

Individualized, Developmental, Educational, Approaches to Learning
I.D.E.A.L. CHARTER SCHOOL PETITION
10/31/00

Amended: ~~March 8, 2016~~ April 20, 2021

I.D.E.A.L. CHARTER SCHOOL PETITION

1. *The names of the people who are seeking to establish the charter school.*

The team of Barbara Ernest (educational leader), Ron Rezash (financial leader), Kristin Leguizamon, MaryAnn Padol (ret. M.P.S. teacher), Benita Burgess-Newman (M.P.S. teacher), Inez Walker (M.P.S. teacher), Cristine Parr (M.P.S. teacher), Christine Gardner (M.P.S. teacher), Jennifer Carter (M.P.S. teacher), Jennifer Skover (M.P.S. teacher), Tania Vujasinovic (M.P.S. teacher), Kathy Schaefer (M.P.S. teacher), Deborra Huyck (M.P.S. teacher), Leah Potrykus (parent), Mary Flores (parent), Debbie Magerowski (parent), Janet Bolanowski (parent), John Parr (business person), and Diane Reid (parent and business person), along with additional teachers, parents, community members and business partners are seeking charter school status as an instrumentality of Milwaukee Public Schools for a school called Individualized Developmental Educational Approaches to Learning (I.D.E.A.L.). Our Charter School Board, made up of parents, an administrator, certified teachers, students, and community members will hold the charter.

2. *The names of the people who will be in charge of the charter school and the manner in which the administrative services will be provided.*

I.D.E.A.L.'S Learning Team will be in charge of the day-to-day management of the school. The Learning Team will consist of an Administrator, a Unit Leader from each unit and one representative of special education teaching staff. This team's mission will be to develop consensus in the staff, promote commitment to our school's educational goal, ~~work closely with the staff of the Y.M.C.A.~~, and develop staff member's leadership abilities. Empowering staff members directly involved in daily classroom instruction will enhance the quality of the educational experience. Staff will determine and provide appropriate in-services for professional growth.

3. *A description of the educational program of the school.*

The teachers, parents and community members submitting this petition are committed to the idea that a successful educational program requires a child-centered learning environment created through ongoing strategic planning by parents, interested community members, and staff. I.D.E.A.L. is built around five important constructs:

- (1) Multi-aged, inclusive classrooms
- (2) A shared governance model
- (3) Students actively engaged in meaningful learning
- (4) Assessment by performance, product and demonstration
- (5) Community involvement

1.

These constructs are crucial to the success of our program. They will be addressed in detail in the

appropriate sections of this petition and are included in summary form as an attachment.

Our goal is to provide a solid program with an integrated curriculum emphasizing the mastery of fundamental skills—mathematical reasoning, scientific reasoning, language and communications, community relations, critical thinking skills—through problem-solving and guided inquiry. A collaborative and supportive environment, flexible groupings, and a developmentally appropriate, child-centered curriculum are cornerstones of our educational plan. The use of technology will be an integral part of the learning environment, both in and out of the classroom, as we strive to build a strong foundation for the success of our students.

~~To meet the District's Strategic Plan's goal of increased community collaboration, I.D.E.A.L. is proposing a unique educational partnership with the Y.M.C.A. Our common goals of developing the whole child, family involvement, instilling responsibility and encouraging cooperation make this a natural partnership. The Y.M.C.A. is committed to developing a joint program that will, while enhancing the lives of our students and families, also benefit the community at large.~~

I.D.E.A.L. will serve a **maximum FTE** population of ~~225~~ **300** students in grades K4 through 8.

Students will be organized into three or four multi-aged units. Each unit will be housed in a large classroom where flexible grouping will be used to address pupils' strengths and needs. Team teaching within units in a shared space will enhance teacher collaboration and allow all students to form a close relationship with all the teachers in a unit. Multiage grouping builds strong relationships among teachers, students and families. Older students act as role models for younger students, showing them how the classroom works and encouraging them to do their very best. Social learning is promoted, learning from each other. Families understand that children can develop in uneven spurts and may not show academic growth at a steady pace. Multiage units are important to give students the support they need at their developmental level, and give every child the opportunity for success as a lifelong learner.

