Rocketship Education Wisconsin

Unleashing Potential Full Service Community Schools

Application Narrative

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SECTION 1. NEED FOR PROJECT

The extent to which the proposed project will provide support, resources, and services; close gaps in educational opportunity; and otherwise address the needs of the targeted population, including addressing the needs of underserved populations

Introduction: The **Unleashing Potential Full-Service Community Schools** program, led by Lead Agency and Local Education Agency, Rocketship Education Wisconsin, and with a strong coalition of cross sector public and private community partners, creates, strengthens, and codifies initiatives and programming designed to meet the specific needs of our school communities across Milwaukee, Wisconsin. Rocketship chooses to open schools in areas that have been left behind by the traditional education system. Our school communities are strengthened by their unique racial, demographic, ability level, and socio-economic make up. The communities that our schools serve are predominantly socio-economically disadvantaged communities of color. Rocketship operates two schools in Wisconsin, one on the South side of Milwaukee in a predominantly Hispanic neighborhood, and the other on the North side of Milwaukee in a predominantly Black neighborhood. Our students and families are strong, resilient, vibrant, engaged and active members of their communities. Our families are also forced to navigate inequities in education options, healthcare, community services, housing, and economic opportunity due to the conditions that are created by segregation and poverty. **The Unleashing Potential Full-Service Community Schools program seeks to highlight the strengths within our communities while addressing the current gaps in programs and resources to help every student reach their full potential.**

Context of the project: Rocketship Education Wisconsin was founded in 2013 after parents and community leaders demanded higher quality school options for their students across

Milwaukee. In close collaboration with public and private sector leaders from across the city, parents and families invited high performing charter schools from across the country to consider opening a school in Milwaukee. This coalition of concerned citizens was responding to the persistently low academic achievement plaguing Milwaukee schools. In the 2012-2013 School Year, Milwaukee Public Schools was rated "Fails to Meet Expectations" on the Wisconsin State Department of Public Instruction school report card. Milwaukee scored significantly below the state average on 3 of 4 key metrics related to student achievement. Families and leaders came together to demand better options, and charter networks from across the country engaged with the coalition. Rocketship stood out to parents and leaders from the beginning. The strong partnership between the school and parents, a core tenant of the Rocketship model, made Milwaukee leaders excited. Rocketship invited a group of families and community members to travel to San Jose, CA (where Rocketship was founded and already operating schools) to see our innovative education model in action. Inspired by what they saw and motivated to create something equally as transformative for Milwaukee children, Milwaukee was chosen as the next region where Rocketship would open new schools.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Milwaukee

District Report Card | 2012-13 | Summary

Overall Accountability Score and Rating

51.4

Fails to Meet Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

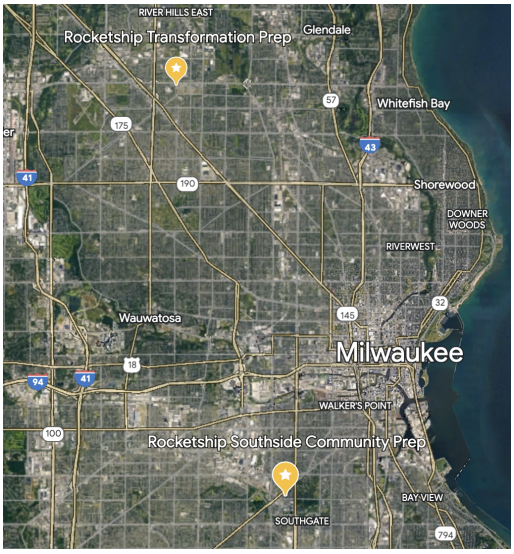
Priority Areas	District Score	Max Score	State Score	Max Score
Student Achievement	**37.3/100**		**66.1/100**	
Reading Achievement	16.3/50		29.7/50	
Mathematics Achievement	21.0/50		36.5/50	
Student Growth	**53.3/100**		**60.6/100**	
Reading Growth	28.0/50		29.9/50	
Mathematics Growth	25.3/50		30.7/50	
Closing Gaps	**66.0/100**		**66.8/100**	
Reading Achievement Gaps	16.8/25		16.8/25	
Mathematics Achievement Gaps	15.9/25		16.3/25	
Graduation Rate Gaps	33.3/50		33.7/50	
On-Track and Postsecondary Readiness	**69.2/100**		**84.9/100**	
Graduation Rate	28.2/40		35.8/40	
Attendance Rate	35.0/40		37.1/40	
3rd Grade Reading Achievement	1.6/5		2.8/5	
8th Grade Mathematics Achievement	1.8/5		3.5/5	
ACT Participation and Performance	2.6/10		5.7/10	

Student Engagement Indicators	**Total Deductions: -5**
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal <6%)	Goal met: no deduction

Rocketship Southside Community Prep opened in 2013 on the border of the Layton Boulevard neighborhood, roughly five miles south west of downtown, with 230 founding

students, the largest charter school opening in the history of Milwaukee. Every time Rocketship opens a new school, founding families choose the name of the campus. The parents chose "Southside Community Prep" in honor of the diverse coalition that came together to make the school a reality. The school community has grown substantially since then, serving more students and families with growing enrollment, and deepening partnerships within the neighborhood to best serve families. The school now serves 500 students annually.

After building a strong foundation on the south side, Rocketship was ready to increase our impact in the city and serve more students. The Westlawn neighborhood, located roughly eight miles north of downtown, was chosen as the area of investment through Milwaukee's Choice Neighborhood Implementation (CNI) initiative in 2015. Through the CNI initiative, city and community leaders worked to identify and bring organizations committed to providing resources and high-quality programs to the historically underserved neighborhood. High-quality schools were identified as a high priority community need, and Rocketship was invited to join with a diverse group of community partners to invest in Westlawn. In 2018, in partnership with the Silver Springs Neighborhood Center, we opened Rocketship Transformation Prep. The school started small with 80 founding students and five classrooms located inside the Silver Springs Neighborhood Center. In 2019, Rocketship bought and renovated a vacant school building four blocks away from the center. Renovating the school brought new life to the formerly blighted block, giving the school community a home of their

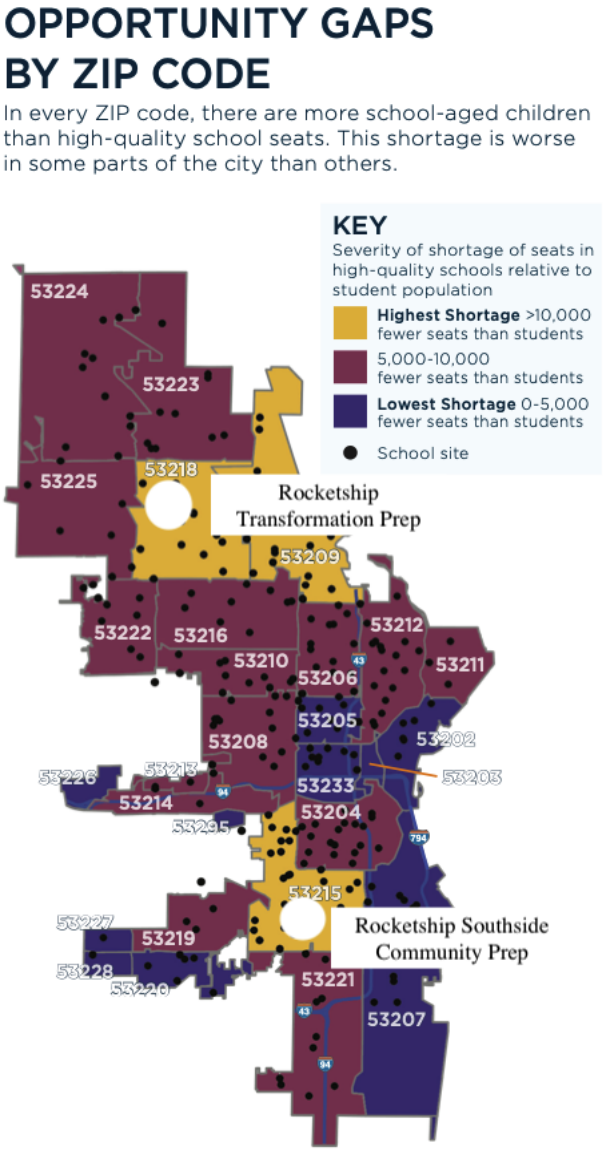


own. The school has since grown to serve nearly 300 students and will continue to grow every year until it reaches full enrollment at 400.

Rocketship Transformation Prep partners with the Silver Springs Neighborhood Center and Carmen Schools of Science and Technology to provide Westlawn families with a high-quality prenatal to college or career pathway.. The Silver Springs Neighborhood Center provides prenatal, infant, and early childhood (through K3) programming and Carmen Schools of Science and Technology provides grades 6-12. We are proud to provide the high-quality elementary school option within this pathway so that families no longer have to leave their neighborhood to attend a high-quality school **(addressing the Invitational Priority of creating effective transition practices between early education and elementary education)**.

Our Rocketship Transformation Prep campus is nestled within the Housing Authority of the City of Milwaukee Choice Neighborhood Investment housing development, *Westlawn Gardens*. This development follows the principles of Traditional Neighborhood Design which has been shown to improve quality of life (Bothwell, et al 2010). The development has a mixture of high- and mid-rise apartment buildings and townhomes interspersed with community gardens, parks, and playgrounds. Westlawn Gardens was named one of the most energy eco-friendly neighborhoods in the world by the US Green Building Council. We are proud to be a part of the social fabric of the Westlawn community. By investing in the neighborhood, collaborating with organizations who are serving the same families we serve, and contributing to the multi-sector effort to improve outcomes for students and families in the area, we are working in concert with others to address the high level of need present in the area. As referenced earlier in this section, we intentionally choose to open schools in areas where families need higher quality options for their students. Locations are chosen by consensus with Rocketship staff, community leaders,

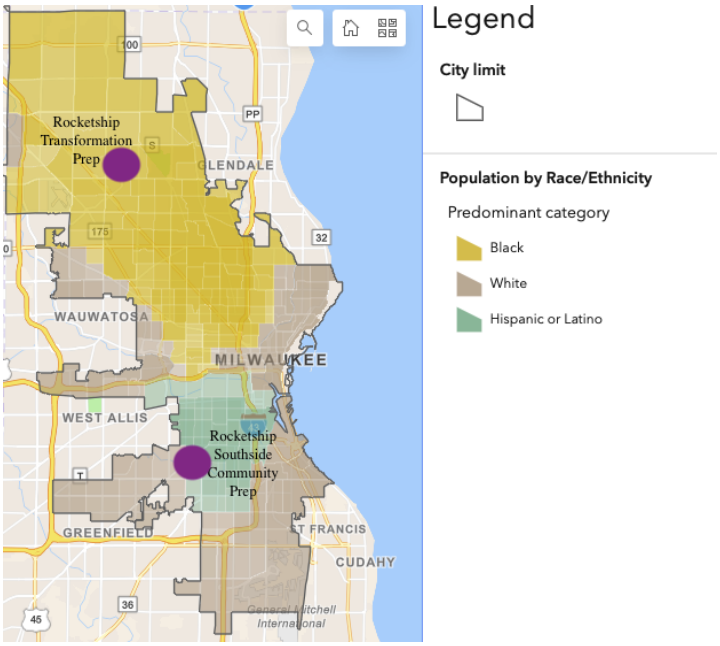
families, and other community partners. Locations are also vetted by our Rocketship National partners through a comprehensive green lighting process which includes analysis of the number of school aged children in the area, the number of high performing schools with available seats, and the demand for additional options. Both our schools are located in neighborhoods that have the highest shortage of high quality seats, meaning that there are more students than seats in high performing schools. Rocketship Southside Community Prep is in zip code 53215 and Rocketship Transformation Prep is in 53218. In both zip codes, there are more than 10,000 more students than high quality seats available (see map, City Forward Collective State of Milwaukee Education Report, 2022). Rocketship choosing to open schools in areas where parents would otherwise have to leave the neighborhood to have access to a high quality school aligns with the tenants of community schools and focuses on bringing high quality resources and supports to where families live.



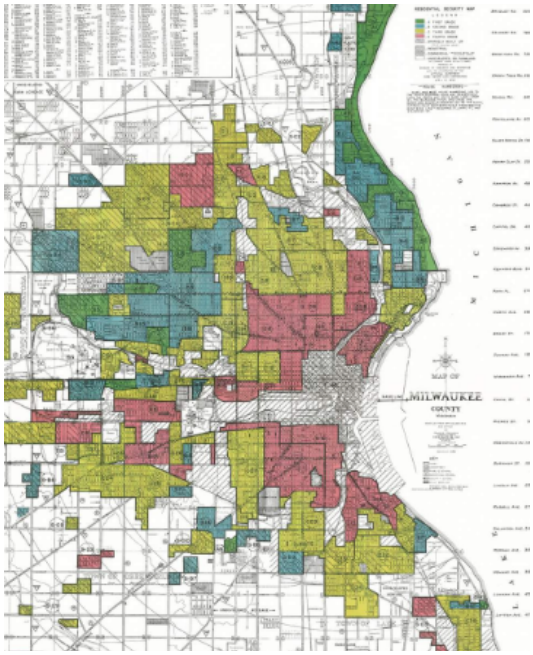
Needs of the targeted communities

Rocketship is proud to serve Milwaukee students and families, and central to our mission is providing a high quality education to students who would not otherwise have such access. The

disparities in Wisconsin between educational opportunities for students of color and white students are the greatest in the country (Kremer, 2019). Milwaukee consistently ranks as one of the most segregated cities in America (Luthern & Mollica, 2020). Young people growing up in the city are subjected to "concentrated disadvantage" due to the inequities across socio-economic factors. These inequities "reinforce one another and create conditions for the perpetuation of inequality and distress" (Levine, 2012). It is these disparities that our project seeks to address.



2020 Racial Breakdown of Milwaukee
City of Milwaukee Equity Atlas



1938 Lending Map of Milwaukee
UW Applied Population Lab

The maps above highlight the racial segregation that persists in Milwaukee, and how Rocketship is investing in communities that have been historically left behind in key areas of investment. The map on the left showcases the racial breakdown of the city from 2020, and the map on the right depicts a 1938 lending map of the city. The map on the right is based on redlining policies from the 1930's in Milwaukee, a discriminatory practice of denying minority populations from accessing equal loan and housing opportunities. The map represents the four

grades given to neighborhoods to serve as a basis for a financial institution to determine the perceived desirability and risks of investing in a neighborhood. The categories were color-coded green, blue, yellow and red, in increasing order or risk and corresponding decreasing order of desirability. When compared to the map on the left, one can see "how 80 years after Milwaukee's neighborhoods were coded, their racial demographics still bear striking similarities to the historic redlining map" (Foltman and Jones, 2023). As a result of redlining, residents of Milwaukee residents of color faced increasingly inadequate living conditions and poorly funded education systems, and were often further away from adequate medical and social services. A host of other urban issues, such as crime, policing, housing quality, and education opportunities, took on distinct racialized contexts (Foltman and Jones, 2023). These are the underlying issues that persist in Milwaukee, and this program hopes to bring together public and private leaders to address these issues through the four pillars of community schools.

As demonstrated above, the two communities served by Rocketship Wisconsin continue to face challenges due to inequitable investment in the city. The table below highlights needs within our two target communities when compared to the City of Milwaukee as a whole.

Community Demographics			
Community Data	**City of Milwaukee**	**Rocketship Southside Community Prep**	**Rocketship Transformation Prep**
Poverty Rate	24%	31%	30%
Race/Ethnicity	Black: 38% White: 32% Hispanic: 20% Asian: 5%	Black: 6% White: 23% Hispanic: 66% Asian: 2%	Black: 73% White: 11% Hispanic: 6% Asian: 7%

	Two or more races: 4% Other: 1%	Two or more races: 3% Other: 0%	Two or more races: 3% Other: 0%
Median Household Income	[redacted]	[redacted]	[redacted]
Population without Health Insurance	9%	9%	23%
Language other than English spoken in home	21%	69%	11%
Social Vulnerability Score (CDC) *potential negative effects on communities by external stress. Scale is 0-1.0 with 1.0 being the highest	N/A	0.68	0.94
Home Ownership Rate	41%	37%	33%

Source: City of Milwaukee Equity Atlas, ACS 2017-2022 Estimates.

On the predominantly Hispanic south side of Milwaukee, language barriers, lack of affordable and stable housing, and public safety are critical factors that impact our students and families. When it comes to education, only 1 in 7 Hispanic students in Milwaukee are performing on grade level. Regarding family stability, 45% of renters on the south side are faced with "housing cost burden," with 30% or more of their income going to housing costs (City of Milwaukee Equity Atlas, 2021).

On the north side, the vast majority of families are Black and face similar challenges. On every key measure of community well-being, including employment, housing, education, incarceration, and health, Milwaukee ranks the lowest or among the lowest for Black people compared to other American cities (Levine, 2020). While many other metropolitan areas have seen a decrease in segregation over the last 30 years, segregation in Milwaukee has gotten worse. Income for Black working families has decreased, adjusted for inflation, by 30% since 1979.

One third of working age Black men living in Milwaukee are unemployed, and the 2010 incarceration rate among Black men born between 1978 and 1983 was 16%, the highest rate among the nation's 50 largest metropolitan areas. When comparing rates of Black poverty, Milwaukee has the highest among the same list of metro areas, with 33% of Black families living in poverty. (Levine, 2020).

Many of our families from both schools are impacted by unstable housing, and as a result, move frequently. The constant turnover of students plagues efforts to improve academic outcomes city-wide. In an analysis of student turnover in 2018, the Milwaukee Journal Sentinel found that on average, 1 in 4 students in Milwaukee switched schools within a given school year. This churn leads to lagging achievement improvement across all indicators and stymies progress across the entire educational landscape (Richards, 2018). In addition to the challenges outlined above, there is also a shortage of seats in high quality schools across the city. In the zip codes where our schools are located, 53215 (Rocketship Southside Community Prep) and 53218 (Rocketship Transformation Prep) the shortage is the most dire with more than 10,000 fewer high quality seats than students in the area (City Forward Collective *State of Milwaukee Education Report,* 2022).

Needs of Target Schools

School Demographics: The needs of our school communities mirror those of the broader Milwaukee community.

