



**MILWAUKEE  
PUBLIC SCHOOLS**

Honey Creek Continuous Progress Charter School

6701 W. Eden Place

Milwaukee, WI 53220

334@milwaukee.k12.wi.us • (414) 604-7900

[www5.milwaukee.k12.wi.us/school/honeycreek/](http://www5.milwaukee.k12.wi.us/school/honeycreek/)

August 16, 2019

Dear Ms. Bridget Schock,

Due to the success of our educational program, Honey Creek CP Charter School is intending to renew its five year contract with MPS as an instrumentality charter school.

Our school contact for this process is Laura Biesterveld.

Sincerely,

Gitanjali Chawla  
Principal

Tracy Tischer  
SGC President

***Start. Stay. Succeed.***  
***Comienza. Quédate. Triunfa.***

## **I. Response to Current Charter School Performance**

### **Educational Performance**

**Provide a description of how the school has been faithful in implementing its educational program outlined in the charter proposal.**

Honey Creek Continuous Progress School has maintained faithfulness to the educational program outlined in its charter proposal and subsequent addendums. There are four primary constructs of the Honey Creek educational program:

#### **Charter goals:**

Reading Curriculum

#### **Documentation**

Honey Creek implements Reading Mastery as our core reading curriculum to meet the needs of all students. Reading Mastery has the largest amount of educational research to support its effectiveness. The International Literacy Association recently stated:

- Successful programs or methods use explicit phonics instruction that is systematic.
- Explicit does not mean children cannot play with letters and sounds during instructional cycle.
- Systematic means we follow a continuum from easy to more complex skills.
- Includes review and repetition to achieve mastery

These are all core components of the Reading Mastery reading program.

Demonstration Site

Continue to partner with area educational institutions to provide learning opportunities for those seeking educational employment.

Educator Quality

All staff has participated in at least one session pertaining to professional development.

Parent Involvement

The school documented 97% meaningful contact (conferences pertaining to academic, social and emotional progress of the student) with parents.

Honey Creek School has been recognized as a Wisconsin School of Promise for 5 consecutive years for Beating the Odds. The goals for Honey Creek School reflect the continued commitment to improve student performance at all levels with particular emphasis on the basic and minimal levels of performance.

**At risk students:** The Direct Instruction (DI) reading program uses the weekly lesson gains and data review charts to determine gains in each of the levels of the core reading program in K4-CP5. The ongoing data log on students' achievement in fluency as well as mastery tests provide the basis for regrouping, re-teaching and reassessing students who are not achieving proficiency in the reading program they are placed in. As a school we have facilitated team meetings to support the learning of students who are performing at the minimal and basic levels in reading, writing and mathematics. Students who are identified as at risk are included in the intervention groups and instructed with SRBI(Scientifically Research Based Intervention) methods.

**Achievement gap:** We address individual student needs in small ability-based instructional groups for all special education, ELL and at-risk students in reading, writing and mathematics. The plan, do, study, act process is implemented to reduce any achievement gap through collaborative efforts of general and special education teachers along with support staff for timely problem identification, intervention planning, and monitoring of the response to interventions for students who do not achieve proficient scores on reading, writing and mathematics. All students are closely monitored through weekly checkouts, classroom screeners, PALS, STAR assessments, and curriculum based measures. Curriculum modifications/adaptations/accommodations and researched and best instructional practices address diverse student needs while reducing achievement gaps we discover after data reviews.

**Emphasis on Reading:** The reading programs in Direct Instruction (DI) are designed using comprehensive, research-based and sequential, systematic instructional strategies. As with the instructional component, the emphasis is strong on utilizing valid and reliable screening, ongoing progress monitoring and performance assessments. Teachers administer assessments and analyze data to reduce achievement gaps by further refining their instructional strategies. All staff members participate in continuing professional development in the subject of reading yearly. This year, Honey Creek sent two staff members to participate in national level training to become National Institute of Direct Instruction trainers.

**Early learning opportunities:** Honey Creek School provides two full-day K4 classrooms and half-day K3 classrooms so that early learning opportunities for students are extended to families. Honey Creek also offers "Pastries with Parents" a monthly program designed especially for parents of kindergarteners.

