	42.9%	80.8%	100.0%
	MMSD	79.6%	88.7%	62.2%	73.7%	87.0%	76.3%	85.7%		68.3%	43.3%	77.8%	97.5%

Results from last year's Spring PALS assessment show a trend that has been confirmed over time of students struggling at the Kindergarten level, but outpacing their peers by 2nd grade. In the next charter renewal, NMCS staff will create a program in which incoming 4K families are invited into the school in the spring and summer to learn strategies supporting literacy in the home prior to the start of Kindergarten.

Reading Proficiency - Nuestro Mundo Grades 3-5 Spring MAP Scores



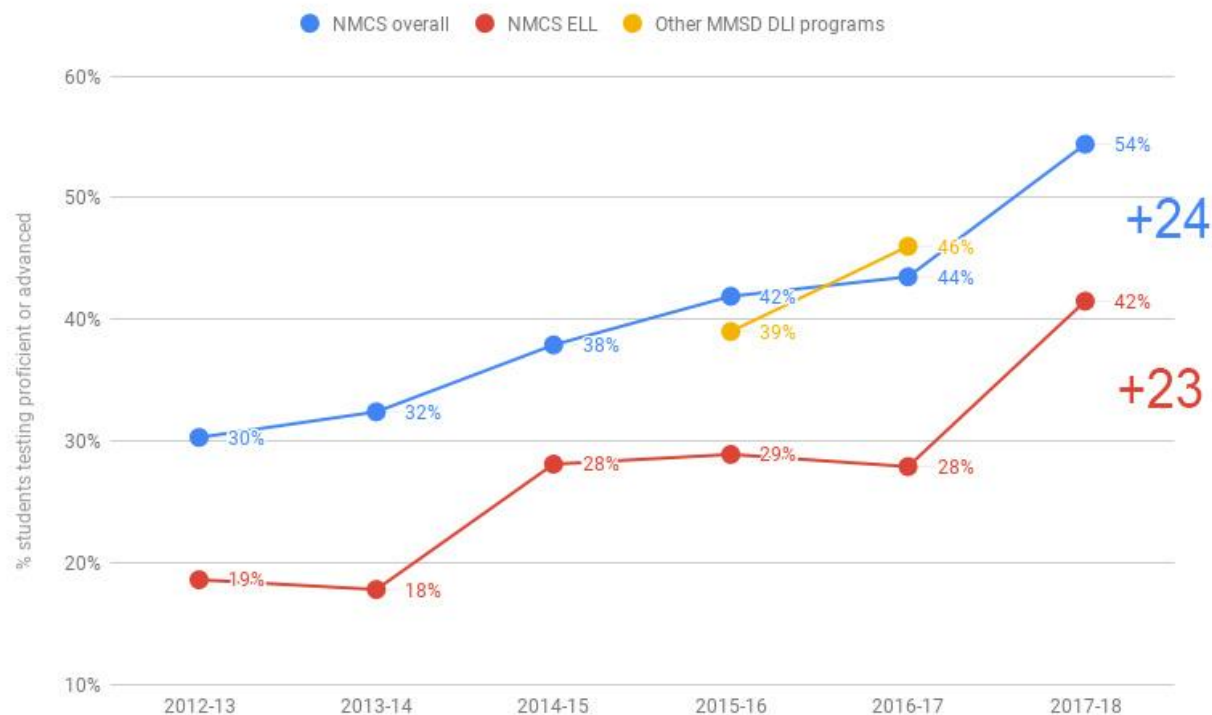
3rd-5th English Reading Proficiency: 43% Focus Group: ELL—30%

Our actual results: 41% and 25%

NMCS is extremely proud to be among five elementary schools in MMSD that have shown a more than 20 percentage point growth in reading proficiency on the Measures of Academic Performance (MAP) test as highlighted in the 2017-2018 Annual Report on the MMSD Strategic Framework. The

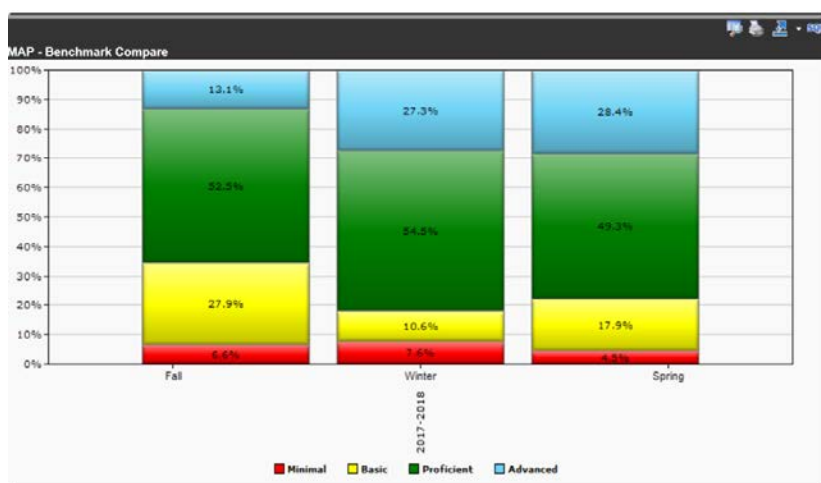
Over the next five years, NMCS teachers will continue to refine practices in the gradual release of responsibility to keep this positive trend going. One area of innovation over the next five years consists of language of intervention in primary grades in a 90:10 DLI program. We will leverage the MTSS to ensure that we are closely monitoring the progress of all sub groups, particularly African American students, and offer intervention in the home language. NMCS believes that bolstering literacy skills in the home language for English speakers who are struggling with literacy in Spanish, will have a positive effect in their literacy development in both languages. Bilingual intervention in the primary grades is an equity strategy to ensure that all groups are succeeding at NMCS.

Math Proficiency - Nuestro Mundo Grades 3-5 Spring MAP Scores



SIP Goal: 3rd-5th Math Proficiency: 56%; Focus Group: ELL— 48%
 Our actual results: 54% and 42%

Advanced Learner MAP Math 2017-2018:

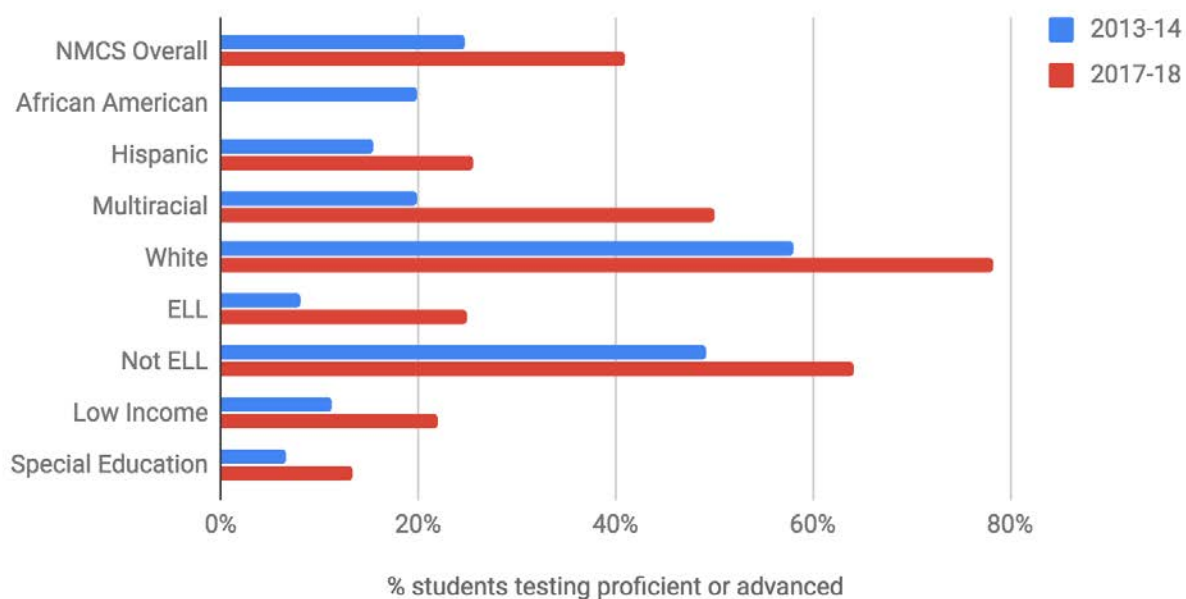


Over the last five years, NMCS has seen consistent and significant progress in English literacy development and math, while narrowing the achievement gap between English Language Learners

(ELL) and their native-English speaking peers. NMCS is in its second year of Bridges Math implementation. As teachers increase familiarity with this new curriculum and are able to integrate more language scaffolding, this positive data trend is expected to continue.

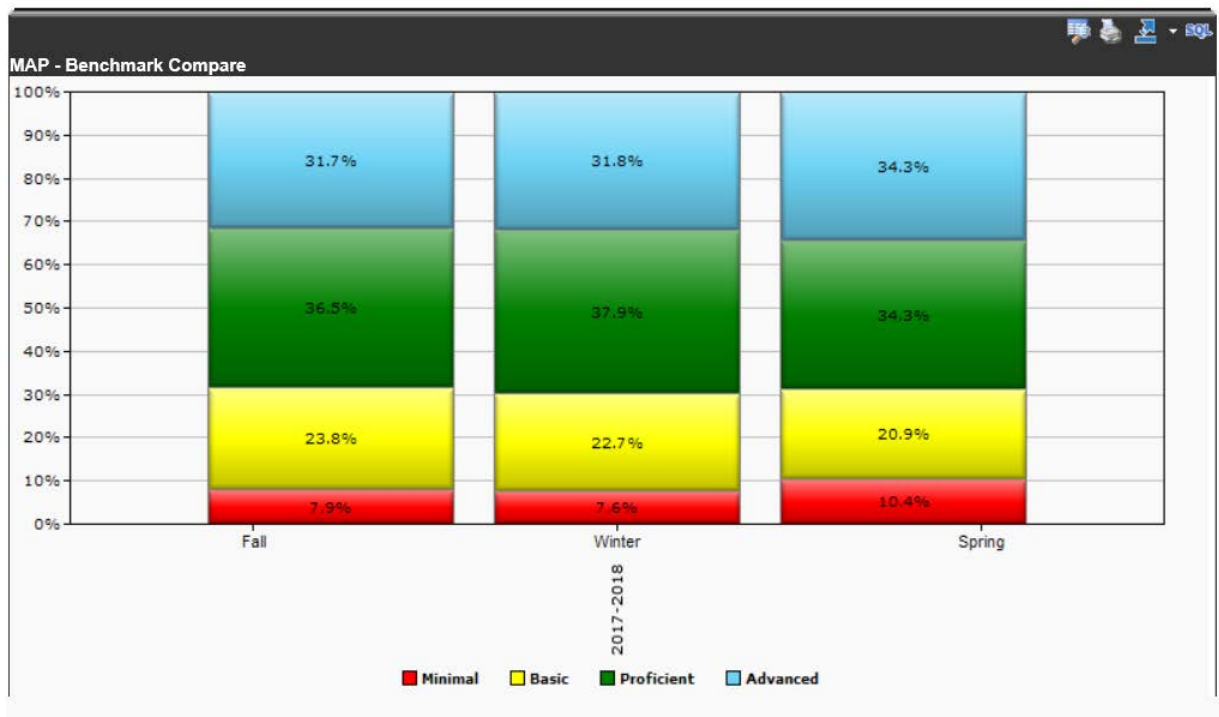
NMCS Grades 3-5 Spring MAP Reading Proficiency