2022-2023 Student Data	Rocketship Southside Community Prep	Rocketship Transformation Prep
Enrollment	444	269
Socio-Economically Disadvantaged	82%	89%

Academic Achievement: Our students are outperforming their peers in meaningful ways. Both Rocketship Wisconsin schools earned a four star *Exceeding Expectations* rating on the state report card in 2021-22. This is the first time both schools have been eligible for and received an Exceeding Expectations rating from the state. Milwaukee Rocketeers continue to significantly outperform students in Milwaukee Public Schools. Among Milwaukee schools that serve a similar student population, Rocketship Wisconsin ranks in the 92nd percentile in English Language Arts and 89th percentile in math on the most recent Wisconsin State Forward Exam.

% of Students Proficient or Advanced on 2021-22 Forward Exam*		
School / District	**English Language Arts**	**Math**
Rocketship Southside Community Prep	19%	21%
Rocketship Transformation Prep	13%	7%
City of Milwaukee	13%	12%
State of Wisconsin	39%	45%

**Wisconsin state assessment, most recent data available is from 2021-22*

% of Socio-Economically Disadvantaged Students Proficient or Advanced on 2021-22 Forward Exam		
School / District	**English Language Arts**	**Math**
Rocketship Southside Community Prep	18%	21%
Rocketship Transformation Prep	12%	6%
City of Milwaukee	9%	9%
State of Wisconsin	22%	27%

Rocketship Wisconsin Ranking among Public schools with reported 80%+ Socio-Economically Disadvantaged Students		
ELA	**Math**	**Math & ELA**
92nd percentile	89th percentile	92nd percentile

Chronic Absenteeism: Rates of chronic absenteeism have increased sharply over the past 3 years. During the 2022-23 school year 54% of our students were chronically absent. We know that to increase student achievement and wellbeing, we must address the root causes of the high rate of absenteeism.

Access to Early Childhood Education: Rocketship begins at K4, where we provide a full academic school day for our 4-year-old kindergartners. Research shows that students who participate in early childhood education go on to achieve greater academic success throughout their educational journey (Yoshikawa, et al, 2016). In the aftermath of the COVID-19 pandemic, we have seen a decrease in the interest regarding full-day K4 from parents. With this project, we seek to expand our outreach efforts focusing on the benefits of early childhood education and increase our enrollment in K4. Increasing enrollment in K4 will also support our goal to help families transition from early childhood to elementary schools **(Invitational Priority)**.

COVID-19: The COVID-19 pandemic and the aftermath which we are still navigating laid bare the disparities in education, health, income, housing, and enrichment that has long impacted our students and city. Our schools transitioned to distance learning in March of 2020 and returned to in-person learning in the Spring of 2021. During the first year of the pandemic while our schools were in distance learning, our teachers and school leaders worked tirelessly to keep students engaged and continue the learning process. Every Rocketship student was provided with a chromebook within 72 hours of schools going virtual. Rocketship Wisconsin worked directly with families without internet access at home, installing and paying for high speed wifi during distance learning for more than 65 families. Our Principals regularly did home visits for students who were not attending online class, and our teachers worked to keep in touch with parents and families so that they could support their child's learning at home. Despite these heroic efforts, the impacts, both academic and social emotional, of the time students spent outside of school during such formative years are being observed in our classrooms now. Higher rates of behaviors in lower elementary classrooms are causing more frequent disruptions to the learning environment. Student proficiency on the Wisconsin State Forward Exam illustrates the negative impact on academics that distance learning had. Our students went from 25% proficiency in Reading and 27% in Math in the 2018-19 school year to 17% proficiency in Reading and 17% proficiency in Math in the 2021-22 school year (average for all Rocketship students, school specific data in table above.)

Public Safety: Safety is always a top priority for our school communities. Safety is also a top priority for our families, and the topic of community safety and wellbeing is a common point of discussion during family events. Milwaukee has the third highest violent crime in the nation among large cities, only behind Memphis and Detroit (Ryan, 2023). Homicides have reduced in

2023, but they have not yet dropped to pre-pandemic levels, and rates of other violent crimes remain persistently high, frustrating concerned families (Hughes, 2023). Even more concerning is the increase in the number of children being the victim of fatal and non-fatal shootings. In 2019, 7% of shooting victims (homicide and non-fatal shootings) were children. In 2023, children accounted for 16% of shooting victims (Milwaukee Homicide Review Commission, 2023). Rocketship works intentionally to create safe and welcoming school environments for students and families. We will prioritize expanding our partnership with the Milwaukee Police Department to be positive forces of change and increase public safety in the neighborhoods we serve **(Competitive Preference Priority 2)**.

How our approach addresses identified needs

The need for investment and innovative solutions to help all community members and students reach their full potential is clear. Our strong commitment to transformation and unwavering belief in our students' potential positions us well to establish the programming needed to create two full service community schools. In alignment with **Absolute Priority 1 (Title 1A Schoolwide Program Eligibility)** Rocketship will build internal and external capacity to establish two Full-Service Community Schools at Rocketship Southside Community Prep and Rocketship Transformation Prep, in collaboration with our established partners and new partner organizations, codifying and expanding existing community schools resources and initiatives to support students, families, and community members **(Absolute Priority 3 – Capacity Building and Development Grants)**.

Rocketship's project design aligns with the four pillars community schools approach, described in greater detail in Section 2. In alignment with *Pillar 1, Integrated Student Supports*, our program will provide comprehensive academic interventions, mental and physical health

referrals, and wraparound services. We will do this through a school-wide MTSS framework to support Social Emotional Learning and improve student academic outcomes **(Competitive Preference Priority 1)**.

In alignment with *Pillar 2, Expanded and Enriched Learning Time & Opportunities*, we will increase expanded learning opportunities in and out of the school day. We will do this through expanding offerings for families afterschool and over the summer, expanding and increasing the quality of enrichment during the school day, improving the quality of academic interventions and tutoring support, and establishing partnerships with secondary education providers to increase awareness.

In alignment with *Pillar 3, Active Family & Community Engagement*, we will elevate the power of families and community members to vocalize needs, access wraparound services, actively inform the school decision making process, and impact the broader Milwaukee education landscape. We will do this by establishing our schools as hubs of wraparound services, increasing family engagement and soliciting family input actively, fostering awareness of community resources, and giving families multiple ways to participate in school events focused on their student's academic achievement.

In alignment with *Pillar 4, Collaborative Leadership & Practices*, we will build and sustain a culture of professional learning, collective trust, and shared responsibility leading to academic excellence, retention of high quality and diverse staff, and engaged families. We will do this by creating strong internal leadership systems for collaboration, increasing parent representation by adding parents to the Rocketship Board of Directors, conducting school wide professional development on relevant topics, enhancing our focus on DEI initiatives, and

establishing a community impact committee that holds monthly meetings to gauge program effectiveness.

Stakeholder Input on Project Design

The Unleashing Potential Full Service Community Schools program was designed with input from key stakeholders including parents, staff, community members, and partner organizations to be responsive to the current needs of our school communities. Over the last decade, Rocketship has intentionally built partnerships within the community and strengthened networks of support to meet not only the academic needs of our students, but also the basic needs of our families, including supporting social emotional wellbeing. These partnerships stand ready for investment and hold the opportunity for further impact through the targeted investment possible through this project. To determine the specifics of our proposal we invited input from key stakeholders including staff, parents and families, community leaders, and partner organizations. To inform the plan for the project we collected input from partner organizations, families, and staff through a variety of channels and identified trends in the input, which informed the plans for the project design.

Stakeholder	Format Input Gathered Through	Trends in Priorities Identified
Staff	● Conversations with project team ● Annual staff surveys ● Analysis of student academic data ● Analysis of social emotional behavioral screener data	● Increased support for student attendance and truancy ● Greater investment in teacher training and professional development opportunities ● Greater support for students' social emotional wellbeing ● Greater level of support for teachers and leaders in running trauma sensitive schools
Families	● Conversations with project team ● Annual family surveys	● Increased support for student attendance and truancy ● Expanded learning

	● Feedback shared at parent coffees (monthly community meetings with the School Principal) ● Feedback shared at parent-teacher conferences (three times per year) ● Feedback shared at annual family home visits	opportunities during summer time ● Increased opportunities for families to be involved in decision making processes at the school level ● Increased opportunities for families to be involved in decision making processes at the school level ● Expanded enrichment opportunities both in day and after school
Partners	● Conversations with project team	● Greater level of partnership and coordination to support transition between elementary school (Rocketship) and partner middle schools ● Expanded referral options for families seeking outside support with physical or mental health ● Expanded opportunities for afterschool enrichment programming ● Increased opportunities for civic engagement and advocacy ● Increased resources for employment opportunities

Based on the needs described above and the commitment of both the community at large and parents in particular, Rocketship Education Wisconsin is well positioned to continue leading efforts to support students and families, leading to equitable outcomes for Milwaukee residents of all backgrounds. The UP FSCS project will propel Rocketship's standing in the community as a trusted anchor, and allow our diverse coalition of partners to come together to respond to the diverse and divergent needs of Milwaukee, as described within this section.

SECTION 2. QUALITY OF THE PROJECT DESIGN

At Rocketship Education Wisconsin, we believe every student deserves the right to dream, to discover, and to develop their unique potential. The mission of our Local Education Agency and non-profit network of public elementary charter schools is to catalyze transformative change in underserved communities through a public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community. Our vision is to eliminate the achievement gap in our lifetime. In order to move towards our vision, Rocketship Education Wisconsin, in collaboration with our community and cross-sector partners, proposes to implement the Unleashing Potential Full-Service Community Schools program to meet student and family needs, while advocating for educational equity across Milwaukee.

Currently, Rocketship Wisconsin schools are at an important inflection point in rebuilding community partnerships following the pandemic. During the height of the pandemic, it was difficult to maintain strong ties with our community partners as we were unable to host in-person family education seminars and referrals to outside agencies were also challenging due to capacity issues on both our end and that of our partners. Now, we're at a place where we are working tirelessly to re-establish those relationships, welcome organizations back on campus, and ensure the partnerships that are in place are not only meeting the needs of our community, but helping us work towards our vision of eliminating the achievement gap for students living in high-need communities across Milwaukee.

Based on current needs in the region, Rocketship Education Wisconsin is applying under **Absolute Priority 3, Capacity Building and Development Grants** as we build our internal and collective capacity to expand our existing community schools efforts and better support our

communities to overcome ongoing challenges caused by the pandemic. **Rocketship's Unleashing Potential Full-Service Community Schools project aims to accelerate academic achievement, support family well-being, develop and retain high-performing educators, and elevate parent power in advocating for educational equity and systems-change across Milwaukee so that all students and families across the city have access to high-quality K-12 educational opportunities, leading to improved social outcomes for residents.**

Our approach integrates evidence-based strategies by implementing the four core pillars of community schools at each of our two high-poverty targeted campuses **(Absolute Priority 1)**: integrated student supports, expanded and enriched learning time and opportunities, family and community engagement, and collaborative leadership and practices (Maier, et al, 2017), as well as a more macro approach to the work that affirms how cross-agency and systems-level standards and partnerships can create the conditions that enable a network of community schools to thrive across an entire district, leading to scalable and sustainable community change (Coalition for Community Schools, 2017). Additionally, *Rocketship Wisconsin is responding to both competitive preference priorities for consideration, as well as the invitational priority regarding effective transition practices from early childhood to kindergarten. and from kindergarten into early elementary grades*, as described within this section.

Proposed project reflects relevant and evidence-based findings and a high quality plan for project implementation that integrates the four pillars of full-service community schools

The Unleashing Potential Full-Service Community Schools (UP FSCS) program will provide both new (or expanded) and existing pipeline services that fall within the four pillars of community schools, as defined by both this application and the Learning Policy Institute. One study found that individually and collectively, these pillars serve as scaffolds that support schools

in enhancing their effectiveness and helping them overcome barriers to providing high-quality learning opportunities in low-income communities (Quinn and Blank, 2020). As discussed in Section 1, Rocketship Education Wisconsin schools are located in areas of high-poverty, and over 80% of students are socioeconomically disadvantaged.

Needs Assessment: Within the first four months of the project, Rocketship will lead a comprehensive needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents. Rocketship will collect primary data from our existing data analytics team (student achievement, staff and family survey data, attendance, etc), along with secondary data from sources like the Census and community partners.

Rocketship will convene partners, students, families, and staff in activities like focus groups and community meetings that collect more qualitative data to drive services and partnership development. Findings from the assessment will further inform our service provision strategy over the course of the grant period, described below. Our proposed implementation plan identifies the core pillars of community schools and related pipeline services that, based on relevant research and a decade of experience operating schools in Milwaukee, reveal a plan that is effective in meeting the diverse and divergent needs of our community.

Core Pillar #1 - Integrated Student Supports: The key project goals under this pillar are to provide comprehensive academic, mental/physical health, and wraparound services, alongside a school-wide Multi-Tiered Systems of Supports/Positive Behavior Intervention and Supports framework, to support Social Emotional Learning leading to improved student outcomes.

Pillar #1 - Evidence-based findings and implementation plan: Rocketship and partners will work together to implement integrated student supports that provide in- and out-of-school support for students, address well-being, and address out-of-school barriers to learning through partnerships with social and health service agencies, including mental and behavioral health agencies and providers. Through this comprehensive and collaborative approach, Rocketship and partners will increase student achievement. A ***Community Impact Committee*** at each campus will convene partners regularly to assess impact and adjust service implementation as needed.

Wraparound services (new): Rocketship will manage referrals for pipeline services, which may include: medical, dental, vision, mental and behavioral health services, trauma-informed services to address adverse childhood experiences, housing, transportation, nutrition, citizenship preparation, criminal justice issues, and other services. All of these pipeline services will be managed by a full-time CareCorps Coordinator (full-service coordinator) on each campus who will work closely with school personnel and community partners to ensure each student's individualized needs are met through a combination of in-house and external services. One study found that a high-quality education and wrap-around community-service model may improve outcomes for families experiencing entrenched socioeconomic disadvantage (Newman et al, 2020). Furthermore, the effectiveness of the strategy depends on 1) conducting a thorough needs and assets assessment at each school building level and responding to those findings, and 2) implementing a coherent plan that brings together educators and community partners to examine how they can coordinate and integrate their resources (educational and wrap-around supports) and expertise to support students and families (Quinn & Blank, 2020). Rocketship's full service community school program will ensure our plan is grounded in

community and school need, backed by relevant data and evidence-based practices, and continually evaluated for optimal student, family, educator, and community outcomes.

A key focus of the program that falls under Integrated Student Supports will be **Meeting Student Social, Emotional, and Academic Needs (Competitive Preference Priority 1).** Increasing evidence shows the importance of non-academic skills for students' academic and long-term success. One study revealed that self-management in particular strongly predicts student success; related studies have shown that self management, also known as self-control or self-regulation, has proven to be a better predictor of graduation rates than standardized test scores (Claro & Loeb, 2019). The founding leaders and families at Rocketship have believed since our inception that students should be provided with a comprehensive educational experience which focuses not only on excellent academic instruction but also the social and emotional (SEL) development of every child.

Schoolwide framework that supports strong and consistent student and educator relationships, SEL, and academic needs (expanded): At Rocketship, we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development. According to CASEL, "SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

Evidence has indicated that the most effective SEL programs are "SAFE" - sequenced, active, focused, and explicit (Durlak et al., 2011). Through CASEL's approach and research from the field, Rocketship developed its own internal SEL curriculum, The Shortest Distance (SDC).

SDC provides teachers with daily lessons and is embedded into a daily community meeting structure which also includes relationship building activities. While some curriculum providers suggested activities or skills-based lessons, SDC relies on storytelling and provides guidance for teachers to lead meaningful yet brief (10-15 minutes) lessons each day. Pre-developed slides allow teachers to provide visuals and share texts with students; this format promotes a high level of fidelity to the curriculum plan as teachers are cued and prompted to follow the lesson sequence daily through the use of slide decks. Additionally, over the course of a week, students encounter 1-2 texts, which are read aloud as a class. These texts pair with a weekly "commitment" or objective statement and weekly lessons are anchored in multi-week units themed around Rocketship core values and practices such as inclusion, respect, kindness, responsibility, persistence, and mindfulness. The weekly read-aloud texts inspire dialogue, storytelling, and a critical exploration of ourselves and the stories we read: Where do I see myself in the story and why? Whose voice or perspective is missing? What message is the author trying to communicate and do I agree? What stories from my life, my family, and my community can I share to add to the conversation? What actions might I (or we) take next? What might I (or we) do differently in the future? Teachers and students are given time to reflect and discuss portions of the text over the course of the week, with Day 5 of each week being set apart as a time for an extended discussion, storytelling, and response time among students.

Generations of communities have handed down wisdom and history through storytelling and The Shortest Distance Curriculum (SDC) weaves together storytelling with prosocial skill building to help students make meaning of their lives and to share their own rich personal histories. In Culturally Responsive Teaching & the Brain, Dr. Zaretta Hammond explains, "it

turns out the brain is wired for stories. The narrative format lets the brain take big ideas, abstract concepts, and dry facts and transforms them into something we can more easily remember."

The SDC builds from the research-base which has been established for developmental bibliotherapy, a practice in which families, teachers, and social-workers provide students with stories to help them process common social and emotional challenges and experiences which can occur at home and at school (Suvilehto, 2019). Bibliotherapy is seen as both a prevention and treatment strategy for internalizing and externalizing behaviors as well as developing prosocial behaviors (Montgomery et al., 2015). In examining bibliotherapy, researchers have made connections to cognitive behavioral therapy principles, as what we think and feel impacts our behavior and it has been proposed that stories can help children change how they think and feel about themselves and their worlds (Health et al., 2017).

Multi-Tiered Systems of Supports (MTSS) (expanded): In addition to a strong research-based SEL curriculum, Rocketship recognizes that some students need additional support in order to be successful with these skills, so we implement a school-wide, tiered approach when it comes to building social emotional learning and behavioral domains to support students in mastering these skills, leading to improvements in student achievement (Jones et al, 2018). Research from the Urban Special Education Leadership Collaborative substantiates that MTSS has the potential to create systemic change, resulting in improved academic and social outcomes for all learners. Furthermore, this report notes that when implemented with fidelity, MTSS requires an organizational structure to provide a continuum of support for removing barriers that hinder student success. This approach also strengthens the home-school-community relationship and spurs collaboration between the school and community partners from education, mental health, family, social service, medical, juvenile justice, and recreation fields. These

collaborations, together with educational leadership at the school level, promote wraparound structures, supports, and practices to help students succeed in school (Averill and Rinaldi, 2013). Rocketship employs this approach across our two schools, with a strong emphasis on an inclusive curricular approach to accelerate student achievement. This work is managed locally by the Executive Director, who will serve as Project Director for this grant. Additional professional learning and coaching is made available through in-kind resources from Rocketship Public Schools, our national partner, and we plan to add additional trauma-informed PD through this project to support this framework. See Rocketship's menu of social-emotional and behavior supports below, which are used as a guide to support student learning across all grade levels.

