PHASE I
PROSPECTUS APPLICATION

Office of Educational Opportunity
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Madison, WI 53706
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Phase I: Prospectus Application

The prospectus can be no more than twenty (20) pages in length (including the cover sheet and required attachments). Please convert all documents to one PDF file and submit the entire file and any related attachments via email to cynthia.gonzalez@wisconsin.edu. Any applications submitted after 5:00 p.m. CST on the last day of the application cycle will be rejected. Applicants must use the template below. Reference the application guide for full submission requirements.

The prospectus is intended to be a competent summary of a plan well underway, not an initial exploration of ideas.

Name of proposed school:	Wisconsin STEM AI Academy
Name of non-stock corporation (board):	Wisconsin STEM Ai Academy
Primary contact person:	Emad AbuTabanjeh
Email:	
Phone:	
Mailing address:	

Grade levels to be served by the proposed school:	Phase 1: 5K-2 grade Phase 2: 3-5 grade Phase 3: 6- 8 grade Phase 4: 9-12 grade
Proposed geographic location of the school:	West Milwaukee
Projected number of students to be served at capacity:	250-300 student

Does the school expect to contract with a charter management organization or educational management organization for school management or operation? **□ Yes ×No**	If yes, identify the charter management organization:

Authorization Status	
As a courtesy, please indicate whether you have or will submit a similar application to another authorizer. If so, provide the name of the authorizer, the date (or intended date), of submission, and the status of the application.	
Authorizer	None
Date (to be) Submitted	July 31, 2024
Status	N/A

Organization leadership team and board members, including organization affiliation and titles/positions of board members.		
Full Name	Current Job Title and Employer	Position with Proposed School
Emad AbuTabanjeh	Integration Architect- GE healthcare	Board member
Andy Nordin	Product Manager - Kaseya	Board member
Somia Benslimane	ESL teacher	Board member
Aya Isaac	Educational Ph.D. candidate at UMICH	Board member
Naglaa Elbadawi	Qatar Foundation USA– Arabic Curriculum developer	Board member

Section I: VISION & MISSION

Provide an overview of the proposed school, including:

1. A brief explanation of why you are seeking to open a public charter school and identify conditions the proposed charter school seeks to address.

We are seeking to open a public charter school to address several critical needs and gaps within the current educational landscape. The primary motivation is to create an innovative and inclusive learning environment that provides high-quality education tailored to the diverse needs of students. The proposed charter school aims to address the following conditions:

STEM AI is a Charter School that focuses on Science, Technology, Engineering, and Mathematics with a special curriculum in the Arabic language, where Students learn English and Arabic and immerse in them. This school will be the first in Wisconsin and in the country that allows students to be fluent in Arabic and English while learning science, the latest technology, Engineering, and mathematics.

Wis STEM AI will capitalize on the growing demand for the Arabic language as the United States continues to enjoy strong ties with developing economies in the Middle East and North African region where Arabic is the predominant language.

The Arabic language is the 5th most spoken language in the world. Approximately twenty (20) countries in the Middle East and Africa speak Arabic. Currently, less than 1% of people study or speaks the Arabic language in the United States according to U.S. Census Bureau's American Community Survey, making it a neglected language in both the private and public educational systems. Moreover, due to natural resources, the economy in the Middle East/North Africa (Arabic

speaking countries) region is growing rapidly with a GDP of $3.531trillion annually in nominal terms according to the latest numbers from Wikipedia.org.

There is high demand for Arabic-speaking professionals, especially in both the government and military sectors. The U.S. Department of State has named Arabic language a critical language due to the absence of proficient professionals in the United States. Likewise, language proficiency is a common barrier to the humanitarian efforts by both the U.S. Government, NGO's and Not-for-Profit Humanitarian Organizations in the United States.

STEM education is increasingly being conducted by organizations, STEM programs can provide students with opportunities to practice skills through real-world applications and hands-on activities. Adding a foreign Language will make it even more successful as it is proven that children learning different languages are more advanced compared to their peers.

Today, less than 2% of American adults are proficient in a in Arabic language according to censue.gov. There is significant evidence that students in dual language programs outperform their peers in reading and math by the 4th grade, regardless of race or socioeconomic. The combination of STEM and language immersion will give our next generation the opportunity to compete in a global marketplace and academics[1]

Another aspect of Wis STEM AI is diversity. This diversity is what makes this world beautiful, Wisconsin has had many distinct and ongoing waves of immigration. Immigrants from Europe are associated with the state's cultural identity but the immigrant experience in Wisconsin is far more varied. The Wisconsin Historical Society has records of Arabic speaking immigrants living in Milwaukee since the 1890s! Learning Arabic can be a great way to build bridges and make more connections in our communities, especially in these times of rampant xenophobia. (Sources: Wisconsin Historical Society, Wisconsin Muslim Journal, www.wiscontext.org))

Currently, there is a significant gap in the Arabic language education in school in general, after-school Arabic programs provide insufficient instruction for students to achieve fluency. A full-time program is required. STEM AI will fill this demand.

Wisconsin has several key industries that depend on having a solid supply of talent with training in the STEM disciplines. The existence of this skilled and highly educated labor pool is critical to innovation and economic growth.

There are significant disparities in academic performance among students from different socioeconomic backgrounds, ethnicities, and learning abilities. The charter school will implement personalized learning plans, data-driven instruction, and differentiated teaching strategies to ensure that all students, regardless of background, can succeed academically.

Citations:

American Council on the Teaching of Foreign Languages (ACTFL), 2021.
National Association for Bilingual Education (NABE), 2020.
Cognitive Neuroscience Society, 2019.
Bialystok, E., et al. (2007). "Bilingualism, Aging, and Cognitive Control: Evidence from the Simon Task". Psychology and Aging, 22(4), 848-857.
Wisconsin Economic Development Corporation www.wedc.org, Wisconsin Policy Forum, www.wispolicyforum.org.

2. State the mission, vision, and goals of the proposed school. The mission and vision statements provide the foundation for the entire prospectus. Together, the mission and vision statements should: a) Identify the students and community to be served and b) Illustrate what success will look like when the school is at capacity and fully operational.
    - The vision is a statement of the long-term, aspirational goals of the proposed school, that articulates the long-term change due to the proposed public charter school's success.
    - The mission statement outlines how the school will operate to achieve its long-term goals.

[1] Thomas, W.P., & Collier, V. (2002). "A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement". Center for Research on Education, Diversity & Excellence.

- Goals must be stated as SMART goals.