**Educator quality:** Using the Framework for Teaching, all staff are participating and growing with the Educator Effectiveness model. We are working as a staff to progress towards Distinguished through self reflection and professional practice goals. Through team efforts and collaboration which draw on individual teachers' strengths, Honey Creek targets coaching for teachers to refine instructional skills so that all teachers and teaching assistants are increasingly able to address the specific needs of target groups, i.e special education students, English

Language Learners (ELL), and at-risk students. Staff has participated in professional development (embedded in-house coaching), peer observation during the school day, after school grade level and learning team meetings, and summer training in the following areas: fundamental elements of reading, writing and mathematics instruction, evaluation, selection and implementation of curricular supplements, strategies, materials, training in the use of state/district student assessment instruments, data analysis, program evaluation and the alignment of the educational programs with state and local standards.

**Technology education:**

Staff at Honey Creek participates in professional development in technology as they further integrate technology into the curriculum. Charter funds have increased the opportunity to provide students and staff with opportunities to use updated and advanced equipment. All classrooms are equipped with Smartboards and/or Interactive flat panels. All classrooms have chromebooks in the rooms and are used in different manners in each classroom to meet the diverse needs of learners. There are also 2 chromebook carts available in the library.

**Parent and community involvement:** The School Engagement Council meets once a month to review the educational programming at the school. Parents have the opportunity to share satisfaction and concerns on a Honey Creek Survey and through the District Climate Survey. For parents of students enrolled at the school and other community members who express the need, the school offers an after school program for additional learning opportunities in partnership with Wedgewood IB Middle School. The work of the parent coordinator, extended library/computer lab facilities for students and parents in the after-school Camp, and monthly after-school activities for parents enhance the children's educational progress in the elementary program.

**Effective pupil services, special education and prevention programs to support learning:**

Honey Creek's Continuous Progress philosophy is the premise for selecting and utilizing curriculum and instructional strategies that address the needs of students with special education, ELL, and at-risk needs in a full inclusion setting. All staff have Response to Intervention training and use the RTI model effectively. Groups are identified in the fall and are progress monitored regularly. Data is studied and then changes are made as necessary. The school has a psychologist and social worker who are instrumental in implementing SAIG(Social Academic Instructional Groups) groups throughout the building where needed. Our BIT (Building Intervention Team) team utilizes the problem-solving model for students receiving Tier 2 support as well as students that are going through the referral process. Honey Creek School implements the PBIS model for behavior supports and teachers practice routines and procedures with students to set all students up for success in school. Honey Creek has also embraced Mindfulness and Restorative Practices. The psychologist visits classrooms weekly to lead sessions with whole classrooms.



The focus of the Honey Creek Continuous School as an instrumentality charter school of the Milwaukee Public Schools continues to be based on high standards for all students and staff. Excellence in all areas is the underlying factor that steers the staff to guide students to progress to higher levels of student achievement and exemplary status. The Honey Creek community supports charter status in order to:

1. Advance Honey Creek's educational vision and mission.
2. Maintain, extend and enrich the host of educational initiatives now in place.
3. Meet the educational needs of our student population through our *Continuous Progress* (CP) model.
4. Work diligently to meet the diverse needs of children with special education needs as outlined in their Individual Educational Plan (IEP).
5. Attract families who are looking for academic excellence for their children at a Milwaukee Public School.
6. Involve parents in a multi-faceted school experience that will enrich lives.
7. Gain more autonomy over organizational, governance, budgetary matters and principal evaluation.
8. To have greater control over local school funds, specifically to retain access to any carryover monies.
9. Establish a greater presence in the community through partnerships with the schools in close proximity such as Wedgewood Park IB Middle School and Hamilton High School.
10. Utilize a Parent Coordinator to help build stronger links between the school, our families and the community.
11. Continue our partnerships with institutes of higher learning: UW-Whitewater, UW-Milwaukee, and Alverno College to help support pre-service teachers as well as keep our practices fresh.

Honey Creek Continuous Progress School enjoys the reputation of being a high achieving school.

### **Mission Statement**

Milwaukee Public Schools is a diverse district that welcomes all students, preparing them for success in higher education, post-educational opportunities, work and citizenship.

Honey Creek Charter School is committed to educating all students for success in higher education, careers, and responsible citizenship.