All students at I.D.E.A.L. will be challenged to work up to their highest potential. We will meet this goal through our daily academic programming. The programming provided through community partnerships will reinforce classroom activities. Our vision for I.D.E.A.L. students is that they will be inquirers, thinkers, communicators, and active participants in their education. They will also be informed, caring, open-minded, reflective and involved students and members of the community.

Exceptional Education students will be fully included in regular education classes when appropriate. Teachers will collaborate in order to modify and individualize instruction, taking into consideration the individual strengths and contributions of every I.D.E.A.L. student. The Exceptional Education team will be responsible for writing, implementing, and assessing objectives for Individualized Educational Plans.

4. The methods the school will use to enable pupils to attain the educational goals under s.118.01.

I.D.E.A.L.'S Construct Three states that students will be actively engaged in meaningful learning. In order to meet this goal, all curricular areas will be presented in a developmentally appropriate, relevant, challenging manner. The learning environment will be child-centered, promoting active learning and exploration. A guided inquiry approach that teaches thinking strategies and processes will spiral throughout the units. Students will practice skills and concepts by integrating them into thematic problem solving activities and projects using simulation, group investigation and cooperative learning. Students will simulate the work of mathematicians, scientists, sociologists, engineers, researchers, planners, managers, technicians, and other practitioners. Themes will be driven by the Common Core State Standards and the Next Generation Science Standards to assure the inclusion of necessary concepts and skills. I.D.E.A.L. students will be motivated by their interest and will learn through their need to solve problems. They will know how to access resources in school and throughout the community, in order to develop and augment research skills. I.D.E.A.L. staff will help students reach remarkable levels of achievement, in part, through efficient use of technology as a tool for inquiry and problem solving.

The Common Core State Standards and the Wisconsin Model Early Learning Standards will be followed. Balanced literacy will be achieved through the use of **aligned curriculum** ~~the Wright Curriculum, Sundance Curriculum~~ and trade books, selected texts and other reading material related to the themes. Staff will teach the writing process in all curricular areas. Reading in the content areas will also be stressed, as will teaching reading strategies in the areas of science and social studies. I.D.E.A.L. teachers will use a common problem-solving model with all age levels. The Future Problem Solving program will be used to define the problem-solving process. F.P.S.P. is an international educational program that stimulates critical and creative thinking skills and encourages students to develop a vision for the future. Our students will use the F.P.S.P. six step model to explore challenges and propose action plans to complex global issues. This program can provide an international Competitive component for the Middle School as well as a community problem-solving component to promote students' constructive involvement in the community. The Future Problem Solving program also encourages meaningful parental involvement.

We will use multiple math and science textbooks as resources, as well as trade books, as they align well with our active, cooperative learning philosophy. Central themes with one guiding focus question and supporting essential questions are used in our cross curricular, science based, guided inquiry model. **I.D.E.A.L.** teachers have had the good fortune to work closely with the International Center for Leadership in Education, funded by a grant from the Herzfeld Foundation. Working with ICLE, **I.D.E.A.L.** identified the essential questions at each unit level for each of our science themes. Transdisciplinary themes will be identified and will

enhance lesson planning in both the science and social studies areas. I.D.E.A.L.'s science and social studies curriculum are not based on any textbook or program. They are derived from inquiry based learning that draws on the **Common Core State Standards**. ~~as well as the MPS Learning Targets and District Standards for scope and sequence.~~ Reading and language arts are taught through the content areas. Our emphasis in science will be placed on understanding the scientific method, forming and testing theories, and conducting research. We will strive to link math skills to real life situations by incorporating such programs as "The Stock Market Game," and by inviting working members of the community into our classrooms to work with students. We have adopted the ALEKS Program to meet the needs of our accelerated 8th grade math students.

Student grouping will be flexible. Students will use each other as resources while learning to work in cooperative groups. Most learning will take place in heterogeneous groups, exposing students to different people and perspectives. Some homogeneous grouping will be utilized when necessary. Students' strengths, needs, and learning styles will drive the planning process for individualized programs.