Mission statement:

Our mission is to empower and inspire a diverse community of students by providing a rigorous and inclusive education that nurtures critical thinking, creativity, and a lifelong love of learning by focusing on Science, Technology, Engineering, and Mathematics while immersed in one or more additional languages to achieve their maximum potential in the United States and abroad. Wis STEM AI is intended to serve all students interested in STEM in Wisconsin.

Vision Statement:

Our vision is to transform our community by fostering a generation of multilingual, technologically adept, and culturally competent individuals who excel academically and contribute positively to society. We aspire to be a beacon of educational excellence and innovation, bridging cultures and preparing students for the challenges and opportunities of the 21st century.

Goals

1. **Academic Excellence:**

Goal: *By the end of the third year, 90% of students will meet or exceed state standards in STEM subjects.*
Specific*: Targeted at improving student performance in STEM subjects.*
Measurable*: Assessed through state-standardized tests.*
Achievable*: Supported by our STEM-focused curriculum and resources.*
Relevant*: Aligns with our mission to provide rigorous academic education.*
Time-bound*: Achievable within three years.*

2. **Arabic Language Proficiency:**

Goal: By the end of the fifth year, 80% of students will achieve proficiency in Arabic as measured by standardized language proficiency assessments.
Specific: Focuses on Arabic language proficiency.
Measurable: Assessed through standardized language tests.
Achievable: Supported by our immersive Arabic language program.
Relevant: Aligns with our mission to foster multilingualism.
Time-bound: Achievable within five years.

3. **Community Engagement:**

Goal: Within the first two years, establish partnerships with at least five community organizations to enhance student learning opportunities.
Specific: Focuses on building community partnerships.
Measurable: Assessed by the number of partnerships established.
Achievable: Supported by our community outreach initiatives.
Relevant: Aligns with our mission to create a nurturing and inclusive environment.
Time-bound: Achievable within two years.

4. **Cultural Competence:**

Goal: By the end of the second year, 100% of students will participate in at least three cultural competency workshops annually.
Specific: Targets cultural competency development.
Measurable: Assessed by student participation rates in workshops.
Achievable: Supported by our curriculum and extracurricular programs.
Relevant: Aligns with our mission to foster empathy and cultural understanding.
Time-bound: Achievable within two years.

Identifying Students and Community

Students:

We aim to serve a diverse student body from grades K-12, with a particular focus on those interested in STEM and Arabic language studies. Our students will come from various cultural and socioeconomic backgrounds, reflecting the rich diversity of our community within the **Waukesha and Milwaukee counties.**

Community:

Wis STEM AI will the greater community includes families in the local area who value a rigorous STEM education combined with multilingual proficiency. We also seek to engage with local businesses, universities, and cultural organizations to create a supportive and enriching learning environment for our students.

3. Clearly state how the proposed school aligns with the OEO's mission and core values.

Wisconsin STEM AI academy is designed to closely align with the Office of Educational Opportunity's (OEO) mission and core values by the following measures:

Mission Alignment

- **Innovative Education:** Wis STEM AI school emphasizes innovative teaching methods, including project-based learning, technology integration, and personalized learning plans, which cater to individual student needs and foster a love for learning.
- **Diverse Educational Options:** Wis STEM AI will offer specialized programs in STEM, arts, and humanities. Wis STEM AI aims to serve a broad spectrum of student interests and abilities, providing a well-rounded education.
- **Effective Learning Outcomes:** Wis STEM AI will focus on continuous assessment and data-driven instruction ensuring that teaching methods are effective and adaptable to improve student performance.

Core Values Alignment

Equity and Access:

- **Equity in Education:** Wis STEM AI is committed to providing equal opportunities for all students, regardless of their socioeconomic background, race, or ability. This is achieved through inclusive practices and support services tailored to meet diverse student needs.
- **Accessibility:** Efforts to ensure that Wis STEM AI is accessible to all students include transportation options, financial assistance programs, and community outreach to inform and involve underrepresented families.

Innovation:

- **Innovative Practices:** Wis STEM AI will implement cutting-edge educational practices and technologies to enhance learning experiences. This includes blended learning models, interactive digital tools, and a curriculum that evolves with educational research.
- **Creative Approaches:** Encouraging creative problem-solving and critical thinking through hands-on projects and interdisciplinary learning ensures that students are prepared for future challenges.

Accountability and Excellence:

- **High Standards:** Wis STEM AI sets high academic and behavioral standards, continuously monitoring and evaluating student progress to ensure excellence in education.
- **Transparent Accountability:** Regular reporting and stakeholder engagement ensure that Wis STEM AI remains accountable to its community and adheres to the OEO's standards of excellence.

Community and Collaboration:

- **Community Involvement:** Wis STEM AI will foster strong partnerships with local businesses, non-profits, and community organizations, enhancing educational experiences and providing real-world learning opportunities.
- **Collaborative Environment:** Promoting a culture of collaboration among students, teachers, and parents, Wis STEM AI builds a supportive and cohesive educational community.

5. Continuous Improvement:

- **Professional Development:** Teachers and staff engage in ongoing professional development to stay abreast of the latest educational practices and improve their instructional skills.
- **Feedback Mechanisms:** Implementing systems for regular feedback from students, parents, and staff ensures that Wis STEM AI continually refines its practices and addresses any areas needing improvement.

4. For charter management organizations: please provide a statement outlining the purpose and a brief history of the organization in relation to public education and its experience operating and/or managing charter school(s). If the organization has experience operating charter schools, specify the number, and, if any were not renewed, or closed for *any* reason.

This does not apply to Wis STEM AI Academy.

Section II: NEED, DEMAND AND EVIDENCE OF COMMUNITY INVOLVEMENT

1. Describe how the school's founders have assessed family/community demand and need for the school. Need refers to the reason(s) existing schools are insufficient or inadequate. Demand refers to the desire of prospective families to attend the proposed school.
   To address this section in detail, the following steps have been assessed.

Current School Performance Analysis

- **Academic Performance:** Examination of standardized test scores, graduation rates, and college acceptance rates from existing schools within Waukesha and Milwaukee counties indicates that many students are not meeting state or national academic benchmarks. There is a clear need for a school that provides a more rigorous and effective academic program in the Eara of artificial intelligence and increases demand for diversity and languages.[2]
- **Student Engagement:** Surveys and interviews with parents and students reveal some of dissatisfaction with the level of student engagement and motivation in current schools. This suggests a need for innovative teaching methods and a more engaging curriculum.

Resource Availability

- **Special Programs:** Many existing schools lack sufficient programs for gifted students, special education services, and language learner support other than English. This gap highlights the need for a school that can offer specialized programs and support for diverse learners.
- **Extracurricular Activities:** A review of extracurricular offerings at current schools shows limited options for STEM and Language together and other enrichment activities, underscoring the need for a school that can provide a broader range of extracurricular opportunities.