### **Vision Statement**

Honey Creek Charter School students are academically prepared to meet the challenges of higher education and will become socially responsible citizens

### **Values Statement**

Honey Creek Continuous Progress School's value statement:

1. Respect ALL
2. Collaboration
3. Patience for self and others
4. All responsible for excellence
5. Understanding differences

Through the strength of our programs and the work of a highly dedicated community of staff, parents, community members and volunteers, our students are taught the skills and attitudes necessary for life-long learners as active and responsible citizens of the 21<sup>st</sup> century.

The Honey Creek community takes their mission very seriously. We continue to make efforts to sustain the strength of overall programs. Honey Creek has also been established as a foundation and requests for donations have been made to our community and to the community at large. Parents and family members continue to donate to the foundation fund. Some of our families who wish to send their children to a Milwaukee Public School have signed transportation waivers and contribute by providing their own transportation to Honey Creek School.

The bottom line in all of this remains the children. To see them develop and thrive as intelligent well-rounded individuals ready for the demands of the 21<sup>st</sup> century is our ultimate goal.

Honey Creek's curricular program is aligned with the Common Core State Standards in reading and math. We are implementing the Next Generation Science Standards in all grades. Our Pre-Kindergarten teachers use WMELS to guide instruction. Additional support time is provided to at-risk students in reading, writing and mathematics.

The focus is on closing the achievement gap as well as achieving proficiency in the five crucial components of Reading: Phonemic awareness, phonics, fluency, vocabulary and comprehension, which are measured by rigorous diagnostic assessments. Progress monitoring is

provided by STAR, PALS, curricular assessments, Classroom Assessments Based on Standards (CABS), state assessments and the ongoing monthly DI lesson gains progress report.

Comprehensive teacher professional development in reading, writing and mathematics that includes but is not limited to coaching training, technology workshops and other professional development workshops are provided throughout the year.

Continued ability-based, flexible and small groups in reading/language arts address the individual needs and readiness of students.

Augmentation of an in-house coaching model and Professional Learning Community to support teachers is an emphasis.

There is focus on the development and implementation of technology integration in reading, writing and mathematics.

There is ongoing review of instructional methodology in reading/writing/mathematics based on the analysis all data including, but not limited to: Wisconsin Forward, STAR, PALS, CogAt, classroom assessments and in-house parent surveys.

As a guide for teaching and learning expectations, learning intentions and success criteria are shared during all lessons. Honey Creek's Educational focus is on instructional strategies that will improve student performance while in compliance with the reporting requirements for the district.

**Explain how the school has met goals and measurable objectives during the term of this contract. Highlight growth in student achievement.**





**Honey Creek Elementary**  
**Milwaukee | Public - All Students**  
 School Report Card | 2017-18 | Summary

**Overall Score**

**71.5**

★★★★★  
**Meets 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	School Score	Max Score	K-5 State	K-5 Max
<b>Student Achievement</b>	<b>64.1/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Achievement	32.3/50		32.2/50	
Mathematics Achievement	31.8/50		33.8/50	
<b>School Growth</b>	<b>66.0/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	34.9/50		33.0/50	
Mathematics Growth	31.1/50		33.0/50	
<b>Closing Gaps</b>	<b>66.1/100</b>		<b>69.6/100</b>	
English Language Arts (ELA) Achievement Gaps	34.4/50		36.2/50	
Mathematics Achievement Gaps	31.7/50		33.4/50	
Graduation Rate Gaps	NA/NA		NA/NA	
<b>On-Track and Postsecondary Readiness</b>	<b>88.2/100</b>		<b>87.4/100</b>	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	75.2/80		74.8/80	
3rd Grade English Language Arts (ELA) Achievement	13.0/20		12.6/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Priority Area Weights	Percentage Weight
Student Achievement	5.0%
School Growth	45.0%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator: [https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/)

**School Information**

Grades	K3-5
School Type	Elementary School
Enrollment	403
Percent Open Enrollment	11.2%
<b>Race/Ethnicity</b>	
American Indian or Alaskan Native	1.2%
Asian	2.2%
Black or African American	14.6%
Hispanic/Latino	40.0%
Native Hawaiian or Other Pacific Islander	0.2%
White	35.5%
Two or More Races	6.2%
<b>Student Groups</b>	
Students with Disabilities	19.9%
Economically Disadvantaged	67.0%
English Learners	1.0%