I.D.E.A.L.'S Fifth Construct is Community Involvement. ~~Our burgeoning relationship with the Y.M.C.A. will pave new roads for utilizing community resources in order to better the education and lives of our students. As we develop our joint program, we envision collaborating in extended day activities, physical and emotional well being, family involvement, community involvement and scholarship/mentor programs. The possibilities are limitless and the opportunities for our students are exceptional.~~

~~In addition to the possibilities created by working with the Y.M.C.A., several other~~ **Several** businesses and community members have made commitments to our school. We have, for example, established a connection with Junior Achievement program to be implemented in our elementary unit. Our students will have many opportunities to link their classroom problem solving experiences with real world experiences and problem-solving. **We have a continued partnership with the University of Wisconsin-Milwaukee Art Department to implement a yearly hands-on art program with our Middle School staff and students. In addition, our Elementary staff and students have an ongoing partnership with the Milwaukee Art Museum's Junior Docent Program for students in grades 3 through 5.**

One benefit of networking with business and community partners is teaching children how technology is used in the workplace. Career choices are explored by students and integrated within our science based inquiry themes. Community resources and community representatives from various careers share career information with students and allow further exploration based on student interest.

5. The method by which pupil progress in attaining the educational goals under

s.118.01 will be measured.

Assessment will occur through performance, product and demonstration (as stated in Construct Four). We believe that formative assessment of student learning, thinking, and development is a critical part of education. The ways in which children are assessed affects the ways that they learn and also influences their motivation to learn. I.D.E.A.L. Charter will strive to develop assessment practices that support and enrich our students' learning, motivation and long-term development. Assessment will focus on progress and development with respect to goals and standards rather than on comparing one student to another. A major goal of the assessment process will be helping students reflect upon their own learning and appraising their own progress in relation to meaningful and tangible goals and standards. Students will be encouraged to set their own learning goals by sharing academic expectations and by including them in the development of rubrics. Children will have multiple opportunities to present their progress through performance, products, and demonstrations. Teacher observation and students' portfolios will be used to evaluate progress. In addition to performance assessments, students will also participate in the State and District mandated tests. Education professors from local universities find our multiage classrooms a perfect setting for field workers and student teachers. We are also involved in an art education immersion program with UWM.

6. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.

I.D.E.A.L.'S second Construct refers to using a shared governance model. The I.D.E.A.L. Charter School Support Group shall consist of all parents/legal guardians of students attending the school and all staff working at I.D.E.A.L. Charter School. The I.D.E.A.L. Charter School ~~Support Group~~ **Governance Board** will meet annually, electing ~~six~~ **four** parent members to the Governance Board at that meeting.

I.D.E.A.L.'s Governance Board shall consist of a minimum of 51% of individuals not employed at I.D.E.A.L. Charter School. The Board shall meet monthly. The Board shall elect the following officers: a President, Vice President, Secretary, and Treasurer. The Board shall create the following standing committees: Hospitality, Fund Raising, Public Relations, and a Volunteer Coordination Committee. These committees are coordinated by the I.D.E.A.L. PTA, and report to the I.D.E.A.L. Governance Council at their monthly meeting. The Board may, in addition, create ad hoc committees to deal with special issues that do not fit into the regular standing committee responsibilities. The Governance Board is the policy-making body and will determine the course of I.D.E.A.L. by consensus. The Governance Board will work together to provide continued analysis and improvement of school policies, school budget, educational plan goals, and general

student policies. Board members will serve on a volunteer basis. The Board will review and assess school performance with respect to student achievement, parental involvement, expectations, building improvements, suspension and disciplinary procedures.

The Board will be elected by a formal procedure. In Spring an information sheet, timeline, and nomination form will be given to the parents or guardians of each student at our school, as well as to the parents of newly enrolled students. These documents are also distributed to staff members and community leaders. Outlined on the form will be the purpose of the Board and the duties involved in serving as a board member. Also outlined will be information about when nomination forms are to be returned, dates for parents to meet the candidates, and the balloting deadline.