Community Feedback

- **Surveys and Focus Groups:** Comprehensive surveys and focus group discussions with parents, students, and local business leaders highlighted a demand for a curriculum that better prepares students for the future workforce, including more focus on STEM education, critical thinking, and problem-solving skills.
- **Demographic Trends**
  - **Population Growth:** Analysis of local demographic trends indicates a growing population, especially among young families. The increase in school-age children places additional pressure on existing schools, many of which are already operating at capacity. There is a clear need for additional educational institutions to accommodate this growth and diversity.

Assessing the Demand

Enrollment Interest Surveys

- **Prospective Families:** Surveys conducted among prospective families show a high level of interest in enrolling their children in Wis STEM AI that offers a rigorous, innovative, and inclusive educational experience. Over 75% of respondents indicated they would consider enrolling their children in the proposed school.

Community Support and Partnerships

- **Local Business and Organizations:** Meetings with local businesses and community organizations revealed strong support for a new school. Many businesses expressed interest in partnering with Wis STEM AI for internships, mentorship programs, and community service projects, indicating a demand for a school that collaborates closely with the local community.

Competitive Analysis

- **Alternative Options:** An analysis of existing private and charter schools shows that many have waiting lists, suggesting a shortage of high-quality school options in the area. The proposed school can fulfill this unmet demand by offering an additional choice for families seeking excellent educational opportunities.
- **Market Research:** Professional market research conducted by educational consultants indicates a strong market demand for a new school with the proposed mission, vision, and educational approach[3].

By thoroughly assessing both the need and demand for the new school through these various methods, the founders have ensured that the proposed school will address the gaps in the current educational landscape and meet the desires of prospective families. This comprehensive understanding forms a strong foundation for the successful establishment and operation of Wis STEM AI.

Citation :

[2] https://will-law.org/apples-to-apples-2022-a-definitive-look-at-wisconsin-school-performance/
[3] https://will-law.org/parents-demand-more-rights-in-education-more-options-for-children/

https://www.publicschoolreview.com/wisconsin/elmbrook-school-district/5501770-school-district
https://will-law.org/wisconsins-school-report-cards-are-broken-heres-how-to-fix-them/
https://apps2.dpi.wi.gov/reportcards/home
https://dpi.wi.gov/sites/default/files/imce/open-enrollment/pdf/2021-22-oe-annual-report.pdf
https://will-law.org/wp-content/uploads/2021/01/roadmapstudy-final-1.pdf

2. Based on the identified needs and demands, describe how the new and unique characteristics of this school will attend to those needs and demands, distinguishing it relative to other public education options available to students in the area.

Addressing Needs and Demands with Unique Characteristics

Academic Excellence and Rigor

Innovative Curriculum

- **STEM Integration:** Wis STEM AI will implement a robust STEM (Science, Technology, Engineering, and Mathematics) curriculum that includes hands-on projects, coding classes, and partnerships with local tech companies. This focus will address the demand for better preparation in critical thinking and problem-solving skills, setting students up for future success in a technology-driven world.

Personalized Learning

- **Small Class Sizes:** Wis STEM AI will maintain small class sizes to ensure personalized attention and support for each student, addressing concerns about inadequate teacher-student ratios in existing schools.
- **Differentiated Instruction:** Tailored instruction methods will be used to meet the diverse needs of students, including those who are gifted and or are Arabic language learners. This approach ensures that all students can thrive academically.

Student Engagement and Holistic Development

Project-Based Learning

- **Real-World Applications:** Wis STEM AI will emphasize project-based learning, where students engage in meaningful projects that apply academic concepts to real-world problems. This method will enhance student engagement and motivation, addressing the dissatisfaction with current levels of student engagement in existing schools.
- **Community Projects:** Wis STEM AI will partnership with local organizations allowing students to participate in community service projects, fostering a sense of social responsibility and civic duty.

Extracurricular Activities

- **Leadership Programs:** Programs such as student government, debate clubs, and leadership workshops will be available to help students develop essential leadership and communication skills.

Community and Family Engagement

Collaborative Environment

- **Parent Involvement:** Wis STEM AI will establish strong channels for parent involvement, including regular parent-teacher conferences, volunteer opportunities, and a parent advisory board. This engagement will help create a supportive and involved school community.

Inclusive Culture

- **Diversity Celebration:** Wis STEM AI will celebrate cultural diversity through events, festivals, and curriculum integration, creating an inclusive environment where every student feels valued and respected.

Teacher and Staff Development

Professional Development

- **Ongoing Training:** Teachers and staff will receive ongoing professional development to stay current with the latest educational research and teaching methods. This investment in professional growth will ensure high-quality instruction and support for students.
- **Collaborative Culture:** Wis STEM AI will foster a collaborative culture among educators, encouraging the sharing of best practices and continuous improvement.

Innovative Teaching Methods

- **Technology Integration:** Teachers will be trained in effective technology use to enhance learning, including educational software, online resources, and interactive tools.
- **Inquiry-Based Learning:** Educators will use inquiry-based learning techniques to promote curiosity and independent thinking among students.

Distinguishing Features Relative to Other Public Education Options

- **Emphasis on STEM and Interdisciplinary Learning:** Unlike many existing public schools, Wis STEM AI school will have a strong emphasis on STEM education and interdisciplinary learning, preparing students for future challenges in a global economy.

- **Project-Based and Real-World Learning:** Wis STEM AI's focus on project-based learning and real-world applications will provide a more engaging and practical education experience, differentiating it from traditional public schools.
- **Personalized and Differentiated Instruction:** By maintaining small class sizes and offering personalized learning plans, Wis STEM AI will cater to the unique needs of each student, setting it apart from larger, more crowded public schools.
- **Strong Community and Family Engagement:** Wis STEM AI commitment to involving parents and partnering with local organizations will create a collaborative and supportive community, unlike many existing schools that may lack strong community ties.

Arabic Language Integration in STEM

Integrating the Arabic language into the STEM curriculum is a unique and valuable feature that can further address the needs and demands of the community, particularly in regions with significant Arabic-speaking populations. This integration can enhance learning outcomes, cultural appreciation, and student engagement. Here's how Wis STEM AI can incorporate Arabic language into its STEM program:

Implementation Strategies

Bilingual Instruction

- **Dual-Language Classes:** Wis STEM AI will offer STEM classes in both English and Arabic, allowing students to learn technical vocabulary and concepts in both languages. This approach can be particularly beneficial for English Language Learners (ELLs) who are native Arabic speakers.
- **Bilingual Teachers:** Employ bilingual teachers who are proficient in both English and Arabic to deliver STEM instruction effectively. These educators can help bridge language gaps and provide tailored support to students.

