

Executive Summary

Park Community Charter School

Touching Hearts as Well as Minds

Building Community, One Individual at a Time.

Kaukauna is a community of long Wisconsin heritage and beauty along the Fox River. Park Community Charter School (PCCS) serving 4K-grade 4, is an innovative place-based learning community for elementary students that values its small town roots while building the foundational capacity in students to be global learners and leaders.

Park Community Charter School blends three pillars of school design with five innovative curriculum tenets into its personalized learning community. Increased parent and community involvement, evident in its Charter School Governance Council and implemented through its place-based community partners will be a continuing hallmark of Park Community Charter School.

Pillars of School Design

- Place-based Education: Where community connections provide ample opportunities for student engagement and projects, field studies, service learning, and environmental initiatives to take place. A charter school where community elders and experts will be called upon as resources to enhance the student's learning.
- Respectful Climate: Embedded teamwork, multi-age learning opportunities and leadership development in a climate of respectfulness and inclusivity.
- Community Connections of Caring: Nurturing students of character through integrated community learning and service experiences that will foster civic responsibility.

Curriculum Innovations

- Foreign language exposure and global understandings contributing to the curriculum.
- Math, reinvented and reinvigorated, by combining strong foundational math skills with math thinking processes applied in science and social studies projects.
- School as a Wellness Community
- Technology Infused Environment
- Field study partnerships with Main Street businesses, 1,000 Islands Environmental Center and The Grignon Mansion.

Governance Council and Parent Involvement

- Community members, parents, and staff making up the Governance Council.
- Involvement of parents in various initiatives of the charter place-based curriculum.
- Neighborhood projects and activities that strengthen the school to home and community connection.

As a charter school, Park Community Charter School will be an autonomous school providing another choice of excellent elementary education for Kaukauna area families and will complement that education by providing students a choice for in-depth study. A charter school is defined by its level of autonomous governance as well as its innovative curriculum contribution. Park Community Charter School will be led by an independent Governing Council of community leaders, professionals, parents, business innovators, and educators. PCCS believes that all students are to be educated to the highest standards— and that this fundamental outcome will be fully realized as students are engaged and see the connections between learning and the larger world.

“Singing to the Veterans helped me understand that they risked their lives to give us freedom.”
Tiernan (age 7)

I. The Charter School Vision for Innovation

1. Describe the educational vision and philosophy that will drive your charter school planning effort including the underlying theories and research that support that vision.

Placed-based learning is about community. Every school is reflected in the young people, educators, parents, and grandparents of the community in which it serves. These young people -- who aspire to the future -- make up the village, rural area, neighborhoods, and cities that are the places of study. The educators, with commitment to lead these young people through the learning, are woven into the life of the community, as are the parents and grandparents who place their hopes for a new generation in that place called school. In a very real way -- school is the community. And reciprocally, the community should find meaning and relevance in the life of the school.¹

Park Community Charter School will be rooted in what is local -- the unique history, environment, culture, economy, literature, and fine and performing arts of Kaukauna. With student work focusing on community needs, and community members serving as resources and partners in aspects of teaching and learning, Park Community Charter School will pair real-world relevance with intellectual rigor, while promoting genuine citizenship in a respectful climate -- preparing people to respect and live well in any community they choose.

The Harvard Graduate School of Education addressed the power of place-based learning in its monograph, Learning in Place:

Pedagogy of place brings school and community together on a common pathway dedicated to stewardship and life-long learning. It is teaching by using one's landscape, family, and community surroundings as the educational foundation. Significant learning takes place outdoors and in the community. This community expands outward from local landscape and home, to regional realities, to international issues. In coming to know one's place, one comes to know what is fundamental to all places.²

The Rural School and Community Trust (www.ruraledu.org) arrived at the following points they deemed essential in place-based education.

- The school and community actively collaborate to make the local place a good one in which to learn, work, and live.
- Students do sustained academic work that draws upon and contributes to the place in which they live. They practice new skills and responsibilities, serving as scholars, workers, and citizens in their community.
- Schools mirror the democratic values they seek to instill, arranging their resources so that every child is known well and every child's participation, regardless of ability, is encouraged and valued.
- Decision-making about the education of the community's children is shared, informed by expertise both in and outside the school.
- All participants, including teachers, students, and community members, expect excellent effort from each other and review their joint progress regularly and thoughtfully. Multiple measures and public input enlarge assessments of student performance.
- The school and community support students, their teachers, and their adult mentors in these new roles.

The Buck Institute (www.bie.org) has an extensive library of research collected on this area of curriculum; e.g. inquiry, problem, project, and place based learning. One meta-analysis cited is: Ravitz, J. (2008). Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research. *Interdisciplinary Journal of Problem-based Learning*, 3(1), 4-11. Available at: <http://docs.lib.purdue.edu/ijpbl/vol3/iss1/2/>

An extensive collection of place-based projects can be found at www.promiseofplace.org that archives academic success and community connections across America.

Place-based learning is, at its core, a personal journey. Each student redefines their relationships with the land, with the people, with the community through an increased understanding of home driven by new purpose. Most critically, education begins and ends with the people that carry it out. As noted educator, Francisco Guajardo, claimed in his work

with the Llano Grande project in South Texas along the Rio Grande: "Relationships. That's where educational reform begins. Relationships: building up trust; building up commitments; giving students and teachers and community people an opportunity to believe, to create change, to try something new. All this starts with one person getting to know another person -- listening, talking, taking the time."

Life-long Foundational Skills

Moreover, a high value and much work will be placed upon developing the following qualities within the daily life of the school.

- Making decisions and accepting consequences
- Acquiring information and developing skills to build on that learning
- Solving problems individually and in small groups
- Relating seemingly unrelated bodies of knowledge
- Understanding the complexity and simplicity of systems
- Connecting the theoretical to the practical
- Continuous improvement as a means of achieving quality
- Becoming a productive member of the Park Community Charter School community
- Acting as a steward and scholar of the natural systems that comprise the Kaukauna Area

*"When I started to bring in pennies I started to feel a warm feeling.
Now I know one small school can help many people" - Grace (age 10)*

1a. The Community, its students and needs and interests to be served.

Kaukauna is one of Wisconsin's oldest communities. The first European explorer to see Kaukauna was Jean Nicolet, who pushed his birch bark canoe up the Fox River from Green Bay in search of a water passage to the Orient. Nicolet made allies with the Winnebago Native Americans that he found in the region. Trappers, hunters, missionaries, and merchants soon followed with additional expeditions to the new territory.

In 1885, the Village of Ledyard joined with the north side to form the City of Kaukauna. The 1880's railroad developments coincided with the creation of new water power canals to supply Kaukauna industry. The men who built the railroad and power canals stayed to create the paper industry that is so important to Kaukauna today. The construction of five municipal hydroelectric generating plants gave Kaukauna its nickname, "The Electric City." Today, the City of Kaukauna is a vibrant community of 12,743. The city offers full services to its residents and businesses. Kaukauna boasts a 350-acre Industrial Park Network, complete with rail and heavy truck access. Kaukauna also affords its residents with numerous recreational opportunities such as the Historic Grignon Mansion, the 1000 Islands Environmental Center, fourteen public parks, eight sports fields, a public swimming pool, and a public library.