Rocketship's Menu of Tiered Social-Emotional and Behavior Supports

Tier 1 Supports: ***Services for 80-90% of Students***	
Classroom Management (social-emotional and behavior)	Using the **tier 1 positive culture checklists** a School Leader (SL) or School Psychologist conducts classroom observations and provides teacher coaching around classroom management.
Social-Emotional Learning Support (social-emotional)	Using "The Shortest Distance" curriculum teachers implement daily SEL lessons. School leaders provide feedback using the SEL observation tool. Schools have dedicated time in the bell schedule for a daily twenty minute "Community Meeting" block. This part of the school day is set aside to build relationships with students through a set of identified "Relationship Building Routines" and for the facilitation of the SEL Lesson using the Shortest Distance curriculum.
Professional Development (social-emotional and behavior)	If multiple teachers are presenting with similar challenges or growth areas, the School Psychologist can provide additional Professional Development workshops around Trauma-Informed strategies, behavior planning, supporting students with attention challenges, and other topics.
PBIS (social-emotional and behavior)	The Positive Behavior Intervention and Supports (PBIS) team is made up of representatives from each grade level, and team, as well as a school leader representative and mental health provider. This PBIS Team supports the creation of a Tier 1 culture on their campus.
Tier 2: Targeted Group Supports: ***Services for 10-15% of Students***	

Social Skills Groups (social-emotional)	The School Psychologist works with children on targeted social-emotional skills using either a combination of resources and activities or a structured curriculum (e.g. Zones of Regulation, SuperFlex, Second Step, etc.)
Mentorship Program (social-emotional)	These groups offer the opportunity for Rocketeers to bond with each other, and a strong staff influence. Groups focus on strong academic habits, appropriate conflict resolution, self advocacy, leadership skills, and overall personal development as driven by the needs of the students.
Check-In Check-Out (behavior)	As an evidence-based practice, the student support team identifies 1-2 goals for the student to focus on and builds a daily point sheet. One or more members of the team schedule daily 5 minute check-ins (morning) and check-outs (afternoon) with the student to set daily goals, encourage a growth mindset, and reflect on progress (Drevon et al., 2018).
Tier 3 - Individualized Supports: ***Services for 1-5% of Students***	
Behavior Coaching (behavior)	The School Psychologist, Special Education Specialist, or Paraprofessional may provide coaching in the classroom to both an identified student and his/her teacher around using replacement behaviors, utilizing coping skills, and working with an incentive system.
Behavior Contract/Tracker (behavior)	The behavior contract is a simple positive-reinforcement intervention that is widely used to change student behavior. The behavior contract spells out the expectations of student and teacher in carrying out the intervention plan. The team can create a behavior contract (or a no-fail contract) for a student. Coach and the School Psychologist support the classroom teachers in implementing that contract. The team members also coordinate rewards or other components of the contract.
Behavior Intervention Mapping (BIM) (behavior)	If a student is escalating often at school and experiencing frequent behavioral crisis, the team can create a BIM for the student. The School Psychologist may offer coaching for the teacher on how to implement pieces of the BIM in the classroom.
Student-Teacher Relationship Support (both)	When a student is struggling in his or her relationship with one of their primary teachers, the School Psychologist can schedule structured sessions with student and teacher to build or repair the relationship.
Individual Counseling (social-emotional)	A School Psychologist can provide individual counseling services, typically two 30 minute sessions per week, to a small caseload of students

Creating a strong, inclusive education setting (existing). Across our two schools, Rocketship creates an education setting that is supportive, positive, identity-safe, and inclusive with regard to race, ethnicity, culture, language, and disability status. In doing so, we create authentic and trusting relationships between students, with a particular emphasis on those who may be "underserved students" as defined by this funding notice. Across both campuses, the vast majority of students (95%+) qualify under this prescribed definition with particular emphasis on students living in poverty (85%) and students of color (97%). Our strong, evidence-based approach to integrated student supports with a particular emphasis on social emotional learning and behavior, fully supports students both in and out of the classroom. We pair our curricula approach with inclusive family engagement strategies and a strong talent recruitment and development approach to create a strong and inclusive setting for all members of the community.

Core Pillar #2: Expanded and Enriched Learning Time and Opportunities: The goals for pillar two are to increase expanded learning opportunities and enhance in-school personalized instruction and enrichment opportunities to propel student achievement.

Pillar #2 - Evidence-based findings and implementation plan: Research studies have demonstrated that increasing access to out-of-school time in elementary school leads to higher student achievement through increases in test scores, attendance, and social skills, while decreasing problematic behaviors such as chronic absenteeism (Vandell, et al 2007). Furthermore, these services are more critical today than ever before as young people across the country continue to experience anxiety, depression, anger, fear, loneliness, and more (CDC, Youth Risk Behavior Survey, 2023). Leaders in the field such as the Afterschool Alliance note that regular participation in quality afterschool and summer learning programs improve students'

self-confidence, self-awareness, and positive social behaviors, as well as decrease problem behaviors (Afterschool Alliance, 2023).

Afterschool Services (expanded): Partner YMCA currently offers afterschool services to Rocketship students. However, demand has consistently outpaced availability for services with just the YMCA as a providing partner at our two campuses. Starting in the 2023-2024 school year, Rocketship will also begin offering after school learning opportunities for students to more fully meet demand. In doing so, Rocketship will be able to better support working families and provide expanded learning opportunities for more students during the school year.

Summer School (new): Over the summer, Rocketship is also planning to add a core pipeline service of summer school, available for incoming and returning students. Research demonstrates that the summer slide - the loss of learning over summer break - greatly contributes to the achievement gap between low-income students and their higher-income peers. Related studies have concluded that nearly two thirds of the 9th-grade reading achievement gap can be explained by *unequal access* to summer learning during elementary school (Smith, 2012). Studies have also shown that strong summer programs can achieve several key goals: reverse summer learning loss, achieve learning gains, and give low-performing students the chance to master material they did not learn during the school year (McCombs et al, 2012). One study in particular suggests that in order to close gaps over the summer, districts should recruit the best teachers, give them professional learning, and provide them the support and time they need to do their job well; this approach and planning then sets the stage for a fruitful summer of learning (Brown, 2013). More recently, research suggests that summer learning opportunities are a critical step to help students catch up from learning loss during the pandemic. This need is exasperated in poor school districts and those with more Black and Hispanic students, where some schools

(like Rocketship Wisconsin) were not in-person for much of the 2020-21 school year. The study notes that the typical student in the highest-poverty districts across the country missed three-quarters of a year in math - more than twice as much as those in wealthiest districts (Ross, 2023). Rocketship's goal is to contract with existing teachers and school personnel to lead summer school. In doing so, these staff members will come into their roles already having an understanding of the Rocketship instructional approach and receive professional development and support that is steeped in not just lesson planning, but core elements of social emotional learning, enrichment, and trauma-informed classrooms, to provide more holistic support to students.

Kinder Camp (existing): All incoming kindergarten students (K4 & K5) are invited to participate in a two-day "Kindergarten Camp" before the start of school where parents and students are welcomed onto campus to meet their teacher, tour campus, and participate in a variety of school-readiness activities. Because Rocketship Wisconsin offers K4 (full-time, four-year-old Kindergarten) on both campuses, our returning families seamlessly transition from K4 (early learning) to Kinder (early elementary). Offering Kindergarten Camp for both K4 and K5 ensures that both returning and newly enrolled K5 students receive transitional support as they enter elementary school. The continuity of relationships is critical to this success, alongside strong family engagement **(Invitational Priority for Supporting Effective Transition Practices for Early Learning into Kindergarten)**.

Personalized instruction and enrichment (expanded): Rocketship is looking to make enhancements to our existing in-school learning time offerings by building additional capacity in key areas of our educational model. Unlike traditional elementary schools, Rocketship students rotate between four content blocks every day: Humanities (literacy), STEM (math and science),

Enrichment, and Learning Lab. Across all three blocks, personalized learning is the driving force behind propelling student achievement. Grant funds would support key aspects (personnel and professional development) to enrich in-school learning time.

Personalized learning has been at the core of Rocketship's instructional model since we launched our first school. By tailoring instruction, content, learning experience, and pace to the unique needs of every Rocketeer we serve, we ensure all students are learning and growing no matter how far behind or how far ahead of grade level they may be. Teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction to meet each student's individual level. We use tutors and self-guided, adaptive online learning programs in Learning Lab to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This carefully orchestrated combination of instructional methods is made possible through robust and regular data streams that highlight where students need support to achieve mastery – from concept acquisition all the way through practice and repetition. This is how we ensure we are optimizing our teachers' talent and instructional time, are targeted in our tutoring, and purposeful in our use of technology. Professional development is key to sustaining this critical work, both from core content material and teaching strategies, to implementing trauma-informed classrooms to better support the whole student.

In the Learning Lab, students work in small groups on experiential learning activities, adaptive online learning programs, and Project-Based Learning opportunities. This block of our school day is designed to help students develop key skills they need to thrive in the 21st century, including critical thinking, communication, collaboration, and creativity. The Learning Lab is staffed by Individualized Learning Specialists (ILSs) and is supervised by one of our school

leaders. While ILSs are tutoring small groups of students, other students are working in small groups on experiential learning activities (e.g., Lego Robotics, strategy games), independent reading, or mastering their skills on adaptive online learning programs (OLPs). Rocketship's OLPs focus on literacy and math development and each student has individualized growth goals, which are tracked through a shared online dashboard. Through this dashboard, parents, staff, and students alike can monitor progress real-time. Students who are falling behind or who may receive special education services have additional layers of support and tiered services to support growth. Student growth is tracked through a combination of teacher-led assessments and adaptive OLP programs, which form the basis for future personalized growth plans.

Another way that we will enrich learning in the school day is through enrichment offerings. Enrichment is taught by our Enrichment Center Coordinators (ECCs) who are coached and supported by a school leader. Our students participate in a variety of enrichment classes throughout the week, including Art, Music, and Dance. Students receive enrichment during every full school day. Adding daily enrichment to students' schedules, particularly music, has positive effects on student learning and engagement, leading to increases in academic achievement (McFerran, et al, 2017). Rocketship also engages families in selecting one of the enrichment activities offered at the school as a way to bolster family engagement and respond to cultural traditions of the community. We will further solicit input from families regarding future expanded enrichment offerings that are responsive to the student population.

Grade level teams (teachers, ILS, ECC, and school leader) will come together to plan meaningful opportunities for students to explore post-secondary options and participate in field trips to support experiential learning. Funding through this grant will allow Rocketship to add

field trips to our experiential learning offerings, particularly to local cultural institutions, building students' critical thinking skills and historical empathy (Green, et al, 2014).

Core Pillar #3: Active Family and Community Engagement: The goals for pillar three are to elevate the power of families and community members to vocalize needs, receive needed wraparound services, serve as active members in school decision-making processes, and come together to advocate for systems-level changes in education and other community-driven priorities across Milwaukee.

Pillar #3 - Evidence-based findings and implementation plan: Rocketship holds firm to the idea that parents are a child's first teacher and lifelong advocate. They hold extraordinary power to change outcomes for children and improve the quality of their community. Yet they often do not know how to exercise their power in bureaucratic systems of governance that are difficult to access, navigate, and resistant to change. By unleashing the power of parents to champion their children's education and hold leaders and systems accountable, we can enable high-quality public schools to thrive and endure. In order to build the requisite trust to engage families in this way, Rocketship employs a variety of family and community engagement strategies to support both building community power and supporting student achievement.

Rocketship's family engagement practices are built on two key evidence-based practices: 1) The Dual Capability-Building Framework by Dr. Karen Mapp and 2) the People Improving Communities through Organizing (PICO) model. Implemented together, Rocketship develops the conditions for asset-based, collaborative relationships with parents in order to build their capabilities, connections, cognition, and confidence in order to engage families as co-creators of their child's educational experience. In doing so, this leads to an environment where educators are empowered to engage families as co-creators and create welcoming cultures, and families are

empowered to engage in diverse roles within the school, from supporters to co-creators, to advocates (Mapp, 2019). More recently, Rocketship has adopted best practices from New York University's Metropolitan Center for Research on Equity and the Transformation of Schools to ensure our family engagement practices reflect culturally responsive-sustaining engagement, rooted in a deep knowledge and appreciation for the rich social and cultural identities, assets, habits and contexts that families bring to learning. The Center cites these as critical practices after the pandemic, to continually engage families in ways that are collaborative, authentic, and sustaining (NYU Metropolitan Center for Research on Equity and the Transformation of Schools, 2021). The services outlined below form the basis of our implementation plan for this pillar of community schools.

Home visits (existing): One of the key ways that Rocketship builds relationships with parents is through home visits. Every fall, Rocketship teachers visit the home of every student we serve. This annual ritual is a cornerstone of our ability to personalize the learning experience for our Rocketeers and deeply engage parents in their student's progress. By changing the dynamic from parent in a teacher's classroom to teacher in a parent's home, we are able to develop much deeper ties with parents that carry into the school year and beyond. Our goal is that all families participate in a home visit before Thanksgiving. In the 2022-23 school year, 98% of families participated in a home visit. We look forward to increasing this percentage to 100% with our increased efforts in the years to come. We will also use the information and context gathered during home visits to inform our data on family need and which wraparound services and partnerships should be prioritized for each student and family.

Rocketship schools serve as community hubs (new): Managed by CareCorps Coordinators at each campus, Rocketship will build relationships with various community partners to design a referral system to meet the needs of families. Wraparound services will reflect the needs of the community and include services like ESL, emergency services, job training/placement, food, computer literacy, housing, etc. Accompanying partner letters and our preliminary MOU highlight how Rocketship plans to partner with organizations to meet the needs of families and leverage in-kind support (see support letters and MOU). For example, Rocketship will partner with the County of Milwaukee to refer parents and community members for services such as job training and placement and public benefits access.

Community meetings and belonging events (existing): Rocketship hosts bi-monthly belonging events (literacy nights, STEM night, cultural events) as well as monthly community meetings (coffee with the principal) to develop trust, celebrate cultural traditions, and build community. Through these events, parents share feedback about the school, which is then managed by the School Leadership Team to implement next steps, as appropriate. These meetings are managed by the School Leadership Team and Manager of Family Advocacy.

Community resource workshops (new): The Manager of Family Advocacy and CareCorps Coordinators will work with community partners (see support letters and MOU) to coordinate monthly community resource workshops and seminars on topics such as financial literacy, social mobility, health and wellness, positive parenting, and community impact to build family capability. Referrals will be made as needed as knowledge about resources expands throughout the school community and community at large. Parent input will be invaluable to direct the annual calendar and topics for these meetings. Research substantiates that families involved in these types of family engagement opportunities through a community schools model

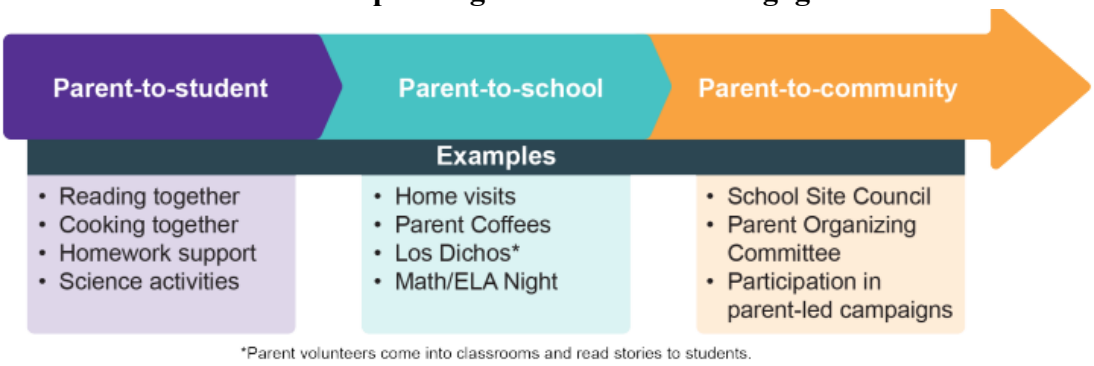
(community meetings, belonging events, and education seminars) leads to greater attendance rates and achievement in math and literacy among their children (Biag and Castrechin, 2015).

K-12 Pipeline Events (existing): Rocketship will continue to partner with K-12 schools all across Milwaukee to promote a strong continuum of K-12 educational options that best meet the needs of each individual student. Rocketship Wisconsin only offers K4 services through fifth grade. By focusing exclusively on elementary education, we work to improve the entire ecosystem of public education in the communities we serve. Rocketship is not creating a parallel K-12 school system; we are focused on improving outcomes for kids and deepening engagement with parents at the elementary level. We engage families and community members by introducing them to other high-quality middle school options to promote a smooth transition from elementary to middle school, which research demonstrates reduces student anxiety and improves performance, motivation, and overall school experience (Goldstein, et al, 2015). Rocketship hosts an annual middle school fair with high performing middle schools that serve the same neighborhoods as our schools every Spring. The Middle School Fair provides important opportunities for relationship building and collaboration between Rocketship staff and staff from other schools. CareCorps Coordinators will cultivate relationships with middle schools where large percentages of Rocketship students go. These relationships will provide us with key information regarding how Rocketship students are doing to inform our future practices and transition support.

Three other core elements that are proposed as part of this pillar, Capacity Building and Leadership Development in Community Organizing, Rocketship's Parent Organizing Committee, and Voter Registration, also address **Competitive Preference Priority 2, Strengthening Cross-Agency Coordination and Community Engagement to Advance**

Systemic Change. Over time, Rocketship encourages parents to progress from engaging with just their child's education to engaging with issues impacting the broader community to advocate for more equitable outcomes for communities (see figure below). Through this work, Rocketship engages with partners from diverse backgrounds and across public and private sectors, all with the goal of spurring cross-agency coordination in advance of systemic change.