4-year trend



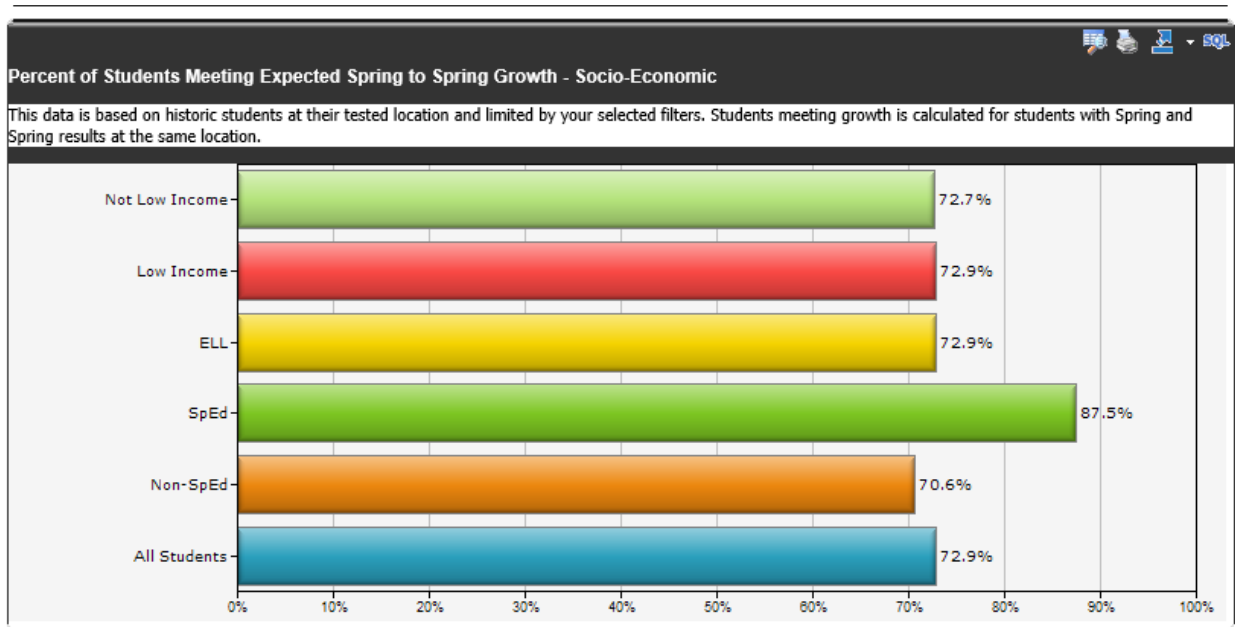
Reading Proficiency for NMCS Grades 3-5 Spring MAP Scores						
	2013-14	2014-15	2015-16	2016-17	2017-18	4-year trend
NMCS Overall	25%	26%	36%	41%	41%	16%
African American	20%	25%	100%	50%	0%	-20%
Hispanic	16%	12%	17%	27%	26%	10%
Multiracial	20%	71%	100%	40%	50%	30%
White	58%	63%	74%	79%	78%	20%
ELL	8%	10%	16%	24%	25%	17%
Non ELL	49%	52%	76%	73%	64%	15%
Low Income	11%	13%	18%	24%	22%	11%
Special Education	7%	6%	14%	0%	13%	7%

Advanced Learner MAP Reading 2017-2018:



Reading proficiency by demographic group shows significant gains by most groups, particularly Multiracial. Large fluctuations in African American data is due to low student counts in that group. NMCS is committed to closing the gap between African American students and their white peers. School staff are engaged in learning related to culturally responsive practices and both NMCS and NMI believe that DLI can be a model in which African American students can achieve excellence.

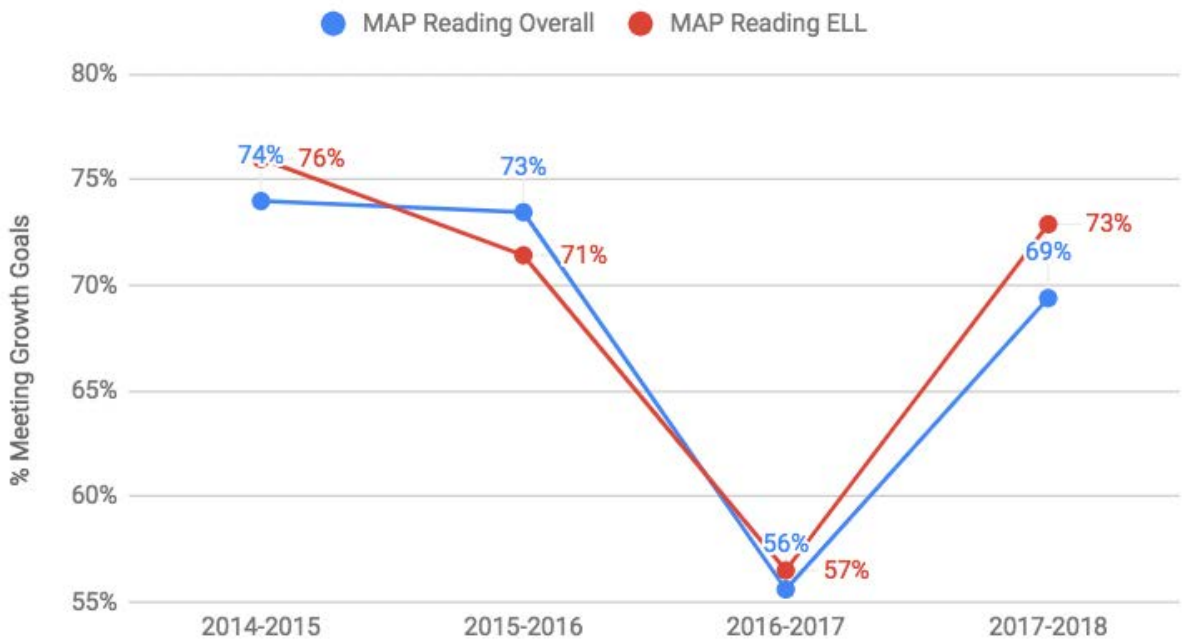
MAP Reading Growth (Spring to Spring 2017-2018)



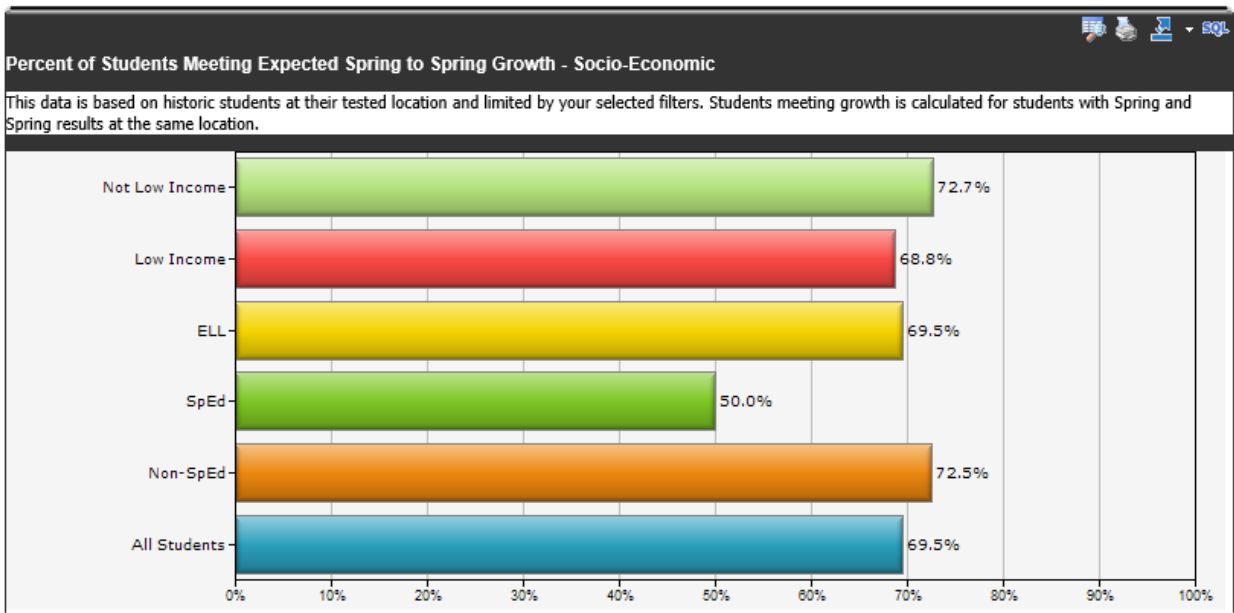
High rates of growth have been achieved in all subgroups in Reading over the course of the current charter contract. The above graph highlights a significantly higher percentage of students with a disability reaching their targets last year.

In 2017-18, 87.5% of special education students met their expected reading growth, which was higher than the 72.9% of all students overall to meet their reading growth goal on the MAP.

MAP Reading Growth at NMCS

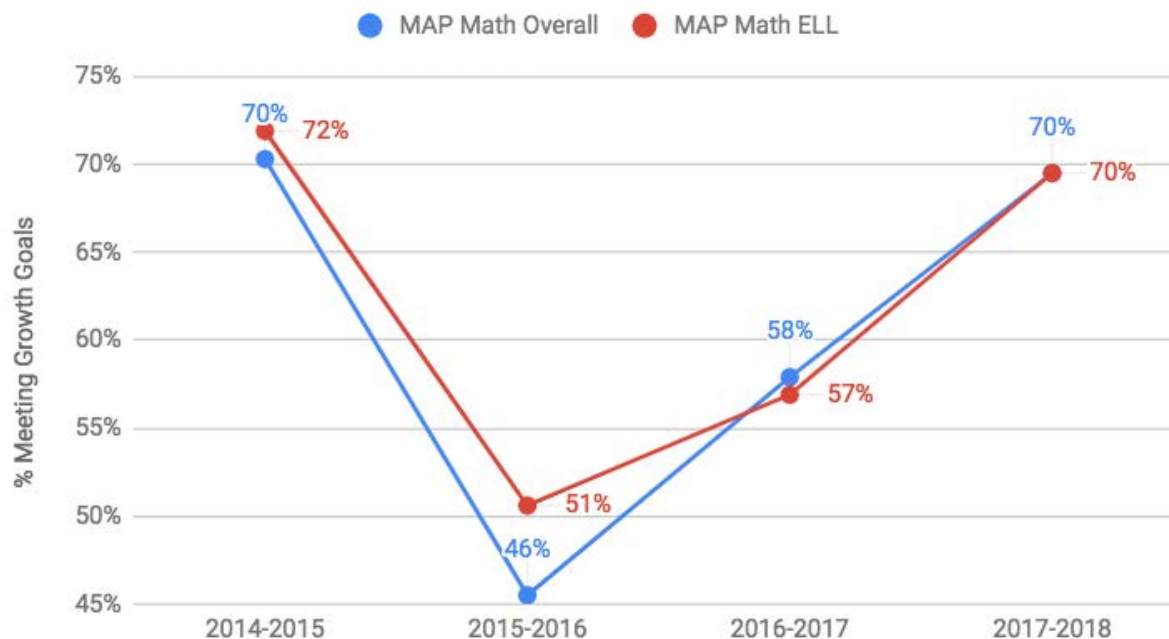


MAP Math Growth (Spring to Spring 2017 to 2018)



In Math as well, NMCS saw higher growth rates than the district average last year. The special education team is analyzing what has led to such high growth rates in Reading and how to replicate that in Math.