The KASD is an excellent school system located between Appleton and Green Bay on the Northeast side of the state. The system includes 1 early childhood center, 3 elementary schools – 1st-4th grade, 1 intermediate school – 5th-6th grade, 1 middle school – 7th-8th grade and 1 high school – 9th-12th grade. There are approximately 4,100 students and 400 staff members.

The students in the Park Community Charter School will come from district sections 5 & 8 which include the neighborhood, with potential for open enrolled students from other areas. The vision is for potentially 300+ students.

1b. How the concept of a "charter" school was introduced, who initiated the concept and why.

On a cold, windy February morning one of our 2nd grade students arrived very early to school, seeking warmth and companionship. The young boy was poorly dressed against the cold; his oversized frozen mittens provided little protection to his pink, icy hands. This one child's situation and condition generated some heart-felt discussions amongst our staff regarding the many and varied needs of our children. Our discussions led us to believe we could make positive changes in addition to what we were already doing for children. We understood this could be a struggle due to limited resources, money and time.

The leaders who work most effectively, it seems to me, never say "I." And that's not because they have trained themselves not to say "I." They don't think "I." They think "we"; they think "team." They understand their job to be to make the team function. They accept responsibility and don't sidestep it, but "we" gets the credit. This is what creates trust, what enables you to get the task done.

We (the entire staff) began pondering the idea of a charter school and after further investigation we realized our dream could be accomplished because of the pedagogical flexibility, strong autonomous nature of a charter school to chart its own learning destiny, and independent governance to see it through. The discussion led to meetings and open dialogue, which brought about charter school visits to **Jacob Shapiro Brain Based Charter School** in Oshkosh, **Fox River Academy** in Appleton, **Mead Elementary Charter School** in Wisconsin Rapids, **Merrimac Community Charter School** in Merrimac, **Green Lake Global and Environmental Academy** in Green Lake, **Roosevelt I.D.E.A. School** in Stevens Point and attendance at the spring **09 Wisconsin State Charter Conference**. After several more study and design meetings the Park School voted and the result was a unanimous staff decision to convert to a charter and move forward applying for the grant. Moreover, as we begin to visit charters and understand them better, we realized that the independent governance council would be a positive engine for increased community leaders and parents to be partners in our common endeavor.

We are committed to make this journey possible not only for that little boy with the frozen mittens, but for all of our children.

1a. Vision statement

Park Community Charter School strives to develop knowledgeable, responsible, compassionate children with the skills and conscience to adapt and contribute to the changing world, by addressing each child's social, emotional, physical and academic needs through a rigorous place-based curriculum delivered in collaboration with the community.

1d. Why a charter school is needed to achieve the vision and how the school is innovative or unique and different from the schools now currently available to students in the district. Why can't the vision be accomplished by merely adding a program to existing offerings?

A charter school allows for a new model of school governance, a degree of pedagogical flexibility in return for accountability, and the capacity to innovate because of a new and vigorous vision. As a new school, various infrastructure pieces will be made to fit the needs of the students in achieving the vision; curriculum will be created, teachers trained, and community members and parents strategically involved to initiate and sustain a new learning climate. As needed, to give the school flexibility in its design and delivery, PCCS will employ waivers from selected district policies and state statutes. The charter school law of Wisconsin is the best vehicle to do all of the above.

2. Educational Priorities: Describe how your charter school addresses one or more of the following education priorities. Serves children at risk

As Park Community Charter School will serve elementary students, our purpose would be to provide immediate early intervention for students' academic, social, emotional, and physical needs. Our students come to us from varied socio economic situations and with varied needs. Thirty percent of the students at Park Community Charter School are identified as free and reduced. Both impoverished and well to do families can struggle for a variety of reasons and if we as a staff can truly know our students, we have a better chance of providing immediate early intervention.

In addition, the place-based curriculum often has students engaged in kinesthetic, multi-sensory learning provided by its projects and hands-on approach. This gives the struggling student more anchors – oral, visual, sensory, and musical, etc. – to achieve understanding. Our tradition of strong fundamental literacy combined with this new place-based development will increase learning connections for those students that have had sporadic success.

Closes the achievement gap

Park Community Charter School supports a climate of respectfulness that will increase conditions where each student is well known and can achieve. Essential basic skills will be consistently addressed and expected to come into play during the myriad of community learning activities and field study projects. Each child will be supported on a daily basis to make sure that they are ready to learn.

Many positive role models from the community will demonstrate success. This link between fundamental skills and project relevance; when attached to authentic audiences and real timelines will be a strong bridge to close the achievement gap. School wide inclusiveness and small group accomplishment will be hallmarks. This climate combined with a strong reading culture where students and teachers will evaluate their own reading strategies and potential through individual and group assessments and rubrics – will support closing the achievement gap.

Places emphasis on reading

Park Community Charter School's reading instruction is many faceted. Reading instruction is through the guided reading model where students work in small groups based on the results of individualized testing and teacher assessment. Both whole group and small group formats are used. Another integral part of our reading is our Word Study initiative that is comprised of spelling, letter pattern awareness, learning affixes, and their meanings and vocabulary development. PCCS has a strong tradition of reading development. On the WKCE, between 92% and 97% percent of Park 3rd graders were proficient or advanced in reading between the fall of 2005 and fall of 2007. In 2008, that percentage dropped to 78%. Fall 2008 was also the first year in which Park served fourth grade students, and 81% of those fourth graders scored in the proficient or advanced range in reading. From fall 2008 to fall 2009, 48.9% of Park students met or exceeded typical growth in their MAP reading scores. This was higher than the district elementary average of 46%. This foundation will be extended and enhanced with the broad range of text needed in place-based learning; and the wide range of writing and presentation venues afforded to students as they present what they have discovered and researched in the community.

Promotes early learning opportunities

As a charter dedicated to the neighborhood and community through its many place-based learning activities and projects, PCCS will be a strong foundation for families. Working with 4K through intermediate elementary years offers great early learning opportunities.

Promotes educator quality

All instructional and pupil service staff at Park Community Charter School will have the respective license issued by the State of Wisconsin Department of Public Instruction which identifies them as highly qualified. The administrator leading our school, Mary K. Weber, has a specialist degree in educational administration with a concentration in staff development from the University of Wisconsin – Madison. In addition, Mrs. Weber has licensure in elementary and special education.

As a charter school committed to both innovative and highly accountable professional practice there will be extensive professional development during implementation funded years and into the future as the Governance Council secures a fund for long-term professional development and sustaining a strong cadre of teachers and staff.

Promotes career or technology education

We look to have each child at Park Community Charter School have access to learning computer skills, including keyboarding, and the ready availability of net books for daily instruction and as a resource. Movement away from more traditional text based learning is intended to enhance student's comfort level with technology and foster a desire to tap into the infinite resources the Internet can provide.

Park Community Charter School will be equipped with current technology to teach effectively in today's digital world. Promethean boards will be used for instruction and laptops provided for teacher and student use will be available to every classroom. We envision other uses of technology as well, such as web pages to promote and enhance communication amongst our charter staff, families and community, LCD projectors and digital music files. Use of digital cameras, video, and I-movie will take place as students engage in place-based projects that ask them to present and demonstrate to varied audiences.