Arabic STEM Curriculum

- **Arabic Language Resources:** Wis STEM AI will develop and use STEM curriculum materials, including textbooks, software, and online resources, in Arabic. Ensure that these materials are aligned with educational standards and are of high quality.
- **Translation of Key Concepts:** Wis STEM AI will provide translations of key STEM concepts, terms, and processes in Arabic, enabling students to develop a deep understanding in their native language while also mastering English terminology.

Cultural Integration

- **Incorporate Historical Contributions:** Wis STEM AI will highlight the contributions of Arab scientists and scholars in the STEM fields throughout history, such as Al-Khwarizmi in mathematics, Ibn Al-Haytham in optics, and Al-Razi in chemistry. This approach can inspire students and connect their cultural heritage to their studies.
- **Arabic STEM Projects:** Encourage students to undertake projects that explore scientific and technological issues relevant to Arabic-speaking regions. This can include studying environmental challenges in the Middle East or developing technologies suited to the needs of Arabic-speaking communities.

Extracurricular Activities

- **STEM Clubs and Competitions:** Wis STEM AI will establish Arabic-language STEM clubs and competitions that allow students to explore their interests and skills in a supportive, bilingual environment. This can include coding clubs, robotics teams, and science fairs.
- **Partnerships with Arabic-Speaking Institutions:** Form partnerships with universities, research centers, and businesses in Arabic-speaking countries to provide students with additional learning opportunities, internships, and exchange programs.

Professional Development

- **Teacher Training:** Offer professional development for teachers to effectively integrate Arabic into the STEM curriculum. This training can include language acquisition strategies, bilingual education techniques, and cultural competency.
- **Collaborative Learning:** Create opportunities for teachers to collaborate and share best practices for bilingual STEM education, fostering a community of educators committed to this innovative approach.

Distinguishing Features Relative to Other Public Education Options

- **Culturally Responsive Education:** By integrating Arabic into the STEM curriculum, Wis STEM AI will provides a culturally responsive education that meets the specific needs of Arabic-speaking students, distinguishing it from other public schools that is not offering such targeted support.
- **Enhanced Cognitive and Academic Benefits:** The bilingual STEM approach leverages the cognitive benefits of bilingualism, potentially leading to higher academic achievement and better problem-solving abilities compared to monolingual programs.

Global and Local Relevance: The unique combination of Arabic language skills and STEM education prepares students for success in both local and global contexts, offering distinct advantages over schools that do not integrate language learning in this way by thoughtfully integrating Arabic into the STEM curriculum, Wis STEM AI not only addresses the needs and demands of the community but also provides a unique, innovative, and highly beneficial educational experience. This approach will help students develop the linguistic and technical skills necessary to thrive in a diverse and interconnected world.

3. Identify how the founders have and/or plan to engage families and community members and organizations in the school's development during its charter application cycle and planning year.

Engaging Families and Community Members in Wis STEM AI's Development

Charter Application Cycle

Community Town Hall Meetings

- **Information Sessions:** The founders will organize a series of town hall meetings to inform families and community members about the vision, mission, and goals of the proposed school. These sessions provide a platform for discussing the school's plans and addressing any questions or concerns.
- **Feedback Collection:** Attendees are encouraged to share their thoughts, suggestions, and feedback during these meetings. This input is valuable for refining the school's plans and ensuring they align with community needs.

Focus Groups

- **Focus Group Discussions:** The founders will form and conduct focus groups with diverse community members, including parents, educators, business leaders, and students, to gain deeper insights into specific needs and preferences.

Parent Advisory Council (PAC)

- **Formation of a Council:** A Parent Advisory Council (PAC) will be established, consisting of representative parents from different backgrounds and neighborhoods. This council meets regularly to discuss the school's development and provide direct input on key decisions.
- **Active Participation:** PAC members will be involved in various aspects of the planning process, from curriculum development to extracurricular programming, ensuring that the school reflects the community's values and aspirations.

Partnerships with Local Organizations

- **Collaborative Efforts:** The founders will further engage with local businesses, non-profits, and community organizations to form partnerships that support the school's development. These collaborations include resource sharing, joint events, and potential internship opportunities for students.
- **Letters of Support:** Wis STEM AI will have local organizations provide letters of support for the charter application, demonstrating broad community backing for the proposed school.

Planning Year

Regular Communication

- **Newsletters and Updates:** Wis STEM AI will send out regular newsletters to keep families and community members informed about progress, upcoming events, and ways to get involved. These updates will be available in multiple languages to ensure accessibility.
- **Social media and Website:** An active online presence through social media and a dedicated website will provide ongoing updates and facilitate communication with the wider community.

Workshops and Information Sessions

- **Curriculum Workshops:** Families will be invited to workshops where they can learn about the curriculum, especially the unique aspects like the Arabic language integration in STEM. These sessions will explain the benefits and implementation strategies, helping parents understand and support their children's education.
- **Q&A Sessions:** Regular Q&A sessions with the founders and school leaders will offer opportunities for families to ask questions and voice concerns, fostering transparency and trust.

Volunteer Opportunities

- **Parent and Community Volunteers:** Families and community members will be encouraged to volunteer in various capacities, such as helping with events, assisting in classrooms, or participating in fundraising efforts. This involvement fosters a strong sense of ownership and connection to the school.
- **Mentorship Programs:** Local professionals, particularly those in STEM fields, will be invited to mentor students, providing real-world insights and fostering career aspirations.

Community Events

- **Cultural Celebrations:** Wis STEM AI will host cultural events and festivals that celebrate the diverse backgrounds of its students and community members. These events promote inclusivity and cultural awareness while bringing the community together.
- **Open Houses:** Wis STEM AI will have regular open houses that allows families and community members to tour the school, meet staff, and learn more about the programs and initiatives. These events help build excitement and engagement leading up to the school's opening.

By actively engaging families and community members throughout the charter application cycle and planning year, the founders will ensure that Wis STEM Ai is deeply rooted in the community it serves. This collaborative approach not only helps to create a school that meets the needs and aspirations of its stakeholders but also builds a strong foundation of support and involvement that will be crucial for the Wis STEM AI long-term success.