All Board members, except the student member, will be elected for three-year terms. A student representative from 7th or 8th grade, when those grades are established, will be elected to a one-year term by the students themselves. The staff will be responsible for selecting their representatives to the Board through nominations and elections.

~~The President of the Teachers' Cooperative and the~~ **The** Administrator will be on the Board at all times. The initial parent positions will run as follows: ~~three~~ **two** parents for three-year terms, ~~three~~**two** parents for two-year terms, ~~and one~~ **parent for a one-year term.** The Board will appoint the community/business member. ~~and a founding member.~~

All elections will occur during the month of May. Newly elected members will be seated at the June Board meeting. A minimum of seven Board meetings will take place throughout the school year. Should a vacancy occur in the positions of parent member, community member or founding member seats, the Board will appoint a new member to fulfill the remainder of the term. Should a vacancy occur in a teacher member seat, the teachers shall appoint a new teacher member to fulfill the remainder of the term.

Board members have the opportunity to attend Governance **Board** orientation sessions offered by the district. In-service training sessions will focus on the development of quality educational programs and high standards with respect to team-building, school leadership skills, financial procedures (e.g., audits, budgets), committee work, and other issues that affect student achievement and quality of education. The Milwaukee Public Schools Code of Ethics applies to all employees. The School Board has established procedures to be followed by members to ensure that conflicts of interest are prevented.

The I.D.E.A.L. Governance Board reserves the right to interview prospective administrators and recommend potential candidates to the Superintendent of the Milwaukee Public School District.

~~The I.D.E.A.L. Charter School Teacher Cooperative shall consist of all teachers working at~~

~~I.D.E.A.L. Charter School. The Cooperative shall elect the following officers and members: a President, Vice President, Secretary, Treasurer, and Board members.~~

7. Subject to sub.(7)(a) and (am), so.1 18.19(1) and 121.02(l)(a)2, the qualifications that must be met by the individuals to be employed in the school.

I.D.E.A.L. will comply with all state and federal employment, contracting and record-keeping laws, where applicable. Teachers at I.D.E.A.L. will be required to hold teacher certification or be eligible for a one-year permit in compliance with the requirements of the Department of Public Instruction. Employees of I.D.E.A.L. will be employees of the M.P.S. Board. They shall be represented by and subject to provisions, including wages and benefits, of existing Milwaukee Public Schools bargaining unit contracts.

We will comply with the district's policy on criminal background screening and require physical examinations of new M.P.S. employees. Pre-employment functions will be operated under the auspices of the M.P.S. Department of Human Resources. The M.P.S. Department of Human Resources will provide a resource to I.D.E.A.L. in the areas of risk-management, labor relations and background checks. The department will also assist in posting, recruiting, and providing a pool of new staff members. I.D.E.A.L. will utilize its own interview committee for the purpose of hiring staff members. I.D.E.A.L. will explore the possibility of establishing our own pool of substitute teachers. According to law 118.19(2-8); only DPI certificated staff will be hired and appropriately assigned within the confines of their certification. I.D.E.A.L. and all contractors shall abide by the District's policy on minimum wage. (Policy 3.09(16)).

8. The procedures that the school will follow to ensure the health and safety of the pupils.

~~Our potential partnership with the Y.M.C.A. would provide before and after school activities that will enrich the health, safety and emotional well-being of our students and their families.~~ I.D.E.A.L. will adhere to all state laws and M.P.S. Board policies with regard to health and safety standards. We are also exploring partnerships with a number of health care facilities. We believe these partnerships will aid in ensuring the basic physical, educational and emotional growth of our students.

9. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population.

I.D.E.A.L. will honor diversity. We will not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or on the basis physical, mental, emotional or learning disability. We will strive to maintain ethnic diversity according to District guidelines,

and maintain the average number of regular education students, special education students and students in any specialty programs as listed in the charter contract. The point to point bussing considered in 2000 has not proven feasible due to changes in the capacity at Starms. Maintaining diversity in our population is very important to us and we are committed to maintaining several bus routes. I.D.E.A.L. has a unique transportation zone to help increase diversity among our students. This was initially established by MPS before I.D.E.A.L. had a building. We recruit students in a variety of ways, such as mailers, door to door, referrals from our current families and through MPS Directions catalog.