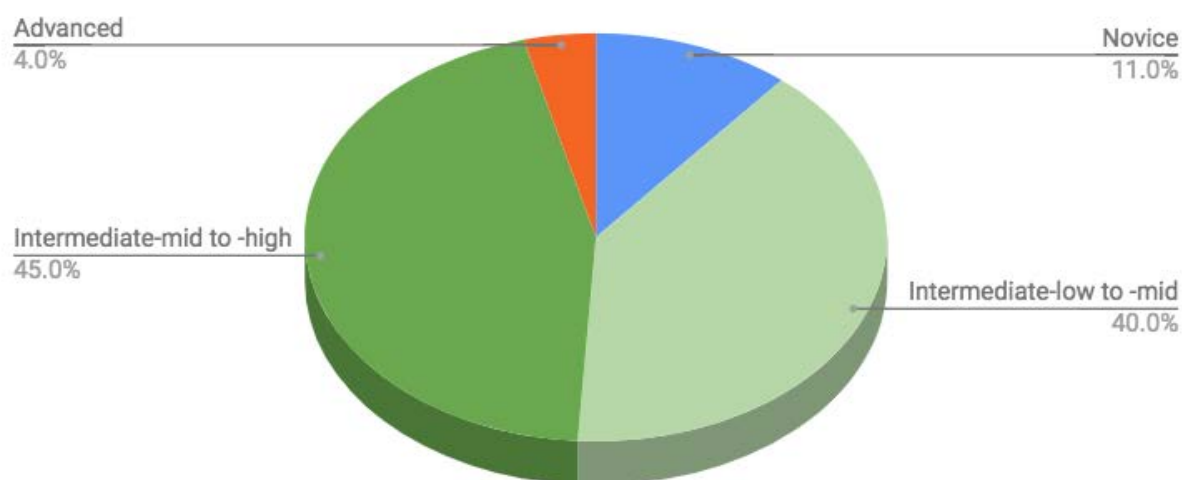
MAP Math Growth at NMCS



5th Grade Spanish Oral Proficiency (Spring of 2018)

NMCS 5th Grade Oral Spanish Proficiency 2018

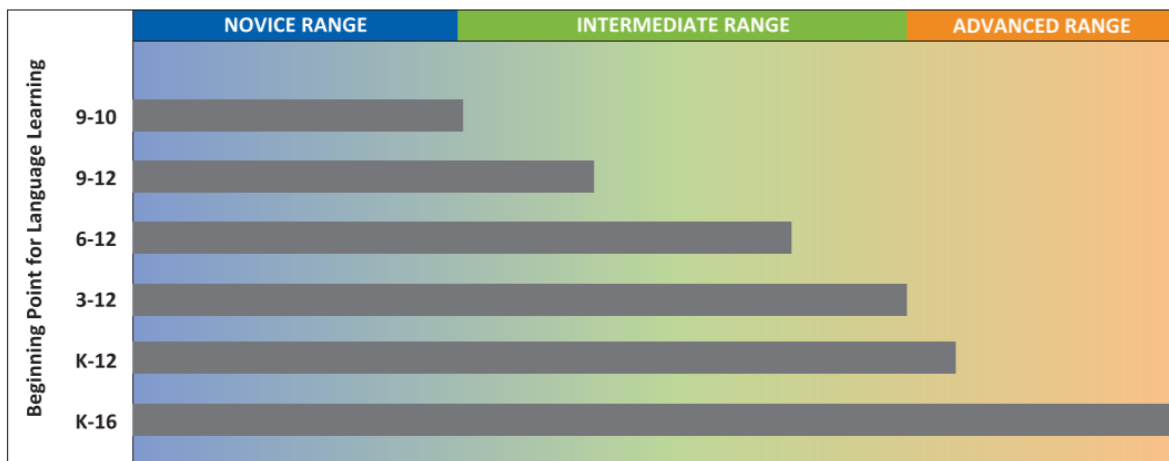
AAPPL Assessment (ACTFL Proficiency Levels)



Spring of 2018 was the first year in which all DLI programs in MMSD administered the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). ACTFL stands for the American Council of Teachers of Foreign Languages. These results highlight NMCS's work in developing Spanish language proficiency in all students. 85% of 5th graders scored in the Intermediate range. According to ACTFL, a language learner at the Intermediate level, "Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life." (ACTFL p. 14).

The graph below demonstrates expected proficiency over time in K-12 language learning program such as DLI. NMCS sets students on a positive trajectory for Spanish language acquisition to reach advanced levels in middle and high school.

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE



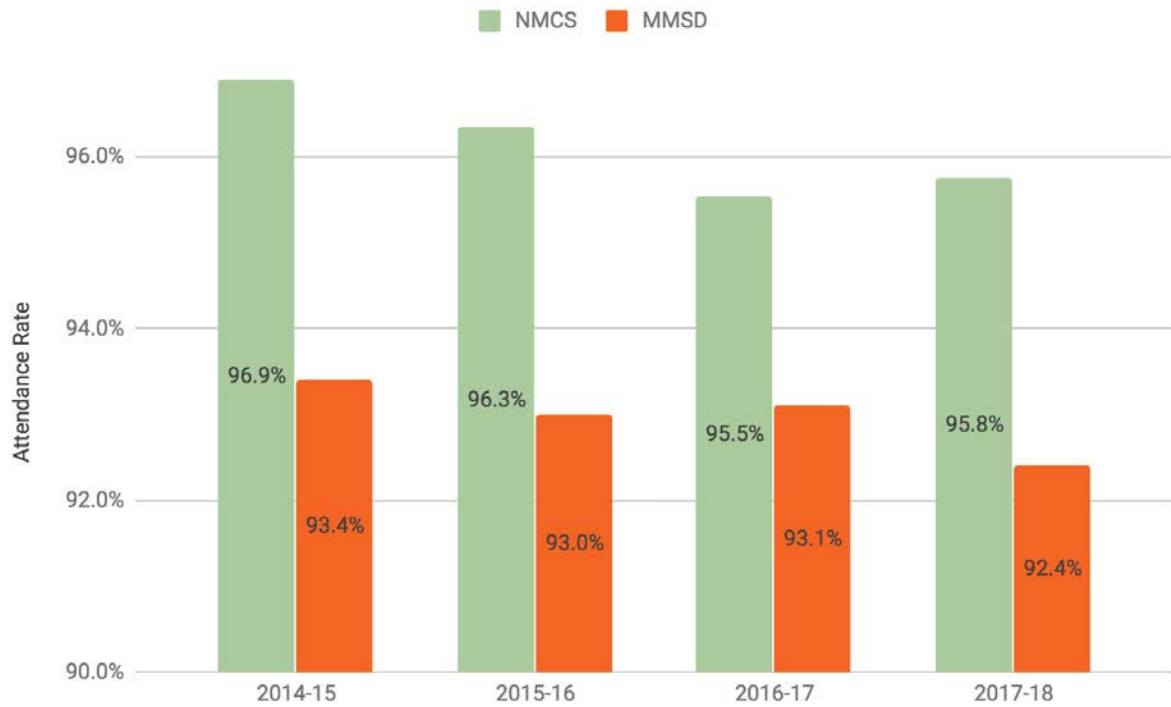
(ACTFL p. 13)

B. Student Attendance Data

Average Daily Attendance Rates

Students with 94% attendance, the district's target rate, would miss about 11 days of school during the year, while students with 90% attendance would miss about 18 days. Attendance rates do not distinguish between unexcused and excused absences. Students attending field trips or other school-sponsored events are marked present and do not contribute to lower attendance rates.

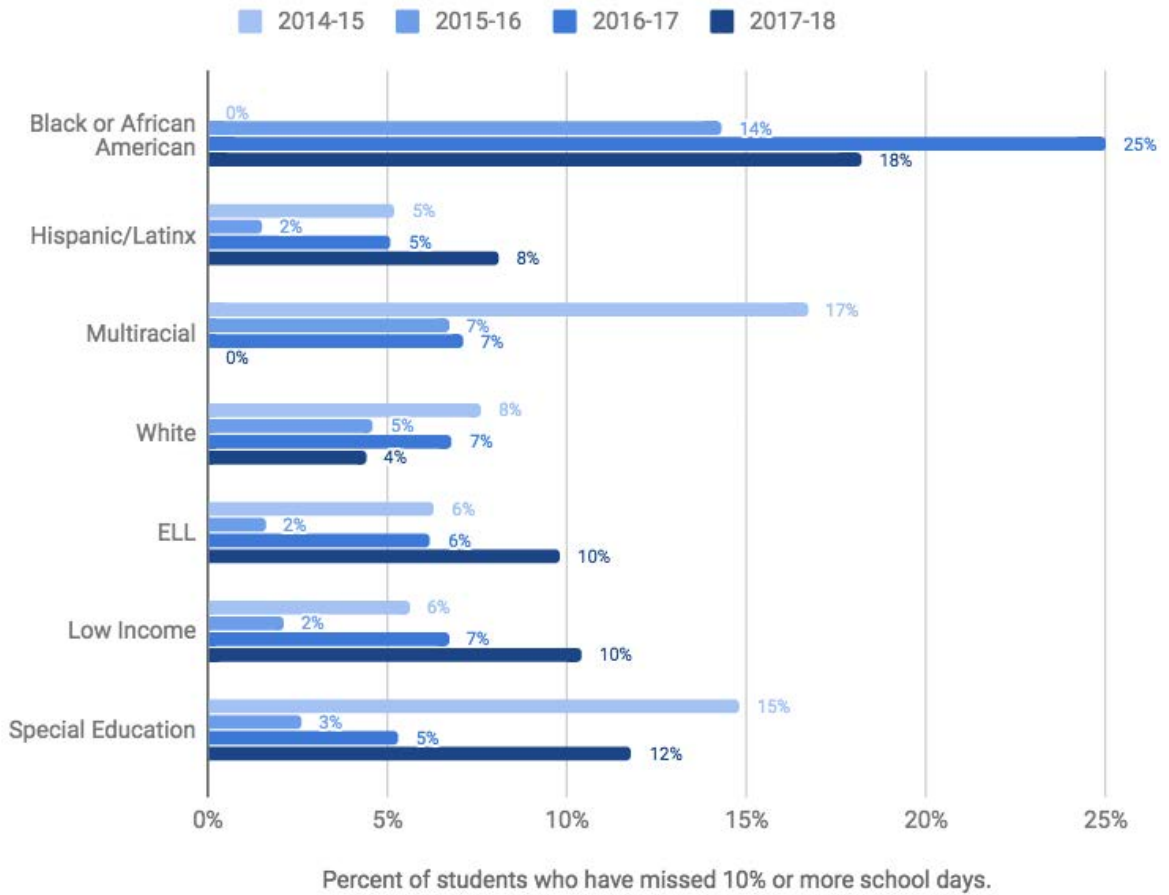
Average Attendance Rates NMCS and MMSD



NMCS is proud to have achieved the highest average daily attendance rates in the school district for the last six consecutive years. The average daily attendance rate for the term of the current charter is 95.8%.