Rocketship's Progression of Parent Engagement



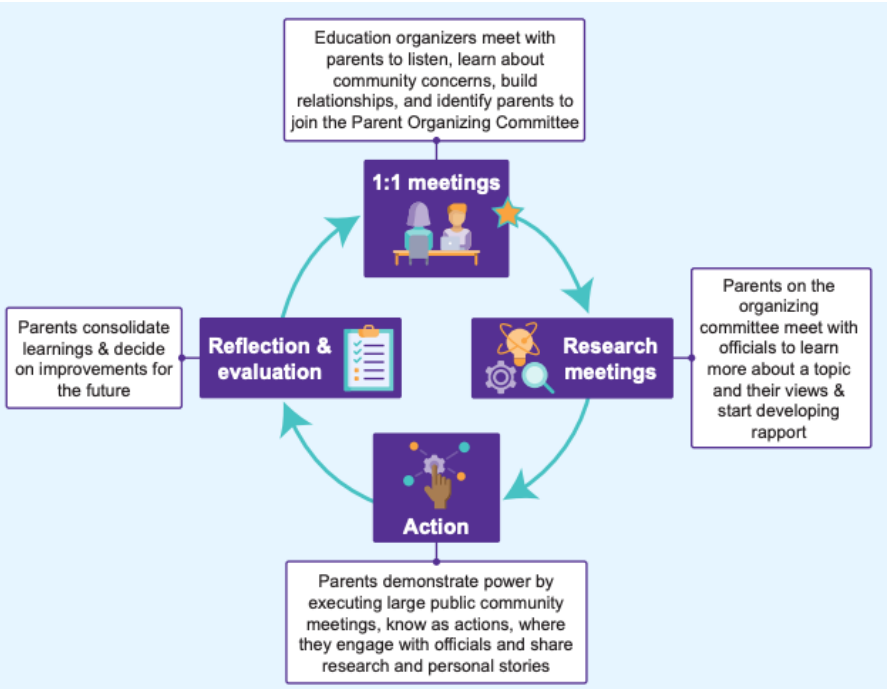
Source: Voices for Change, SRI Education, 2023

Capacity Building and Leadership Development in Community Organizing (existing): The Rocketship model for organizing parents at schools is based on the People Improving Communities through Organizing (PICO) framework, a model inspired by Alinsky's theory of progressive development of community leaders. The PICO model includes four steps: (1) one-on-one meetings, (2) research meetings, (3) action, and (4) reflection and evaluation. Rocketship provides scaffolded opportunities for parent participation, starting with listening at community and civic meetings and culminating in leading large actions for those that are interested. The figure on the next page depicts Rocketship's adapted model and how we utilize this model to spur family engagement around systems-change issues.

Rocketship's approach to organizing is based on the fundamental belief that enduring community transformation comes from activating grassroots power from within communities. We guide parent leaders through an active learning process focused on the Cycle of Building

Power that develops parents' ownership, investment, and collective muscle to exercise their power to enact authentic and enduring change. Through this work, we build authentic relationships rooted in a culturally responsive approach and vulnerability, open power structures where parent input and voice is pursued and heard, and develop the capacity of families and staff to work with one another and understand systemic injustices in education.

Rocketship's Parent and Community Organizing Model



Source: Voices for Change, SRI Education, 2023

Rocketship believes that centering parents as key stakeholders and advocates in their children's education is critical to transforming not only our schools, but communities overall. Rocketship builds the capacity of our parents, 85% of whom are socio-economically disadvantaged and 97% parents of color, to drive the change they demand for their children's future. Our approach exemplifies research demonstrating the power that parents of color have in positioning themselves as empowered advocates who promote educational equity for children of color (Yull, et al, 2018). Rocketship holds various capacity building and leadership development

training throughout the year centered on our organizing model and to identify key issues impacting residents. We then engage with civic leaders and go through the process outlined above, which results in actions that lead to more inclusive and equitable communities.

Public and community safety as a topic of concern has come up through this work, but community actions around this particular issue have not occurred to date locally. In other Rocketship regions, there have been smaller actions around traffic safety impacting schools; in one example, residents and parents worked together to implement core aspects of our organizing model to engage appropriate stakeholders in adding traffic calming measures to reduce vehicular speeds near school buildings. As one research project noted, the theories of *collective efficacy* and *social cohesion* were the key building blocks for a model to address community safety. Collective efficacy refers to the ability of a community to produce social action based on shared values and goals. Social cohesion refers to a sense of community and trust among neighbors, and shared values in the neighborhood (Justice and Security Strategies, 2014). In Milwaukee, Rocketship is partnering with the local police department, County Executive, and other elected officials to support community building and equity issues and develop stronger connections for service provision (see support letters and MOU). During the needs assessment, Rocketship will ask specific questions about community safety to gauge this need locally; if there is consensus among residents to build collaborative solutions, we will engage our organizing model and parent organizing committee - alongside our community partners - to develop next steps.

Parent Organizing Committee (existing): Through the work outlined above, Rocketship, in partnership with parents, identifies individuals to serve on the Rocketship Parent Organizing Committee, a group of parent volunteers that leads future organizing efforts. Many times, parents self-select to serve in this capacity. The vision of Rocketship's parent leadership work is

to *engage, train, and cultivate a diverse, active, equity-focused, and agitated community of parents and families who represent and implement the change society needs to eliminate the achievement gap in their communities, hold decision-makers accountable to that vision, and define what it means to educate and serve diverse communities.*

In just the past year alone, parent-led organizing efforts at Rocketship have resulted in exciting engagement and wins for the community. In 2022, Rocketship partnered with City Forward Collective to host a virtual mayoral forum in advance of the spring 2022 mayoral election. The goal of the forum was to provide community members with information about the candidates and their positions on topics to help inform their voting choices. The event spanned two nights and more than 1,000 families attended virtually. The forum was especially notable for bringing together multiple education sectors (traditional public, public charter, and private choice) that rarely collaborate. According to one organizer, "We felt very good about that [cross-sector collaboration] because there is a narrative in the City of Milwaukee that…these education sectors have been separated, and we…came together, because we had one goal and that was getting high-quality public education in the system for our kids, making that the frontrunner for anyone's campaign or anyone's position in office. We wanted to make sure that education was on the table, and I think we made a pretty big splash for the City of Milwaukee" (SRI Education, 2023).

More recently in June of 2023, Rocketship parents played a big role in securing additional per pupil funding across the state. Wisconsin Governor Tony Evers signed a bipartisan deal to enact a massive funding increase for the state's future. This K-12 education funding deal, a historic win for all Wisconsin students, closes a 30-year gap in funding for schools like Rocketship. And Rocketeer families helped make the difference in advocating to get this funding

increase signed into law. For four months, Rocketship families joined parents from nine other charter and choice schools across Milwaukee to make their voices heard. There were five large actions at the Wisconsin State Senate, Assembly and Joint Finance Committee Hearings across the state and 11 research meetings with legislators. This capped off five school tours that hundreds of Rocketship and Milwaukee families mobilized to attend and share their stories with their legislators and advocate for equal funding for their schools. As our partner at the City Forward Collective recently wrote, "Thousands of parents rallied to make this win for Milwaukee and Wisconsin's kids possible. Families knew something had to be done to deliver equal funding for their children and close the gaps that were robbing their kids of opportunities and sapping their educational outcomes" (Kinser, The74, 2023).

Rocketship's Parent Organizing Committee doesn't just stop with educational concerns. Across Rocketship's national network, community members in other regions have elevated concerns around community safety, affordable housing, and other key issues. The Parent Organizing Committee engages community members at large to hear their concerns and responds by implementing our organizing model to demand change. This work requires cross-sector collaboration every step of the way in order to engage diverse perspectives and partners from multiple sectors. From there, these partners engage directly with civic leaders in the public sector and work through the democratic process of voicing their concerns and offering constructive solutions to support equitable outcomes in mostly underserved communities.

Nonpartisan voter registration (existing): A final aspect of this work is increasing the number of registered voters in our school communities. Increasing the number of registered voters is critical to supporting issues of equity. Rocketship has identified voter registration as a key strategy, which research says has a strong impact on voter turnout. One study found that

when nonprofits lead voter mobilization efforts, the likelihood of turnout increases by 11.1 percentage points (LeRoux, et al, 2012). By pairing organizing with voter turnout, Rocketship feels strongly that community members can truly elevate their power to advocate for systems-level changes in education and other community-driven priorities across Milwaukee.

Core Pillar #4: Collaborative Leadership & Practices: The goal for pillar four is to build and sustain a culture of professional learning, collective trust, and shared responsibility that leads to strong academic results, retention of high-quality and diverse staff, and engaged families.

Pillar #4 - Evidence-based findings and implementation plan: The final pillar of Rocketship's proposed project is critical in ensuring diverse stakeholders are part of decision making processes and that practices are in place that honor each stakeholder and perspective. Building a solid foundation of mutual respect and trust is a key lever to ensuring success of this core pillar.

Rocketship's vision for building School Community collaboration is as follows: *Families and school staff come together as one school community and build deep relationships, with a shared understanding of the school's goals and direction, and a deep investment in the success of the school and of all Rocketeers. School staff and families hold one another accountable through continuous feedback and improvement while also building common experiences that are both fun and learning opportunities*. Rocketship has also defined shared outcomes that help describe what success looks like across this body of work, including: 1) parents spend time in the school on a regular basis and build strong relationships with other families, attending community events roughly once a month; 2) parents feel heard by school leaders and staff regarding any school-related concerns; and 3) parents are consistently informed about significant decisions, and

understand the school's decision-making process and overall direction. School staff have a similar approach to defining successful collaboration. This work is managed regionally by the Executive Director who partners closely with school leaders and staff to execute this shared vision.

As described by researchers from the Learning Policy Institute on how community schools are an effective school improvement strategy, this fourth pillar is characterized as a mediating factor - the key to making the other three pillars effective. Furthermore, research shows that collaborative leadership practices foster the conditions necessary to improve student outcomes, as well as improve relationships within and beyond the school walls. This collaboration also leads to stronger trust built among stakeholders and increases teacher capacity (Maier, et al, 2017). The following activities form the basis for Rockesthip's active work in this area, and will be integrated into the grant program.

Weekly School Leadership Team Meetings (existing): Regional and school-based leadership teams meet weekly as a professional learning community to ensure continuous improvement of and responsiveness to student, staff, and family needs. Teams review relevant data to drive decision-making, including issues that are raised in community meetings with staff and parents. The key goal associated with this activity is to increase the school climate, leading to greater student and staff retention.

Increase parent representation on Board of Directors (new): In line with being more inclusive, Rocketship Wisconsin will start recruiting parent board members to join the Rocketship Wisconsin Board of Directors. The goal will be to recruit one parent from each school to join and serve over the course of the grant term. Adding parent voice to

decision-making authority at this level cements collaborative leadership at the regional level and builds greater trust within and across our school community.

Schoolwide professional development (expanded): Rocketship places a strong emphasis on professional development (PD) and growing educators. In doing so, staff will continue to benefit from robust PD opportunities, with a special focus on SEL, behavior management, and trauma-informed classrooms. This approach is supportive and reflective of needs expressed by both staff and parents based on student needs that were exacerbated by the pandemic and long-term distance learning. Teams will be able to coordinate efforts and align resources and programs, while incorporating key elements of trauma-informed classrooms into their curriculum. This level of learning and collaboration is a key best practice to collaborative leadership (Maier, et al, 2017). Over the summer teachers will participate in eighty hours of professional development to prepare for the school year. Each month leaders will participate in three hours of professional development. Each month teachers will participate in five hours of professional development. Every week leaders receive one hour of one on one coaching and three hours participating in professional learning communities. Every week teachers receive one hour of one on one coaching and two hours participating in professional learning communities.

Enhance staffing strategies (existing): Rocketship Wisconsin is using a multi-faceted approach to increase the number of local, qualified educators who represent the communities we serve. Doing so is critical to improving student outcomes in some of Milwaukee's highest need neighborhoods. Strategic staffing efforts include focusing on talent development through our pipeline programs, local hiring events, and community partnerships. Talent development is one of our core pillars at Rocketship and we have systems in place to develop staff at all levels.

Rivet School is one of our partnerships that supports non-certified staff with completing a Bachelor's degree. Our non-certified support staff also have the opportunity to work with a Rocketship Instructional Coach weekly so they may grow their talents as an educator and have the opportunity to move into a teaching position once they meet prescribed qualifications.

We have continued to deliver and strengthen Diversity, Equity, and Inclusion training to all staff to foster a diverse and inclusive environment for our whole school community, including educators, students, and families. Our team of educators across two schools has averaged over 50% educators of color over the last two years. Research notes that there is a positive link between same race/ethnicity teachers and improved student achievement, particularly for elementary students, and particularly for Black students (Hwang, et al, 2022). Rocketship aims to recruit staff that are reflective of the students we serve to bolster these outcomes.

Another key focus of this work is intentional recruitment. Partnering with local hiring fairs such as the TFA Grow event and the Urban Learning Collaborative Fair has improved our recruitment practices by increasing the percentage of educators of color who interview with Rocketship. We know that if we are successful in increasing the diversity of our teacher candidate pool, our teaching force will become more diverse. It has also led to an increase in referrals, which is our strongest source of talent. Referrals are more likely to be aligned with our mission, and tend to be more experienced educators.

Community Impact Committee Meetings (new): CareCorps Coordinators at each campus will host regular "Community Impact Committee" meetings, bringing together school staff, families, community members, and community partners to discuss school and community activities, needs, and community priorities. They will drive on issues raised during the meeting and offer updates and feedback loops at subsequent meetings to ensure the collective needs of the

community are being met. There will also be an opportunity for collaboration with Rocketship's general family engagement practices that focus on community organizing in order to elevate key issues and campaigns as they arise.

Evaluation methods ensure successful achievement of project objectives

The National Rocketship Public Schools Analytics team supports Rocketship Education Wisconsin with strong evaluation systems to drive student success. The national team currently has four members who oversee the systematic collection, analysis, and interpretation of data to make robust strategic decisions and focus resources in order to achieve organizational goals and priorities. Team members have experience in education, data science, and database development and these combined skills are used to thoughtfully structure our data systems and provide products that teachers can easily and effectively use to drive instruction. To support data accessibility across the network, the Analytics team manages Rocketship's data systems (more details below) and builds interactive data visualizations and reports. The Analytics team also reviews and analyzes results to identify trends within the network and to provide actionable insights for network and regional school staff.

Rocketship currently uses the cloud-based Schoolzilla data warehouse and reporting system to collect and organize student achievement, enrollment, and attendance data. Rocketship's data warehouse is directly connected to its student information system (PowerSchool) for data related to student attendance, discipline and retention. Along with the PowerSchool connector, the Rocketship's Analytics team supplements the data connections provided by Schoolzilla with additional data connectors to bring in a variety of other essential data sources, such as student assessments (NWEA, DIBELS/MClass), family volunteer activities (HelpCounter), and survey results.

Schoolzilla incorporates data from a broad set of data systems across the organization which the Analytics team uses to build reports, visualizations, and dashboards for educators and network leaders. Most reports are built in Tableau, a visual analytics platform, to allow a broad audience within the network to engage with information relevant to their workstreams Tableau permissions are connected to a staff member's position and require multiple-factor authentication to protect our student data. The Analytics team provides in-person and recorded module trainings for staff on how to access and use interactive Tableau reports and answers support emails when staff have questions about any data product or analysis.

The Tableau dashboards help facilitate communications between teachers and coaches or school leaders and the regional/national support team by providing timely status updates and progress monitoring. While specific data points can be closely tracked in various workbooks, regional and national leaders also use aggregated reports to quickly assess which areas are on-track or need more support. National leadership reviews the aggregated dashboard together every two months and regional leadership teams can more thoroughly monitor their data in a similar workbook at more frequent intervals. Many of the indicators are directly reported on these dashboards or, if data updates are infrequent, tracked through leading indicators. In addition to the created dashboards that regional and school staff can access at any time, the Analytics team also prepares national and regional data analyses after each main assessment period. These data analyses provide a review of the data trends within the network or region and are shared with the regional leadership teams and national Program team. The insights from the data review and discussion guide decision-making for the next instructional cycle.

In order to ensure the successful achievement of project objectives, Rocketship has prepared a strong evaluation plan outlining key goals and indicators to measure progress over the

five-year grant term. Required indicators are addressed below, and additional project goals are included within the logic model. Together, Rocketship's overall evaluation plan will measure progress towards our short-, mid-, and long-term outcomes, described in detail in the evaluation section of the narrative (see Section 6).

Overall, the grant program strives to make improvements that lead to the following ***long-term goals***: 1) students exceed grade level benchmarks; 2) students are socially and emotionally healthy; 3) student subgroup achievement gaps are reduced; 4) access to and utilization of community wraparound resources increases; 5) Rocketship alumni families utilize their power to demand high-quality education to improve the entire K-12 public school ecosystem; 6) community members use their power to influence local decision-making to improve community conditions; 7) family and community social mobility and capacity increases; and 8) Rocketship community schools are in a strong financial situation for long-term sustainability.

The indicators below not only support Rocketship in working towards our short-, mid-, and long-term goals, but also support the ESSA goals, as described below:

1) Children are prepared for Kindergarten: Rocketship Wisconsin provides full-day four-year old kindergarten a whole year before students begin traditional kindergarten. Our goal is that 100% of students matriculate into our kindergarten program (at the same school site). Rocketship assesses kinder readiness through Beginning of the Year (BOY) assessments in literacy and math and develops individualized growth goals for each student. Kinder Camp also supports this transition and prepares students and parents for a successful kinder year.

2) Children are achieving academically: Through the comprehensive approach of implementing all four core pillars and associated programs and activities (integrated student

supports, personalized instruction, social emotional learning, expanded and enriched learning, family engagement and collaborative leadership practices), Rocketship will support student achievement across multiple indicators, described in detail below.

3) ***Children are safe, healthy, and supported by engaged parents:*** By scaffolding academic, social emotional, physical health, community partnerships and more, Rocketship will ensure this goal is realized. Family engagement and elevating parent power is a core practice at Rocketship, and this work ensures parents are engaged with their children's education.

The following table outlines dosage and the various indicators for how Rocketship will monitor progress towards the successful achievement of project objectives. More comprehensive goals are outlined in the evaluation section of this proposal.

