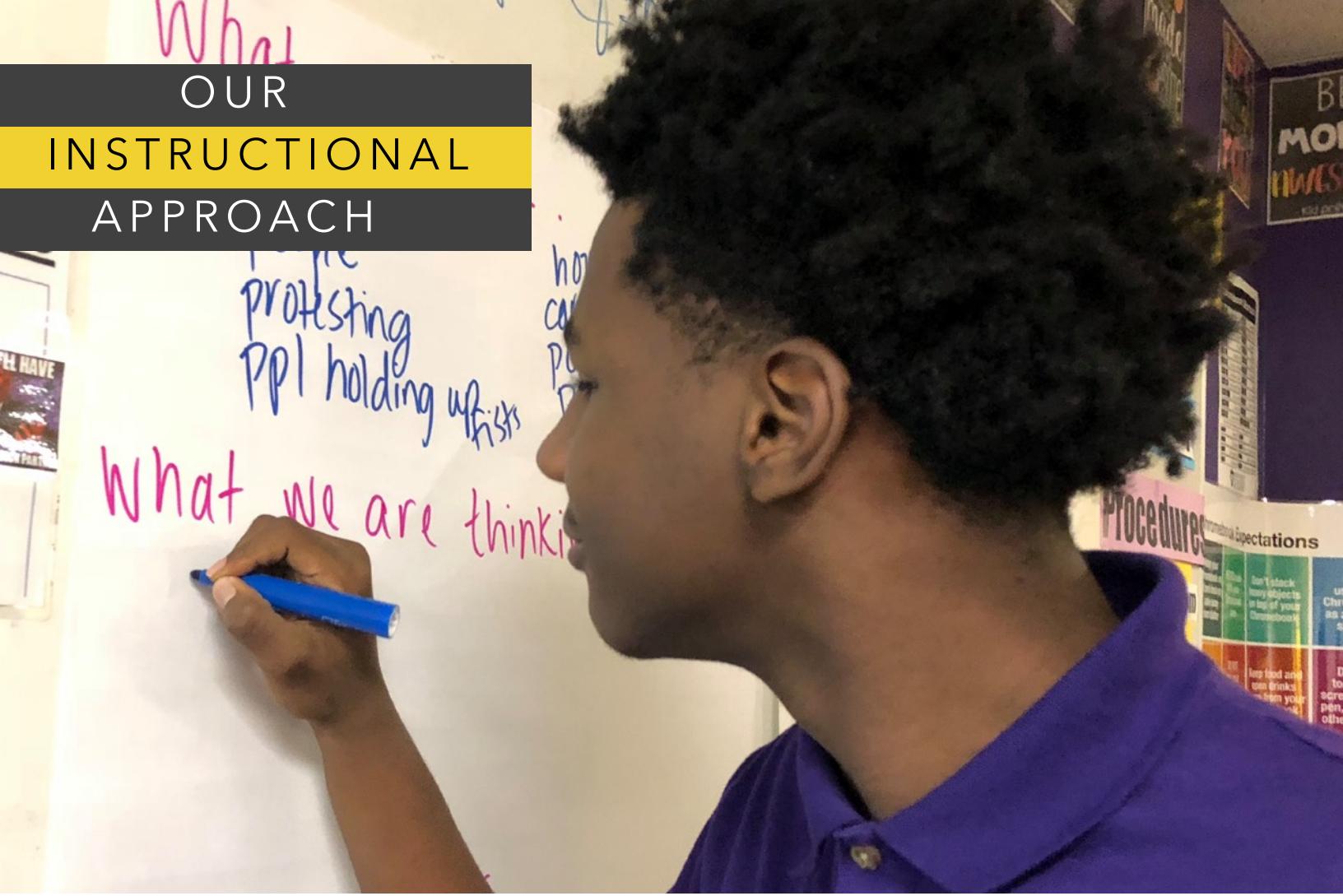


What OUR INSTRUCTIONAL APPROACH



PERSONALIZED LEARNING

Personalized Learning at Dr. Howard Fuller Collegiate Academy **empowers students by coaching scholars to understand their lives as learners and leaders.** Through the Summit Learning platform, scholars are developed as **digital citizens and consumers of information while teachers harness technology to provide rapid, strategic instruction and intervention.** Through our approach, scholars engage in regular goal setting and choice making to develop a strong sense of efficacy as learners. Scholars learn how to advocate for themselves and their learning community. **All of this is achieved through their own hard work and the guidance of an adult mentor** who shares a commitment to their intellectual and personal success.