Encourages parent and community involvement

Parent and community involvement in the life of the charter is foundational. Parents and community members will serve on the governance council responsible for the operations of the school, be integral to various place-based study initiatives, and key to the students' personal mission statements – one page visual and/or written summaries of the student interest and passions regarding learning and schooling. They will also be part of the assessment through the student/parent/teacher conferences held twice each year and be critical to community showcase and presentation events. Local businesses and industry will become engaged partners in accessing resources and building community connections.

Promotes 21st Century Skills Development

The 21st Century requires inventive thinkers. The students will be able to identify and react to changing conditions independently, in small groups, and all together as they investigate, research, and contribute to the community around them. Park Community Charter School students will be self-directed learners who are able to analyze new conditions as they arise, identify the new skills that will be required to deal with these conditions and independently chart a course that responds to these changes. Place-based learning will peak students curiosity, develop their creativity and encourage risk taking -- all 21st Century skills. Furthermore, students will use emergent reasoning skills and aptitude in order to plan,

There is more than a verbal tie between the words common, community, and communication.... Try the experiment of communicating, with fullness and accuracy, some experience to another, especially if it be somewhat complicated, and you will find your own attitude toward your experience changing.
– John Dewey

design, execute, and evaluate solutions—processes that are often initially developed in the early educational years. Finally, students will know the joy of work well done by achieving real results that make a difference in the life of the school and the lives of the community members.

3. Description of Park Community Charter School

3a. The grade level of children to be served

Park Community Charter School is a 4K-4th grade charter school of 300 students.

3b. Describes the primary educational model to be used

The action of the mind is like the action of the fire. One billet of wood will hardly burn alone, though dry as sun northwest winds can make it, and though placed in the range of a current of air; ten such billets will burn well together; but a hundred will create a heat fifty times as intense as ten, will make a current of air to fan their own flame, and consume even greenness itself. - Horace Mann, 1848

Put the student in the habitual attitude of finding point of contact and mutual bearings.

- John Dewey, 1915

Pillars of School Design

- Place-based Education: Where community connections provide ample opportunities for student engagement and projects, field studies, service learning, and environmental initiatives to take place. A charter school where community elders and experts will be called upon as resources to enhance the student's learning
- Respectful Climate: Embedded teamwork, multi-age learning opportunities and leadership development in a climate of respectfulness and inclusivity.
- Community Connections of Caring: Nurturing students of character through integrated community service experiences that foster civic responsibility.

Curriculum Innovations

- Foreign language exposure and global understandings contributing to the curriculum.
- Reinvent Math teaching and learning by combining strong foundational math skills with math thinking processes applied in science and social studies projects.
- School as a Wellness Community
- Technology Infused Environment
- Field and Habitat Studies

Pillar #1 Place-based Learning

"I learned so much from helping Haiti. I learned that if everyone does something to help, we can reach unbelievable goals and achievements." Jacob (age 9)

Place-based learning works from the premise that learning is socially constructed. And socially constructed learning creates a compelling social directive for each student to frame their work; a supporting web of critical relationships that manifest as powerful connectivity. Each place-based learning climate encompasses this social complexity in a manner much different than the traditional classroom. Students can often step back; knowing a successful accomplishment. Students incorporate a clear successful social experience into their lives enhancing personal competence. As Carl Glickman notes, "teaching and learning between students and teachers must demonstrate in actions the relationship between education and democracy - the power of learning for engagement in real issues."³

Adding to Glickman's engagement point, and further clarified, each student's competence is gained from the appropriate mix of the academic content (skills and knowledge) and the social process (problem solving, decision-making, nature of inquiry) in a generative learning situation. In the best of circumstances, this learning has an organic flow to it, with the structure and unstructured activities blending collaboratively to unify and strengthen the academic learning.

School as community; community as context for learning

"Schools all over the country are finding that the most direct way of vitalizing their work is through closer relations with local interests and occupations... Efforts to bring the work into vital connection with pupils' experiences

necessarily began to vary school materials to meet the special needs and definite features of local life. This closer contact with immediate neighborhood conditions not only enriches school work and strengthens motive force in the pupils, but it increases the service rendered to the community." - John Dewey, *Schools of Tomorrow*, 1915 p. 205

What are the "definite features" of Park Community School and its neighborhood? How are students positioned in this democratic community? How are their voices nurtured? Sustained? Applied? How can we reconcile the varying answers into a cohesive community called school? What are the aspects of the community itself, the changing neighborhood and small businesses that will enter the school life? Below are three snapshots of tremendous community assets that can become 'learning platforms' for the PCCS pedagogy. Three primary partners will be 1000 Islands Environmental Center, The Grignon Mansion and Kaukauna Utilities:

The 1000 Islands Environmental Center (a five minute walk from school) is a 350-acre conservancy with 100's of feet of frontage along the Fox River in the heart of Kaukauna. The river and woods provide a natural setting to observe eagles, deer, raccoons, geese, skunks, opossums, ducks and wildlife. The Center has an extensive collection of mounted animals from North America and Africa, along with a multitude of animal and regional artifacts.

Can you imagine 50 third graders sloshing through Konkapot Creek searching for crayfish? The squeal of delight as the lifted net shows a successful catch. Students gather around to inspect the squirming invertebrate. Measurements are taken and recorded on the students' charts of the length and pinchers. With a swipe of a paintbrush the underside is marked to avoid recounting the same crawdad. The crayfish is tossed back to the creek and dives for the nearest rock. Students gather on the grass and as a group compile and record the data gathered to discuss and interpret what it means for the crayfish of Konkapot Creek.

In 1837, Charles A. Grignon built the Charles A. Grignon Mansion, located in Kaukauna, as a wedding gift for his bride. Countless travelers knew the stately home as the "Mansion in the Woods". The mansion served as a trading post located on the Fox River, which was an important water highway for travelers and fur traders. The Grignon family was also familiar to local American Indian tribes. Charles acted as an interpreter for the US government at the Treaty of the Cedars, which transferred four million acres of Menominee land to the US Government for Europe, the area now known as Northeast Wisconsin. The mansion has costumed guides that lead tours explaining everyday life on the Wisconsin frontier.

The first utilization of the power of the Fox River was a gristmill on the riverbank in 1816 built by Augustin Grignon. Later he built a sawmill that also was powered by the river. The two industrial plants are recorded as being the first to make use of waterpower within Wisconsin. Kaukauna Gas and Electric Company erected a power plant in 1890. An election in the spring of 1911 authorized the city council to proceed to acquire the property. Plans were made for a new generating plant and remodeling of the distribution system. This became Kaukauna Utilities. Kaukauna Utilities has fostered strong relationships with the community through contributions and involvement within the community. The Utility sponsors scholarships, participates in the community Christmas parades, donates funds to various school related activities, and supports community organizations through contributions that help meet a need in the community. Kaukauna Utilities is an active participant lending a hand to community projects donating time and materials.

Numerous community people and groups like the three highlighted above will enable the depth and sophistication of learning projects and typically support place-based learning. Once community people are brought into the design and planning portfolio, an interaction between school and community builds a momentum upon itself, generating new contacts and avenues of study. From our vantage point, the unheralded hero of successful place based learning is the community itself. A stronger school/community connection is the essence, the driving force. Using the daily life of the community to draw out lessons is nothing new. John Dewey set the philosophical tone early. Vito Perrone, noted Harvard Educator, Dean of Harvard Graduate School of Education, described Dewey's approach to education.