Rocketship Community Schools Dosage and Indicators

***Provision of integrated student supports and stakeholder services**						
Indicator	**Baseline**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**
# of referrals for mental health, dental health, vision health, physical health, and other wraparound services	N/A, new pipeline service	Y1: Complete list of providers, develop referral process, implement process Y2-5: Increase # of referrals/year				
Average score from Social Emotional Behavior (SEB) Screener	5.38	5.0	4.50	4.0	3.75	3.5
% of students who receive Tier 2 Services (MTSS)	15%	15%	13%	13%	12%	11%
% of students who receive Tier 3 services (MTSS)	5%	5%	4%	4%	3%	3%
Of students who receive Tier 2-3 services, % who meet goals	N/A, new metric	Y1: Develop baseline Y2-5: Increase % of students who meet goals				
***Provision of services to students, families, and community members**						

# of referrals for wraparound services (mental/physical health, ESL, legal services, housing assistance, benefits, job training, etc.)	N/A, new pipeline service	Y1: Complete list of providers, develop referral process, implement process Y2-5: Increase # of referrals/year				
# of community resource education workshops	0	8	16	16	20	20
Student attendance and discipline						
Student attendance	86%	88%	90%	92%	94%	95%
*Student chronic absenteeism rates	54%	47%	40%	33%	26%	19%
*Student suspension rates	2%	2%	2%	2%	1%	1%
*Student expulsion rates	0%	0%	0%	0%	0%	0%
***Enhanced school climate**						
% of families who would recommend Rocketship to other parents	88%	89%	90%	90%	90%	91%
% of teachers who would recommend Rocketship to a friend as a place to work	83%	84%	85%	86%	86%	87%
% of students who return year over year	74%	75%	77%	79%	80%	82%
***Expanded and enriched learning time and opportunities**						
% of students enrolled in afterschool	7%	15%	25%	35%	45%	60%
% of students enrolled in summer school *(new pipeline service)*	0%	10%	20%	30%	40%	50%
% of available K4 seats are filled (4-year old Kindergarten)	86%	88%	90%	93%	95%	98%
% of students enrolled in Kinder Camp	80%	82%	84%	86%	88%	90%
% of students who meet their Tier 2 and Tier 3 academic intervention goals in math and literacy (new metric)	N/A, new metric	This is a new proposed metric to gauge effectiveness of tiered academic interventions.				
% of students enrolled in Enrichment Classes	80%	82%	84%	88%	91%	95%
***Family and community engagement efforts and impact**						

% of students who receive a home visit	70%	75%	78%	80%	82%	85%
% of parents who attend community meetings or provide volunteer support	67%	70%	74%	77%	80%	83%
# of parents serving on Parent Organizing Committee	10	12	15	18	20	20
% of families who are registered to vote	34%	42%	52%	60%	65%	65%
***Collaborative leadership and practice strategies**						
Effectiveness of weekly school-based collaborative leadership meetings (Scale 1-4, 1= below expectations, 4=above expectations)	2	2.5	3	3.3	3.5	3.8
% of parents who feel they are given the opportunity to be involved at school	92%	92%	93%	93%	94%	94%
# of parent volunteers on Board of Directors	0	1	2	2	2	2
Growth in staff ratings on professional development effectiveness survey results (1-7)	N/A	5	5.5	6	6.5	6.5
Manager effectiveness score results (1-7)	6	6	6	6	6.5	6.5
# of workshops held for community members, coalition/partner organizations, and educators on collaborative leadership	N/A, new service	This is a new proposed service and will be determined in Y1				
***Regularly convening or engaging all initiative-level partners**						
# of community impact committee meetings and attendance rates and representation	N/A, new pipeline service	8	20	20	20	20
# of people who attend meetings	N/A	To be determined				
# of organizations represented	N/A	To be determined				
***Staff qualifications and demographics**						
*% of fully certified teachers^ ^Every teacher who isn't currently	81%	82%	85%	87%	89%	91%

certified has some sort of emergency license or pathway to full certification						
% White or Caucasian	48%	46%	44%	42%	35%	25%
% Black or African-American	31%	32%	33%	34%	35%	40%
% Hispanic or Latinx	13%	14%	15%	16%	20%	25%
% Asian	4%	4%	4%	4%	5%	5%
% Two or More Races	4%	4%	4%	4%	5%	5%
*Teacher retention rates	62%	65%	68%	70%	70%	75%
Retention of *high-quality* teachers (Tier 3/4 teachers)	86%	86%	88%	89%	90%	92%
*Rate of teacher turnover	38%	36%	34%	32%	30%	25%

[redacted]

***Graduation rates**

As this is a five-year grant, Rocketship fifth graders will not have graduated high school within the grant period. As a way to measure long-term impact (5+ years), Rocketship will track not only graduation rates among alumni, but also community-wide graduation rates via the Census and partner schools to assess community-wide impact.

***Organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment**

# of subcommittee teams formed on Community Impact Committee	0	To be determined based on needs assessment and ongoing evaluation				
***Regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement**						
# of school-based collaborative leadership team meetings to assess program quality/progress	30	30	30	30	30	30
# of regional data review/step back and professional development days (Sept-June)	8	10	10	10	10	10

**Grant required indicators per application*

The extent to which the proposed project demonstrates a rationale

Rocketship's proposed project demonstrates a rationale in that our proposed programming and plan is aligned with relevant and evidence-based findings and strategies (see above within Section 2), is reflective of community need (see Section 1), and steeped in our holistic approach to education and community building. Together, this work supports Rocketship Wisconsin's Theory of Change, which forms the basis for our Full-Service Community Schools project plan.

Rocketship Wisconsin's **theory of change** is founded on three core levers of change: 1) provide high-quality elementary education in high-need communities; 2) create competitive pressure on existing K-12 community schools so that the entire ecosystem of public education in Milwaukee improves; and 3) support and invest in parent advocacy so that parents have the tools to demand attention, hold leaders accountable, and advance an equitable education agenda. Through these levers, the expected outcomes include an excellent elementary education for Rocketeers, high-quality K-12 schools beyond Rocketship, and an ecosystem that enables high quality school options to endure and thrive. The long-term impact of these outcomes will be to

eliminate the achievement gap in our lifetime so that children across Milwaukee will thrive, irrespective of their zip code.

By focusing exclusively on elementary education, Rocketship works to improve the entire ecosystem of public education in the communities we serve. We are not creating a parallel K-12 school system; we are focused on improving outcomes for kids and deepening engagement with parents at the elementary level. Our expertise in elementary education prepares Rocketeers in their vital early years of education. When our graduates move on to attend different middle schools, those students are ready for the rigors of middle school. In fact, a three-year study by SRI Education found that our Rocketeers are a full year ahead of their middle school classmates in both math and reading. This means middle schools are enrolling more students that are on grade level and ready to advance their education.

We are sending powerful parents off to join their middle school communities as well. During their time at Rocketship, our parents are deeply engaged in their Rocketeers' education. They become champions of their child's learning and learn how to harness the power of their voice to advocate for their children and their communities at large. They learn to hold leaders accountable and ensure their kids continue to receive the same excellence in education that they experienced during their elementary years at Rocketship.

Excellent elementary schools beget stronger middle schools beget stronger high schools. It's a virtuous cycle designed to scale impact far beyond the number of seats offered by Rocketship. This is how our elementary-only model is designed to improve the entire public education ecosystem in the communities we serve. Adding comprehensive wraparound supports and strengthening cross-sector partnerships only accelerates the change we hope to see in our communities.

In order to measure success along our journey to our long-term impact goal, Rocketship has developed a logic model, outlining key goals under each core pillar of community schools that lead to short- and mid-term outcomes. The logic model is an extension of our theory of change and was developed in partnership with regional leaders (Executive Director and Chief of Staff), key school staff (Manager of Family Advocacy), and leaders from the national team at Rocketship Public Schools. As part of our needs assessment during the first four months of the project, Rocketship will review the logic model with partners to identify ways to strengthen activities, goals, and evaluation efforts. During this phase, Rocketship's Full-Service Project Director will also review and confirm data sources and data collection frequency with external partners to ensure our plan is feasible and sustainable.

Key elements of the proposed logic model are included below, and the full document is available for review in Appendix B. As shared below, the proposed Full-Service project plan demonstrates rationale as it is connected to the larger theory of change of the Lead Agency, Rocketship Wisconsin, contains defined objectives that lead to strong outcomes, and the activities to support each pillar are grounded in evidence-based practices and relevant research.

Summary of Project Goals, Required Resources, Objectives, and Outcomes

Required Resources	Goals and Objectives	Short- and Mid-Term Outcomes
Pillar #1: Integrated Student Supports *Goal: Provide comprehensive academic, mental/physical health, and wraparound services, alongside a school-wide MTSS/PBIS framework to support Social Emotional Learning, leading to improved student outcomes*		
• Specialized staff (school leadership team, family engagement specialist) • CareCorps Coordinators	• Objective 1.1: Expand access to mental health, dental services, medical provider to address student physical and mental health • Objective 1.2: Identify community organizations to support referrals for	Formal MOU established for referrals Increase # of students who receive services

• Rocketship's MTSS, PBIS, and SEL/Behavior Framework and Curriculum • Community Partnerships	students/families to access wraparound services • Objective 1.3: Expand MTSS SEL and Behavioral Integrated Services + Training for school community, including mental health and trauma-informed counseling/training to support students and staff	Improve scores on Social Emotional Behavior Screener Improve attendance Improve academic achievement
Pillar #2: Expanded and Enriched Learning Time & Opportunities *Goal: Increase expanded learning opportunities and in-school personalized instruction and enrichment opportunities to propel student achievement*		
• Tutors • Summer School Coordinators • Afterschool providers • Summer School • Kinder Camp • Field trips • Rocketship's personalized learning model • Enrichment offerings and coordinators • Partnerships with colleges and area museums and parks	• Objective 2.1: Expand access to afterschool services, summer school, Kinder Camp, and in-school enrichment • Objective 2.2: Expand real-world application of learning through field trips • Objective 2.3: Increase # of students who complete adaptive online learning programs and tutoring • Objective 2.4: Increase % of students who meet Tier 2-3 academic intervention goals	Kinder readiness measures improve Increase enrollment in afterschool and summer camp Improve student attendance Increase student academic achievement
Pillar #3: Active Family & Community Engagement *Goal: Elevate the power of families and community members to vocalize needs, receive needed wraparound services, serve as active members in school decision-making processes, and come together to advocate for systems-level changes in education and other community-driven priorities across Milwaukee.*		

• School Leadership Team • Community partnerships (with CBOs and civic leaders) • Facilities for meetings and events • CareCorps Coordinators • Manager of Family Advocacy • Rocketship Parent Power training • Built trust with families • Parent Organizing Committee • Shared decision-making processes	• Objective 3.1: Rocketship schools serve as community hubs services • Objective 3.2: Increase parent/guardian engagement in school-wide decision-making activities • Objective 3.3: Increase knowledge of community resources via monthly educational workshops/seminars • Objective 3.4: Increase active family engagement to support student learning via bi-monthly family belonging events • Objective 3.5: Increase parent/guardian and community member civic engagement via capacity building/leadership development training in community organizing • Objective 3.6: Continue home visits • Objective 3.7: Increase engagement with Parent Organizing Committee	Increase student enrollment Increase year over year student retention Increase student attendance Improve school climate measures Increase number of community partnerships Increase family access to community resources
Pillar #4: Collaborative Leadership & Practices *Goal #4: Build and sustain a culture of professional learning, collective trust, and shared responsibility that leads to strong academic results, retention of high-quality and diverse staff, and engaged families*		
• School Leadership Team • Board of Directors • Rocketship PD on educational model • SEL/Behavior curriculum • School-wide MTSS & PBIS framework • PD on trauma-informed schools and classrooms • Community partnerships • Community impact committees • CareCorps	• Objective 4.1: School Leadership Team meets weekly and ensures continuous improvement of and responsiveness to student, staff, and family needs • Objective 4.2: Increase parent representation on Rocketship Education Wisconsin Board of Directors • Objective 4.3: Conduct schoolwide professional development practices on core educational model, SEL, behavior management, and trauma-informed schools and classrooms • Objective 4.4: Enhance staffing recruitment and development strategies that foster DEI and growth	Increase student/family retention Increase school climate Increase student enrollment Increase student attendance Increase student achievement

Coordinators • School staff • Shared decision-making processes	• Objective 4.5: Host Community Impact Committee meetings by school community to discuss school and community-based activities, services, needs, and community response	
Long-term Impact *Goal: By implementing the activities outlined above across all four pillars, the intended long-term impact (5+ years) of this project include the following outcomes:*		
• Students exceed grade level benchmarks • Students are socially and emotionally healthy • Student subgroup achievement gaps are reduced • Access to and utilization of community resources increases • Rocketship alumni families utilize their power to demand high-quality education to improve the entire K-12 public school ecosystem • Community members use their power to influence local decision-making to improve community conditions • Family and community social mobility and capacity increases • Rocketship community schools are in a strong financial situation for long-term sustainability		

SECTION 3. QUALITY OF PROJECT SERVICES

The extent to which the applicant will ensure that a diversity of perspectives are brought to bear in the design and operation of the proposed project

The Unleashing Potential Full-Service Community Schools program, led by Rocketship Education Wisconsin, is a collaborative project that brings together cross-sector community partnerships (County of Milwaukee, Housing Authority of the City of Milwaukee, Milwaukee Police Department, YMCA of Metropolitan Milwaukee, City Forward Collective, University of Wisconsin Milwaukee Office of Charter Schools, Northwestern Mutual Foundation, Herb Kohl Philanthropies), service providers (Wellpoint, Silver Springs Neighborhood Center, Fulcrum Education Solutions, Ignite Child Development Services), educators, families, community residents and students from diverse industries, backgrounds, ethnicities, socioeconomic statuses,

and more, to work towards common goals of supporting student achievement and building parent and community power. In order to implement a plan that is representative of these diverse voices and perspectives, Rocketship plans to incorporate best practices from the Community Schools Collaborative Leadership pillar, which honors stakeholders with different types of experience and expertise, including parents, students, teachers, principals, and community partners. As the Lead Agency, Rocketship Education Wisconsin will ensure a work plan is based around the practice of working together and sharing decisions and responsibilities toward a commonly held vision or outcome for the school and community at large (Maier, et al, 2017).

Before implementation services begin, Rocketship will spend the first four months of the grant leading a ***comprehensive needs assessment*** to ensure the diverse needs of these stakeholder groups are captured. Rocketship, along with our partners, will complete the following activities as part of this assessment:

1) Community need surveys: Rocketship will send electronic surveys (English/Spanish) to community partners (targeting community members) and Rocketship families to gauge needs for wraparound services (e.g. ESL, public benefits, legal assistance, housing, food security, job training/placement, etc.). Based on these results, coupled with existing knowledge of providers, a Master Partner Directory will be created over the course of the first year of the project, along with a referral plan to support the access to and utilization of community services. Rocketship CareCorps Coordinators will manage this process, alongside staff from community partners. Each year and ongoing within smaller teams in each school's Community Impact Committee, staff and parents will assess whether or not the Master Partner Directory is inclusive of the appropriate service providers based on community need and will capture direct feedback from

families and community members on service provision. Adjustments to the referral process and list itself will be adjusted accordingly throughout the project.

2) Focus groups: Rocketship will host a variety of focus groups as part of the initial needs assessment to hear directly from stakeholder groups on their needs. Focus groups will be held with Rocketship staff, community partner staff, Rocketship families, community members at large, and students to learn more about their needs, how they navigate resources in the school and community today, and their hopes and aspirations with this project. One activity that will be helpful to implement during these smaller focus groups is a "community safety perceptions mapping activity" in which participants are given different colored stickers representing parts of their community where they feel safe and areas where they may feel unsafe. We will ask follow-up questions to understand those perceptions and share with the full coalition of partners to be able to build responses to elevate concerns. Other activities may be used to identify areas where residents enjoy gathering, recreating, and more.

3) Asset mapping activities: Asset mapping is a critical component to equity-focused community development work. By engaging community residents and students as co-creators and co-researches, the way in which a community is characterized is often through a more asset-based framework vs. more traditional ways of describing a low-income community through deficit framing. Asset mapping is a method in which researchers and policymakers take inventory of personal, physical, and collective assets in a defined neighborhood. Involving residents in this process as co-researchers is critical and leads to improved use of resources, improved relationships, and the ability to achieve collectively defined goals (Harrison, et al, 2019). Rocketship will lead asset mapping activities in each school community and ask participants to note key assets of the community. The information collected during this process

will help Rocketship and community partners understand how the community feels about their neighborhood and what institutions, places, and/or services providers support their well-being.

4) School-level data: The regional leadership team and school leadership teams review data at least monthly to assess for any required changes based on student achievement data. Locally, these teams review data points such as enrollment, attendance, achievement (e.g. NWEA assessments), subgroup achievement performance (e.g. by race, ability, and socioeconomic status), tiered services, and staff/family experience surveys. During the first two months of the grant, leadership teams will review the most recent data to help drive academic strategies for the remainder of the year. Year-end performance and survey data will then be used as the new baseline for the subsequent year, and implementation strategies will adjust based on those outcomes. School climate surveys will also be used to assess staff and family satisfaction levels, and how the project can better support family engagement and collaborative leadership practices, among other recommendations.

Results of the needs assessment will be shared across multiple platforms, including at School & Community Meetings and Staff Meetings, Community Impact Committee meetings, via email through the school's comprehensive listserv and to all coalition partners, and via the school's internal communications system. Results will include a summary of key findings and recommendations and community members will be welcome to provide feedback on those suggested recommendations at subsequent meetings. A version of the logic model will also be shared with key updates that reflect learnings from the needs assessment. In particular, Community Impact Committee meeting participants will be asked to form sub-committees/teams based on the results of the needs assessment. For example, there may be an achievement gap committee formed, an SEL committee, a Wraparound Services committee, etc., depending on the

results. Team members will identify goals and benchmarks and share out at the full committee meeting to drive results forward. Rocketship will work closely with coalition partners to determine future assessments beyond what is already collected annually from each partner to reveal ongoing needs. Rocketship will also work closely with external evaluator, Bellwether Education Partners, to identify future assessments and data collection strategies to inform evaluation efforts.

The extent to which the services provided reflect up-to-date knowledge from research and effective practice

The services and activities described in Section 2 of this proposal are grounded in evidence-based practices and reflect up-to-date knowledge from research and effective practice in the fields of education and community schools in particular. A summary of this research is provided in the table below, broken down by core pillar and the type of service or activity. On average, over 80% of Rocketship's proposed strategies are grounded in research and effective practice, and these approaches are responsive to needs on the ground and shift as needed.