Chronic Absenteeism by Race/Ethnicity and Other Demographics

Attendance rate below 90%



NMCS and NMI are aware of the discrepancy in absenteeism between Black or African American students and their peers. The low number of students in this group make it difficult to identify trends or make solid conclusions from these data. The school is aligned with MMSD in its commitment to engage these students and families.

Nuestro Mundo Retention Rates



Prepared by Kristian Chavira
kachavira@madison.k12.wi.us

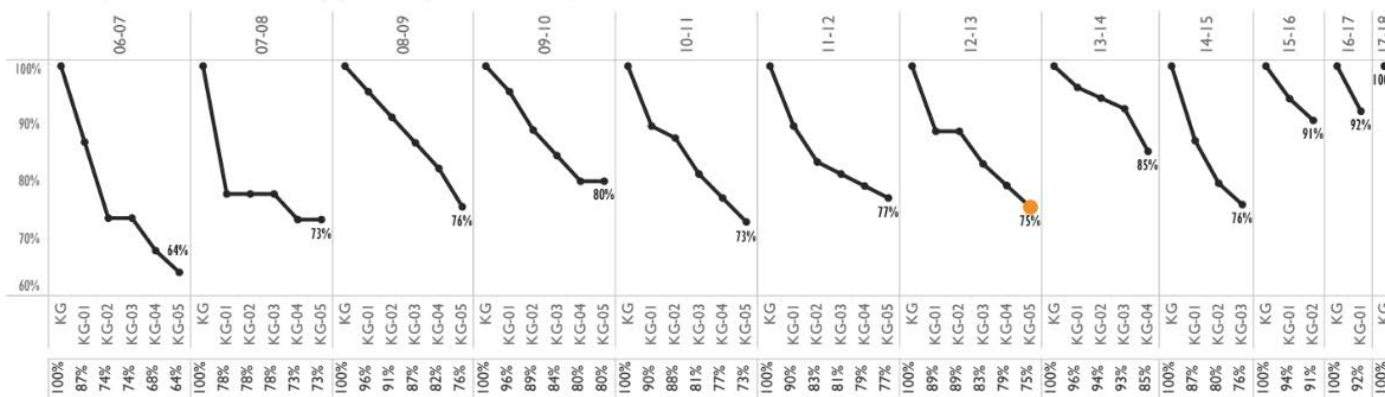
The following graphs summarize retention rates for Nuestro Mundo.

The retention rate is calculated by KG cohort and displays the percent of KG enrollees that are enrolled in subsequent grades. As an example, the percent of KG students enrolled in 2012-13 that were enrolled in 5th grade in 2017-18 is 75% (this point is indicated by an orange point in the graph Overall (all cohorts)).

Retention from KG through 5th Grade, By Subsequent Grade

Given student enrolled in KG, Percent of students enrolled during future school years

Overall (all cohorts, labeled by year they entered KG)

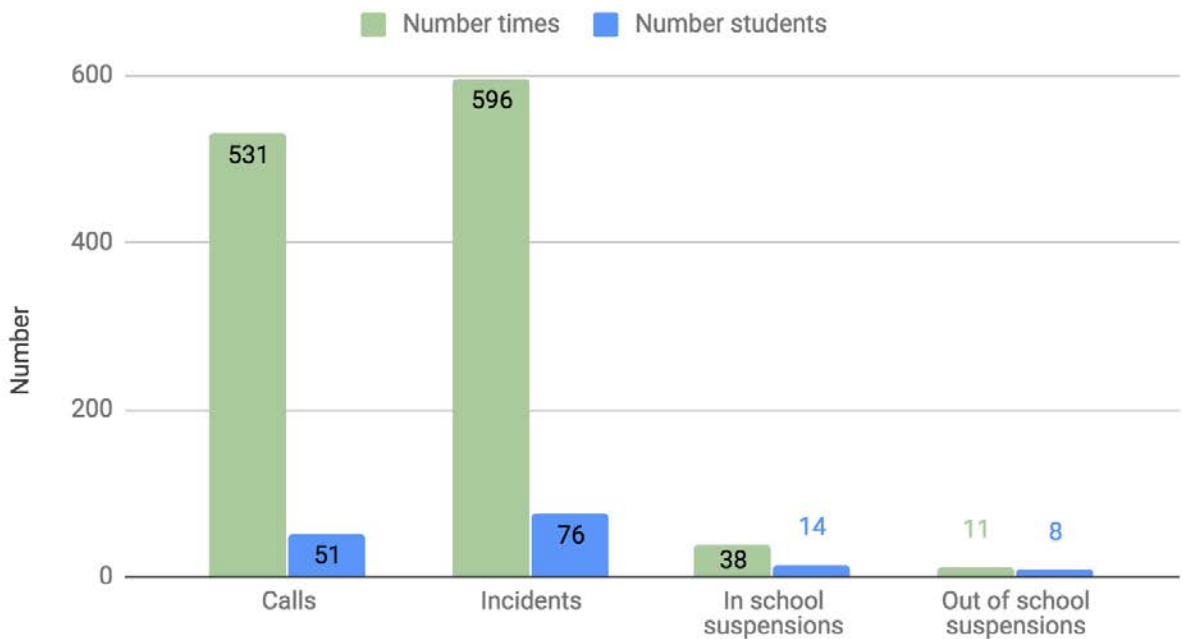


C. Student Behavior Data (2014-2018)

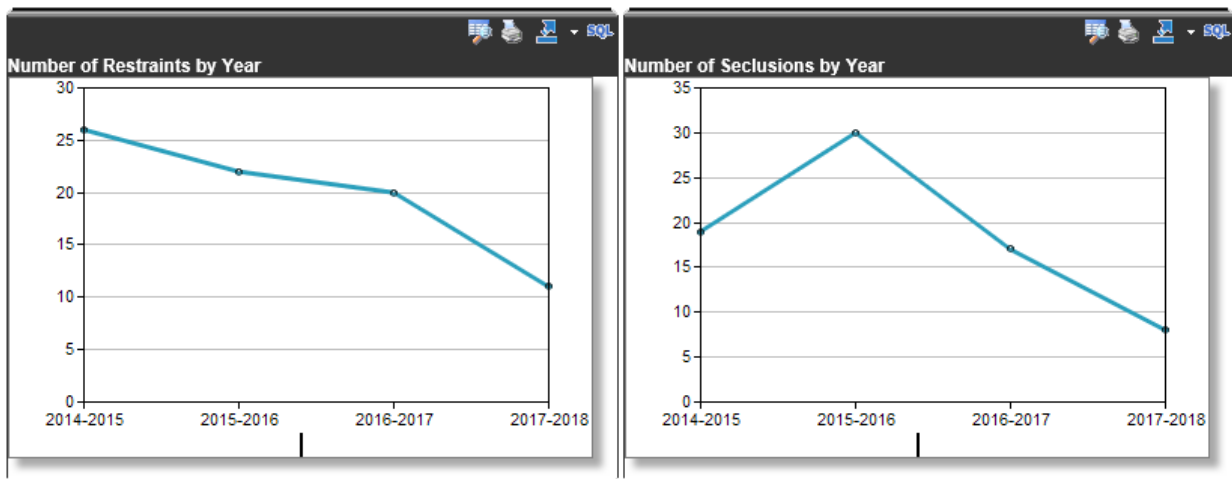
	Total	Black or African American		Hispanic/Latino		Multiracial		White	
			%		%		%		%
Enrollment	443	16	3.61%	281	63.43%	24	5.42%	118	26.64%
Number of Calls	531	21	3.95%	184	34.65%	125	23.54%	201	37.85%
Number of Students	51	3	18.75%	27	9.61%	4	16.67%	17	14.41%
Risk Ratio		1.3		0.67		1.16		1	
Number of Incidents (2-5)	596	15	2.52%	206	34.56%	121	20.30%	252	42.28%
Number of Students	76	6	37.50%	49	17.44%	5	20.83%	15	12.71%
Risk Ratio		2.95		1.37		1.64		1	
Number of ISS	38			15	39.47%	4	10.53%	19	50.00%
Number of Students	14			9	3.20%	2	8.33%	3	2.54%
Risk Ratio				1.26		3.28		1	
Number of OSS	11			6	54.55%			4	36.36%
Number of Students	8			6	2.14%			1	0.85%
Risk Ratio				2.52				1	
Students w/o Suspensions	424	16	3.77%	268	63.21%	22	5.19%	115	27.12%

	Total	SpEd		Low Income		ELL	
			%		%		%
Enrollment	443	59	13.32%	272	61.40%	251	56.66%
Number of Calls	531	368	69.30%	291	54.80%	157	29.57%
Number of Students	51	19	32.20%	32	11.76%	25	9.96%
Risk Ratio		3.88		1.06		0.74	
Number of Incidents (2-5)	596	397	66.61%	296	49.66%	178	29.87%
Number of Students	76	17	28.81%	58	21.32%	45	17.93%
Risk Ratio		1.87		2.03		1.11	
Number of ISS	38	28	73.68%	16	42.11%	11	28.95%
Number of Students	14	6	10.17%	10	3.68%	7	2.79%
Risk Ratio		4.84		1.57		0.76	
Number of OSS	11	5	45.45%	7	63.64%	7	63.64%
Number of Students	8	2	3.39%	7	2.57%	7	2.79%
Risk Ratio		2.12		4.44		5.36	
Students w/o Suspensions	424	52	12.26%	257	60.61%	239	56.37%

Behavior Interventions at NMCS 2014-2018



Restraint and Seclusion Data



NMCS staff (student services and special education staff in particular) have worked diligently to build relationships with students and families, employ a robust tier 1 approach to Social/Emotional Learning, and to develop system and interventions to prevent the need for restraint and/or seclusion as evidenced in the decline of incidents demonstrated in the graphs above.

D. Climate Survey Data

- Student Trends: Students who respond positively to the prompt: “I feel I belong at this school,” has risen from 60% to 77% over the course of the current contract. For “I look forward to seeing the adults at my school,” students responding positively has increased by 24 percentage points. Increases in feelings of safety are evident in the data as well, though this category is consistently the least positive. NMCS will expand its work around anti-biased based bullying through Welcoming Schools and Second Step in the next five years. (See Appendix IV.D.1).
- Staff Trends: 97% of staff responded positively to the prompt, “I enjoy coming to work,” and a 12 percentage point increase has occurred responding to the prompt, “School staff encourage students to believe that intelligence can grow through effort.” NMCS aims to further increase staff engagement by encouraging more teacher innovation over the next five years. (See Appendix IV.D.2).
- Family Survey Trends: 95% of 121 respondents indicated they feel welcome at this school in 2018. 86% responded positively to the prompt, “Parents are involved in some school decisions.” As stated in Section III, goals for the next charter course include increasing the intentional efforts to engage African-American families in existing groups decision-making groups and to create a new forum specifically for these families. (See Appendix IV.D.3).