Dewey stressed the need for a "new pedagogy" that calls upon teachers to integrate the content of schooling with the activities of daily life. He understood the prevailing separation between school and life as assuring a limited education for children and young people, emptying the possibilities. In addition he viewed education at its best as growth in understanding, capacity, self-discovery, control of events, and ability to define the world--in other words, as always leading somewhere.⁴

Somewhere was often close to home. Dewey believed education was at its best when students were learning from "the familiar material of ordinary experience."⁵

“I learned that if you help people you will feel proud of yourself.” Keion (age 9)

Pillar #2 The Respectful Classroom

Embedded teamwork and leadership development in a climate of respectfulness and inclusivity. Respect is a beautiful word and the single most important factor in successful teaching and learning. When respect is acknowledged by the actions of students toward a teacher and by a teacher toward each student, a learning community is at its strongest. What one person can achieve with purpose and backbone, a group of people, respectful of each other, can achieve many times over.

Respect is a powerful word with a curious origin. From the Latin word, *respicere*, it means, “to look back at.” Rather than an anticipatory group quality, respect is grasped after the work is done. Once a learning community has connected, solved problems, and made a difference it quickly accumulates a respectful quotient that springs from their common actions. As the group looks back, holding up a mirror to the preceding actions, they will see respect reflected back to them.

Teachers will be trained in a series of effective skills and capacities that support the school wide commitment to developing a climate of respectfulness and inclusivity. These areas will include, but are not limited to, active listening, small group dynamics, poverty and social efficacy development, brain-based learning, meta-cognitive protocols, emotional intelligence development, and Howard Gardner’s work around learning style and outcomes defined in “Five Minds for the Future.”

Pillar #3 Community Connections of Caring

Park Community Charter School will build connections between student and teacher, student and student, and student and community. Already a strong part of the 112-year history of Park School, the mission of the Park Community Charter School will build and extend those traditions by nurturing students of character through integrated community service experiences that foster civic responsibility. Activities like the following:

- Holiday caroling to senior citizens, the St. Paul Home, and shut-ins; sing-a-long for community and families
- Veteran's Day project (entire school attended the ceremony at the park, sang for the Veteran's, and made "stars of tribute" at school)
- Community garden planted in the front of school. Food gathered can be shared with those in need and the food pantry
- Deliver homemade holiday (Any holiday) cards and letters
- Fall Harvest - families and community members help harvest and share plants from our garden
- "Winter Wellness Workshop" - can incorporate activities and information students have learned about wellness. Families invited in for the event
- Outreach fundraisers (similar to our penny drop for Haiti but at a local level)
- Spring Fling Basket-Mania -year end event to celebrate community connections, school fundraiser basket raffle - area businesses and families donate items, May Day baskets made and delivered by students

Five ‘high impact’ Curriculum Innovations: The following are five foci of curriculum innovation that will express, academically, the three pillars of the charter.

1. Engage Foreign Languages and Global Understanding

At PCCS there will be foreign language exposure and global understanding; strongly contributing to the curriculum. Permeating the life of Park Community Charter School will be foreign language experiences and multi-cultural events. A commitment of the faculty to integrate several foreign language strands into the content areas will build a climate where the use of language, the exposure to new forms of language, and the modeling from native speakers – all work together to instill a multi-cultural disposition and motive in the students.

2. Reinvent Math

At Park Community Charter School math instruction will be reinvented and reinvigorated, by combining strong foundational math skills with math thinking processes applied in science and social studies projects. PCCS teachers will have a clear vision of the goals of math instruction and furthermore, they will know, in depth, the specific mathematical content they are teaching.

In a recent seminal report [Adding it Up: Helping Children Learn Math](http://books.nap.edu/openbook.php?record_id=9822&page=116) (http://books.nap.edu/openbook.php?record_id=9822&page=116) from the National Academies (nationalacademies.org) Advisors to the Nation on Science, Engineering, and Medicine it was shared what elementary teachers need for professional development and teaching efficacy. “They need to know the mathematics they teach as well as the horizons of that mathematics—where it can lead and where their students are headed with it. They need to be able to use their knowledge flexibly in practice to appraise and adapt instructional materials, to represent the content in honest and accessible ways, to plan and conduct instruction, and to assess what students are learning. Teachers need to be able to hear and see expressions of students’ mathematical ideas...” and to design learning conditions that best meet these developing understandings.

The cited report discussed mathematical proficiency with five essential components, or *strands*:

- *conceptual understanding*—comprehension of mathematical concepts, operations, and relations
- *procedural fluency*—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
- *strategic competence*—ability to formulate, represent, and solve mathematical problems
- *adaptive reasoning*—capacity for logical thought, reflection, explanation, and justification
- *productive disposition*—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy.

These five strands will be the frameworks for PCCS teachers as they work to reinvent elementary math instruction to a level that results in increased achievement and cross-curricular mathematical understanding, especially in the areas of science and social studies.

3. School as a Wellness Community

Park Community Charter School will build a Wellness community where students, families, and the school community itself become involved in areas of nutrition, health and safety and personal wellness. Each day activities will resound in the classrooms, gym, and hallways of the PCCS. For instance, movement activities, healthy snacks, safety workshops, and hikes through 1,000 Island Reserve will all take place on a frequent basis. Community experts will be invited to work with the teachers on developing this wellness paradigm into the life of the school.

4. Technology Infused Environment:

Park Community Charter School will create a technology infused environment where access to a multitude of tools will allow the students to interact with each other, the Kaukauna community, greater Wisconsin, and the World in a way that extends their capabilities and talents. Careful to design learning activities that blend technology with tried and true excellent teacher-student relationships, PCCS will create a technology implementation plan and subsequent implementation that articulates this blending and efficacy at each grade level in each core subject area; therefore, technology will not be merely an added dimension but a primary thread in the tapestry of PCCS school design.

5. Extensive Elementary Field Science, Habitat Restoration and Interpretation, and River Study Capacity

Park Community Charter School will embrace the many natural resources that are within walking distance from the school. There will be extensive science and environmental study opportunities to better understand the river systems and associated habitat.

3c. Measurable Goals of Park Community Charter School for each of the first three years

3d. Means of measuring the Goals of Park Community Charter School for each of the first three years

Year One: Planning Year

1. Developing an autonomous Governance Council and Dynamic Community Partnerships

- a. Governance Council established by September, 2010 and meeting monthly
- b. PCCS Advisory Committee established by October, 2010. A 12 member advisory group of Kaukauna industry/business leaders, community leaders, professionals and entrepreneurs that will advise the PCCS faculty on community learning opportunities and activities.

Means of Measurement: Formalized Governance Council with By-laws. Public meeting announcements and minutes of Governance Council meetings. Advisory Committee reports and recommendations.

2. Developing and Implementing a Place-based Pedagogy

- a. Place-based learning: 100% of faculty trained in Place-based Learning.
- b. Curriculum Development: Three weeks of collaborative place-based curriculum development.
Means of Measurement: Professional Development Plans; Professional Development Allocation of Funds; Professional Learning Portfolios and Products of Curriculum Development work.

3. Engaging Parent Involvement and Support

- a. Parent(s) will be on the Governance Council
- b. Parent meetings on presenting the charter school during enrollment period.
Means of Measurement: Council membership and public notification of community presentations

4. Five Innovative Curriculum Development foci: reinvent math, develop wellness community, implement a technology-infused environment, integrate foreign language and multi-cultural activities and undertake field and habitat studies.