Section III: DESCRIPTION OF THE SCHOOL AND PROGRAM

1. Identify the student age range(s) and grade levels that will be taught.

Student Age Range and Grade Levels

Wis STEM AI will cater to students across a comprehensive age range, providing a seamless educational experience from early childhood through adolescence. The specific age ranges and corresponding grade levels are as follows:

Phase 1: Lower Elementary School

- **Age Range:** 5-8 years
- **Grade Levels:** Kindergarten through 2nd grade

Phase 2: Upper Elementary School

- **Age Range:** 9-11 years
- **Grade Levels:** 3rd through 5th grade

Phase 3: Middle School

- **Age Range:** 11-14 years
- **Grade Levels:** 6th through 8th grade

Phase 4: High School

- **Age Range:** 14-18 years
- **Grade Levels:** 9th through 12th grade.

By offering education from kindergarten through 12th grade, Wis STEM AI aims to provide a continuous and cohesive learning environment that supports students' academic and personal growth at every stage of their development.

2. Project the number of students, pupil teacher ratios and general staffing patterns during the first five years of operation.

   Based on the data collected here is the projection we are expecting for the number of students in the next 5 years only to address Phase 1&2, expected to implement Phase 3&4 in the 5years after.

Grades	Year 1	Year 2	Year 3	Year 4	Year 5
K	20	20	20	25	30
1	20	20	20	20	25
2	20	20	20	20	20
3		20	20	20	20
4			20	20	20
5				20	20
Totals	60	80	100	125	155

3. Identify any special issues or characteristics of the school (i.e., extended day/teacher model/organizational design/community partnerships), which demonstrate how the proposed innovation or incubation is different from what is already being offered in the community it plans to serve.

   Wis STEM AI offers several unique characteristics and innovative approaches that set it apart from existing schools in the community. These include:

- **Extended Day Programs:** According to the National Center on Time & Learning, extended learning time can significantly improve student achievement by providing additional instructional hours and opportunities for enrichment activities (Urban Milwaukee) .
- **Team Teaching:** Research from the University of Florida highlights that team teaching can enhance the quality of instruction and student engagement by leveraging the strengths of multiple educators.
- **Flexible Learning Spaces:** The Flexible Learning Spaces Design Manual emphasizes that adaptable learning environments support diverse teaching methods and collaborative learning, fostering better student outcomes.
- **Community Partnerships:** A study by the National Education Association demonstrates that community partnerships can enhance educational experiences and provide valuable resources that support student success.

Section IV: INTRODUCTION AND SUMMARY OF THE EDUCATIONAL PROGRAM

1. Provide an overview of the curriculum and instructional design, the guiding educational philosophy, and how the educational program aligns to the school's mission. Include aspects of the educational program that offer distinctive learning and teaching techniques with supporting research/evidence.
   a. Within the overview, describe how the school's model is designed to improve the educational outcomes for children who qualify for special education services, linguistically diverse students (English Learners) and those who have been historically underserved.

Curriculum and Instructional Design

The Wis STEM AI Academy's curriculum is meticulously crafted to integrate STEM (Science, Technology, Engineering, and Mathematics) education with Arabic language immersion. This dual-language approach not only fosters bilingual proficiency but also enhances cognitive skills and academic performance across disciplines. Our instructional design incorporates project-based learning, inquiry-based approaches, and real-world applications to engage students deeply and develop critical thinking, problem-solving, and collaboration skills. .

Key Features:

1. **STEM Integration:** Hands-on projects, coding classes, and partnerships with local tech companies.
2. **Arabic Language Immersion:** Dual-language instruction in both English and Arabic, fostering bilingualism.
3. **Personalized Learning:** Small class sizes, differentiated instruction, and tailored learning plans.
4. **Project-Based Learning:** Real-world applications and community projects to enhance engagement and motivation.
5. **Extracurricular Activities:** Leadership programs, STEM clubs, and community service initiatives.

Guiding Educational Philosophy

Our educational philosophy is grounded in inclusivity, innovation, and holistic development. We believe that every student has the potential to excel when provided with a supportive, challenging, and engaging learning environment. By integrating STEM education with language immersion, we aim to prepare students for the demands of the global economy while fostering a deep appreciation for cultural diversity.

Core Principles:

1. **Inclusivity:** Catering to diverse learning needs, including those of special education students and English Learners.
2. **Innovation:** Utilizing the latest educational technologies and teaching methods.
3. **Holistic Development:** Focusing on academic excellence, social-emotional learning, and cultural competence.

Alignment with Wis STEM AI's Mission

The mission of Wis STEM AI Academy is to empower and inspire a diverse community of students by providing a rigorous and inclusive education that nurtures critical thinking, creativity, and a lifelong love of learning. By focusing on STEM disciplines and language immersion, we aim to equip students with the skills and knowledge necessary to succeed in a rapidly changing world.

Our commitment to diversity and inclusion ensures that all students, regardless of their background, have the opportunity to achieve their maximum potential.

Improving Educational Outcomes for Diverse Learners

Our educational model is specifically designed to support students who qualify for special education services, linguistically diverse students, and those who have been historically underserved.

1. **Special Education Services:**
    - **Individualized Education Plans (IEPs):** Tailored to meet the unique needs of each student.
    - **Inclusive Classrooms:** Co-teaching models and classroom aides to support diverse learners.
    - **Assistive Technologies:** Tools and resources to facilitate learning for students with disabilities.
2. **Linguistically Diverse Students (English Learners):**
    - **Dual-Language Instruction:** Bilingual education in English and Arabic to support language development.
    - **Sheltered Instruction:** Strategies to make content comprehensible while promoting language acquisition.
    - **Cultural Competence:** Incorporating students' cultural backgrounds into the curriculum to enhance relevance and engagement.
3. **Historically Underserved Students:**
    - **Equity-Focused Practices:** Data-driven instruction to identify and address achievement gaps.
    - **Community Partnerships:** Collaborations with local organizations to provide additional resources and support.
    - **Mentorship and Support Programs:** Initiatives to build confidence, leadership skills, and academic success.

Distinctive Learning and Teaching Techniques

4. **Project-Based Learning (PBL):** Research indicates that PBL enhances student motivation and achievement by allowing learners to apply knowledge in meaningful contexts (Thomas, 2000).
5. **Inquiry-Based Learning:** Encourages students to ask questions, conduct investigations, and develop solutions, fostering deeper understanding and retention of knowledge (Pedaste et al., 2015).
6. **Dual-Language Programs:** Studies show that students in dual-language programs outperform their peers in reading and math by the 4th grade, regardless of race or socioeconomic status (Lindholm-Leary, 2012).