**Dr. Howard Fuller
Collegiate Academy**

– Founded in 2004 –

SCHOLAR & SCHOOL BELIEFS

COLLEGE

I can see myself going to and through college.

Our scholars are keenly aware of all of the post-secondary opportunities available to them and have aspirations for college acceptance, college persistence and college graduation.

ACHIEVEMENT

I am capable of intellectual challenge and academic success.

Our scholars are developed as empowered and eager learners capable of acquiring knowledge in a variety of disciplines and settings.

CULTURE

Relationships that I form throughout my life matter in my college and career journey.

Each scholar has an adult mentor who is invested in his/her success. Mentor and Mentee work closely to nurture the development of the scholars' inner life making college access and academic achievement possible.

INSTRUCTIONAL PRIORITIES



COLLEGE READINESS

All graduating scholars, regardless of a diagnosis of a specific learning disability, will apply and be accepted into at least one four-year university of his or her choice.

All students have the college knowledge and academic preparation to persist and graduate from college.



STEM

All scholars, regardless of a diagnosis of a specific learning disability, will grow 2 points each year in Mathematics and Science as measured by ACT and our charter school report card.



ENGLISH LANGUAGE ARTS AND MATHEMATICS

All scholars, regardless of a diagnosis of a specific learning disability, will grow 2 points each year in Mathematics, Reading and English as measured by ACT and our charter school report card.



SCHOOL CULTURE

Through 1:1 Mentoring, in which every student checks in with an adult mentor. Our scholars possess an awareness of self and make decisions that support their personal and professional goals. In addition to their own progress and success, scholars actively advocate for equity and justice on behalf of their families,

For seven years in a row, 100% of our seniors have been accepted into college.

In 2019, scholars earned more than 125 college credits through their coursework.

THE 16 HABITS OF SUCCESS

INDEPENDENCE AND SUSTAINABILITY

PERSEVERANCE

MINDSETS FOR SELF AND SCHOOL

SCHOOL READINESS

HEALTHY DEVELOPMENT

Self-Direction

Curiosity

Purpose

Resilience

Agency

Academic Tenacity

Growth Mindset

Self-Efficacy

Sense of Belonging

Relevance of School

Self-Awareness

Empathy/Relationship Skills

Executive Function

Attachment

Stress Management

Self-Regulation

Habits of Success are the mindsets and behaviors that support academic achievement and well-being.

 SUMMIT LEARNING™

Based on the Building Blocks for Learning Framework.
Stanford-Brizend, K. B. (2016).
Turnaround for Children.



INSTRUCTIONAL STRATEGIES WHAT IS HAPPENING IN OUR CLASSROOMS

COLLEGE

- Seminar classes that develop college knowledge and writing skills
- Pride lessons that build upon the Habits of Success
- College Tours
- College application Support
- College partnerships
- Alumni engagement
- Financial Aid Workshops