Core Pillar	Service/Activity	Supporting Research/Practices
Integrated Student Supports	High-quality education coupled with expanded access to wraparound services (mental, physical, dental, vision services, etc.) improves academic achievement and outcomes for families	Newman et al, 2020 Quinn & Blank, 2020
	SEL practices support non-academic skills, like self-control or self-regulation, and have proven to be a better predictor of graduation rates than standardized test scores	Claro & Loeb, 2019

	Rocketship SEL curriculum to support holistic academic outcomes and close achievement gaps Developmental bibliotherapy to help students process social and emotional challenges, leading to prosocial behaviors	Collaborative for Academic, Social, and Emotional Learning Culturally Responsive Teaching & the Brain, Dr. Zaretta Hammond, 2014 Suvilehto, 2019 Montgomery et al, 2015
	MTSS tiered service like Check In Check Out support individual student growth goals and achievement	Drevon et al., 2018 Averill and Rinaldi, 2013
Expanded and Enriched Learning Time and Opportunities	Increase access to out-of-school time in elementary schools to improve student achievement, attendance, test scores, while decreasing chronic absenteeism	Vandell, et al, 2007
	Regular participation in afterschool and summer learning improves student self-confidence and positive social behaviors	Afterschool Alliance, 2023
	Increasing access to summer school helps close gaps exasperated by the pandemic	Ross, 2023
	Expanding access to daily enrichment has positive effects on student learning, leading to increases in achievement	McFerran, et al, 2017
	School field trips support experiential learning and build students' critical thinking skills	Green, et al, 2014
Active Family and Community Engagement	Develop the conditions for asset-based, collaborative relationships with parents in order to build their capabilities, connections, cognition, and confidence in order to engage families as co-creators of their child's educational experience	Dual Capability-Building Framework by Dr. Karen Mapp, 2019
	Consistent and culturally responsive-sustaining family engagement, rooted in a deep knowledge and appreciation for the rich social and cultural	NYU Metropolitan Center for Research on Equity and the

	identities, assets, habits and contexts that families bring to the table	Transformation of Schools, 2021
	Capacity Building and Leadership Development in Community Organizing for families and residents	People Improving Communities through Organizing (PICO) framework, a model inspired by Alinsky's theory of progressive development of community leaders
	Nonpartisan voter registration leading to higher voter turnout	LeRoux et al, 2012
Collaborative Leadership & Practices	Build and sustain a culture of professional learning, collective trust, and shared responsibility that leads to strong academic results, retention of high-quality and diverse staff, and engaged families.	Maier et al, 2017
	Staff recruitment and retention strategies steeped in DEI best practices	Hwang et al, 2022

SECTION 4. ADEQUACY OF RESOURCES

The extent to which the grantee has plans for a full-time coordinator at each school

Rocketship Education Wisconsin plans to hire a full-time Full Service Community Coordinator at each school, with the title of CareCorps Coordinator (CCC), to lead this work at each campus. The CCCs will be managed by a Manager of Family Advocacy, who in turn will be managed by the regional Chief of Staff. These four staff members will comprise our CareCorps team. While the Manager of Family Advocacy will offer more personalized support and training to the team, CCCs will be integral in managing and delivering programming and pipeline services at each school site, as described below.

Plan to integrate, coordinate, and facilitate programs and services at each school

Building the capacity of our CareCorps team is critical in delivering the Unleashing Potential Full Service Community Schools program. Our team works tirelessly to strengthen our ability to support the whole child and ensure students and families feel safe, secure, and supported. The CCC role will help build the team's capacity, and as such will plan, integrate, coordinate, and facilitate programs and services at each school to more deeply and holistically serve each student and family. To inform those practices and services, the CareCorps team (made up of the Chief of Staff, Manager of Family Advocacy, and CareCorps Coordinators) will work with the regional and national team to review relevant data and adjust programming accordingly

The CCC will be responsible for coordinating programming across their community school to ensure each student's individualized needs are met through a combination of in-house and external services. CCCs will provide intensive case management and will be integral in ensuring families are connected and successfully navigating community resources. CCCs will build and strengthen relationships with our families, as well as with local agencies and nonprofits in order to effectively provide wraparound social services and case management - and integrating this practice into our school model. The CCC will be responsive to student and family needs and will coordinate programming to enhance the effectiveness of this work.

To support this work, Rocketship has a full suite of interventions for Tier I, Tier II, and Tier III to address all three domains: academics, social-emotional needs, and behavior - as part of the MTSS pyramid. The addition of the full-time CCC at each school will allow us to intensify supports as outlined below:

Tier I Whole School Community Needs Assessment: At the start of the school, CCCs will share a "needs referral survey" with families to identify food, housing, health, and other needs. The CCC will then reach out to families to learn more, follow up with the appropriate resources,

support families in navigating those agencies, and coordinate services and resources to obtain the necessary support.

Tier II Attendance Interventions: CCCs will work with Office Managers and School Principals throughout the year to identify families who are at risk of becoming chronically absent to intervene early. By coordinating with teachers and School Leaders, CCCs will proactively connect with these families to identify needed support to increase regular attendance as well as immediately connect when families are absent to problem solve.

Tier III Case Management: Families with the most severe attendance challenges will receive weekly support from their CCC. Research notes that to more rapidly assess and address the underlying causes of chronic absenteeism, having a designated case manager was the primary agent of change. And intervention effectiveness was maximized if the case managers were committed to their clients' families, assisted them in building a collaborative support network, and helped them to overcome barriers that adversely affected the treatment process. (Blackman, 2015). Through an intentional process of relationship building, root cause analysis, and action planning, every week, the CCC will support our families and help them engage more with school, and ultimately ensure their student and family's needs are met. This will allow for one person on campus to be responsible for this support, allowing them to build deep and trusting relationships with families.

In addition to leading our suite of interventions, the CCC will coordinate with internal and external partners to plan, coordinate, and facilitate support services for our students and families.

Internal Coordination to Provide Wraparound Services: The CCC will work closely with the School Psychologist at each school to provide wraparound services and coordinate wellness

supports for students and families. The School Psychologist will identify and deliver direct mental health services to families and students on campus. They also lead our MTSS work to give targeted support to students who are struggling, and train and coach staff to identify those students and families. School Psychologists will also expand our collaborative practices by providing additional social-emotional and behavioral interventions.

Partnership Management: CCCs, in collaboration with the Manager of Family Advocacy, will be responsible for building bridges between the school and the broader ecosystem of organizations and resources. This structure is meant to deepen partnerships and create more pathways to access for families, effectively developing a network of organizations that the CCC can refer families to when the need arises. CCCs will also host and lead our Community Impact Meetings at each campus. These meetings will bring together school staff, families, community members, and community partners to discuss school and community activities, needs, and community priorities. They will drive on issues raised during the meeting and offer updates and feedback loops at subsequent meetings to ensure the collective needs of the community are being met.

Planning Workshops: In partnership with the School Psychologist and the Manager of Family Advocacy, CCCs will plan and execute monthly family workshops to build skills among families as well as awareness of community resources. These monthly community resource workshops and seminars will include topics such as financial literacy, health and wellness, positive parenting, and community impact to build family capability. Referrals will be made as needed as knowledge about resources expands throughout the school community and community at large.

Schools are important points of access for families. Our CCCs raise awareness of the community organizations and resources available to our families and help transcend socio-cultural and material barriers to accessing these, whether it's through translation, joint phone calls, or physically attending an agency with a family. CCCs will be critical in supporting our families to navigate the ecosystem. By establishing relationships with these agencies, joining training, and serving as a conduit to share information with the broader communities, we will create community linkages to more efficiently and effectively connect families with services.

Plan to sustain the CareCorps Coordinators beyond the grant period

Rocketship Education Wisconsin is well-established and has the resources and partnerships necessary to sustain the goals and objectives of the project. As demonstrated throughout this application, we have established regional, statewide, and national partnerships that nurture a vision for Community Schools. Rocketship Education Wisconsin has an infrastructure and processes in place to ensure that the work of the Unleashing Potential Full Service Community Schools program (UP FSCS) continues beyond the project period as evidenced by our sustainability plan:

Fundraising: Our Development Director, in partnership with Rocketship Public School's National Development team, continually seeks funding from generous individuals, corporate partners, and philanthropic partners to support our work. While we have strong family engagement practices, our fundraising strategy does not include solicitation and contributions from parents and families. In FY23 (July 1, 2022 – June 30, 2023), Rocketship Education Wisconsin raised nearly [redacted] in philanthropic funding support and expects to increase this support each year. Securing funding to support the UP FSCS program will be a critical piece of our long-term fundraising strategy to support this work. Additionally, our Board of Directors is

legally responsible for overseeing Rocketship Wisconsin's overall and financial health. Our Board Members are committed to fundraising as a key component of Rocketship Wisconsin's financial health - every year we achieve 100% Board giving. Our Board's leadership and advocacy help bridge the gap in our funding to ensure all our students have the resources that they need to learn. Finally, as a national partner, Rocketship Public Schools also has a demonstrated ability to mobilize to be responsive to regional needs and is committed to helping Wisconsin schools in securing the necessary long-term investments to support this work.

Community Partnerships: Rocketship is committed to cultivating community partnerships that lead to sustainable, effective practices and programs that continue beyond UP FSCS. Many of these partnerships have decades-long histories, which the grant project will strengthen. In some instances, Rocketship will collaborate with partners to jointly pursue funding opportunities to sustain this work. Additionally, by focusing on capacity building, particularly at the organizational level, the project can improve upon how Rocketship Wisconsin, partners, and city stakeholders orient toward serving the whole community, driving towards sustainability.

Student Enrollment: It is our goal that by the end of the grant, the services being funded will be self-sustaining to a large degree, and the staffing will be a manageable lift for campuses and partners to collectively fund. It is anticipated that the two FSCS campuses will see an increase in enrollment over the course of the grant due to their increasing community pride, connections, and cohesiveness, and the positions will pay for themselves through increased student enrollment. We project growth in enrollment from 750 students in year 1 to 850 students in year 5. Wee anticipate that with student enrollment growth our revenue will increase from approximately [redacted]

[redacted]

Advocacy - Equal Funding Campaign: As noted earlier, in June of 2023, Rocketship parents played a big role in securing additional per pupil funding across the state. In the school year 2022-23, per pupil funding for public charter schools amounted to [redacted]. Heading into the school year 2023-24, we anticipate an increase of more than [redacted] per student (City Forward Collective, 2023). Wisconsin Governor Tony Evers signed a bipartisan deal to enact a massive funding increase for the state's future. This K-12 education funding deal, a historic win for all Wisconsin students, closes a 30-year gap in funding for schools like Rocketship. Rocketship is committed to engaging in advocacy efforts that lead to more sustainable education and community building funding.

Potential for continued support for the project after Federal funding ends

As demonstrated above, Rocketship Education Wisconsin will support the sustainability of the program through a diverse blend of federal, state, local, and philanthropic funds and resources. As noted in our letters of support, we have received philanthropic support and will continue to leverage support from Herb Kohl Philanthropies, City Forward Collective, Northwestern Mutual, and others. Schools will utilize school improvement funding, and Title 1 funds distributed through the State to sustain key positions (e.g. School Psychologists). We also remain engaged in an ongoing effort to identify new funding sources, expand partnerships, and integrate various community, state, and federal funds and resources. Most importantly, as noted above, it is our goal that by the end of the grant, the increase in student enrollment will help fund this work and the project will be self-sustaining to a large degree. Rocketship will close any

potential funding gap by pursuing funding from diverse sources, as described above.

Demonstrated commitment of appropriate entities

Rocketship Education Wisconsin Commitment: The UP FSCS project is built on a foundation of nearly 10 years of experience by Rocketship Wisconsin and community partners in establishing community schools support and services. Rocketship Education Wisconsin is committed to managing the project overall and providing the resources, support, and spaces needed for the implementation of the UP FSCS programming, including the support for the CareCorps Coordinators at both Milwaukee schools, coordination and physical space for the monthly workshops for families, and support and coordination for new programming outlined in the project plan.

***Campus* Commitment:** Each school's principal is committed to fully supporting the implementation of the UP FSCS. The principals of these campuses recognize the benefit the community school model will bring to their communities and steer the design of this application. Both campuses have identified office space for each CareCorps Coordinator and will open the facilities for additional partners and programming. School leaders are committed to facilitating monthly parent coffee and community meetings, as well as bi-monthly family belonging nights. Further, each Principal has indicated the importance of having a strong family voice at the table and fully supports the integration of our Parent Leadership Committees. Lastly, school leaders are committed to building stronger collaborative leadership practices, supporting high-quality recruitment and retention practices to support educators, and sharing student achievement data with the CareCorps team to drive intentional services.

Partners' Commitment: As demonstrated in our Preliminary MOU and letters of support, our partners are committed to the success of this project. Our partners will participate in

our Community Impact Meetings to discuss school and community-based activities, services, needs, and community response.

- **Rocketship Public Schools** (our national partner) commits to supporting Rocketship Education Wisconsin with critical programmatic functions, including data analytics, talent recruitment, and reporting to support program goals and objectives. Rocketship Public Schools will also provide programming support to facilitate the implementation of our core educational model (including our SEL curriculum) as well as collaborative leadership practices and professional development for Rocketship Wisconsin regional and school leaders. Additional partners have committed to providing support via ongoing partnership and service provision, including:
- **Wellpoint Care** is a key partner to support trauma informed care counseling for students and parents and to provide training to school and regional leaders. 100% of educators will receive professional development and training and up to 15% of students (Tier 2/3) will receive counseling services.
- **City Forward Collective** is one of our philanthropic partners and supports our work to ensure students learn from a research-based curriculum and have access to effective, representative teachers and will engage and activate our families to support high-quality schools.
- **County Executive David Crowley** will work with our team to ensure county resources are made available to our families and community residents, specifically providing supportive wraparound, educational, and economic mobility services.

- **Milwaukee District 4 Police Department** will collaborate with our school leaders to provide educational support and comprehensive services to our students, families, and community members to promote community engagement and public safety.
- **Housing Authority of the City of Milwaukee (HACM)** will provide Rocketship families access to HACM's supportive wraparound services.
- **Fulcrum Education Solutions** provides specialized coaching and tailored professional development for 100% of regional and school leaders.
- **YMCA of Metropolitan Milwaukee** provides high quality wraparound services through their before and after school programs.
- **Bellwether Education Partners** will serve as the independent, external evaluator for this project to assess the impact of the Full-Service Community Schools model in Milwaukee.
- **Silver Spring Neighborhood Center** will offer a comprehensive range of support, beyond the classroom, to address students and families' holistic needs. Our partnership will include GED program for adults, a diverse array of after- school programs that encompass academic improvement, youth development, and drug and community violence prevention initiatives, empowering Rocketship families to secure meaningful employment and foster economic stability. Rocketship families will also have access to a community food pantry that offers nutritious meals, enhancing students' overall well-being.
- **Alderwoman JoCasta Zamarripa** will partner with us to ensure our families have knowledge and access to city resources available to our families and community residents.
- **Wisconsin State Representative Robert Wittke** will partner with us to ensure our families know and understand resources available to them.

- **Northwestern Mutual Foundation** supports our programming with critical philanthropic support. Previously, the foundation has supported both academic and social emotional learning initiatives over the last five years, including their accelerating reading instruction program to combat the impacts of the COVID-19 pandemic, and their whole school and targeted social emotional learning program.
- **Herb Kohl Philanthropies** provide Rocketship Wisconsin with philanthropic support to support our work as community schools. Over the past ten years, Herb Kohl Philanthropies has provided Rocketship with support to increase their impact and open their second school 5 years ago. They also invested in the renovation of our North side campus, Rocketship Transformation Prep, which includes a full-size gym.
- **University of Wisconsin Milwaukee Office of Charter Schools**, as our school authorizer, establishes clear expectations for performance, evaluating school progress and performance, and building community partnerships. Through this partnership our families are able to receive exceptional educational options that exceed standards associated with high quality education programs.
- **Carmen Schools of Science & Technology,** a public charter school serving grades 6-12, will collaborate with Rocketship Wisconsin to support a high-quality K4-12th grade pipeline for Milwaukee families.
- **Ignite Child Development Services** will extend its school-based ABA interventions to support high-need students through the program's integrated student services pillar. These interventions include employing functional behavior assessments, implementing positive behavior supports, utilizing reinforcement strategies, and consistently collecting data to drive interventions and assess progress. A Board Certified Behavior Analyst from Ignite will

provide MTSS Tier 3 supports, train paraprofessionals, support with development and refinement of our Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP), and train and coach paraprofessionals on trauma-informed, restorative behavior support. This collaborative effort strengthens the support system for students, ultimately contributing to their overall success. a key partner in our partnership for integrated student services. **(Competitive Preference Priority 1)**.

Rocketship Education Wisconsin and partners also commit facilities, personnel, resources and active participation to ensure the success of the FSCS model. Specifically, we commit to providing approximately [redacted] of the total project budget in matching funds each year over the five-year grant period.

Rocketship Wisconsin: [redacted]

Rocketship Public Schools: [redacted]

[redacted]

SECTION 5: QUALITY OF THE MANAGEMENT PLAN

The extent to which the grantee has, or demonstrates a strong plan to have, a broadly representative consortium that reflects the needs of the community and its stakeholders

While Rocketship Education Wisconsin is the Lead Applicant and Fiscal Agent for this application, this is a collaborative project that brings together cross-sector public and private community partners including Rocketship Public Schools, the County of Milwaukee, the Housing Authority of the City of Milwaukee, the Milwaukee Police Department, Silver Spring Neighborhood Center, Ignite Child Development Services, Northwestern Mutual, Herb Kohl Philanthropies, Wellpoint Care, City Forward Collective, Carmen Schools of Science and Technology, Fulcrum Education, University of Wisconsin Milwaukee Office of Charter Schools, YMCA, elected officials, educators, families, community residents and students from diverse industries, backgrounds, ethnicities, socioeconomic statuses, and more, to work toward common goals of supporting student achievement and building parent and community power.

Through the tenure of the project, Rocketship Wisconsin will work with these entities to more fully develop partnerships in support of responding to community priorities, connecting residents with wraparound services, and improving student achievement. Rocketship will also provide a platform for our community partners to raise awareness of their work through presence at Rocketship community events and opportunities to lead workshops with families.