- a. Teachers redesign Math teaching and learning development, wellness, technology, and field studies

Year Two: First Year of Implementation

1. Developing an autonomous Governance Council and Dynamic Community Partnerships

- a. Governance Council meeting monthly, annual report to the school board.
- b. PCCS Advisory Committee meets three times a year and advises.
Means of Measurement: Announcements and minutes of Governance Council meetings. Advisory Committee reports and recommendations.

2. Developing and Implementing a Place-based Pedagogy

- a. Place-based learning: 100% of faculty continuing professional development in Place-based Learning.
- b. Curriculum Development: Two weeks of collaborative place-based curriculum development to develop the second year of school's implementation.
- c. Teachers continue to study and train in five curriculum areas.
Means of Measurement: Professional Development Plans; Professional Development Allocation of Funds; Professional Learning Portfolios and Products of Curriculum Development work.

3. Engaging Parent Involvement and Support

- a. Parent(s) will be on the Governance Council
- b. Three Community Presentations will involve parents.
- c. Two student/parent/teacher (S/P/T) conferences will take place.

Means of Measurement: Council membership, public notification of community presentations, notes from S/P/T conferences.

4. Five Innovative Curriculum Development foci: Teachers continue to train upon, research and design significant curriculum innovations.

Year Three: Second Year of Implementation

1. Developing an autonomous Governance Council and Dynamic Community Partnerships

- a. Governance Council meeting monthly
- b. PCCS Advisory Committee

Means of Measurement: Minutes of Governance Council meetings. Advisory Committee reports.

2. Developing and Implementing a Place-based Pedagogy

- a. Place-based learning: PCCS teachers developed, by school coach, as ‘lead trainers’ to co-lead Place-based Learning professional development teacher symposium for new and veteran staff.
- b. Curriculum Development: Two weeks of collaborative place-based symposium to develop the third year of school’s implementation.
- c. Teachers do advanced study and training in five curriculum foci.

Means of Measurement: Professional Development Plans; Professional Development Allocation of Funds; Professional Learning Portfolios and Products of Curriculum Development work.

3. Engaging Parent Involvement and Support

- a. Parent(s) will be on the Governance Council
- b. Two Community Presentations will involve parents.
- c. Two student/parent/teacher conferences will take place.

Means of Measurement: Council membership, community presentations, notes from Student/Parent/Teacher conferences.

4) 5 Innovative Curriculum Development foci: Teachers continue to implement and document success with Math teaching and learning development, wellness, technology, foreign language and field studies.

3e. Measurable student achievement goals for each of the first three years

3f. Means of measuring student achievement goals for each of the first three years

Standardized achievement testing will be part of a data-driven accountability system that informs and guides curriculum and instruction. We will be utilizing the MAP (Measuring Academic Progress) test which is a computerized achievement test based on national norms.

Year 1: Implementing a Place-based curriculum: Goals for projects, math, reading, and presentations skills.

- 85% of students will complete a class project that benefits the community.
- 85% of students will complete reading experiences that involve stories from Kaukauna.
- 85% of students will complete a math project that demonstrates understanding of math thinking.
- 90% of students will present at the Fall Community Showcase.
- 90% of students will present at the Spring Community Showcase.
- Means of Measurement: Completed Projects and Assessments; Community Showcase presentations

Year 2: Implementing a Place-based curriculum: Goals for projects, math, reading, and presentations skills.

- 90% of students will complete a class project that benefits the community.
- 90% of students will complete reading experiences that involve stories from Kaukauna.
- 90% of students will complete a math project that demonstrates understanding of math thinking.
- 95% of students will present at the Fall Community Showcase.
- 95% of students will present at the Spring Community Showcase.
- Means of Measurement: Completed Projects and Assessments; Community Showcase presentations

Year 3: Implementing a Place-based curriculum: Goals for projects, math, reading, and presentations skills.

- 95% of students will complete a class project that benefits the community.
- 95% of students will complete reading experiences that involve stories from Kaukauna.
- 95% of students will complete a math project that demonstrates understanding of math thinking.
- 100% of students will present at the Fall Community Showcase.
- 100% of students will present at the Spring Community Showcase.
- Means of Measurement: Completed Projects and Assessments; Community Showcase presentations

The Park Community Charter School accountability plan will include, but not be limited to the following:
Performance on the WKCE , MAP Testing, Annual Review of Student Personal Mission Statement

Parent Satisfaction Survey, Quarterly Report Cards, Attendance Data, Discipline Data
Parent/Teacher/Student led Conferences, Ongoing teacher evaluation of student progress, Student self-evaluation of progress, Student Portfolios, Subject area and Skill based Tests, and standardized achievement tests

4a. Describes the specific competencies teachers and administrators need in order to successfully deliver the proposed curriculum and instruction at the charter school.

Teachers:

- I. Conversations on why we teach. “Few of us went into education out of a burning desire to raise students' test scores. We went into it out of a deep sense of what's good for kids and society, what's worth knowing and thinking about, what it means to be a good citizen and person—indeed, what it means to lead a good life. *Philosophy matters.* Ferrero, David Educational Leadership (Summer 2005 Pg. 8) We will take time to converse upon the common aspirations that bring us together as teachers in our communities. What strengths do we share? How can we collaborate to provide the best education to the students of our schools and the places they inhabit? What is the role of the teacher at PCCS? The student?
- II. Is it constructivist? A solid grounding in the educational theory and brain-based research that supports place-based, project-oriented learning.
- III. Designing place-based projects and learning platforms.
How to move from field trips to field studies? Time will be spent for teachers to create, in a collaborative manner, practical community-based field studies and projects that are anchored in the needs and local habitat of the Kaukauna community. Assessment for projects. How to assess projects in terms of meeting state standards, scope, and mastery. How place-based education can make a difference? See article by James Lewicki, National expert in place-based education: (<http://www.edutopia.org/place-based-learning-measures>)
- IV. Facilitating and coaching student projects. How to support a student as they design, implement, and complete an elementary project. What works? Multi-age group projects. Embedding leadership and 21st century skills. Partnerships.
- V. Other areas of development will be:
 - o Flexible scheduling
 - o Standards-Based Assessment and Instruction
 - o Backwards planning
 - o Curriculum Mapping within a Place-based Learning context
 - o Interdisciplinary learning – teaming to facilitate interdisciplinary project
 - o Team-Building, Student Voice, Leadership

Administrators: Administrators will be fully involved in the above five areas of professional competencies. Moreover, they will also be involved in Governance Council training and development, not because they are part of the Governance Council, rather because knowledgeable understanding of Charter Governance is important to a productive undertaking. Several teachers, community members, and parents will also be involved in the Governance Council training to ensure a broad school community wide leadership capacity.

4b. Five-year professional development plan to ensure teacher/administrator competencies: See Attached

4c. Addresses how training will be provided in subsequent years for new hires or transfers

Regarding place-based curriculum, James Lewicki – national expert, will be working with the staff every month for the planning and first two years of implementation. Regarding the respectful classroom; staff will be attending conferences and trainings to build both understanding and skill; Regarding foreign language, technology initiatives, and field teaching; all staff will be trained per our five year professional development plan, as well as new staff brought into the community through an extensive orientation and mentoring program. This program will have identified senior staff that have worked with Lewicki for three years and will then be the lead trainers to sustain the level of professional development as teachers retire and move on.