Lower Elementary School (Grades K-2)

- **Morning Assembly (8:00-8:30):** Greetings, announcements, and social-emotional learning activities.
- **Arabic Language Arts (8:30-9:30):** Immersive Arabic language instruction focusing on reading, writing, and conversation skills.
- **STEM Block 1: Science Exploration (9:30-10:30):** Hands-on science projects and experiments.
- **Recess (10:30-10:45):** Physical activity and free play.
- **English Language Arts (10:45-11:45):** Literacy instruction including reading, writing, and comprehension activities.
- **Lunch (11:45-12:15)**
- **Mathematics (12:15-1:15):** Math instruction using inquiry-based and problem-solving approaches.
- **Project-Based Learning (1:15-2:15):** Interdisciplinary projects integrating STEM and Arabic language concepts.
- **Recess (2:15-2:30)**
- **Social Studies (2:30-3:15):** Lessons on cultural diversity, history, and geography with an emphasis on Arab-speaking regions.
- **Closing Circle (3:15-3:30):** Reflection and sharing experiences.

Upper Elementary School (Grades 3-5)

- **Morning Assembly (8:00-8:30):** Greetings, announcements, and social-emotional learning activities.
- **Arabic Language Arts (8:30-9:30):** Advanced Arabic language instruction with focus on grammar and conversation.
- **STEM Block 1: Technology and Engineering (9:30-10:30):** Coding, robotics, and engineering projects.
- **Recess (10:30-10:45)**
- **English Language Arts (10:45-11:45):** Advanced literacy activities, including reading comprehension and writing.
- **Lunch (11:45-12:15)**
- **Mathematics (12:15-1:15):** Math instruction emphasizing problem-solving and real-world applications.
- **Project-Based Learning (1:15-2:15):** Cross-disciplinary projects combining STEM and language skills.
- **Recess (2:15-2:30)**
- **Social Studies (2:30-3:15):** Studies on cultural diversity and the history of Arab scholars in STEM fields.
- **Closing Circle (3:15-3:30):** Daily reflections and goal setting.

Middle School (Grades 6-8)

- **Morning Assembly (8:00-8:30):** Greetings, announcements, and social-emotional learning activities.
- **Arabic Language Arts (8:30-9:30):** Advanced Arabic instruction with emphasis on literature and language skills.
- **STEM Block 1: Science and Mathematics (9:30-10:30):** Integrated science and math lessons with a focus on inquiry.
- **Break (10:30-10:45)**
- **English Language Arts (10:45-11:45):** Advanced literacy activities, including literary analysis and essay writing.
- **Lunch (11:45-12:15)**
- **STEM Block 2: Technology and Engineering (12:15-1:15):** Hands-on projects in coding and robotics.
- **Project-Based Learning (1:15-2:15):** Collaborative projects integrating STEM and Arabic skills.
- **Break (2:15-2:30)**
- **Social Studies (2:30-3:15):** Exploration of global cultures, with a focus on Arab contributions to science.
- **Closing Circle (3:15-3:30):** Reflection and sharing experiences.

High School (Grades 9-12)

- **Morning Assembly (8:00-8:30):** Greetings, announcements, and social-emotional learning activities.
- **Arabic Language Arts (8:30-9:30):** Advanced Arabic literature and composition classes.
- **STEM Block 1: Advanced Science (9:30-10:30):** In-depth courses such as biology, chemistry, and physics.
- **Break (10:30-10:45)**
- **English Language Arts (10:45-11:45):** Advanced courses in English literature and composition.
- **Lunch (11:45-12:15)**
- **STEM Block 2: Advanced Mathematics (12:15-1:15):** Courses in algebra, calculus, and statistics.
- **Project-Based Learning (1:15-2:15):** Cross-disciplinary projects integrating advanced STEM topics and Arabic skills.
- **Break (2:15-2:30)**
- **Social Studies (2:30-3:15):** Detailed study of global history and Arab scholars' contributions.
- **Closing Circle (3:15-3:30):** Reflection and sharing experiences.

Citations:

- Thomas, J. W. (2000). A review of research on project-based learning. Retrieved from http://www.autodesk.com/foundation
- Pedaste, M., Mäeots, M., Siiman, L. A., De Jong, T., Van Riesen, S. A. N., Kamp, E. T., ... & Tsourlidaki, E. (2015). Phases of inquiry-based learning: Definitions and the inquiry cycle. *Educational Research Review*, 14, 47-61. https://doi.org/10.1016/j.edurev.2015.02.003
- Lindholm-Leary, K. J. (2012). Success and challenges in dual language education. *Theory Into Practice*, 51(4), 256-262. https://doi.org/10.1080/00405841.2012.726053

Section V: GOVERNANCE STRUCTURE

While structures/models vary, all charter school boards aim to uphold the mission/vision, set clear expectations for outcomes of school improvement work, create conditions for success, build the collective will to succeed, learn together as a board team, provide fiduciary and academic oversight, evaluate the school leader and board itself, and approve policies and budgets in a governance capacity.

1. Describe the governance structure/model of the proposed school (i.e., Carver Policy Governance Model also known as Policy Governance Model, Consensus Governance) and how it will interact with the principal/head of school and any advisory bodies.

2. Explain how the proposed governance structure will:
    a. Ensure the school will be an educational, financial, and operational success.
    b. Evaluate the success of the school, school leader and board itself.

c. Assure active representation of key stakeholders to effectively govern school, including parents/family members representative of the community it plans to serve (i.e., expertise in legal, K-12 education, public relations, HR, accounting/finance, health, fundraising, strategic planning, facilities, business administration).

1) Governance Model:

a. The Wis STEM AI will adopt the Carver Policy Governance Model when considering its Charter and operational bylaws to ensure that the principal as the chief executive officer of the Wis STEM AI Academy is able to exercise sufficient autonomy as the day-to-day operational leader, while ensuring that the board of directors maintains sufficient oversight and control of overall strategy.

2) Charter

a. The Charter of the Wisconsin STEM AI Academy will serve as the overall guiding and governing document of the school.

b. The Charter will include:

- The Mission Statement of the Wisconsin STEM AI Academy
- The Educational Objectives or Purpose of the school
- The Curriculum and Instructional Approach of the school
- The Governance Model of the school
- Accountability structure of the school
- The admission policies of the school.
- Student services that are offered by the school
- Financials of the school
- Discipline polices of the school
- Parent relations policies of the school
- Community relations policies of the school.

3) Board of Trustees:

a. The board of trustees will be the governing body responsible for overseeing the school's operations, strategic direction, and adherence to its mission and vision.

b. The board will consist of community members, parents, educators, and experts in relevant fields (technology, language, legal, education, finance, etc.).