Through this collaboration, the project will bring together county-wide philanthropic, business, public sector, and nonprofit partners to plan support in the following areas: Expanded Learning; Professional Development; Family Stability; Health & Wellbeing; Middle, High

School, and College Transition Support and Readiness; and Community Engagement and Advocacy. See a list of all partners below who have submitted letters of support and/or who have signed the Preliminary MOU:

Expanded Learning	**Professional Development**	**Family Stability**
YMCA	Fulcrum Education Rocketship Public Schools	Housing Authority of the City of Milwaukee County Executive David Crowley Representative Wittke Silver Spring Neighborhood Center Alderwoman JoCasta Zamarripa
Health & Wellbeing	**Community Engagement & Advocacy**	**Middle, High School, and College Transition/Readiness**
Wellpoint Care Ignite Child Development Services	City Forward Collective Milwaukee Police Department Northwestern Mutual Herb Kohl Philanthropies	Carmen Schools of Science & Technology (Grades 6-12) University of Wisconsin Milwaukee Office of Charter Schools

Description of the roles and responsibilities of the consortium outlined in the required preliminary MOU

Our consortium and key partners in the implementation of the UP FSCS program, and who have signed our Preliminary MOU, include:

Rocketship Education Wisconsin is the Lead Agency and as such will ensure a work plan is developed to comprehensively implement the Unleashing Potential Full Service

Community Schools program. Rocketship Education Wisconsin will provide the resources, support, and spaces needed, including the support for the CareCorps Coordinators at both Milwaukee schools, coordination and physical space for the monthly workshops for families, and support and coordination for new programming outlined in the project plan. Rocketship Wisconsin will also provide ongoing professional development and learning opportunities for Rocketship Milwaukee school leaders and staff. Rocketship Education Wisconsin will be responsible for all reporting to the U.S. Department of Education and will lead the management of our plan, including working with our Program Officer to adhere to required elements of the project and enforce policies across our consortia.

Rocketship Public Schools will serve as our national partner and provide critical and comprehensive support on the implementation of the plan. Rocketship Public Schools will provide extensive professional development and data analytics to support program goals and objectives. Rocketship Public Schools will also provide programming support, collaborative leadership practices, and professional development for Rocketship Wisconsin regional and school leaders. Rocketship Public Schools looks forward to providing this critical support in service of the objectives and goals outlined in the application.

Wellpoint Care is a key partner in our partnership for integrated student services. Wellpoint will provide trauma-sensitive schools train-the-trainer professional development (PD) for school leaders, trauma-informed schools PD for all staff, provide ongoing consultations and implementation support for trauma-informed schools, and provide ad hoc counseling for Tier 3, high-need students **(Competitive Preference Priority 1)**.

Bellwether will provide evaluation and reporting services. This will include support on the program design and management of the implementation of key program components.

Bellwether will conduct program specific data collection and analysis to support the UP FSCS project team in implementation and reaching program outcomes. Bellwether will provide the program team with ongoing and timely formative feedback on program implementation, including yearly memos that document implementation analysis. In Year 5 Bellwether will work with the UP FSCS project team to facilitate a public webinar on key program outcomes.

YMCA of Metropolitan Milwaukee (YMCA) will ensure that students and families have access to quality afterschool care. The afterschool program ensures our students are safe and get meaningful homework help and enrichment after school. The YMCA will partner with Rocketship's school leadership teams to meet the unique needs of each school community. Rocketship families will also have access to the Schools Out Day programming. This program provides free childcare for families for the whole day when school is out of session.

Milwaukee Police Department, District 4 will collaborate to provide educational support and comprehensive services to underserved students and families and promote community engagement and safety **(Competitive Preference Priority 2)**.

City Forward Collective will provide Rocketship staff and families the opportunity to engage in our programming including but not limited to the following programs: Family Leadership Institute, Emerging Leaders, Burke Fellowship, and Employee Resource Group for Educators of Color.

Housing Authority of the City of Milwaukee (HACM) will provide Rocketship families with supportive wraparound services and partner with our team to provide high-quality education pathways from Pre-K to college.

Fulcrum Education Solutions will provide school leaders with specialized coaching, consultation, and professional development so that they can effectively meet the needs of their

families and students. Through a broad spectrum of data, they will help school leaders understand the unique context of their school community and create programming that effectively supports the specific social, emotional, and intellectual needs of their students **(Competitive Preference Priority 1)**.

Silver Spring Neighborhood Center will provide supportive wraparound services to our students and families, including GED program for adults; after-school programs encompassing academic improvement, youth development, and initiatives for drug and community violence prevention; sports and arts activities, promoting personal growth and development; job services, empowering Rocketship families to secure meaningful employment and foster economic stability; Mental health care resources, prioritizing students' emotional well-being; and acess to a food pantry, ensuring Rocketship families have access to nutritious meals and supporting students' overall well-being.

Carmen Schools of Science & Technology, a public charter school serving grades 6-12, will collaborate with Rocketship Wisconsin to support a high-quality K4-12th grade pipeline for Milwaukee families. Carmen will work to ensure a continuity of academic excellence and foster a sense of community and belonging for all students and families, and will exercise collective efforts to highlight the power of collaboration within Milwaukee's educational community, bringing together parents, local businesses, and community organizations to create an inclusive and empowering environment.

The extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families.

Stakeholder Engagement Effectiveness of Rocketship Education Wisconsin: Relationship building and community engagement is a fundamental component of our work. As

such, Rocketship Education Wisconsin regularly engages with diverse stakeholders, including community members, community partners, city and county officials and departments, students, and families.

Robust and widespread family engagement is a founding pillar of the Rocketship model and the hallmark of all our schools. Building a strong partnership between families and schools is essential to ensuring the long-term success of our students. We engage families in our school community from the very founding of each school - from naming our schools to helping to design our enrichment offerings. Every fall, our teachers visit the home of every student through our home visitation program. When we change the dynamic from a parent in a teacher's classroom to a teacher in a student's home, we develop much stronger relationships with our families and a deeper understanding of how to best serve each and every student and family. We recognize that parents and caregivers are children's first teachers, and we engage them in a variety of ways to support the success of the whole child, from academics to wellness.

Rocketship families are deeply engaged in their student's academic life and school communities. Every year, we administer a family survey to collect feedback about overall satisfaction, student learning, and relationships. Our schools use that data to inform any changes throughout the year. Our most recent family survey results reinforce our strong family engagement practices. The table below demonstrates the percentage of families who agree with the following statements at each school campus:

Question	Rocketship Southside Community Prep	Rocketship Transformation Prep
I am given the opportunity to be involved at school.	92%	92%
I feel I am a partner with the school in my child's learning.	93%	88%

I feel welcome in my child's school.	95%	94%
The school is a strong community of families, staff, and leadership.	95%	86%
Parents are informed about what children are expected to learn.	83%	87%
I know how my student is progressing at school.	87%	91%

By deeply engaging our parents in their child's education and our school community, our parents become powerful advocates for their students and their communities. Rocketship also has a dedicated Parent Leadership team focused on developing parent leaders who advocate for educational equity and positive change in their community through a Parent Organizing Committee that is parent led.

Rocketship hosts bi-monthly belonging events (literacy nights, STEM night, cultural events) as well as monthly community meetings (coffee with the principal) to develop trust, celebrate cultural traditions, and build community. Through these events, parents share feedback about the school, which is then managed by the School Leadership Team to implement next steps, as appropriate. These meetings are managed by the School Leadership Team and Manager of Family Advocacy.

In addition to engaging families, Rocketship aims to recruit teachers, staff, and Board members from the communities in which we work so that students can see themselves reflected in the adults they interact with daily. We hold hiring fairs at our schools and include employment opportunities at our student recruitment desks through community locations, such as grocery stores and public transit stops. Currently, over 50% of teachers identify as educators of color.

Stakeholder Engagement Effectiveness of Rocketship Public Schools: Rocketship Public Schools, our national partner, has successfully supported the implementation of the

California Community Schools Partnership Program across 13 schools in California. Through this program, the teams host quarterly meetings - Campus Community Advisory Boards - with school leaders, staff, and families. Partners that have joined school-site CCAB meetings include local community organizations (e.g. Food Bank of Contra Costa), city representatives, the County Office of Education, and more. Nationally, the Board of Directors also includes two Rocketship parents/caregivers who provide community voice and counsel. This work informs Rocketship Wisconsin's program design in engaging various stakeholders to implement a full-service community schools model rooted in the local context and that is reflective of local needs.

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities

The goals and objectives established can be achieved in the five-year grant timeline with efficacy, efficiency, and sustainability. Consortium partners will utilize a collaborative leadership model for grant implementation. The Executive Director will serve as Project Director and oversee the implementation of the grant. Key personnel will support the work as described below:

Key Unleashing Potential Full Service Community Schools Program Personnel

Role	Responsibility and Qualifications	% of time on project
	Rocketship Education Wisconsin	
Project Director	Manage the overall success of the project and will also review and confirm data sources and data collection frequency with external partners. Ensures collaborative leadership practices are implemented across the region. Manages the Chief of Staff. *New York University, Doctor of Education, Leadership and*	30%

	Innovation expected January 2024	
Chief of Staff	Directly oversees the Manager of Family Advocacy & Organizing and will manage the CareCorps team's overall performance. Manage and lead partnership management with community stakeholders, facilitate community impact transformation for our students and families. *Columbia Business School, Developing Leaders Program for Nonprofit Professionals Certificate*	22%
Manager, Family Advocacy & Organizing	Manage the CareCorps team and, together, with the CareCorps Coordinators, lead pipeline services.	100%
CareCorps Coordinators	Manage and coordinate pipeline services on each campus to provide extensive wraparound services to students and families, ensuring each student's individualized needs are met through a combination of in-house and external services.	100%
Summer School Coordinators	Collaborate with School Principals to lead summer school programming.	100%
Afterschool Coordinators	Lead our afterschool learning opportunities for students.	100%
Enrichment Center Coordinators	Partner with School Principals to lead our Learning Lab programming where students work in small groups on experiential learning activities, adaptive online learning programs, and Project-Based Learning opportunities.	100%
School Psychologists	Lead our coordination of services team and provide training and coaching to staff, identify and deliver services to families and students, and monitor progress across all the domains to set priorities with their principal. Analyze our Social-Emotional and Behavior Screener (Student Risk Screening Scale) three times a year to identify our students in need of additional support. Once a student is identified as needing intervention, they then collaborate with staff and families to determine the best intervention and, with certain interventions, directly deliver those services.	100%
School Principals	Oversee and support all areas of programming happening during the school day and during out-of-school time	10%

	programming.	
Rocketship Public Schools (National)		
Associate Director, Analytics	Oversee the systematic collection, analysis, and interpretation of data to make robust strategic decisions and focus resources in order to achieve organizational goals and priorities. *University of California, Santa Cruz, Ph.D. in International Economics*	10%
Senior Manager, Social Emotional Learning	Manage Rocketship's regional MTSS team and oversee and coordinate Rocketship's MTSS framework for academic, social-emotional, and behavioral components. *University of Maryland, Ph.D., Special Education*	10%
Vice President of Programs	Guide the ongoing advancement of our instructional model, curriculum design, parent engagement model, and professional learning program. *Harvard University Graduate School of Education Master's degree, School Leadership*	10%
Associate Director, Talent Development	Support the design and implementation of recruitment strategies as well as professional development experiences in alignment with Rocketship's core competencies, including but not limited to: curriculum, teaching, leading, and managing. *Milwaukee School of Engineering, MBA, Educational Leadership*	10%

These key roles will be instrumental in the implementation and management of the project, as outlined below.

Timelines and milestones for accomplishing project tasks

The table below outlines key activities, milestones, a timeline, and project manager for each key deliverable connecting to the successful implementation of the project.

Timelines and milestones for accomplishing project tasks

Activities	Milestones	Timeline					Personnel Responsible
		Year 1	Year 2	Year 3	Year 4	Year 5	
Hire program staff	100% of UP FSCS program roles are filled	One-time					Project Director, Chief of Staff
Conduct Needs Assessment	Needs assessment data collected to inform programming	One-time					Project Director
FSCS Implementation Step Back	Annual stepback to collect feedback and monitor progress is completed	Annually	Annually	Annually	Annually	Annually	Project Director, CareCorps Coordinator, Manager of Family Advocacy
Pillar #1: Integrated Student Supports							
Objective 1.1: Expand access to mental health, dental services, medical provider to address student physical and mental health							
Research opportunities for community partnerships	A robust and comprehensive list of community partners is developed	Annually	Annually	Annually	Annually	Annually	CareCorps Coordinator

Dental services clinics hosted on each campus	90%+ of students receive dental services	Annually	Annually	Annually	Annually	Annually	CareCorps Coordinators
Objective 1.2: Identify community organizations to support referrals for students/families to access wraparound services							
Research opportunities for community partnerships	A robust and comprehensive list of community partners is developed	Monthly	Monthly	Monthly	Monthly	Monthly	CareCorps Coordinator
Expand access to wraparound services	Develop 10 new partnerships	Annually	Annually	Annually	Annually	Annually	CareCorps Coordinators
Objective 1.3: Expand MTSS SEL and Behavioral Integrated Services + Training for school community, including mental health and trauma-informed counseling/training to support students and staff							
Create a system for integrated MTSS SEL services	100% of staff is aware of and has tools to successfully implement MTSS services	One-time					School Psychologists
Provide training for teachers and staff on MTSS system	100% of teachers and staff are aligned on MTSS system	Once a year	Once a year	2 times per year	3 times per year	Quarterly	School Psychologist
Provide comprehensive academic, mental/physical health, and wraparound services	Expand MTSS SEL and Behavioral Integrated Services	Annually	Annually	Annually	Annually	Annually	Project Director, Senior Manager, Social Emotional Learning
Pillar #2: Expanded and Enriched Learning Time & Opportunities							

Objective 2.1: Expand access to afterschool services, summer school, Kinder Camp, and in-school enrichment							
Schools host Kinder Camp as kinder transition support	Increase student participation in Kinder Camp	Annually	Annually	Annually	Annually	Annually	Project Director & School Principal
Rocketship-led afterschool programming expands to serve more students	Expand access to and engagement in afterschool activities	Annually	Annually	Annually	Annually	Annually	After School Coordinator
Plan for Rocketship-led summer school launch	Expand access to and engagement in Summer School	Annually	Annually	Annually	Annually	Annually	Summer School Coordinator
Rocketship-led Summer School happens every Summer	Summer programming expands to serve more students	Annually	Annually	Annually	Annually	Annually	Summer School Coordinator
Enrichment Center Coordinators provide enrichment offerings such as art, dance, and music.	Expand consistent access to enrichment opportunities	Daily	Daily	Daily	Daily	Daily	Enrichment Center Coordinators, School Principals
Individualized Learning Specialist provide experiential learning activities through Learning Lab	100% of students participate in Learning Lab	Daily	Daily	Daily	Daily	Daily	Individualize d Learning Specialists (ILS), School Principals
Objective 2.2: Expand real-world application of learning through field trips							
Grade level teams (teachers, ILS, ECC, and school leader) plan	School year launches with a strong plan for field trip opportunities	Annually	Annually	Annually	Annually	Annually	School Principals,

meaningful opportunities for students to explore post-secondary options and participate in field trips							Enrichment Center Coordinators
Research and establish relationships with Field Trip partners	Develop a robust list of field trip partners	Annually	Annually	Annually	Annually	Annually	CareCorps Coordinators
Expand real-world application of learning via student field trips	100% of students go on *at least* one field trip to a museum/cultural institution every year	Annually	Annually	Annually	Annually	Annually	School Principals
Increase postsecondary awareness	100% of 5th graders participate in a college visit	Annually	Annually	Annually	Annually	Annually	School Principals
Objective 2.3: Increase # of students who complete adaptive online learning programs and tutoring							
Use online learning program (OLP) data to identify and provide individualized support to students	100% of identified students receive tutoring during small group instruction	Daily	Daily	Daily	Daily	Daily	ILS
Individualized OLP growth goals are created	100% of students have an individualized growth plan	Annually	Annually	Annually	Annually	Annually	School Principals, ILS
OLP growth goals are tracked through a shared online dashboard	100% of growth goals are monitored to influence student support and tutoring	Daily	Daily	Daily	Daily	Daily	School Principals, ILS
Objective 2.4: Increase % of students who meet Tier 2-3 academic intervention goals							
Administer NWEA	100% of students	3 times	3 times	3 times	3 times	3 times	School

Assessment	participate in assessments	per year	per year	per year	per year	per year	Principals, Associate Director, Analytics
Pillar #3: Active Family & Community Engagement							
Objective 3.1: Rocketship schools serve as community hubs services							
Needs referral survey created	A comprehensive needs assessment survey captures family needs information and system to respond to needs identified	One-time					CareCorps Coordinators, Manager of Family Advocacy, Chief of Staff
Needs referral survey administered	100% of families have access to needs survey	Annually	Annually	Annually	Annually	Annually	CareCorps Coordinators
Needs referral survey evaluated	100% of families identifying a need are connected to an internal or external resource Survey data informs partnerships and programming	Annually	Annually	Annually	Annually	Annually	CareCorps Coordinators, Manager of Family Advocacy, Project Director
Create and grow partnership directory	CareCorps team develops a robust list of partners for family need referrals and support	Annually	Annually	Annually	Annually	Annually	CareCorps Coordinator
Establish and strengthen system for wraparound services referrals	A strong referrals systems developed	Annually	Annually	Annually	Annually	Annually	CareCorps Coordinators