II. Governance and Autonomy

2. If applicable; a request for federal waivers.

No waivers from federal statutory or regulatory provisions are sought at this time.

3. School Board Policy Waivers

- a) Curriculum Development
- b) Instructional Program
- c) Instructional Material Selection
- d) Student Assessment
- e) School Calendar
- f) Adoption of Courses of Study
- g) Special Programs by Community Volunteers
- h) Summer School
- i) Animals in the Classroom
- j) Professional Development

4a. Plans to establish an independent charter school governing council

4b. Decision making authority of the governance council

Governance. Park Community Charter School will be directed by an independent Governance Council that will consist of not less than five (5) nor more than nine (9) members each serving a three-year term. The Board will include, but is not limited to, parent(s) or guardian(s) of students, Kaukauna Community members, PCCS teachers and staff and community business leaders(s). A majority of the Governance Council members will be non-educators. A member may serve a maximum of two consecutive terms on the Governance Board. Terms of office during the first year of organization will consist of three persons serving an initial one-year term. The Governance Council will meet monthly and an Annual Meeting will be held in June of each year with new members taking their seats at that time. Vacancies may be filled immediately for the remainder of an existing term. The Charter School will also make reports to the Board of Education as may reasonably be requested.

The Governance Council shall oversee the operational, financial, educational, and collaborative aspects of the Charter School. The Governance Council shall have autonomy and decision making authority over:

- * Budget Expenditures of allocated budgets, grant funds, and funds donated to the PCCS
- * Personnel
- * Calendar and Daily Schedule
- * Curriculum and instruction:
- * Policies and procedures unique to the school, not addressed in existing KASD policies
- * Facility
- * Marketing, registration and enrollment
- * Charter School Operations and Procedures

4c. The administrative relationship between the charter school and authorizer

All PCCS teachers will hold a valid Wisconsin Department of Public Instruction license and will remain employees of the School District of Kaukauna and will retain all rights, privileges, and status as other staff members of the District. The Master Agreement between the School District of Kaukauna and the Kaukauna Education Association will pertain to all PCCS teachers. Exceptions to any such policies, practices, or agreements must be reached with the District prior to implementation of the change. The number of teachers and staff members assigned to the School will be determined by the District in consultation with the Governance Council and will be determined no later than March 15 of the preceding school year. Staff shall be evaluated for job performance as required by the District. The appointed administrator will conduct such evaluations. All evaluations will be available for the Governance Council's review. The School District as authorizer will detail the autonomy noted above in a charter contract with the PCCS Governance Council.

4d. Specific training that will be provided to the governance council

The governance council will be trained in five major areas:

1. The curriculum design and assessment that anchors the school;
2. The role of a charter governance council, by-laws, fund development, Robert’s Rules; etc.
3. Networking with other Charter Governance Councils by holding Governance Council one-day symposiums.
4. Building community partnerships and strong community leaders on the Governance Council.
5. Sustaining the strategic vision of the school and building the fund capacity through development to ensure a level of professional development for the educators to sustain the curriculum.

“When we honored our Veterans by participating in the city ceremony I felt proud to be an American for all they had done for us.” -Maggie (age 8)

III. The Planning Process

I. Chronological description of significant planning activities and efforts prior to submission of this application.

2009-Exploring the Charter Concept

- | | |
|------------------|--|
| March | Informal conversations amongst staff occur about ways to generate student experiences and activities at Park. Charter School concept surfaces. |
| 5 - | As a result, Mary Weber (Principal) talks with Lloyd McCabe (District Administrator) and Deb Hunt (Assistant Superintendent) about the possibility of exploring the Charter School concept. Lloyd and Deb provide endorsement to explore. |
| 6 - | Park staff share an overwhelming positive response to move forward with the Charter School concept. Information related to Charter School Planning is placed in staff mailboxes for them to review. |
| 9 - | Exploration of Charter School status shared with Board of Education. |
| 10 - | Lunch meeting with Park teachers to discuss moving ahead with Charter exploration. Affirmation to do so. Idea surfaces to use a member directed day to have a speaker come in to share knowledge and expertise on Charter Schools. |
| April | 2 - Mary meets with Linda Dawson, former Appleton Assistant Superintendent, who was involved with many of the Appleton Charter Schools. |
| 8 - | Afternoon Charter School presentation provided by Linda Dawson to Park teaching staff. |
| 16 - | Mary meets with Board president to share the interest of Park Staff in Charter School exploration. |
| 20 & 21 - | Five staff members (Deb Gardner, Mary VanderLoop, Kris Serwe, Bill Banks and Mary Weber) attended the State Charter School Conference in Waukesha. |
| 24 - | Charter School Conference attendees report back to Park staff on what was learned at the conference. A ballot would be given to Park Staff to vote on continuing Charter School exploration or not. |
| 29 - | Charter School ballots counted and 91% of staff look to continue Charter School exploration. |
| May | 18 - Lunch Meeting with Lloyd McCabe and Park School staff about continued Charter School interest. Open ended discussion and encouragement by Lloyd to continue Charter School exploration. |
| 27 - | BLT develops Charter School Chat agenda for June 23 voluntary meeting after it was affirmed that the Park Staff want to meet during the summer on the Charter School topic. |
| June | 2 - Mary meets with James Lewicki, Charter School consultant. James explains how he can support Charter School planning. His expertise is Place Based Learning. |
| 23 - | Charter School Chat from 10:30 a.m. to 4:00 p.m. Over a dozen Park Staff come together to dialogue, dream, and learn from the consultant, James Lewicki. |
| July | 7 - Second voluntary Charter School Meeting of the summer with multiple Park School Staff attending – Plans developed for the in-service in late August. All staff will work on vision during in-service. |
| August | 13- Administrative team listens to a presentation by DPI Charter School Consultant Barry Golden. |
| 25 & 27 | At the opening in-service, all Park staff work to develop the “umbrella” vision. |
| September | Identify Charter exploration as a standing item on the Staff Meeting agendas. Staff continues exploration of Charter Schools by visiting Charter Schools throughout Wisconsin identified as in good standing by DPI Consultant, Barry Golden. The Staff shares their learning with colleagues. |
| September | 30- Three Park Staff members from the MAPEL (Music, Art, Phy-ed and Library) staff visit Jacob Shapiro Brain Based Charter School in Oshkosh. |
| October | 1- Three Park Staff members visit Fox River Academy |