ACHIEVEMENT

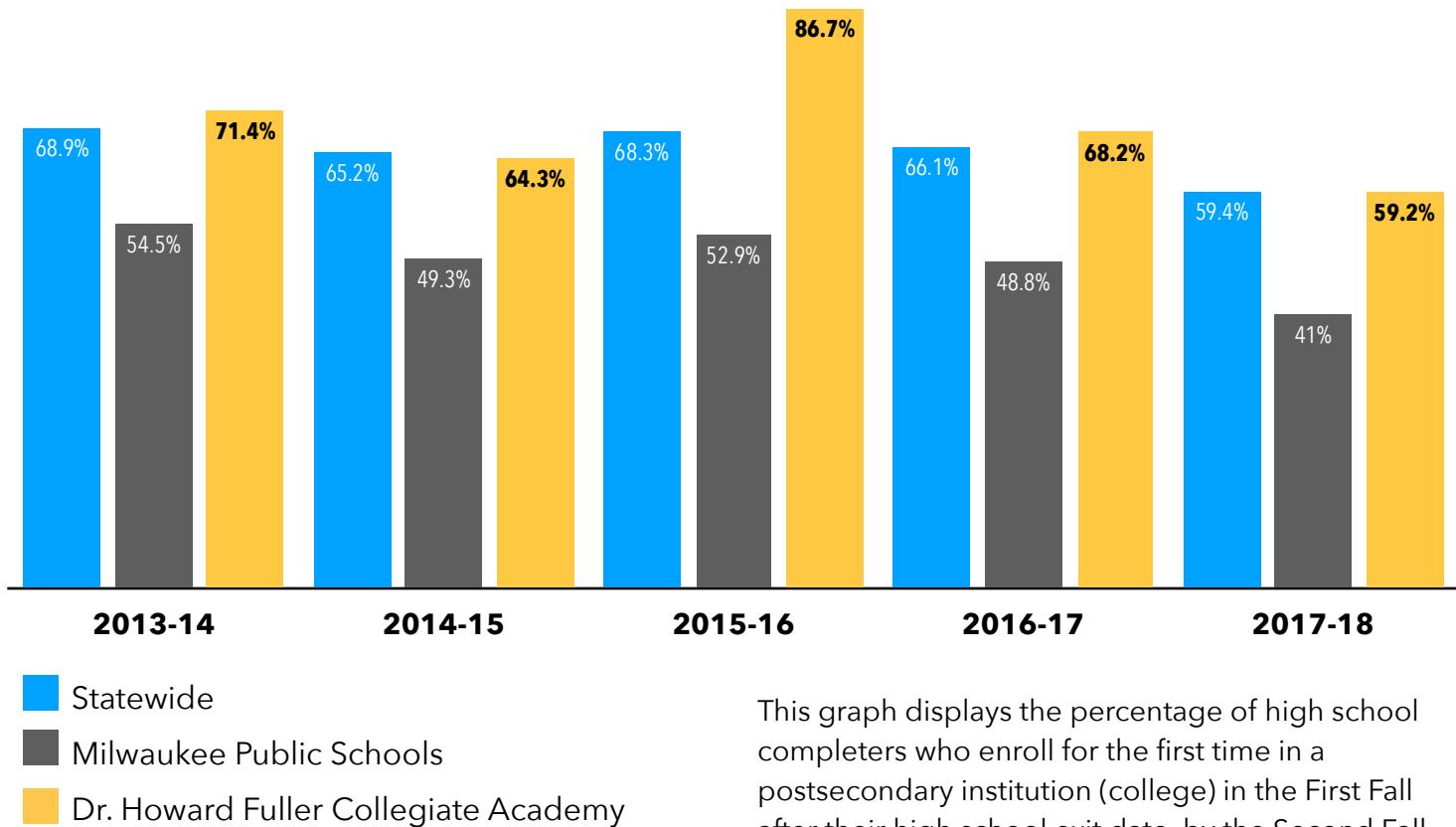
- A shared vital curriculum grounded in Summit Learning Cognitive Skills and Common Core-College Readiness standards-based;
- Personalized Learning that coaches scholars' development as self-directed learners.
- Data Driven Instruction; and Professional Learning Communities that engage in Analysis of Student Work and Collaborative Scoring of Student Work protocols.

CULTURE

- Student-Teacher Relationships
- Bi-weekly Mentoring Check ins
- Daily Goal Setting
- Merit celebrations and incentives
- Morning Meeting and Culture Days
- Academic Celebrations
- Weekly AVID-aligned, social emotional learning
- Pride lessons
- Community Service projects

COLLEGE ENROLLMENT TRENDS

Source: Wisconsin Department of Instruction



"The learning environment that we are creating is one that is typically found in schools that serve students from affluent backgrounds. We are excited to make this type of student-driven learning accessible to all of Milwaukee's children."

– Judith Parker, Principal



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4030 N. 29th Street
Milwaukee, WI 53216
(414) 873-4014
www.howardfullerca.org



@howardfullerca



@howardfullerca

This graph displays the percentage of high school completers who enroll for the first time in a postsecondary institution (college) in the First Fall after their high school exit date, by the Second Fall, or Later Enrollment.

Special Education Philosophy

Dr. Howard Fuller Collegiate Academy offers special education in an inclusive setting and therefore highly value our co-teaching practices. We believe that empowering students with identified disabilities and their families to become advocates of their own learning is integral to our school's mission to nurture scholars to and through college.

- Special Education testimonial from parent
- Graduation and college acceptance rate of students with IEPs