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

**Test Participation Information**

Includes Forward Exam (grades 3-8), ACT (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	100%	100%	100%	100%
Lowest Subgroup Rate: Black	100%	100%	100%	100%

^Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in its Overall Score. This amount of change in a single year is considered an outlier, and may or may not be reflective of actual school/district change in performance. Careful and cautious review of the report card and all supplemental pages is recommended. For assistance in better understanding this report card, contact the Office of Educational Accountability: [reportcardhelp@dpi.wi.gov](mailto:reportcardhelp@dpi.wi.gov).

The Beating the Odds Award presented to Honey Creek School for the past five consecutive years - bears testimony to the successful efforts of our students, staff, parents and community partners and in our commitment to realizing the No Child Left Behind Law.

Honey Creek School has accomplished the academic and achievement goals of the charter school contract through dedication to constant improvement and educational practice refinement. All WI Forward Proficiency metrics have been met. WI Forward growth has been met in 2018-2019. Our school improvement targets include close reading strategies, math discourse, and increasing writing opportunities. Teachers are working diligently to provide differentiated instruction for all students and to best meet the needs of all students while maximizing growth. Closing the gap measures on STAR have been met. Honey Creek Students have been green in gap closing measures in all subjects at all grade levels the past two years. We recognize that all students deserve an education that provides growth. Teachers are increasing rigor in the classroom across all grades. With the implementation of the Common Core State Standards, we see a focus on increased rigor and higher level thinking skills. We continue to dedicate our work to value added and gap closing.

Attendance rate, mobility rate and promotion rate metrics have all been successfully met by Honey Creek School.

Suspension Data				Attendance Data				
	School Year	School	District		School Year	Grade Group	School	District
Suspension No.	2015-16	16	4,500	Attendance Rate	2015-16	Elem	95.4%	92.2%
Suspension No.	2016-17	6	4,989	Attendance Rate	2016-17	Elem	94.9%	91.2%
Suspension No.	2017-18	2	6,194	Attendance Rate	2017-18	Elem	93.8%	90.9%
Suspension No.	2018-19	5	5,755	Attendance Rate	2018-19	Elem	94.0%	90.4%
% Susp. - Lrng. Evnmt.	2015-16	87.5%	32.7%	Attendance Rate	2015-16	Total	95.4%	
% Susp. - Lrng. Evnmt.	2016-17	33.3%	26.2%	Attendance Rate	2016-17	Total	94.9%	
% Susp. - Lrng. Evnmt.	2017-18	100.0%	23.9%	Attendance Rate	2017-18	Total	93.8%	
% Susp. - Lrng. Evnmt.	2018-19	40.0%	28.1%	Attendance Rate	2018-19	Total	94.0%	
					School	School	District	
Suspension Rate	2015-16	2.4%	5.2%	Habitual Truancy Rate	2015-16	15.6%	38.7%	
Suspension Rate	2016-17	0.7%	5.5%	Habitual Truancy Rate	2016-17	14.3%	43.6%	
Suspension Rate	2017-18	0.2%	6.7%	Habitual Truancy Rate	2017-18	17.6%	42.2%	
Suspension Rate	2018-19	0.7%	6.4%	Habitual Truancy Rate	2018-19	16.4%	44.6%	
SwoD Suspension Rate	2015-16	2.1%	4.2%					
SwoD Suspension Rate	2016-17	0.6%	4.4%					
SwoD Suspension Rate	2017-18	0.0%	5.4%					
SwoD Suspension Rate	2018-19	0.3%	5.2%					
SwD Suspension Rate	2015-16	3.5%	9.4%					
SwD Suspension Rate	2016-17	1.1%	9.7%					
SwD Suspension Rate	2017-18	1.1%	12.1%					
SwD Suspension Rate	2018-19	1.9%	11.0%					

District data includes only those grades that are currently at the school

Truancy – The DPI definition of a truant student is one who is absent from school without an acceptable excuse for five or more days in any one semester. The truancy rate is calculated by the number of students identified as truant, divided by the district's 3rd Friday in September official enrollment.