- 8- Two Park Staff members visit **Mead Elementary Charter School**
- 9- Two Park Staff members visit **Merrimac Community School**
- 12- Board presentation on Park School efforts to date with the exploration of the charter school concept.
- 13- Two Park Staff members visit **Green Lake Global and Environmental Academy.**
- 13-14 - Park staff report back to all Park colleagues on their visits.
- 15- Three Park staff members attend a meeting sponsored by **DPI Charter School Consultants Margaret McMurray and Barry Golden in Stevens Point** with a focus on how various charter school models are successfully serving elementary and secondary students.
- 26- Park Staff members visit **Roosevelt I.D.E.A. School.**
- November** 11- At the November 11, 2009 Staff Meeting a decision was made by Park Staff on whether to seek the needed support from the District to write a planning grant proposal or not. The decision was to proceed. With seventeen votes cast – 15 voted “yes”, 0 voted “no”, one vote was unsure, and one vote indicated support but felt their talents may be better used elsewhere.
- 16- Staff who volunteered to serve on the design team for the grant writing includes: Nancy Guilbeault, Deb Gardner, Beth Kinzel, Kris Serwe, Pam Marquardt, and Mary Weber.
- 25- Design team meets. Pillars and mission drafts developed.
- 30- Design team updates staff on mission and pillars. Staff affirmed and voted unanimously on the name Park Community Charter School.
- December** 10- Design team meets.
- 11- Design team meets for the day with James Lewicki.
- 14- Design Team presents power point identifying mission, pillars, and Charter school name. Board of Education unanimously approves a motion to proceed with writing a planning grant.
- 16- Design team meets. Charter Chat developed, Community sessions scheduled, and construction of brochures begins. A communication plan is detailed. Directors invited to meet with the design team.
- 17- Charter status update with Park Staff at 3:10 p.m.
- 18- Charter update with educational assistants at 1:30 p.m.
- December** 21- Design team meets before school with Directors at Park School.
- 22- Eric Brinkman meets with members of staff on accessing MAP and WKCE data.
- 2010-Writing a Grant**
- January** 7- Design Team meets for the day with James Lewicki, continuing pedagogical development, research on curriculum, and governance discussions.
- 21- Community Informational Sessions to share about the Charter school development at Park Elementary School in Kaukauna- Thursday January 21 – 3:15 p.m. and 6:00 p.m. in Gym
- 22- Community Informational Sessions - Friday, January 22 – 8:00 a.m. and 11:00 a.m. in computer lab
- 28- Design Team meets for the day with James Lewicki.
- February** 8 Staff Meeting: walk through grant give highlights and conversation
- 22 Board Meeting with staff attendance and Haiti presentation
- 25 P.M. in-service
- March** 8 Final approval sought at Board Meeting

2. Provide list of people involved in planning process and their roles

Beth Benotch, Educational Assistant	Beth Kinzel, Teacher
Cathy Bootz, Educational Assistant	Ed Korthals, Custodian
Bill Banks, retired elementary educator	James Lewicki, Consultant
Eric Brinkmann, Director of Curriculum	Pam Marquardt, Teacher
James Brown, Kaukauna Utilities	Lloyd McCabe, District Administrator
Angela Burnett, Teacher	Deb Meredith, Speech and Language
Judy Dix, Educational Assistant	Susan Mursau, Teacher
Linda Driessen, Educational Assistant	Karen Nicholson, Teacher
Chris Ebben, Teacher	Debbie Nowak, 1000 Islands
Beth Edelburg, School Psychologist	Mollie Rieser, Teacher
Mary Fox, Parent	Bob Schafer, Business Official
Debra Gardner, Teacher	Andrea Schaller, Parent
Jennie Gries, Teacher	Becky Schuler, Reading Specialist
Nancy Guilbeault, Teacher	Kris Serwe, Teacher
Stacy Heindel, School Counselor	Bob Summers, Technology Coordinator
Rose Hennessey, Administrative Assistant	Mary VanderLoop, Librarian
Carol Hoyman, Title One Reading Teacher	Bonnie VerVoort, Parent
Randy Hughes, Director of Special Education	Tammy VerVoort, Teacher
Sue Jansen, Admin Assist. – Human Resources	Maggie Waggoner, Kaukauna Public Library
Lori Jochims, Teacher	Mary K. Weber, Principal

The District Administrator and Directors met with the design team on December 21, 2009 and February 8, 2010. In addition Director of Curriculum, Instruction and Assessment met with the design team on December 22, 2009.

3. Parent and community member involvement in charter school planning and design

Parent Advisory Committee meeting was held January 6, 2010.

Four Community Information Sessions were held January 21 and 22, 2010.

At Parent Teacher conferences on February 9, 2010, parents were provided further information at their individual conferences.

4. Parent and community member involvement in charter school implementation

During the implementation of the charter school parents and community members will make up a majority of the Governance Council, will serve on curriculum development teams, will provide key leadership with establishing long-term community partnerships, and will be involved in fund development activities to sustain the charter school's professional development initiatives beyond the charter funding cycle.

5. How the district school board has been involved in the planning process

Board of Education meetings were held October 12, 2009 and December 14, 2009 at which an update on charter exploration efforts was provided. The Board of Education approved a motion at the December 14 meeting to proceed with writing a planning grant. At the March 8, 2010 Board of Education meeting, board approval was sought for the grant proposal be sent to Department of Public Instruction for consideration of funding.

6. Timeline of remaining work to be accomplished to open the school

2010, Spring: Attend the Wisconsin Charter Schools Conference, March 22 & 23.

April and May: Visiting of charter schools, parent meetings, and preparing summer professional development tasks and planning for training.

Summer: School planning team and professional development: Professional development for place-based learning, learning platform development charter team

Fall: Planning Team and Governance Council will visit charter schools to build understandings. Governance Council will be formed in the early fall and begin charter contract development. Professional Development continues: Curriculum development, school visits, and conferences. Governance Board adopted by-laws and negotiate charter contract.

2011, Winter: Governance Council secures charter contract. Community Meetings inform families of options and charters purpose. Publicize school and hold community presentations. Enrollment window is established. Enrollment undertaken and lottery utilized if needed. Professional Development continues: Curriculum development, school visits, and conferences.

Spring: Implementation grant and submission. Governance Board and Teachers attend the Wisconsin Charter Schools Conference.

May-June: Summer Curriculum Development to create authentic work environment for two weeks. Planning Team creates 60-day plan for school opening, place-based learning structures, math implementation and assessment tools. Staff development in technology and global learning tools.

August: Students and parents are introduced to new learning environment. Staff development for fall opening. Implementation begins.

7. Describes efforts to retain teachers.

As you can see by the above timeline of activity, PCCS teachers have visited numerous charter schools, been involved in dozens of sessions on the vision, and have voted to make this vision a reality. This strong voice and collaboration will set a sound foundation to retain teachers. Moreover, the mentoring program for new teachers and transfers, along with the Governance Councils commitment for long-term funding of professional development will act to retain teachers for the long haul as well.

8. Documented parent and community support for the school. Please see the attached letters.

IV. Equal Access (Admissions and Lottery)

1. Description of how the plan will assure equal access for all students regardless of gender, race, national origin, color, disability or age factors.

Park Community Charter School will be open and accessible to all students regardless of gender, race, national origin, color, income, disability, or age factors. As chartering authoring, the School District of Kaukauna will implement its official non-discrimination policy within all functions of the charter school like any other school in the district.

2. Provide a description of how students with disabilities will be served.

All special education services will be made available to students of the charter school as is currently done at various sites in the district. Students with disabilities will be served through a variety of services following the students' IEP. Speech and Language service is available at Park Community Charter School.

3. Description of how students/parents in the community will be informed about the charter school and how students will be given an equal opportunity to attend. Incl. specific activities.

Park Community Charter School will place information about the charter school in the local newspaper, on local radio and TV, and on the school district's website. Information packets will

be available at the administrative office and all the schools within the district, as well as at various community locations. Open student/parent/community meetings will be held to provide information and answer questions. Materials will be available in Spanish and translators available at community meetings.