Conduct family home visits	100% of families receive a home visit	Annually	Annually	Annually	Annually	Annually	CareCorps Coordinators, School Principals
Middle school fairs hosted on each campus	10 partner schools participate in the annual middle school fair. Develop strong connections with community middle/high schools to promote a strong continuum of K-12 educational options	Annually	Annually	Annually	Annually	Annually	CareCorps Coordinators, School Principals
Establish and strengthen partnerships with institutions of higher education	Higher education institutions provide programming at Rocketship events	Annually	Annually	Annually	Annually	Annually	CareCorps Coordinators
Objective 3.2: Increase parent/guardian engagement in school-wide decision-making activities							
Schools host community meetings (coffee with principals)	Completed meetings	Monthly	Monthly	Monthly	Monthly	Monthly	Manager of Family Advocacy, School Principals
Administer family survey	At least 80% of families complete the family survey	Annually	Annually	Annually	Annually	Annually	Associate Director, Analytics
Analyze family survey data	100% of family survey data is analyzed and shared with	Annually	Annually	Annually	Annually	Annually	Associate Director,

	project team						Analytics
Implement feedback from family survey	Project Director and School Principals use family survey data to inform and adjust programming	Annually	Annually	Annually	Annually	Annually	Project Director, School Principals
Objective 3.3: Increase knowledge of community resources via monthly educational workshops/seminars							
Plan educational workshops	Based on needs survey data, the CareCorps team develops a strong plan for content and implementation of family workshops	Annually	Annually	Annually	Annually	Annually	CareCorps Coordinators, Manager of Family Advocacy
Family educational workshops hosted on each campus	Families have increased knowledge of community resources and how to access those resources	Monthly	Monthly	Monthly	Monthly	Monthly	CareCorp Coordinators
Objective 3.4: Increase active family engagement to support student learning via bi-monthly family belonging events							
Plan and align on family belonging nights	School year launches with a comprehensive list of celebrations	Annually	Annually	Annually	Annually	Annually	School Principals
Each campus hosts family belonging events (literacy nights, STEM night, cultural events)	Completed # of events	Bi-monthly	Bi-monthly	Bi-monthly	Bi-monthly	Bi-monthly	CareCorps Coordinators, School Principals
Objective 3.5: Increase parent/guardian and community member civic engagement via capacity building/leadership development training in community organizing							
Provide training and ongoing support for	Increase the number of Parent-led Meetings	Monthly	Monthly	Monthly	Monthly	Monthly	Manager of Family

parents/guardians in leading research meetings	w/Public Officials & Community Leaders						Advocacy
Plan the Get Out the Vote Campaign	Campaign launches with clear goals and priorities in supporting families register to vote	Annually	Annually	Annually	Annually	Annually	Manager of Family Advocacy
Get Out the Vote Campaign launches across both school sites	Increase the number of Families who are Registered to Vote	Annually	Annually	Annually	Annually	Annually	Manager of Family Advocacy
Objective 3.6: Increase engagement with Parent Organizing Committee							
Host parent organizing committees	Increase the number of parents and caregivers who participate in monthly meetings	Monthly	Monthly	Monthly	Monthly	Monthly	Manager of Family Advocacy
Pillar #4: Collaborative Leadership & Practices							
Objective 4.1: School Leadership Team meets weekly and ensures continuous improvement of and responsiveness to student, staff, and family needs							
School teams review data to drive decision-making, including issues that are raised in community meetings with staff and parents	School teams use data to be responsive to family and community needs	Weekly	Weekly	Weekly	Weekly	Weekly	School Principals
Objective 4.2: Increase parent representation on Rocketship Education Wisconsin Board of Directors							
Build out process for adding parent board members	Two parents join the Board		One parent on the Board	Two parents on the Board	Two parents on the Board	Two parents on the Board	Project Director

Objective 4.3: Conduct schoolwide professional development practices on core educational model, SEL, behavior management, and trauma-informed schools and classrooms							
Provide teacher-specific PD throughout the school year	Teachers receive 1:1 coaching and 2 hours of professional learning communities	Weekly	Weekly	Weekly	Weekly	Weekly	Project Director; Associate Director, Talent Development
Provide summer PD to teachers	Teachers receive 80 hours of PD	Annually	Annually	Annually	Annually	Annually	Project Director
Provide school leader-specific PD throughout the school year	School leaders receive 1 hour of 1:1 coaching and 3 hours of professional learning communities	Weekly	Weekly	Weekly	Weekly	Weekly	Project Director
Provide summer PD to school leaders	School leaders receive 80 hours of leader-facing PD	Annually	Annually	Annually	Annually	Annually	Project Director
Objective 4.4: Enhance staffing recruitment and development strategies that foster DEI and growth (pg. 40)							
Participate in local hiring events	Expand our access and reach to develop a more diverse and robust educator pipeline	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly	Project Director
Rivet School supports non-certified staff with completing a Bachelor's degree	Strengthen partnership to better support talent development strategies for non-certified staff	Annually	Annually	Annually	Annually	Annually	Project Director, Associate Director, Talent Development
Rocketship Instructional	Non-certified staff	Weekly	Weekly	Weekly	Weekly	Weekly	Project

Coaches provides PD and coaching to non-certified staff members	members receive talent development to grow as an educator and have the opportunity to move into a teaching position						Director, Associate Director, Talent Development
Provide consistent Diversity, Equity, and Inclusion training to all staff	Foster a diverse and inclusive environment for our whole school community, including educators, students, and families	Annually	Annually	Annually	Annually	Annually	Project Director, Associate Director, Talent Development
Objective 4.5: Host Community Impact Committee meetings by school community to discuss school and community-based activities, services, needs, and community response							
Schools host Community Impact Committee meetings	# of meetings held, attendance, and community partners represented increases	Monthly	Monthly	Monthly	Monthly	Monthly	CareCorps Coordinators
Feedback from Community Impact Committee meetings is implemented	Sub-committees are formed and drive on priorities	Monthly	Monthly	Monthly	Monthly	Monthly	CareCorps Coordinators
Milwaukee Police Department and Rocketship staff participate in community kickball game	School leaders and the Milwaukee Police Department strengthen their partnership to better support families	Annually	Annually	Annually	Annually	Annually	School Principals

SECTION 6: QUALITY OF THE PROJECT EVALUATION

Bellwether, a national nonprofit with a mission to dramatically change education and life outcomes for underserved students, will conduct a 5-year independent mixed-methods evaluation of the Rocketship Education Wisconsin Unleashing Potential Full-Service Community Schools (UP FSCS) program. Bellwether has extensive experience conducting rigorous quasi-experimental, correlational, and implementation evaluations of multi-year federal grant programs, including two Statewide Family Engagement Center, five Charter Schools Program, one Teacher Quality Partnership, and one Regional Comprehensive Center Program funded projects. The annual evaluation will evaluate implementation and outcomes to inform continuous improvement, help Rocketship track progress towards objectives and performance measures, and share findings publicly. The evaluation will be guided by the following research questions aligned to the UP FSCS logic model as well as core project goals and objectives.

Key Research Questions
Goal #1: Provide comprehensive academic, mental/physical health, and wraparound services alongside a school-wide MTSS/PBIS framework to support Social and Emotional Learning leading to improved student outcomes
1. To what extent are students **demonstrating increased engagement and improved behavioral, social, and emotional skills**?
Goal #2: Increase expanded learning opportunities and in-school personalized instruction and enrichment opportunities to propel student achievement
2. To what extent are students **achieving academically** across all campuses, grade levels, and MTSS tiers?
Goal #3: Elevate the power of families and community members to vocalize needs, receive needed wraparound services, serve as active members in school decision-making processes, and come together to advocate for systems-level changes in education and other community-driven priorities across Milwaukee.
3. To what extent are families and community members **growing in their capacity to contribute to school decision making and to advocate for systems-level changes** in education and other community-driven priorities in Milwaukee?

Goal #4: Build and sustain a culture of professional learning, collective trust, and shared responsibility that leads to strong academic results, retention of high-quality and diverse staff, and engaged families
4. Is Rocketship effectively **supporting and retaining high quality and diverse staff**?
Implementation of FSCS Programming
5. Does Rocketship **implement UP FSCS** as intended? How does **implementation vary** between schools? a. To what extent are students receiving integrated student support services that address their mental health, physical health, behavioral health, and social and emotional learning needs? b. To what extent are students participating in expanded and extended learning time and opportunities? c. To what extent are families and community members receiving wraparound services that address their needs? d. To what extent are school staff, leaders, and families participating in collaborative leadership and practice strategies? e. Is Rocketship regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement?
6. How do students, parents, and school staff **perceive the quality and effectiveness** of UP FSCS programming and support? What factors facilitate or hinder quality implementation?

The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project

Bellwether will lead an independent evaluation that aligns research questions with objective performance measures **to provide systematic, rigorous information related to progress toward project goals and intended outcomes on an annual basis**. In the first quarter[1] of year 1 (2024), Bellwether will focus on planning the evaluation and designing evaluation tools. Bellwether will **conduct a document review** of Rocketship and UP FSCS-related documents **and interview key Rocketship staff members** to understand the UP FSCS theory of action, identify which performance measures can be assessed with existing administrative data,

[1] Quarter 1: January, February, March; Quarter 2: April, May, June; Quarter 3: July, August, September; Quarter 4: October, November, December

and identify where data collection instruments need to be developed or expanded (for example, by adding survey questions to an existing survey, or developing unique interview protocols for specific stakeholder groups). Bellwether will also collaborate with Rocketship to **develop a fidelity of implementation matrix** to document key components of the UP FSCS program, identify thresholds for optimal implementation, and describe when and how Bellwether will measure implementation of each component.

In the fourth quarter of each year (2024-2029), Bellwether will collect data to support the annual outcomes and implementation studies. The **annual outcomes study** (RQs 1-4) will leverage program data and chart how participation in UP FSCS is related to changes in stakeholder knowledge, attitudes, behaviors. The **annual implementation study** (RQs 5-6) will focus on the scope and quality of UP FSCS activities and services, examine early indicators of progress toward intended outcomes, assess the fidelity of program implementation, and explore factors that facilitate or hinder quality implementation.

Bellwether researchers will collect quantitative and qualitative data from a variety of sources and multiple stakeholders to triangulate outcomes and implementation findings for increased validity. No personally identifying data will be collected. The figure below shows alignment between research questions, outcomes and implementation measures, and proposed data collection.

Alignment between Research Questions, Indicators, and Data Sources

RQ	Evaluation Indicators	Data Sources
	Goal #1: Provide comprehensive academic, mental/physical health, and wraparound services alongside a school-wide MTSS/PBIS framework to support Social and Emotional Learning leading to improved student outcomes	
RQ1	*Student chronic absenteeism rates	Administrative data *(Q4 Y1 baseline; Q4 Y2-Y5)*
	*Student suspension and expulsion rates	

	Improved scores on the Social Emotional Behavior (SEB) screener (in-house assessment)	Student SEB screener data *(Q4 Y1 baseline; Q4 Y2-Y5)*
	Goal #2: Increase expanded learning opportunities and in-school personalized instruction and enrichment opportunities to propel student achievement	
RQ2	% of students completing online learning program growth goals, overall and by MTSS tier	Online learning program data *(Q4 Y1 baseline; Q4 Y2-Y5)*
	Student academic assessment proficiency and growth rates, by campus and grade level	NWEA scores *(Q4 Y1 baseline; Q4 Y2-Y5)*
	**Graduation rates, a required indicator, are not feasible to track within the grant period for participating elementary schools.*	
	Goal #3: Elevate the power of families and community members to vocalize needs, receive needed wraparound services, serve as active members in school decision-making processes, and come together to advocate for systems-level changes in education and other community-driven priorities across Milwaukee.	
RQ3	#/% of families attending community resource education workshops	Administrative data *(Q4 Y1 baseline; Q4 Y2-Y5)*
	#/% of parent leaders on Parent Organizing Committee	
	#/% of families who are registered to vote	
	% of families who feel safe, celebrated, connected, and supported	Family Climate Survey *(Q4 Y1 baseline; Q4 Y2-Y5)*
	Goal #4: Build and sustain a culture of professional learning, collective trust, and shared responsibility that leads to strong academic results, retention of high-quality and diverse staff, and engaged families	
RQ4	% of teachers who would recommend Rocketship to a friend as a place to work on teacher survey	Staff Surveys *(Q4 Y1 baseline; Q4 Y2-Y5)*
	% of teachers rating professional development as effective on teacher survey	
	% of staff rating managers as effective on staff survey	
	*#/% fully certified teachers; #/% teachers who turnover each year; #/% teachers with X years of experience	Administrative data *(Q4 Y1 baseline; Q4 Y2-Y5)*
	Implementation of FSCS Programming	
RQ5a	*#/% students who receive referrals and services (academic, mental/physical health, ESL, K transition, other wraparound)	Administrative data *(Q4 Y1 baseline; Q4 Y2-Y5)* Family Climate Survey *(Q4 Y1 baseline; Q4*
	*#/% students who receive Tier 1, Tier 2, and Tier 3 services	
RQ5b	*#/% students enrolled in afterschool and summer school	

	*#/% students enrolled in Kinder Camp and Middle school transition program	*Y2-Y5)*
	*#/% students enrolled in Enrichment Classes	
RQ5c	*#/% of families referred for wraparound services (ESL, legal services, housing assistance, benefits, job training, etc.)	
	*#/% of students who receive a home visit	
	#/% of students who return year over year	
	*#/% of families who would recommend Rocketship to other parents	
	*#/% of families who participate in meetings and volunteer with school	
	*#/% of families who receive capacity building/leadership training in community organizing	
RQ5d	*Changes in school spending data (student enrollment, financial projections)	
	*# of parent volunteers on the Board of Directors	
	* # of people (disaggregated by stakeholder group) at community impact committee meetings	
	*# of parents who attend community meetings, by campus	
	Collaborative leadership meetings effectiveness score results (1- 4)	
	Manager effectiveness score results (1-7)	
RQ5e	*# of subcommittee teams formed on Community Impact Committee to address issues id'd in needs assessment	
	*# of subcommittee meetings and participation rates	
	* # of regional review days to assess program quality and progress	
RQ6	Perceptions of school staff and families of **the quality and effectiveness** of FSCS programming and support	Interviews *(Q4, Y5)*

** denotes indicators required by ED as described in the RFP*

The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes

In the quarter 4 of each year, Bellwether will **obtain SEB screener data, NWEA MAP data, Family Survey data, and Staff Survey data from Rocketship** to assess the degree to which the program is achieving intended outcomes for students, families, and staff (RQs 1-4).

The **SEB screener** measures both internalizing and externalizing areas of a student's social-emotional and behavioral competencies and is administered by UP FSCS to all students three times a year, at the beginning of the year, mid-year, and end of year in order to both identify students at risk as well as to monitor the progress of all students. The **NWEA MAP** is a nationally normed, valid and reliable standardized assessments of students' math and ELA proficiency and is administered to students 3 times a year. The **Family Climate survey** measures the extent to which families feel that they are celebrated, connected, safe, and supported in their community, their satisfaction with the UP FSCS, and details about their participation in UP FCSC activities. This survey is administered twice a year. Rocketship administers two **Staff Surveys** annually. The teacher survey includes items to assess staff satisfaction and perceptions of professional development. The staff survey measures all staff perceptions of manager effectiveness as well as their overall experience.

Analysis of Outcomes Data. Each summer, Bellwether will analyze all outcomes data (screener, assessment, and surveys) using descriptive and inferential methods (means and standard deviations, chi-squared, regression) to describe responses and evaluate differences among relevant sub-groups and at each time point (beginning, middle, and end of year). Bellwether will work with UP FSCS to identify the most salient subgroups for each research question; these may include for the screener and assessments: student race/ethnicity; gender; grade; IEP; SES; EL status, MTSS tier, and participation in Kinder Camp or middle school transitional programs; for the family survey: child's grade/school; income and employment; and tenure at Rocketship; and for the staff survey: years of experience overall and at Rocketship, grade, and subject. Bellwether will also assess the extent to which indicators improve over time.

In Years 1-5, Bellwether will also **obtain program administration data** collected by Rocketship and UP FSCS partners (i.e., schools, districts, community partners, etc.), to assess whether sites are on-track for implementation. Administrative data includes all program data collected by UP FSCS, including **event participation rates, data on parent interactions, community participation and engagement data, and all student participation data**. Further, administrative data includes **school finance data** and **family, teacher, and school climate data** routinely collected by UP FSCS.

Analysis of administrative data. Bellwether will descriptively analyze (means, standard deviations, chi-squared, and t-tests) all quantitative administrative data by school and across the program to determine whether implementation benchmarks have been met and whether there are differences in implementation across partner schools.

In quarter 4 of Year 5, Bellwether will supplement the collection of existing program data by **conducting interviews** with a purposeful sample of staff, families, and UP FCSC partners to understand **differences in implementation across campuses, stakeholder perceptions** of implementation quality, and **how partner leaders collaborate**. Bellwether will work with UP FSCS staff to identify the interview sample and prioritized question topics based on findings from prior year evaluation activities and current problems of practice. Bellwether will develop semi-structured protocols for each type of interview participant and analyze data using a coding system to identify themes.

The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

Bellwether will use multiple modes of communication to share findings about implementation and outcomes with Rocketship and other stakeholders that can be used for

continuous improvement. In quarter 4 of each year, Bellwether will populate a **program progress dashboard** to visualize whether UP FSCS is meeting each implementation fidelity threshold and is on track to reach desired outcomes.

Bellwether will synthesize implementation and outcomes data from the dashboard in annual formative reports (years 1-4) and a final summative report in year 5, which will also include qualitative data. In addition to using regular meetings and conversations as a tool for ongoing informal communication about implementation progress, Bellwether will meet annually with Rocketship to reflect on findings related to performance and progress toward goals presented in the annual formative report and final summative reports. During these annual reflection sessions, Bellwether will present data, co-interpret findings, and co-create recommendations and identify areas for improvement.

In Year 5, Bellwether will **release field-facing deliverables** to report out summative findings to diverse audiences. Bellwether will distill the findings from the final summative report into a blog post on our popular Ahead of the Heard blog that links to the full report. Bellwether will also convene and facilitate a webinar panel of UP FSCS staff, school leaders, community leaders, parents/caretakers, and researchers to discuss successes, challenges, and lessons learned in FSCS's support for students' academic and social-emotional wellbeing. The webinar will be broadcast live and all materials will subsequently be shared online. The table below outlines the proposed deliverables.

Project Deliverables

Deliverable	Description	Approximate Date
Fidelity of implementation matrix	A detailed matrix of the key components of the UP FSCS program that includes descriptions of expected implementation and benchmarks for measuring the degree of implementation	Q1 2024

Annual Formative Report	Each year, a memo that highlights findings and recommendations for implementation and progress towards outcomes	Q4 2025, 2026, 2027, 2028
Summative report	At the conclusion of the study, Bellwether will prepare a report that details outcomes and findings. We will publicize the report along with a blog post on Ahead of the Heard.	Q4 2029
Webinar	Convene and facilitate a panel of educators, community partners, and researchers to discuss challenges and successes to FSCS implementation.	Q4 2029