10. *The requirements for admission into the school.*

As an M.P.S. instrumentality charter school, I.D.E.A.L. recognizes that according to the Charter School law this is a voluntary program. We will serve the general district-wide student population including special education students and students with disabilities and will not impose entrance requirements inconsistent with Milwaukee Public Schools' policies and guidelines for student admissions.

In accordance with Charter School law, students who reside within I.D.E.A.L.'S attendance area will be given first priority for assignment. We wish this to be a neighborhood school first and foremost. We believe that our program will attract students from nearby suburbs and students previously enrolled in schools outside of the M.P.S. district. These students will be added through the Open Enrollment process and/or the 220 program. As a charter school, we shall ensure that all students enrolled in our school are recorded in the Milwaukee Public Schools' student data base. We will maintain confidential student records in accordance with state student records law, section 118.125 of the Wisconsin statutes, and the federal family educational rights and privacy act (FERPA).20 U.S.C123g.

11. *The manner in which annual audits of the financial and programmatic operations of the school will be performed.*

As a designated charter school within the M.P.S. instrumentality, I.D.E.A.L. will comply with all State, Federal and Local laws regarding all fiscal requirements and oversights. We would continue to utilize the Department of Facilities and Maintenance Services, Department of Finance and Purchasing Services. I.D.E.A.L.'S purchase of certain Milwaukee Public Schools central and supportive services will be based upon District determination of costs for specific functions. The amount per student allocated to I.D.E.A.L. shall be determined by the Milwaukee Public School Board. All financial records shall be retained in compliance with state and federal law.

We intend to apply for Title I programs and special education support and auxiliary services as well as purchase behavioral reassignment seats; pupil transportation; food service operations; and Office of School Governance services. However, I.D.E.A.L. will not enter any

contractual agreement that would result in the loss of M.P.S. jobs.

12. *The procedure for disciplining students.*

I.D.E.A.L. Charter will create a positive, safe and nurturing environment. Students, staff, and parents will receive and sign a compact that will establish behavior parameters and expectations. A sense of community and belonging will be fostered by providing the students with meaningful and engaging learning opportunities and the chance to be successful at their developmental level. Students will view themselves as members of a learning community where their participation and contributions help ensure the success of other students. Students will also be provided a variety of extra curricular programs such as sports, Lego Robotics, and performance opportunities to help them achieve a sense of belonging in our school community.

Teachers will collaborate in their weekly unit meetings to evaluate classroom routines as well as strategies to address problematic behaviors. Goal setting conferences with parents will be implemented when needed.

The fact that all the unit teachers work with a student will help develop unified expectations for the child as well as many different adults to help support consistent expectations for classroom and school-wide behaviors. It is our hope that students understand that the staff at IDEAL is committed to helping them succeed at all levels, both academically and socially. Our multiage team teaching setting allows for moving a student with a behavior issue within that same large unit/room, provided such action is consistent with a student's IEP, if applicable. Reflection time can be provided within the student's unit or within the other units at I.D.E.A.L.

I.D.E.A.L. will comply with the present M.P.S. discipline plan. Expulsions will adhere to Board policy and be approved by the Board. I.D.E.A.L. will have the authority to impose suspensions within state statutes.

13. *The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.*

Students who do not wish to attend the charter school will enroll through the normal M.P.S. student assignment process and procedure. With the exception of expelled students, I.D.E.A.L. students may reenter another Milwaukee Public School through the student assignment process at any time.

14. *A description of the school facilities and the types and limits of the liability insurance that the school will carry.*

As of the 2013-2014 school year IDEAL will be located at 1420 W. Goldcrest Avenue, Milwaukee, WI 53221.

15. The effect of the establishment of the charter school on the liability of the school district.

As an M.P.S. school, I.D.E.A.L. will adhere to all state laws and the Board's insurance and risk-management requirements. I.D.E.A.L. has no intention of obtaining additional resources at the expense of other M.P.S. schools.