4. Describe the admissions process and qualifications for admission.

Current students at Park School are part of the charter conversion. Enrollment is open to any 4k-4th grade student who completes an application during the enrollment window that will be set by the PCCS Governing Council. There will be significant public relations activities, noted above, at least a month prior to that window opening for enrollment.

5. A description of a random lottery process is provided.

To enroll in Park Community Charter School parents and/or guardian complete a student application available at the school district office. The PCCS Governing Council will establish an enrollment window. If the applications received during this enrollment window do not exceed the established enrollment cap, then all students who have submitted applications by that deadline will be accepted for admission and no lottery will be held. Additional students will be accepted on a first-come, first serve basis with the date of application being the establishment of priority.

In the case that more applications are received during this enrollment window than spaces available, this initial group of applicants will make up the lottery pool. The totally random selection will ensure fairness without regard to ethnicity, national origin, disability, gender, income level, -- in effect all students are welcome --with equal access. The PCCS Governing Council will perform the lottery and it will be part of the school record. Those students not accepted by the lottery will be placed on a priority waiting list in the order drawn. Students will then be contacted in the order established by the lottery, or if no lottery is required, in the order applications are received, if and when openings occur. Guaranteed enrollment, exempt from the lottery, shall be extended to students currently in the school, siblings of students currently in the school, and children of staff working at the charter school.

V. Budget

1. Method by which controls over expenditure is included and how the records of expenditures will be maintained.

The Kaukauna School District, as authorizer and fiscal agent, will create an account for grant monies consisting of an income and series of expense accounts following the Wisconsin Uniform Financial Accounting Requirement (WUFAR) codes. Accurate records of all grant expenditures will be kept by following all established district procedures for accounting and control. All expenditures will be subject to audit by outside auditors.

Park Community Charter School: Budget Narrative

The heart of the planning grant budget is to provide the Park Community Charter School staff the time, training, and curriculum development necessary for the qualitative implementation of a place-based pedagogy. Contained within this place-based model are significant signature developments in reinventing mathematics learning, bringing foreign language and multi-cultural experiences to the students, developing the school community as a wellness community; designing and implementing a technology infused environment, and a vigorous application of sustained field and habitat studies.

Allied with these curriculum developments is the development of an autonomous Governing Council, complemented by expansive community partnerships, to fully engage parental involvement and community leaders in supporting the School's mission:

Park Community Charter School strives to develop knowledgeable, responsible, compassionate children with the skills and conscience to adapt and contribute to the changing world, by addressing each child's social,

emotional, physical and academic needs through a rigorous place-based curriculum delivered in collaboration with the community.

1. Developing an autonomous Governance Council and dynamic Community Partnerships:

For the long-term success and autonomy of Park Community Charter School, it is vital that the Governing Council be fully informed of the Place-based Pedagogy, Wisconsin Charter Schools, and National resources for Charter schools. Governance Council training and development: community partnership development; visiting best practice schools, state charter school conferences. (10,000); Governance Training; Charter autonomy/development consultant (8,000)

2. Developing and Implementing a Place-based Pedagogy:

The faculty will be coming together both during the school year and especially in the summer to build a deep understanding of place-based pedagogy; from philosophy to pragmatic application of significant learning platforms. Working on multi-faceted community learning platforms. Staff stipends. Substitute Costs. (23,000); Place-based Pedagogy and Year-long School Coaching (27,000); Comprehensive Summer training and curriculum development. Extended contracts. 10 teachers x 4 weeks (60,000)

3. Engaging Parent Involvement and Support:

There will be a high degree of parents involved in the school. This will take monthly meetings and workshops for parents, with childcare provided – to develop family and community connections. It is also intended to have a summer ‘camp’ of several days for prospective students to experience the place-based, integrated curriculum prior to the school year as part of a marketing plan (9,000)

4a. Foreign language exposure and global understandings contributing to the curriculum.

Faculty will begin to identify community contributors to a multi-cultural contribution to the curriculum; books and materials will be identified that contribute to this climate. (5,000)

4b. Reinvent Math: Reinventing an interdisciplinary Mathematics pedagogy:

At Park Community Charter School the faculty will learn from a wide array of recent research on mathematics learning for the 21st century. This will be a comprehensive stage of research building a new math implementation for the fall of 2011. Faculty visiting best practice schools. Mathematics conferences. A monthly study group. Staff stipends. Substitute Costs. (15,000)

4c. School as a Wellness Community:

Understanding that the strength of a community is centered in its ability to sustain itself in all respects, wellness will be a foundational concept that the faculty investigate as PCCS builds wellness into the life of the school and finds the school contributing to the wealth of the community. Wellness materials, wellness curriculum supplies, wellness symposium to carry out community projects. (7,000)

4d. Technology-infused environment:

Technology, well designed, will enable the curriculum to be implemented in a manner that is both efficient by accessing Internet and electronic resources and customized to the student and student’s learning style with a wide array of tools. Bringing in the initial technology infrastructure for teacher training and skill building to prepare for a more robust technology scale-up with Implementation funds in the first year. (Phase I) (10,000: teacher training)
Technology scale up for all teachers (Phase II) (30,000)

4e. Field Science, Habitat Studies:

With extensive natural areas within a few minutes of the school, the faculty will devote time and study to building field study and habitat projects. Field study equipment and supplies for learning in the community. (10,000)

5a. Building a strong staff ready to implement the school's vision:

Many of these activities noted will demand travel, lodging, mileage, and conference costs. Travel Costs for supporting curriculum development through trainings, conferences, consultant's travel, visiting schools, Wisconsin charter school network activities. Kaukauna partnership meetings. Substitute coverage (25,000)

5b. District Support for charter planning year:

School District assets will be utilized for planning support. Business office; administrative; curriculum support of charter school development. (10,000)

2. Itemized detailing expenditures. See VI-A. Local Plan for Use of Discretionary Funds

Attached.

3. Provide a plan for sustainability and continued operation after the grant expires including how professional development will be funded.

Park Community Charter School will be an innovative place-based school in the heart of Kaukauna, fully expressive of the Kaukauna School District's commitment to 21st century customized learning and collaborative community partnerships. The Governance Council will work with fund development, contributions from partners, and grants that would come to an important educational innovator, Park Community Charter School. Local foundations and organizations engaged in learning with the school will be part of this fund development to secure the needed resources after the grant expires.

4. Complete the Budget Summary forms VI-B-Phase I and VI-B-Phase II

See Attached.

5. Budget worksheets

See Attached.

¹ James Lewicki, Cooperative Ecology: Developing a Pedagogy of Place Curriculum, 1998.

² Ulichny, P., C. Fontaine, V. Perrone. Rural Trust Assessment Monograph. Cambridge, MA, Rural School and Community Trust Research and Evaluation Program, Harvard Graduate School of Education, 1999.

³ Carl Glickman. Reviewing America's Schools: A Guide for School-based Action. (San Francisco, Josey-Bass, 1993), XII.

⁴ Vito Perrone, "Why Do We Need A Pedagogy of Understanding?" "in Martha Stone Wiske, Ed. Teaching For Understanding: Linking Research with Practice. (San Francisco: Josey-Bass, 1998), 19.

⁵ John Dewey, Democracy and Education. (New York: The Free Press, 1916),