E. Student Access to Opportunities

- At NMCS all students have access to quality education enriched by the dual-language model. Students are set up to excel in world language programming at the secondary school level or to learn additional languages beyond English and Spanish.
- All students have access to the arts
 - a) Music: one hour per week
 - (1) NMCS is in year two of Disney Musicals in the Schools.
 - b) Art: one hour per week
 - (1) The art teacher partners with local organizations to bring visiting artists from Latin America to work directly with our students. In 2016, a Mexican muralist worked with 5th graders to co-create a beautiful mural which is now installed in the school cafeteria. In 2018, through a partnership with Madison Public Library, a Mexican family that creates *alebrijes* spent several days with students at NMCS to demonstrate the craft and help students create their own. This aligns with our mission of the diversity of cultural heritages of students within the school.
 - c) Physical Education: 1.5 hours per week
 - d) STEM Education: 1 hour per week
 - e) All 5th grade students have access to strings if they choose to participate. Participation rates have averaged above 98% of 5th graders over the last contract term.
- MSCR After school data
 - a) Last year, through a 21st Century Community Learning Center Grant, MSCR partnered with the Latino Chamber of Commerce to create a ‘Junior Chamber’ for students in the

Enrichment program. Through this partnership, 4th and 5th grade students all of whom were Latinx visited Latinx-owned businesses around town, were guided in creating and developing their own business idea, and then participated in a “Shark Tank” contest in which they presented their ideas to a panel of Latinx business leaders. This aligns with the school’s mission of preparing students to be college, career, and community ready.

F. Summary Document Providing an Overview of All Student Results Using the Accountability Measures Set Forth in the Charter School Contract

This information is set forth in the table above (introduction to section IV). See also Appendix IV.F.1. The principal provided progress updates on NMCS charter goals to families and NMI regularly. This occurred through school newsletters and presentations to the NMI Board and Family and School Alliance.

G. Data Summary Related to Progress Towards Goals Set Forth in the Charter School Contract.

See above for data summary.

V. School Improvement Planning

A. School Improvement Planning Process

NMCS has participated in MMSD’s yearly school improvement planning process for the term of the current contract. Similar to MMSD, NMCS has engaged in setting a long-term vision for school improvement that also allows for ongoing data analysis and responsiveness in our professional learning and other aspects of school improvement. Five years ago, an extensive root cause analysis was conducted with involvement from NMI, NMCS school staff, and families to address alarming decline in academic achievement data. Each year the School-Based Leadership Team undergoes a school improvement cycle using the same process as other schools in MMSD and under the guidance of the Chief of Schools. The School Improvement Plan influences the way teachers work together, the professional development plan and the focus of our work with families.

See Appendix V.A.1, NMCS Professional Development Plans, 2014-2019.

B. Planned Changes to the School Improvement Plan for Renewal Term

NMCS plans to maintain an aligned SIP process with MMSD.

VI. Family Engagement

A. Family Engagement

- Family engagement has been a strength of NMCS since inception. NMI purposefully seeks input from all NMCS families, which means actively pursuing information by connecting with

families in 1:1 conversation, not relying solely on email surveys or other one-way communication.

- Family engagement was key for this renewal application. In fall 2017 while beginning the charter renewal process, NMI, with the assistance of Margaret Hawkins from the University of Wisconsin - Department of Curriculum and Instruction, spoke directly with NMCS families at a school open house where NMI provided food and childcare. Attendees discussed issues they would like to see addressed through an innovative community school and in charter renewal while bilingual volunteers scribed ideas and comments. Tables were available for people to share written comments and ideas (in Spanish or English) about the charter renewal and other issues important to families. Information collected was analyzed by Professor Hawkins and her team, providing critical context used for this renewal application and in making modifications to activities at NMCS.
- The recurrent themes from discussions with families include a desire to bridge families together, foster diversity, and value everyone. In response, NMCS worked hard toward obtaining the Welcoming Schools Seal of Excellence. It also held Spanish and English classes for parents with “intercambio” sessions in order for the participants to meet families who predominantly speak a different language. NMCS also held meeting sessions that challenged families to openly discuss difficult issues, such immigration policy and implicit racial biases with one another. The charter renewal will allow NMCS and NMI to continue to work to meet the needs of NMCS’s families.
- Much of the family engagement work at NMCS is done through the Family & School Alliance, which is a committee of NMI, made up of teachers, parents, and other community members to ensure open communication with the NMCS administration and staff and to promote consensus-based decision making (to the extent possible) around questions that affect NMCS families. (In the past, the Family & School Alliance has been called the Site Leadership Council, *Liderazgo*, and the NMCS Community Group). The Family & School Alliance aims to enable the success of NMCS students by collaborating with NMCS staff, NMI board members, NMCS families, and community partners to nurture ideas that will enrich students’ experience at NMCS. The committee’s focus areas include building community among NMCS families, celebrating and appreciating NMCS staff, providing financial support to drive enrichment ideas from staff and families, and creating avenues for families to volunteer and collaborate with staff.
- Family engagement at NMCS has included monthly (in-person and live-streamed) evening meetings to discuss NMCS curricula, policies, or recent events. Different topics are discussed at each meeting. The Family & School Alliance seeks feedback on presentations through English and Spanish surveys at the conclusion of each meeting.
- Other cultural family engagement activities include monthly “coffee with the principal” meetings, ice cream socials, movie nights, *Día de los muertos* and *Día de los niños* celebrations, Kermes/international night celebration, events for beautification of school grounds and creation of outdoor learning spaces, the Puma Pounce & Bounce (run and picnic), and other fundraising events. (See Appendix VI.A.1, Family & School Alliance Calendar 2018-2019).

The Family & School Alliance events, whether in English or in Spanish, always offer skilled interpreters to ensure all families receive the same information and can provide input on an equal basis. To encourage participation, the events generally include a light meal and childcare.

- The Family & School Alliance has also established the role of “Room Parent” which had not previously existed at NMCS. This role enables family engagement at the classroom level via grade/class specific communications and activities.
- As a gauge on its ability to reach all families, NMI and the Family & School Alliance Committee review the results of the climate survey and look for areas of improvement.

B. Planned Changes to Family Engagement for Renewal Term

- Family engagement will continue to be a priority for NMCS and NMI’s functions. NMCS, NMI, and the Family & School Alliance continue to strive to reach all NMCS families to ensure all NMCS families have a voice and have opportunity to fully participate in NMCS.
- In the renewal term, NMCS will strengthen its collaboration with the Family & School Alliance to further support engaging families in their students’ learning. Through discussion, the SBLT and the Family & School Alliance determined best practices for reporting student progress to families is at classroom and/or grade-level teacher-initiated events. These classroom and teacher-initiated events will be undertaken with the support of room parents. The Family & School Alliance will work to support teachers planning and coordinating family inclusive events in classrooms and the school (for example, presentations of student’s work on a family history project or a first grade math night). The Family & School Alliance will assist with outreach to families by offering childcare, interpretation, food, and transportation as needed to events.
- The Family & School Alliance will continue to offer monthly meetings to foster family-to-family connections; provide an avenue for parents to ask questions and provide input regarding their children’s experience at NMCS; and engage in event planning. To engage more families, meetings will be held alternatively after school once a month and in the evening once a month, and will continue to offer interpretation and childcare. The Family & School Alliance prioritizes diversifying the participation of families in planning school and community based activities to best reflect the multicultural community that exists at NMCS.

VII. Curriculum, Instruction & Assessment

A. Curriculum

- Curriculum Overview

NMCS implements a curriculum that meets the needs of its diverse student population. NMCS leaders have selected instructional materials that are culturally-relevant; students identify with the concepts, characters, or examples and are encouraged to draw upon their whole selves to demonstrate learning. Where possible, teachers apply a social justice lens and

parent engagement component to content. Most resources are available in Spanish and in English. Curriculum is grounded in the Common Core State Standards for all content areas, setting up all students to meet grade-level expectations. Course content reflects NMCS's equity mission of valuing all student identities and equipping all students to be challenged, supported, and accomplished.

- Instructional Materials

NMCS instructional materials mirror those of other DLI programs in MMSD, with the exception of core literacy materials. The following chart shows core materials for each subject matter.

Math	Mathematical Thinkers SM Bridges in Mathematics program for all K-5 environments
Social Studies	TCI TM Social Studies Alive resources, and grade 4 utilizes <i>Wisconsin Our State, Our Story</i> (Merlone & Oberle, 2008) to teach grade-level social studies standards
Science	FOSS TM Full Option Science System , and staff have begun transition to the Next Generation Science Standards
Social Emotional Learning	Second Step Welcoming Schools
Writing	<i>The Common Core Writing Book, K-5: Lessons for a Range of Tasks, Purposes, and Audiences</i> (Owocki, 2013), and complemented through <i>Units of Study in Opinion, Information, and Narrative Writing</i> (Calkins, 2013) and classroom mentor texts in English and Spanish

- Biliteracy Curriculum and Materials

- NMCS implements an alternative curriculum for reading, intended to impact teaching and learning of biliteracy. In 2012, NMCS joined MMSD in launching a K-5 resource for Spanish literacy, Scott Foresman Calle de la Lectura 2011. That same year, the school tried on the district-adopted curriculum for English literacy in grades 3-5, Mondo Bookshop. One year of implementation and insights from 8 years of dual language experience led staff to a similar conclusion: having two distinct curricula for Spanish literacy and English literacy did not lend itself to teaching and learning of *biliteracy*. Teachers argued instruction would be more coherent by drawing from *one* primary resource, guided by *one* scope and sequence, available in both languages.
- The school engaged in a decision-making process during the spring of 2012. Together with stakeholders, staff realized a desire for a unified scope and sequence across languages. The

school chose to adopt Scott Foresman Reading Street, the English counterpart to the district-adopted Scott Foresman Calle de la Lectura. This curriculum decision moved us away from haphazard teaching of two languages and towards a multilingual approach in which we strategically plan the integration and alignment of literacy in two languages. The adoption also streamlined the planning process for teachers: having one scope of themes and texts has allowed for more attention to fine-tuning lesson plans and lesson delivery (see Appendix VII.A.1, Reading Street Curriculum Brochure, and Appendix VII.A.2, Sample Year-long Plan Curriculum Map).

- Access and Integration

- a) Curricular materials at NMCS support a multi-tiered system of supports. Advanced learning instruction for tiers one and two draw out extensions from our primary resources. In a similar way, supports aligned with our curriculum are provided for students receiving intervention and students with disabilities. The school has worked for years on continuous refinement of our intervention menus to align with core practices, tailor supports to diverse needs, and impact student outcomes (see Appendix VII.A.3, Nuestro Mundo Tier Two Literacy Intervention Menu).
- b) NMCS has also made deliberate efforts to engage stakeholders in curriculum implementation and review. Families learned about curriculum at monthly Family and School Alliance Meetings. In 2017-18, parents gathered for grade level presentations about recently adopted Bridges Math curriculum. They experienced an activity from the curriculum, provided feedback, and learned resources to support the curriculum at home. Similarly, after-school programs Safehaven and Puma Scholars are invited to utilize the school curriculum to support or extend learning in their programs. Enrichment program leaders connect regularly with NMCS staff and instructional coach to plan curricular connections.

- Implementation, Monitoring, and Revisions

- a) NMCS professional development builds knowledge of content and pedagogy. Teachers regularly gather in facilitated planning sessions. Inclusive of an entire teacher team, these sessions aim to refine units of study, weekly plans, or one particular lesson plan. Analysis of student work guides ongoing revisions. NMCS prides itself on its alignment of instruction across a grade level (see Appendix VII.A.4, Weekly Plan of Instruction, Grade 3) and its vertical alignment of standards throughout grades (see Appendix VII.A.5, NMCS K-5 Writing Vertical Alignment), informed by the Common Core State Standards. The school has made strides in systematic organization of these unit plans in Google Drive. This organization supports teachers transitioning to a new grade level, provides leadership and stakeholders access to plans, and allows teams to build upon their plans year after year.
- b) NMCS ensures fidelity to curriculum in numerous ways. Teacher teams offer stability and support to guarantee alignment of curriculum. Instructional coaching is provided annually to each teacher team; this structure, too, helps to maintain common expectations for carrying out curriculum per our scope and sequence *and* lift instructional practices. School leadership regularly participate in deep dives, instructional rounds, and walk-throughs to

monitor implementation. This data gathering supplements formal teacher evaluation provided by the principal on a rotating basis through Educator Effectiveness. Finally, site-based leadership team reviews grade level literacy lesson plans and use insights to inform professional development outcomes.