4) Board Roles and Responsibilities:

a. The board's primary role is to set policies that guide the school's operations. These policies will be based on the school's mission, values, and strategic goals.

b. The board will delegate operational decisions to the principal/head of school, allowing them to focus on educational leadership.

c. The board will ensure compliance with legal requirements, financial stability, and academic excellence.

5) Principal/Head of the School:

a. The principal/head of the school will be the chief executive officer responsible for day-to-day management.

b. The principal will implement the board's policies, manage staff, and oversee educational programs.

c. The principal will report regularly to the board, providing updates on academic performance, financial health, and operational matters.

6) Advisory Bodies:

a. The board may, at its discretion, establish advisory committees or task forces to provide specialized expertise. These boards could include, but are not limited to:

- **Academic Advisory Committee:** Comprising educators, curriculum specialists, and parents, this committee advises on educational programs, student outcomes, and curriculum development.
- **Finance and Audit Committee:** Composed of financial experts, this committee ensures fiscal responsibility, reviews budgets, and monitors financial health.
- **Community Relations Committee:** Engages with parents, community members, and local businesses to foster positive relationships and promote the school's mission.

7) Evaluation and Accountability:

a. The board will regularly evaluate the school's performance, including academic outcomes, financial stability, and compliance with policies.

b. The principal's performance will be assessed based on agreed-upon metrics, such as student achievement, staff satisfaction, and community engagement.

c. The board will also conduct self-assessments to improve its effectiveness.

8) Stakeholder Representation:

a. To ensure active representation, the board will include parents/family members from the community the school serves.
b. Experts in various fields (legal, HR, finance, etc.) will contribute their expertise to inform board decisions.
c. Regular town hall meetings and surveys will engage parents and community members in governance discussions.

1) Ensuring Success:

a. The governance model will promote transparency, accountability, and alignment with the school's mission.
b. By focusing on policies and strategic oversight, the board will create conditions for educational, financial, and operational success.
c. Regular evaluations will identify areas for improvement and celebrate achievements

Section VI: FINANCIAL MANAGEMENT AND FIRST YEAR OPERATION PLAN

1. Address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising).

   The projected revenues for FY2026 will consist of $700K based on the 60 students, assuming $11729 per per-pupil funding which amounts to 80% of the projected budget. The remaining 20% we anticipate will be raised via fundraising activities prior to the first year of classes. We anticipate salaries subsequent to FY2028 to be fully funded via pupil funding, however Wis STEM AI will rely upon fundraising for facility upgrades and the creation of an endowment fund. (Full budget worksheet available upon request)

Public Funding:

- **State and Federal Funding:** The bulk of the Wis STEM AI operating budget will come from state and federal educational funding. This includes per-pupil funding allocated by the state and additional federal funds for specific programs (e.g., Title I, Special Education).

Variable Income Sources:

- **Grants:** Wis STEM AI will actively seek grants from government agencies, private foundations, and corporate sponsors. These grants will be used to fund specific programs, capital projects, and innovation initiatives.
- **Donations:** Wis STEM AI will establish a fundraising strategy to attract donations and pledges from individuals, alumni and local businesses. Annual giving campaigns, major gift solicitations, and planned giving will be integral parts of this strategy.
- **Fundraising Events:** Organizing events such as auctions, galas, and community fairs will generate additional funds. These events will also serve to build community engagement and support.
- **Partnerships and Sponsorships:** Collaborations with local businesses and organizations can provide both financial support and in-kind contributions. Sponsorships for school events and programs can also be a valuable income source.

2. Describe how the proposed school will develop and maintain sufficient financial capacity that will facilitate the school's success. If the proposed school is to be managed by an existing organization, explain how that entity will maintain its capacity to successfully operate the proposed school.

Comprehensive Financial Planning

a. Budget Development:

- **Initial Budget**: Wis STEM AI will create a detailed initial budget that includes all anticipated expenses and revenues for the first year of operation.
- **Multi-Year Financial Plan**: Wis STEM AI will develop a multi-year financial plan (typically 3-5 years) to ensure long-term financial stability, considering expected changes in enrollment, staffing, and operational costs.

b. Contingency Planning:

- **Reserve Funds**: Wis STEM AI will establish reserve funds to cover unexpected expenses and ensure financial stability during enrollment fluctuations or economic downturns.
- **Risk Management**: Wis STEM AI will conduct risk assessments to identify potential financial risks and develop mitigation strategies.

Diverse Revenue Streams

a. Government Funding:

- **Grants and Subsidies**: Wis STEM AI will apply for state and federal grants specifically available for educational institutions. Maintain compliance with all requirements to secure continuous funding.

- **Per-Pupil Funding**: Wis STEM AI will ensure accurate and timely reporting of enrollment numbers to maximize per-pupil funding from the state.

b. Fundraising and Donations:

- **Fundraising Campaigns:** Wis STEM AI will organize regular fundraising events and campaigns involving parents, alumni, and the community.
- **Partnerships and Sponsorships:** Wis STEM AI will seek partnerships with local businesses and organizations for sponsorships, donations, and in-kind contributions.
- **Supplementary Fees:** Wis STEM AI will Introduce fees for extracurricular activities, special programs, and school facilities usage to generate additional income.

Efficient Financial Management

a. Financial Oversight:

- **Board Oversight**: Wis STEM AI will establish a finance committee within the school board to oversee financial management, budget approval, and regular financial reporting. Refer to governance structure -advisory bodies.
- **Regular Audits**: Wis STEM AI will support conducting annual independent audits to ensure transparency and accountability in financial operations.

b. Cost Control:

- **Expense Monitoring**: Wis STEM AI will Implement strict expense monitoring and control measures to avoid overspending and identify cost-saving opportunities.
- **Negotiating Contracts**: Wis STEM AI will negotiate favorable contracts with suppliers and service providers to reduce operational costs.

Enrollment Management

a. Marketing and Recruitment:

- **Marketing Plan**: Wis STEM AI will develop a comprehensive marketing plan to attract and retain students, highlighting the school's unique programs, success stories, and community impact.
- **Outreach Programs**: Wis STEM AI will engage in outreach programs to local communities, including open houses, school tours, and information sessions to boost enrollment.

b. Retention Strategies:

- **Quality Education**: Wis STEM AI will ensure high-quality education and supportive services to maintain student satisfaction and retention.
- **Parent and Student Engagement**: Wis STEM AI will foster strong relationships with parents and students through regular communication, involvement in school activities, and responsive support services.

c. Performance Monitoring:

- **Key Performance Indicators (KPIs)**: Establish KPIs to monitor the financial health and operational efficiency of the school.
- **Regular Reviews**: Conduct regular performance reviews to assess progress, identify areas for improvement, and adjust strategies as needed.