ATTACHMENT 1:I.D.E.A.L.'S FIVE CONSTRUCTS

1. Multi-aged, inclusive classrooms

- organized in units
- building on each child's natural patterns of growth
- focusing on developing strengths
- using flexible grouping and cooperative learning
- valuing the contributions of each child
- meeting the needs of the academically talented as well as those with exceptional education needs

2. Shared governance model

- governed by parents, students, teachers, and community members
- managed by teachers

3. Students actively engaged in meaningful learning

- integrating curriculum based on a balanced literacy approach and a guided inquiry/problem-solving model
- using a dynamic, developmentally appropriate curriculum
- using individual learning styles determined and addressed
- valuing differences
- enhancing learning through technology
- synthesizing music and art throughout curriculum

4. Assessment by performance, product and demonstration

- Linking to clearly stated learning goals and standards
- Focusing on children's progress and development with respect to goals and standards, rather than on comparison to one another
- Promoting thoughtful learning and development
- Creating a seamless connection between life in and out of the classroom

ATTACHMENT 1: I.D.E.A.L.'S FIVE CONSTRUCTS

5. Community involvement

- promoting a positive image of students in the community
- fostering development of responsible citizenship
- acknowledging the abundant resources of our community
- building relationships with businesses and community leaders that benefit students and their families

ATTACHMENT 2: GUIDED INQUIRY

We will strive to make learning more meaningful and relevant by integrating the curriculum through inquiry-based themes. The goal is to help children make connections between their activities in the classroom and the real world of today and tomorrow. We recognize that learners actively construct their own knowledge rather than passively receiving it from teacher.

An inquiry based theme is an in depth study of a topic, issue, or question. Students engage in planning of the study with the teacher. Together, they find resources for information, determine the important issues for discussion, and decide how to communicate their learning. Students choose their own research topics within a framework set by their teachers in order to facilitate understanding of important content. Novels are selected that reinforce concepts related to themes. Strategies are taught to help students organize their thoughts.

In developing a theme, the following procedure is used:

1. Selecting a theme topic that is interdisciplinary in nature (pollution of the environment e.g.). There should be a "Big Idea" driving the theme (All living things depend on one another and all need a quality environment e.g.).
2. Identifying major concepts and learner outcomes so that content and standards are addressed.
3. Assessing prior knowledge, perceptions, and interests of the students.
4. Generating lists of subtopics and using webbing strategies to organize thoughts.
5. Guiding students' development of questions for meaningful research.
6. Demonstrating and developing useful research skills for exploring questions and reporting findings.
7. Students will demonstrate their knowledge and understanding of content in a variety of ways. Learning styles will be recognized and creativity will be valued.

ATTACHMENT 2: GUIDED INQUIRY

8. Assessment will take place continuously to guide student's learning with a focus on what students can do. Portfolios and rubrics will be used as students reflect and evaluate their own progress.

By allowing students to generate questions and explore and interpret what they see, we are creating an atmosphere conducive to in-depth learning. Students learn through a balance of teacher and student questions, and through working together as a community of learners.

Attachment 3 is an example of an Inquiry Based Theme.

ATTACHMENT 3: GUIDED INQUIRY EXAMPLE

Theme: Earth's Ecosystems

Big Idea: The earth is our home. All living things on earth depend on one another and all need a quality environment. Major Concepts:

1. Groups of living things interacting with one another and their environment make up an ecosystem.
2. The habitat supplies the life needs of organisms; such as food, water, temperature, oxygen, and minerals.
3. All living things need food to live and grow. Plants are producers that use energy from the sun to make their own food. Other organisms are consumers and must get their food energy from producers of other consumers.
4. Water, oxygen and other substances are used over and over again in an ecosystem. Human interference can disturb natural cycles.
5. Conservation means taking care of the Earth: the air, the water, and the soil.

Learner Outcomes

Science:

1. Students will be able to explain what an ecosystem is.
2. Students will be able to explain the relationship between the non living and the living parts of an ecosystem.
3. Students will recognize that a habitat is the place in an ecosystem where a population of organisms lives and grows.
4. Students will be able to describe how energy flows through an ecosystem.
5. Students will be able to identify and describe the importance of cycles.
6. Students will be able to identify ways that people affect the environment (e.g. pollution, deforestation, etc.).