1. Planned Changes to Curriculum for the Renewal Term

In the scope of the renewal term, NMCS is considering some small but important revisions. First, the school plans to follow the guidance of district-endorsed changes (i.e. adopting the Next Generation Science Standards). Second, NMCS would like to continue to incorporate parent feedback into curricular revisions. The Family and School Alliance Meetings in 2018-19 will give NMCS opportunity to consider family input in modifications (see Appendix VII.A.6, Family School Alliance Curriculum Input). Third, the school wishes to continue to monitor the effectiveness of its Literacy-based English Language Development instruction in grades K-2, and may consider enhancements to existing curriculum.

B. Instructional Design

- Model of Instruction

NMCS is a two-way, dual language immersion program. A dual language program aims for all students to achieve bilingualism and biliteracy in both the mainstream language, English, and the partner language, Spanish (Howard, E. R., et al., 2018). Since its inception in 2004, NMCS has implemented a 90:10 dual language model. In this model, instruction is delivered predominantly in Spanish during the initial years of instruction and transitions gradually to equal use of both languages by grade 4. Below is a table that displays the school's distribution of language across grades.

NM Language Distribution Instructional Minutes Across Grades

Spanish	English
---------	---------

100						
90						
80						
70						
60						
50						
40						
30						
20						
10						
	K	1	2	3	4	5

NM Language and Content Allocation

Spanish	English	Eng & Spanish equally distributed
---------	---------	-----------------------------------

	K	1	2	3	4	5
Oracy						
Science/SS						
Math						
Writing						
Reading			5/6			

- a) NMCS has committed to a 90:10 immersion model, even when MMSD dual language programs shifted to a 50:50 immersion model. This decision took into account input from our staff and stakeholders, student achievement data, and research findings. Comparative studies show that students demonstrate higher levels of Spanish proficiency when they participate in programs with higher levels of Spanish, that is, in 90:10 compared to 50:50 programs (Lindholm-Leary, 2001, 2007; Lindholm-Leary & Borsato, 2006; Lindholm-Leary

& Howard, 2008). Reading achievement measured in Spanish is higher in 90:10 than 50:50 programs, especially for EL students (Lindholm-Leary, 2017; Lindholm-Leary & Howard, 2008). Finally, research is consistent in showing that students in dual language programs who spend less time in English tend to score at similar levels as their peers who receive more English. This is true for levels of English language proficiency and reading achievement measured in English (August & Shanahan, 2006; Genesee & Lindholm-Leary, 2013; Lindholm-Leary & Borsato, 2006; Lindholm-Leary & Genesee, 2010; Lindholm-Leary & Howard, 2008). Guided by these research findings and committed to fostering bilingualism, NMCS chose to maintain its 90:10 model.

- b) Within a 90:10 model, NMCS organizes biliteracy instruction through a paired literacy approach. Paired literacy is a framework that sets up instruction so that Spanish language arts and English language arts are strategically planned for transfer of skills, rather than merely repeating instruction in both languages (Escamilla, et.al, 2013). In K-2 environments at NMCS, literacy instruction happens in Spanish in the morning. At a separate time of day, teachers implement literacy-based English Language Development (ELD). Literacy-based ELD is aligned to the morning Spanish language arts either by theme, genre, or strategy. It is an opportunity for students to transfer their learning from earlier in the day into English in a new, authentic way. More than oral language development, Lit-based ELD incorporates a text and provides support for students to engage in the text. 3-5 environments apply principles of lit-based ELD in a block titled Oracy.
- Implementation
 - a) NMCS's staffing model and instructional design are unique from that of other dual language immersion programs in MMSD. A fully bilingual staff, the school implements self-contained classrooms in which one bilingual teacher delivers instruction in all content areas to 18-25 students. NMCS receives Achievement Gap Reduction (AGR) funds from the state to reduce class sizes in Kindergarten through Third Grade. The literature suggests, and our staff has experienced, that this model best lends itself to teaching the whole child in both languages and seizing natural opportunities for transfer of skills across languages. Within this model, teachers are able to meet regularly with a grade-level team of teachers to co-plan instruction. Self-contained bilingual classrooms have also facilitated strong relationships with students and their families, and positions staff to best meet the needs of students with disabilities.
 - b) NMCS leadership, along with staff, have persisted in refining an instructional design that honors guidelines of a 90:10 model and maximizes instructional minutes in all content areas for both languages. The design reflects best practice for target language development, allowing for an extended block of time in each language on a daily basis (Cloud, Genesee, & Hamayan, 2000). In 2017, the school made the decision to shift from 6 week units of study in certain grades to quarterly units of study - both to align with the duration of a mathematics unit, and to facilitate reporting out in quarterly cycles with the new report card. Below is a sample language-content map and accompanying daily schedule for one grade:

4th grade language & units of study

Spanish	English
---------	---------

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reading	Spanish	English	Spanish	English
Writing & Oracy	English	Spanish	English	Spanish
Math	Spanish	English	Spanish	English

Sample Daily Schedule 4th grade

Spanish	English
---------	---------

When reading units are in Spanish (quarters 1&3)	When reading units are in English (quarters 2&4)
9-10 Related Arts	9-10 Related Arts
10-11 Writing	10-11 Writing
11-11:50 Lunch	11-11:50 Lunch
11:50-1:00 Reading	11:50-1:00 Reading
1:00-2:20 Math	1:00-2:20 Math
2:20-3:00 Science/SS	2:20-3:00 Science/SS

- Scheduling

NMCS has designed its master schedule, grade level instructional blocks, and support schedules in a way that prioritizes language learning and staff collaboration. The master schedule guarantees each grade level at least one hour of uninterrupted facilitated planning time per week. (See Appendix VII.B.1, Master Schedule). In 2017, staff collaborated on a schedule for common instructional blocks across grade levels. As a result, teachers share students across a grade level for guided groups and support teachers can provide supports to multiple classrooms at a time (see Appendix VII.B.2, BRT Assignments). Cross-categorical special education (CC) teachers are assigned to support students in an inclusive, least-restrictive environment. Currently, NMCS employs two full-time CC teachers who are scheduled to support three grade levels each. Additionally, the school employs three full-time and two part-time Special Education Assistants. The school employs a part-time Advanced Learning resource teacher to provide direct services to students and consultation to teachers. Finally, the school Multi-tiered System of Supports team designs a schedule each year that thoughtfully utilizes adults in the building and maximizes instructional minutes for students (see Appendix VII.B.3, Interventionist Schedule).

1. Planned Changes to Instructional Design for Renewal Term

NMCS intends to apply the current instructional design throughout the term of the upcoming charter.

C. Assessment Plan

NMCS implements a comprehensive assessment system, inclusive of both languages. The assessment system includes a universal screener (benchmark assessment) in literacy: Northwest Evaluation Association Measures of Academic Progress (MAP) for grades 3-5 and Phonological Awareness Literacy Screening (PALS) in Spanish for grades K-2. CoGAT is administered as a tool to help identify students for advanced learning placement. Summative data is collected through the Forward exam for students in grades 2-5. The school measures oral language development through the ACCESS exam for English language learners. Teachers administer formative assessments through text reading level evaluations in literacy, number corner check-ups in math, and oral language observations on a semester timeline (see Appendix VII.C.1, Balanced Assessment Calendar).

- Data Use

- a) NMCS has developed systems both to house data generated through assessment and to act on the data that is collected. The school has a robust multi-tiered system of supports (MTSS) team whose mission is to provide extensions and supports to students in a flexible, inclusive fashion. Grade-level professional learning communities (PLC) meet monthly to problem solve around student needs in academics or social emotional learning. If students do not make expected progress, the MTSS team considers providing a more intensive support. The MTSS team draws upon guiding principles for analyzing data in multilingual

settings, for matching intervention with students, and for deciding the language of intervention. In recent years, the MTSS team has begun to incorporate social emotional learning and supports as an integral part of the system (see Appendix VII.C.2, MTSS flowchart).

- b) Teacher teams also have opportunities to review student data on a regular basis. The school relies on its in-house data warehouse to monitor progress of students in reading and in math, and to consider supports or extensions. Grade level teams gather quarterly for structured data review, and information is used to guide instruction (see Appendix VII.C.3, Team Data Review Agenda). Finally, as a charter school, NMCS embraces formative and performance assessments as a means for students to demonstrate learning. Teachers have grown accustomed to designing end-of-unit performance assessments, often inviting parents to participate in the display.

- Families as Partners

NMCS values its partnership with families and their important role in assessment. The school provides communication to parents about the assessment calendar through the school newsletter at the start of each year, and often in the September Family and School Alliance meeting in which the school improvement plan is shared verbally. Communication happens in Spanish and English, and a forum at the meeting allows for parent questions and answers. Through parent-teacher conferences in August, November, and April, teachers present to families an overview of assessment measures at their grade level and what information will be gathered. Parents are provided a combination of standardized measures to learn how their child is performing in relation to grade level standards and formative measures that demonstrate the child's growth over time. Finally, NMCS offers a forum for teachers, support staff, and families to coordinate efforts in academics or behavior for students who need it most. This group, known as student support and intervention team (SSIT), builds a joint understanding of data findings with parents and co-creates a plan of supports in response (see Appendix VII.C.4, SSIT Agenda).

1. Planned Changes to Assessment Plan for Renewal Term

NMCS considers some possible improvements to our assessment plan during the next phase of the charter. (1) Teachers intend to implement a home-grown tool for assessing Spanish literacy, called *El Jose Flores Assessment*. Staff will continue to gather feedback to inform revisions of the tool. (2) MTSS hopes to continue its exploration of intervention in bilingual settings. Data indicates that some English-dominant students struggling to read in Spanish have benefitted from a literacy intervention provided in English. (3) NMCS teachers and families continue to work on improved communication about student outcomes. The school intends to continue using the MMSD report card and simultaneously explore the possibility of a student-generated portfolio that could be used to demonstrate mastery of grade level standards in both languages.