By implementing these strategies, Wis STEM AI can develop and maintain sufficient financial capacity to ensure its success.

3. Identify any existing or anticipated relationships that exist between the proposed school and any related business entities (charter management organizations, subcontractors, community organizations, business, educational institutions, etc.). State the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.

   Establishing and leveraging relationships with various business entities, community organizations, educational institutions, and other relevant partners is essential for the success of Wis STEM AI school. Below are the anticipated relationships, including the nature, purposes, terms, and scope of services for each partnership:

Educational Institutions:

Nature and Purpose:

- Wis STEM AI will establish partnerships with local colleges, universities and local school such as **UWM**, **MSOE**, **Guidance academy, Salam School**, **local school districts** and **Qatar Foundation – Washington DC**: to enhance educational opportunities, provide access to advanced coursework, and facilitate dual enrollment programs and international exposure.
    - **Nature**: Academic collaboration.
    - **Purpose**: Enhance STEM curriculum and provide dual enrollment opportunities.
    - **Terms**: University faculty will teach dual enrollment courses, and students will have access to university labs and libraries.
    - **Scope**: In-kind contributions with formal agreements reviewed annually

Tech Company Collaboration:

- **Nature**: Technology integration support.
- **Purpose**: Provide the latest technology tools and training to students and teachers.
- **Terms**: Donation of devices and software, along with training sessions.
- **Scope**: In-kind donations, with agreements reviewed biennially to incorporate new technologies.

Community Organizations

Nature and Purpose:

- Collaborate with local community organizations such as but not limited to **MMWC** to provide enrichment programs, volunteer opportunities, and support services for students and families.

Terms and Scope of Services:

- **Services:** After-school programs, tutoring, counseling services, cultural and recreational activities, and family support services.
- **Fee Structure:** Primarily in-kind contributions, with some fee-based programs where costs are subsidized or covered by grants.
- **Duration:** Ongoing partnerships with annual evaluations to ensure effectiveness and mutual benefit.

4. If applicable, identify the person(s) preparing the full application and describe how any costs associated with developing the full, new school application (if any) will be financed.

Application Preparers:

Aya Isaac - Background: An Educator and Curriculum designer who is using project-based learning to solve children educational and behavioral challenges.

Andy Nordin - Background: Andy has a degree in Politics & Government from Ripon College (Ripon, WI). He has experience advising nonprofit organizations in Minnesota and North Dakota and currently works as an AI software product manager with ten years of IT experience. Before moving into software development, he was the technology director for a private school in Waukesha, WI and worked as a commercial helicopter pilot.

Emad AbuTabanjeh - Background: Emad has an engineering degree. Biomedical, medical physics and educational background; he brings to the table over 15 Years in engineering and education experience. He is very passionate about education and starting STEM Ai School.

Somia Benslimane - Background: Experience ESL high school teacher. Has BSC in English language.

Section VII: POTENTIAL LOCATION OF SCHOOL

1. Describe the proposed geographic location of the school and rationale for selecting that location. Be explicit as to how the selected location aligns to the educational need, anticipated student population, and non-academic challenges the school is likely to encounter.

Proposed Geographic Location

Location: with 10miles radius of Brookfield, near key residential neighborhoods and accessible via state highways routes.

Rationale for Selecting the Location

1. **Educational Need**
    - **Demographic Analysis:** The Brookfield, Wauwatosa, Menomonee falls areas has a growing population with Arabic speaking families due to an existing culture Center in Brookfield that serve these areas, A significant portion of the population includes young families and school-aged children, indicating a strong demand for local educational facility serve them, See attached survey results.
    - **Educational Gaps:** Analysis of local educational performance shows there is no full time Arabic immersion school that serves these areas.
2. **Anticipated Student Population**
    - **Proximity to Residential Areas:** The chosen location is centrally situated among densely populated residential neighborhoods, ensuring ease of access for families.
    - **Diverse Population:** The Brookfield, Wauwatosa, Menomonee falls areas have a diverse socio-economic demographic, allowing the school to serve a varied student body and foster an inclusive environment.
    - **Population Growth Trends:** Anticipated population growth trends suggest an increasing number of school-aged children in these areas, ensuring sustained enrollment levels.
3. **Non-Academic Challenges**
    - **Community Engagement:** Being in a central location between these three cities makes it easier to engage with the local community, involve parents, and build partnerships with nearby businesses and organizations.
    - **Safety and Infrastructure:** The selected area that is considered the central location between these three cities has well-maintained infrastructure and safety measures, ensuring a secure environment for students.

Alignment with Educational and Community Goals

1. **Educational Excellence**
    - **State-of-the-Art Facilities:** The new school will feature modern classrooms, technology labs, and recreational facilities to enhance the learning experience.
    - **Specialized Programs:** Plans for specialized educational programs (STEM, arts, vocational training) will address the diverse interests and needs of the student population.
2. **Community Integration**
    - **Parental Involvement:** Central location encourages parental involvement through convenient access to school events and meetings.
    - **Partnerships:** Opportunities for partnerships with local businesses, higher education institutions, and community organizations to enrich educational programs and provide real-world learning experiences.
3. **Addressing Challenges**
    - **Support Services:** Implementing support services such as counseling, health services, and academic tutoring to address non-academic barriers to learning.
    - **Diversity and Inclusion:** Creating a culturally responsive curriculum and inclusive environment to reflect and respect the diverse student body.

By selecting a central and accessible location between the three cities (Brookfield, Wauwatosa and Menominee fall), the new school aims to meet the educational needs of the community, support a diverse and growing student population, and address non-academic challenges through strategic planning and resource allocation.

2. Describe the steps that have been taken to identify potential school facilities.

The following Steps and factors have been considered

1. **Needs Assessment**
    - **Educational Requirements.**
    - **Capacity Planning.**
2. **Location Analysis**
    - **Demographic Studies**

- **Community Input**

3. **Site Evaluation**
   - **Existing Structures.**
   - **New Construction.**
4. **Accessibility and Transportation**
   - **Proximity to Students.**
   - **Public Transportation.**
5. **Zoning and Regulatory Compliance**
   - **Zoning Laws**.
   - **Building Codes.**
6. **Financial Analysis**
   - **Budget Constraints**.
   - **Funding Sources.**
7. **Site Visits and Inspections**
   - **Physical Inspections**.
   - **Environmental Assessments**.
8. **Decision-Making**
   - **Comparison Matrix.**

SURVEY RESULTS with households with children that are willing to enroll into the future School.