ATTACHMENT 3: GUIDED INQUIRY EXAMPLE

Reading:

1. Students will be able to identify the important ideas and relationships in expository text through text structure, patterns, and graphic organizers.
2. Students will integrate new information from text with prior knowledge.
3. Students will relate main idea to details appropriately for expository text: orally, graphically, artistically, dramatically or in written form.
4. Students will be able to ask questions that might be answered by the text.
5. Students will be able to respond to the reading experience through research projects and by writing in a similar style.
6. Students will recognize cause and effect relationships.

Writing:

1. Students will learn how to write a research report.
2. Students will learn how to write a paragraph with a topic sentence and supporting details.
3. Students will learn persuasive writing techniques.
4. Students will learn letter forms.

Social Studies:

1. Students will learn locations of Wisconsin forests.
2. Students will learn about the trees and animals found in Wisconsin.
3. Students will learn the major rivers of Wisconsin and the cities located near them.
4. Students will learn the local and global problems that result from pollution.
5. Students will learn what effect people have on their surrounding environment.

Math:

1. Students will find patterns in nature.
2. Students will make comparisons.
3. Students will read large numbers.

4. Students will interpret tables, charts, and graphic information.

ATTACHMENT 3; GUIDED INQUIRY EXAMPLE

5. Students will understand decreases and increases. *Spelling:*

1. Students will learn -sion and -non endings.
2. Students will learn in- and en- prefixes.

ATTACHMENT 4: BALANCED LITERACY APPROACH

A balanced literacy approach teaches children not only how to read but also how to comprehend, appreciate, and enjoy reading. Teachers combine a variety of strategies and methods/ including phonics and basic skills instruction. In addition, students will be introduced to a large, rich selection of literature. This approach allows teachers to introduce skills in the context of print and to explicitly model and teach those skills. In addition, a balanced approach provides a variety of opportunities for children to practice and apply skills by reading, speaking, and writing in meaningful contexts. By introducing, teaching, and applying skills in context, students more easily connect their understanding of skills with actual reading experiences. When reading skills and phonics are taught in the context of real books and writing, phonics facilitates comprehension. For children to learn to read and write, they need an understanding of the principals of phonics; but to be truly successful readers, they must also be taught to read for purpose and meaning. The use of an effective balanced literacy program will insure that when reading, children will comprehend and decode text using meaning, grammar, and phonics. When writing, children will spell correctly, formulate ideas, and communicate thoughtfully and effectively.

Specifically, balanced literacy instruction will include "read-alouds" to introduce children to a variety of writing styles and genres; shared reading, in which reading strategies are modeled; guided reading, to build independence and reinforce skills; and independent reading. Modeled writing is used to demonstrate the conventions of writing. Language experience relates language conventions to the writing process. Shared or group writing is used for joint compositions and in order to teach the revising and editing process. Independent writing is used to practice individual writing skills. Spelling and word study are taught in developmental stages to encourage visual memory and increase the students' knowledge of letter/sound relationships.

Language arts education is a developmental process, in which teachers guide and support students through carefully sequenced, connected text to become independent

ATTACHMENT 4: BALANCED LITERACY APPROACH

readers and writers. This process begins with phonological awareness at an early age. Children then enter the stage in which the concepts of print will be taught. They will learn that print carries a message and has certain conventions. Phonics instruction will also occur at this point Children will learn to connect sounds and letters, blend these sounds, and decode words.

A balanced literacy approach incorporates whole-group, small-group, and individual instruction in which the teacher can both guide students to use a variety of reading and writing strategies and engage in direct and explicit instruction of basic skills. The Wright Group approach, which we intend to incorporate as a part of our curriculum, offers a large number of books and other authentic reading materials that represent a wide array of literary forms and genres and that support the cultural and ethnic diversity I.D.E.A.L. Charter School intends to embrace. It also includes an ongoing, authentic assessment system that informs teachers and administrators about instruction, students about their learning and growth, and parents/guardians about students' progress.