VIII. Student Behavior Management

A. Student Behavior Management System

- NMCS collaborates with the MMSD Department of Student Services to align practices related to student behavior management.
- The NMCS Equity Vision and Values stated in Section I of this application underpin our practices related to student behavior management. NMCS upholds the philosophy that all children can learn, all behavior is communication, desired behaviors must oftentimes be explicitly taught, and families are key partners in student behavior management. NMCS staff has engaged in many years of learning related to Culturally and Linguistically Responsive Practices and the brain research explaining the link between relationships, security, and the ability for a child to learn. NMCS is participating in ongoing professional development on trauma informed practices and how to best care for children who have had adverse childhood experiences. To this end, NMCS employs a tiered approach to behavior management drawing from Positive Behavior Intervention and Support (PBIS), progressive discipline, restorative practices, Welcoming Schools, and the Behavior Education Plan. At the tier 1 universal level, NMCS uses Second Step and Welcoming Schools to teach students skills including empathy, problem solving, inclusivity, ally behavior, skills for learning, etc. All classroom teachers follow NMCS's social emotional learning scope/sequence in order to ensure that all social emotional learning standards are being taught.
- NMCS employs a Mobile Response Unit to manage potentially unsafe behavior within the school day. The principal, social worker, psychologist, and PBIS Coaches share the work of responding to behavior. These staff, along with special education staff, maintain current certification in Non-Violent Crisis Intervention strategies.
- NMCS believes that behavior and learning are inextricably linked. For this reason, behavior data is considered in all conversations related to struggling learners from grade level team meetings, special education consultancy, to MTSS and SBLT. Data such as behavior referral, restraint and seclusion, and absences is kept at the forefront of these conversations.

B. Process for making continuous improvement efforts at the school, classroom, and student level based on the student climate data analysis

The Culture and Climate Team, which meets monthly, analyzes behavior data at the macro level to suggest action steps the school can take to bolster universal expectations and practices. This group informs the SBLT which monitors all aspects of the SIP, and suggests areas for improvement in the future. The Mobile Response Unit meets weekly to review student-specific behavior data and provides more immediate supports and interventions for students in acute crises.

C. Planned Changes to Student Behavior Management for Renewal Term

New this year, NMCS will be implementing the Behavioral Health in Schools and Fortalezas Familiares which are further described in the Key Partnerships section of this application.

IX. Key Partnerships

A. Key Partnerships

NMCS is committed to the idea that our most vulnerable students and those historically underserved in our schools benefit the most when a community comes together to support them. Over the past five years, we have sought partners who share our mission to increase access to opportunities for minority populations. We are also sought out frequently by community organizations seeking to bring their services into Madison's schools. NMCS uses a selective process to ensure that we engage in the most impactful partnerships and that these partnerships first and foremost the most vulnerable students and families.

- Madison School & Community Recreation

- a) Afterschool: This program, formerly referred to as Safe Haven, provides onsite programming and childcare throughout the school year from dismissal through 5:45. This program provides a convenient option for families in situations that might prevent them from being available in the late afternoon.
- b) Enrichment: This program, funded through a DPI 21st Century Learning Grant, provides academic enrichment for students struggling in Reading and Math. Students are identified by teachers using reading and math assessment data and then referred to the MSCR Site Director who then extends an invitation to families. This program is free for families (see Appendix IX. A.1, MSCR Partnership Agreement).

- UW Health-Behavior Health in the Schools (BHS)

- a) BHS seeks to improve well-being among students with mental health concerns, enhance school environments for all students, and support an integrated and responsive health system. It also enhances the school's continuum of mental health supports so that all of our students can be college, career, and community ready. BHS focuses on addressing the unmet mental health needs of students and their families. The program integrates a mental health clinician (half-time/20 hours per week) into the schools where they actively collaborate with the Student Services team and provide individual treatment to students who are unable to access community-based mental health care. BHS Clinicians also work with school staff so they can better support students with mental health concerns. NMCS was selected for the second cohort of schools to participate in this program with an implementation date of 2018-2019 school year.

- Foundation for Madison Public Schools: Adopt-a-School Program

- a) WEA Trust
WEA Trust and NMCS maintain a partnership has grown into a model for Foundation for Madison Public Schools of what is possible when two organizations are closely aligned in

their missions. This partnership has resulted in material and financial support as well as multiple connections between WEA Trust staff and NMCS staff and students.

b) Latino Chamber of Commerce

NMCS, MSCR, and the Latino Chamber of Commerce have partnered to create a program called 'Junior Chamber' in which members of the Chamber host field trips and visit the MSCR Enrichment program to promote business skills and inspire students to carry on the strong tradition of Latinx-owned businesses in the Madison area.

• Institutions of Higher Education

a) Parent/School Partnership

Over the last five years, NMCS has offered this program, created by the Mexican-American Legal Defense and Education Fund (MALDEF), each year for families. The six-eight week program includes sessions based on orientation to the U.S. educational system and how families can best advocate for their children within the system. Each year, the school partners with a local university to provide tours and special bilingual sessions with financial and academic advisors at the university. UW-Madison and UW-Whitewater have partnered with NMCS in the past through this program.

b) Fortalezas Familiares

Fortalezas Familiares is a 12 session, systemic intervention for Latino families with a mother suffering from depression, in partnership with the UW Department of Counseling Psychology. The parent group includes the mother with depression and any other caregivers in the family while the youth group includes children ages nine through seventeen. The goal of the Fortalezas Familiares is to educate the participants about how depression may be contributing to the problems in their families and provides understanding of how families can work together to change and improve their well-being. Unique to Fortalezas Familiares, there will be a third group for the children eight-years-old and younger. Based on developmental maturity, they will be learning about basic interpersonal and emotional skills.

• Seeds of Peace

NMCS partners with this organization to provide healthy snacks and meals to sustain families, who may be experiencing housing instability and/or in financial crises, through the weekend. Every Friday afternoon, this group of community volunteers, in collaboration with the school social worker, comes into the school and discreetly places bags of food into students backpacks to be taken home.

B. Planned Changes to Key Partnerships for Renewal Term

NMCS has no planned changes for key partnerships in the renewal term but will continue to cultivate partnerships in the community to benefit its students as opportunities arise.

X. Human Resources

A. Staff Recruitment and Retention Plan

a) Current staff demographics:

80% Female/20% Male

55% Latinx/45% White

- b) Staff Retention Data: Over the past five years, the average retention rate for staff is 81.34%. This is compared to a retention rate of 80.56% district-wide during the same period. This provides evidence that NMCS is a thriving workplace where high percentages of staff feel fulfilled by their work (see Appendix X.A.1, NMCS Human Resources Data 2012-2017). NMCS prides itself on being a place where teachers and staff form positive relationships with their colleagues and feel challenged and fulfilled at the end of the day.
- c) All teaching staff are properly certified through the Wisconsin Department of Public Instruction (DPI) (see Appendix X.A.2, NMCS Certification Report).
- d) NMCS principal and staff collaborate with the MMSD Human Resources Department for matters related to recruitment and hiring. The principal participates in early hiring interviews and interacts with the bilingual personnel analyst assigned to the school to attract and hire bilingual teachers and staff of the highest quality. The principal invites school staff, families, and representatives of NMI to join in the interviewing and decision making process. Core competencies for employment at NMCS align with those in other DLI programs. NMCS places emphasis on culturally and linguistically responsive teaching, team collaboration, growth mindset and openness to coaching, as well as native-like command of the Spanish language.

B. Staff Evaluation Plan

- NMCS is committed to the idea of supporting all teachers and staff to reach their full potential. NMCS utilizes Educator Effectiveness (EE) for the purpose of promoting growth and professional development of educators that leads to improved student outcomes. The principal's role in the evaluation process is to facilitate coaching conversations around reflective practices, as well as provide formative feedback and direct support. NMCS considers staff supervision and evaluation to be of the utmost importance. Considering the demographics of the school in which nearly 60% of students are bilingual learners, many are first or second generation immigrants from Latin America, the school understands the importance of quality teaching and authentic relationship building and how sharing a language and culture can facilitate this. The aim of staff evaluation is to promote the school's mission of eliminating achievement and opportunity gaps among historically marginalized groups.
- NMCS staff evaluation practices are aligned with those of the Wisconsin DPI EE System as well as MMSD Department of Professional Learning and Leadership Development (PLLD). The NMCS principal works with an EE Strategist from the PLLD to ensure compliance with Summary Year and Supporting Year requirements related to EE. The principal complies with all training and calibration requirements and maintains current certification.
- For matters of insufficient staff performance, the principal works closely with the Chief of Schools and Director of Labor Relations to ensure that all students have access to the highest quality teaching and learning. NMCS practices align with those of MMSD in all matters

related to underperforming staff. All staff employed at NMCS have the right to join and receive representation by MTI or AFSCME.

C. Planned Changes to Human Resources for the Renewal Term

There are no significant changes planned for the renewal term, rather a commitment to continue the practices that have led to the school's ability to attract and retain quality bilingual teachers and staff. NMCS is extremely proud to be the only school in MMSD in which more than half of staff are people of color. NMCS is committed providing a learning environment in which the staff demographic is representative of that of its students and families.

XI. Transportation

A. Transportation Plan

- NMCS strives to eliminate the lack of access to transportation as a barrier to an equitable educational experience for all students. The school works with the MMSD Transportation Department to schedule Badger Bus routes for all students living in the Allis/NMCS attendance area. NMCS also works with Nelson Bus Company to provide transportation for students from Monona and Cottage Grove. Badger Bus also provides transportation for student in the Allis/NMCS attendance area at the close of the MSCR After School and Enrichment programs each day.
- NMCS utilizes taxi and bus transportation to ensure that students and families have access to school functions (e.g. Parent/Teacher Conferences, concerts, etc.), school celebrations, and other events (e.g. university visits through Parent/School Partnership). The principal reserves a portion of Title 1a funds each year to provide this transportation for students and families.
- NMCS complies with all transportation requirements set forth in the McKinney-Vento Homeless Assistance Act.
- Families living outside the Allis/NMCS attendance area and not receiving services under McKinney-Vento are required to transport their child to and from school.

B. Planned Changes to the Transportation Plan for the Renewal Term

There are no changes planned for renewal term. While NMI does not propose a change to the NMCS attendance area, it does have concerns about the number of DLI programs that compete with NMCS for students on the southeast side. There are currently four schools in close proximity that offer a DLI program. This may create a difficult scenario in the future in which some of these schools struggle to find enough Spanish language models to maintain a viable DLI program.

XII. Waivers

A. Use of Statutory Waivers

- NMI and NMCS learned in advance of the charter renewal process that they may be required to seek a waiver under the state charter law due to changes in state law since the last charter renewal. In particular, they needed a waiver to allow NMCS to continue the two separate lottery process for admissions--one lottery for Spanish speakers and one for English speakers--to maintain a balanced number of English and Spanish speakers in the incoming kinder classes. NMI and NMCS worked with MMSD and the BOE approved the waiver request to DPI. DPI approved the waiver on April 30, 2018. (See Appendix XII.A.1, MMSD Request for Waiver, and Appendix XII.A.2, April 30, 2018 DPI Letter Approving Waiver).
- Additionally, NMI and NMCS conferred with MMSD regarding any need for a second waiver from the state charter school law regarding application of Wis. Stat. § 118.40(3)(c)1., which states in pertinent part that “[a] school board may not enter into a contract for the establishment of a charter school outside the school district.” Because NMCS is currently located in the Monona Grove School District (MGSD), a question was raised whether this too would require a waiver. However, § 118.40(3)(c)1.a. provides an exception and allows two school boards to enter into an agreement under Wis. Stat. § 66.0301 to establish a charter school. MMSD and MGSD have entered into a 66.0301 agreement for NMCS. Per the guidance from MMSD, the agreement between MMSD and MGSD meets the exception and a waiver is not needed. (See Appendix XII.A.3, May 21, 2018 Memo to BOE re Intergovernmental Agreement with MGSD).

B. Use of Waivers of Board Policy

No waivers of the Board Policy are being used or sought at this time.

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

No waivers of the CBAs/Employee Handbook are in use or sought at this time.