### Demographic Information:

Honey Creek Continuous Progress (CP) Elementary School currently serves 409 students ages 3 – 11, in Early Childhood K3 through CP5. The student population is comprised of 31.4% White, 38.2% Hispanic, 14.7% African American, 4.4% Asian, and 10.5% Multi. With 54.2% of

students eligible for free/reduced lunch, Honey Creek has a school wide Title I Program. Students with disabilities comprise 21.3% of our population.

## **Financial Performance**

**Explain how the school has met its financial performance goals. Describe how the school is financially sound.**

Honey Creek School is an instrumentality charter school within the Milwaukee Public Schools and funds are administered under the oversight of the school district. Control of the funds will be the responsibility of the principal, the School Learning Team, in conjunction with the school bookkeeper. The school is subject to the same fiscal rules and oversight as other MPS schools and all financial records shall be retained in compliance with state and federal laws. A required audit will be conducted annually to ensure fiscal and program performance accountability.

The Milwaukee Public Schools, as the chartering authority, is committed to providing the necessary financial support. MPS will provide both per pupil allocation and categorical program funding such as Title I. Honey Creek will continue to research and seek: outside competitive grants, parent and community donations, fundraising opportunities and corporate donations. The Board of School Directors is committed to providing the necessary monetary support for the successful operation of all its instrumentality charter schools. As Honey Creek staff develops into a Professional Learning Community, the school will further sustain its endeavors with educational leaders in the profession.

## **Organizational Performance**

**Illustrate how the school has a well functioning organizational structure. Include pertinent information about parental involvement, staffing, health and safety, school enrollment and discipline policies and school facilities.**

The principal and staff, along with the School Governance Board are in charge of the Honey Creek Continuous Progress School as a charter school. The governance board, consisting of school administration, parents, faculty, and community members are responsible for providing leadership along with the school administration. The daily administrative management of the school continues under the auspices of the administrative team headed by Gitanjali Chawla, the school principal. The School Governance Board will partner in the evaluation of any changes in administration and will also be significantly involved in the selection of any new principal if warranted. The chairpersons of each learning team, along with the principal and the parent and community members of the School Engagement Council, meet monthly to discuss policies, procedures and assessments. The governance board meetings serve in an advisory capacity to the administration, with consensus being sought when formulating decisions. The school will continue to follow the MPS school year calendar.

Honey Creek is an MPS Instrumentality Charter School. Under the direction of the School Board, the superintendent manages the general supervision of the public schools and the manner

of conducting and grading such schools. Honey Creek will fulfill all district reporting requirements. Yearly performance and financial audits will be conducted by MPS central services as agreed to in the instrumentality contract.

Honey Creek School takes advantage of the main characteristics of the charter status as stated below:

- **Autonomy:** Proactively engage in improving our writing curriculum, train teachers, utilize research and suitable instructional materials that will improve students' writing skills to proficient levels. Using an action research paradigm, we explore a variety of research based best practices and through reciprocal teaching opportunities, share these practices with pre-service and other in-services for teachers as well as with our partners in the multiplex.
- **Flexibility:** Greater control over budgetary items that are centralized such as textbook adoption and purchasing, and transportation issues.
- **Waivers/exemptions:** Waivers have been sought through the MOU process for the reading, writing and mathematics curriculum, parent conference schedules so as to better meet the needs of our students.
- **Budget:** Full carry over of funds as stated in MPS board policy 9.12.

**Provide evidence that parents and students are satisfied with the school.**

The results of the Parent Satisfaction Surveys and the district School Climate are analyzed and feedback is provided to the entire school community.

As an instrumentality charter, the school encourages parents and students to take the survey on the overall functioning of the school as well as the in-house surveys for parents. Since 2005, parents have returned the in-house surveys with an overall satisfaction rate of 95.3%. Parents have indicated that they are satisfied with the educational programming, the staff, the school environment and our philosophy. Parents annually participate in the district climate survey. 100% parents agree that the school sets high expectations with regard to student achievement, 93.8% are satisfied with their child's progress, 94.6% agree that they are given the opportunity to be included in decision-making that affects their child's school, 92.8% agree that all the stakeholders work together well as a team, and 94.6% agree that the school regularly communicates with the parents using a variety of different methods.