D. Methods of Communicating Waivers to Stakeholders

NMI and NMCS communicated the waiver of the charter school law related to the lottery to families in multiple ways: an NMI letter went out to parents in the NMCS newsletter and on Facebook explaining the need for a waiver; a table staffed by NMI volunteers was set up in the entrance of the school to get parent input and support for the waiver during a school event; and the NMI president and NMCS director made themselves available for questions about the waiver issue or process to all families. As a result, 63 written public appearance forms and seven in-person statements were given to the BOE in support of the waiver at the March 19, 2018 BOE meeting; there was no opposition. (See Appendix XII.D.1, March 15, 2018 NMI Letter).

E. Planned Changes to Waivers for the Renewal Term

Although there are no other waivers needed at this time, NMI and NMCS are aware of changes to the identification of English language learners that will be implemented through DPI under the Every Student Succeeds Act (ESSA). In particular, DPI proposes changes to the “home language survey” used to identify potential English language learners that could be less inclusive than the methodology MMSD has used in the past. Should the DPI changes impact NMCS’s ability to meet its program requirements of having classes be made up of a 1:1 ratio of native Spanish speakers to native English speakers, NMI and NMCS, in collaboration with MMSD’s Office of Multilingual and Global Education, may need to seek changes to its approved dual lottery for admissions, which could require a waiver from the state charter school law.

XIII. Financial Considerations

A. Financial Operations

The NMCS budget for years 2016 to 2024:

	2016-17 actual	2017-18 actual	2018-19 estimated	2019-20 Year #1 estimated	2020-21 Year #2 estimated	2021-22 Year #3 estimated	2022-23 Year #4 estimated	2023-24 Year #5 estimated
Revenue Generators								
Per Student Multiplier (Revenue Limit)	11,492	11,483	11,872	11,891	12,110	12,235	12,354	12,477
Enrollment	311	306	305	306	306	305	305	306
Pupils with Disabilities Multiplier (Revenue Limit)	N/A	11,483	11,872	11,891	12,110	12,235	12,354	12,477
Enrollment - Pupils with Disabilities	N/A	36	40	41	41	41	41	41
Total Enrollment	311	306	305	302	303	303	306	305
Revenue Sources								
State Authority	3,574,158.17	3,997,322.18	4,109,281.11	4,157,593.05	4,199,168.98	4,241,160.47	4,283,572.28	4,334,032.94
State & Federal Grants	1,628.76	6,051.89	6,142.34	6,234.50	6,328.02	6,422.94	6,519.28	6,617.07
SAGE / AGR	206,613.00	197,869.37	199,848.37	201,846.85	203,845.32	205,843.97	207,843.01	210,042.64
Title IV-A	155,153.86	159,868.37	161,467.26	163,081.93	164,712.75	166,359.88	168,023.47	169,703.71
Food Service Program	54,858.23	51,097.36	52,760.68	53,815.90	54,892.32	55,990.06	57,109.86	58,250.06
Other	-	-	-	-	-	-	-	-
Total Revenue	3,992,392.02	4,412,209.37	4,529,499.78	4,582,572.23	4,628,927.25	4,675,837.52	4,723,187.91	4,775,648.42
Instructional Expenditures								
Staffing Expenditures (expressed in full time equivalents)								
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE
Classroom Teacher	28.91	2,165,314.79	30.12	2,264,547.13	29.47	2,370,583.02	29.47	2,417,994.68
Educational Assistant	2.21	82,039.17	2.10	82,709.21	1.13	56,403.80	1.13	57,531.87
Special Education Assistant	1.76	91,356.79	1.34	69,832.54	3.37	165,310.91	3.37	169,617.13
Student Services (Guidance, Psych, Social Work, Nurse)	2.40	180,438.14	2.30	210,585.53	2.50	220,989.68	2.50	225,409.47
School Administrator(s)	1.00	144,602.85	1.00	144,555.97	1.00	139,562.93	1.00	142,354.19
Clerical Support	1.00	53,125.50	1.30	54,879.68	1.30	56,776.07	1.30	58,611.59
Custodian(s)	2.00	150,094.58	2.00	153,008.97	2.00	146,859.58	2.00	149,806.97
Food Service Staff	1.25	54,858.23	1.25	51,097.36	1.19	52,760.68	1.19	53,815.90
Other Non-Salaried Staffing Cost (i.e. Inservice)	-	83,775.03	-	74,834.08	-	76,330.76	-	77,857.38
Other Non-Salaried Staffing Cost (i.e. Inservice)	-	-	-	-	-	-	-	-
Other Non-Salaried Staffing Cost (i.e. Inservice)	-	-	-	-	-	-	-	-
Other Non-Salaried Staffing Cost (i.e. Inservice)	-	-	-	-	-	-	-	-
Other Non-Salaried Staffing Cost (i.e. Inservice)	-	-	-	-	-	-	-	-
Purchased Services								
Services (Equipment Repair, Conferences, Mileage)	-	17,920.87	-	20,776.06	-	21,191.60	-	21,615.43
Rent	-	174,690.00	-	177,485.00	-	181,034.70	-	184,655.39
Pupil Travel	-	408.50	-	224.00	-	228.48	-	233.05
Other	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Supplies								
General Supplies	-	118,336.78	-	122,048.03	-	124,485.93	-	126,975.65
Other	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Capital Equipment								
Capital Equipment	-	6,141.20	-	6,344.66	-	6,471.55	-	6,600.98
Other	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Cost	3,283,082.12	3,432,722.16	3,648,999.69	3,721,979.69	3,796,419.28	3,872,347.67	3,949,794.62	4,028,790.51
Net Revenue to Expenditures	709,309.90	979,487.21	880,500.09	860,592.54	832,508.00	803,489.85	773,393.29	746,857.91

(See also Appendix XII.A.1).

- NMI understands that Board Charter School Policy asks applicants to use the Open Enrollment per pupil revenue of \$7,372, however we would like to move forward for the sake of this application with the mutual understanding that the true revenue to expenditure for NMCS lies somewhere between the Open Enrollment (\$7,372) and the MMSD resident per

pupil revenue generator of \$11,872. The report provided shows that NMCS operates in a surplus of approximately \$700,000 to \$1,000,000. Factoring in costs that are difficult to calculate, such as support provided by MMSD Central Office, it is clear that NMCS' operational costs do not create an additional financial burden to the school district. This includes the cost to lease the Maywood Elementary building which is currently around \$180,000 per year. It is NMI's desire to collaborate with MMSD to eliminate this additional cost by securing a permanent facility for NMCS existing within Madison and owned by MMSD. NMI looks forward to the development of the Capital Investments Plan and advocates for NMCS to be positioned within any plan that moves forward.

- Appendix XIII.A.2 is provided to demonstrate class sizes at NMCS compared to other DLI classrooms in MMSD for the 2017-2018 school year. NMCS fills classrooms according to MMSD class size policy with targets of 18 KG-3rd grades (AGR) and 25 4th-5th grades—at the upper end of MMSD class size policy, which improves the revenue to cost differential. The 2017-2018 school year has been the only year in which NMCS was allocated for three 4th grade classrooms, all other years, including the current school year, class sizes average 25 per section. By filling classrooms according to MMSD class size policy, the school achieves more efficient operating costs.
- Discretionary budgets such as Formula, SBLT, Donations, and Title 1a are created by the principal to support the SIP and promote the vision and mission of the school. The principal works with Business Services and the Department of State and Federal Programs in the budgeting process, ensuring compliance and careful accounting practices. The NMI Board reviews and provides its approval of the budget on an annual basis.

B. Planned Changes to Financial Operations for Renewal Term

NMCS has no planned changes to financial operations for renewal term.

XIV. Facility/Safety Planning

A. Facility Plan

- NMCS is in its seventh year at the Maywood Elementary building in Monona. MMSD and Monona Grove School District have recently renewed the lease for an additional five-year term (see Appendix XIV.A.). The facility is sufficient for NMCS to maintain its current instructional vision of a 90:10 program. With 306 students currently enrolled, the school is at 96.5% capacity, which means that innovation and future aspirations held by NMI may be restricted by space.
- The location of Maywood provides a situation in which most students are bused to and from school an equal distance from the Lake Edge Neighborhood and the Moorland Road neighborhood. The building is accessible and ADA compliant.

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

NMCS prioritizes the health and safety of its students and staff. The school conducts monthly fire drills, one code red drill per semester, and the state tornado drill in April. The school follows the protocols found in the Emergency Procedures Flip Chart provided by MMSD. The principal creates a crisis response team and collaborates closely with the Office of School Safety and Security as well as the Chief of School Operations on all matters related to school safety (see Appendix XIV.B.1, Emergency Response Plan and Fire/Tornado Drill Maps).

C. Planned Changes to the Facility Plan for Renewal Term

NMCS plans to update all safety and security procedures to maintain alignment with MMSD and ensure compliance with Act 143.

XV. Legal Requirements

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

NMCS is in compliance with Wis. Stat. § 118.40, the state charter school law. Additionally, NMCS meets requirements of Wis. Stat. chs. 115 through 121 that apply to charter schools, as also required by its charter with MMSD. To ensure compliance, the NMI Bridging Committee meets with MMSD administrators and legal counsel to discuss any changes in charter provisions that may affect NMCS. Additionally, NMI stays apprised of state and federal charter law through DPI and US Department of Education guidance documents and by receiving updates from national listservs for public charter schools, such the National Alliance for Public Charter Schools.

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

- NMI and NMCS are committed to equitable access to all students. The school adheres to federal civil rights laws applicable to the school, such as Title VI of the Civil Rights Act 1964, Title III of the Every Student Succeeds Act, Title IX of the Education Amendments Act of 1972, Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), and other applicable federal, state and local nondiscrimination laws. Its equitable access and non-discrimination obligations are also written into the current charter agreement.
- NMCS does not discriminate in its admissions and actively seeks to promote academic achievement for students of color. In fact, NMCS assists MMSD to comply with Title VI of the Civil Rights Act, which requires that the District provide services to English Language Learners, as well as Title III of the Elementary and Secondary Education Act, which requires recipients of federal funds to provide high quality, scientifically-based language instruction programs to increase English-language proficiency.

- NMCS meets all civil rights requirements under the ADA and other provisions that promote access and equity for students with disabilities. NMCS collaborates with the Department of Student Services to provide a Free and Appropriate Public Education (FAPE) for students with disabilities. NMCS values inclusive practices and believes that the least restrictive environment for a student with a disability to be educated is alongside their peers. Through strategic hiring and human resource management, NMCS is able to provide bilingual special education that increases students' ability to participate in the core DLI environment.

XVI. Additional Considerations

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

NMCS is one of two schools in Madison (and the State of Wisconsin) to receive the Welcoming Schools Seal of Excellence. Welcoming Schools has been instrumental in creating a safe, inclusive, and positive culture that celebrates students and families for who they are. We have seen the effects on both a systems level and with individual students. Our staff feel more equipped than ever to confront bias-based bullying using positive, teaching-focused language. Our students are engaging in ally behavior, including standing up for others and stopping bullying when they see it. We have had individual students who feel comfortable and proud to be who they are and share their identities with others. Welcoming Schools gives us the tools to create a more equitable and culturally responsive educational experience for all of our students and families.

B. Any other aspect(s) of the School that is changing during the Renewal Term not yet considered in this application

There are no anticipated changes to other aspects of NMCS related to this renewal application.

XVII. References

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