**Demonstrate that the school has an active and effective school governance structure.**

**Provide examples and explain.**

The primary governance structure is the decision-making body of the school, which is represented by parents (51%) and teachers. The governing body meets once a month on the first Friday of each month from September to June and represents the interests of the key stakeholders. The parents on the board have representation on the various Learning Teams- Literacy, Math/Science, School Climate/Social Studies and Parent Involvement, along with the school staff. The Learning Teams meet for one hour on the second Tuesday of each month to

review the school's Educational Plan and the past academic performance goals as they work to set new goals in place for the following year.

## **II. Plans for Continued Success**

### **Educational Performance**

**What is the school's proposed enrollment and grade levels for the term of the next charter?**

**Describe any changes to the school's educational program for the term of the next charter.**

**Outline the school's goals and measurable objectives for the term of the next charter.**

Honey Creek Continuous Progress Charter School proposes to maintain an enrollment of 401 students in grades K3-5. There will be no major changes to the educational programming currently being provided at Honey Creek Continuous Progress School.

Honey Creek staff has been working for the past three years on developing an understanding of and implementing the Common Core State Standards. Teachers continue to refine their implementation through professional development opportunities offered throughout the school year. Collaboration at grade levels is especially instrumental in this work and learning. Parent workshops have been offered and will continue to be offered at different times throughout the school year.

We will continue to implement Direct Instruction reading and use the Language for Learning program throughout the school in all grades K4-5<sup>th</sup> grade. We are refocusing our efforts to provide more coaching and support with both of these programs moving forward. To address our lag in reading value added: additional professional development, closer data monitoring, and peer coaching will be reimplemented this school year.

Honey Creek teachers are implementing the district adopted Envisions curriculum for math. Teachers will participate in district professional development around this curriculum and the school support teacher will also provide support for this initiative. Our current focus is on increasing math discourse, explaining and defending thinking and perseverance.

All teachers also are implementing the Next Generation Science Standards. This work is focusing on exploring concepts and designing experiments to extend their learning.

A full time library media specialist continues to be on staff at Honey Creek School. The community and governance council feels a full time media specialist supports the school and sends the message that literacy is valued and important. Our Accelerated Reader program continues to be strong at Honey Creek and the library collection is an integral part of our reading success.

A .8 school psychologist continues to be supported by the Honey Creek stakeholders. The psychologist is instrumental in providing support for Response to Intervention both academically and behaviorally.

The school support teacher is also instrumental in assisting teachers improve and refine their practices. Modeling, coaching and support of the classroom teaching practices are the main duties for the support teacher. Additionally, other teachers will be released regularly to model, coach, and observe peers in the building and developing a strong Professional Learning

Community. At Honey Creek, all staff realizes we all need to continue to grow and learn so that we can best help the students we teach.

Annually, Honey Creek School will focus on a minimum of a five percentage point reduction in the achievement gap of our students at all grade levels in both math and reading by providing support to all teachers and leaders, aligned to the Framework for Teaching and the Framework for Learning, to ensure high quality instruction occurs in every classroom. This work is aligned to the goals of the district and we will follow the professional development offered by the district in order to gain the most powerful and impactful strategies for student achievement.

### **Financial Performance**

#### **Explain the school's financial plans and forecast.**

Honey Creek School has been fiscally responsible and has maintained a balanced budget. In fact, the school usually has a small carryover annually. We have been able to sustain our reading program through our own funding. There have been few minor recommendations based on previous audits of our bookkeeping systems. Those recommendations have been implemented.

### **Organizational Performance**

#### **Illustrate plans for strengthening parental and community involvement in the school's educational mission. Describe any changes to the school's governance structure.**

Honey Creek School actively seeks partnerships in the community. Currently, we have a partnership with Bluemel's. They have helped primarily with our Environmental Center.

We have a partnership with Children's Hospital and the Act Now anti-bully program.

The local alderman, Mr. Borkowski also is an active partner at Honey Creek School. He is a regular volunteer and is always available to support our educational efforts.

There is no change to the school's governance structure. We continue to follow the MPS guidelines for governance with 51% parent representation.